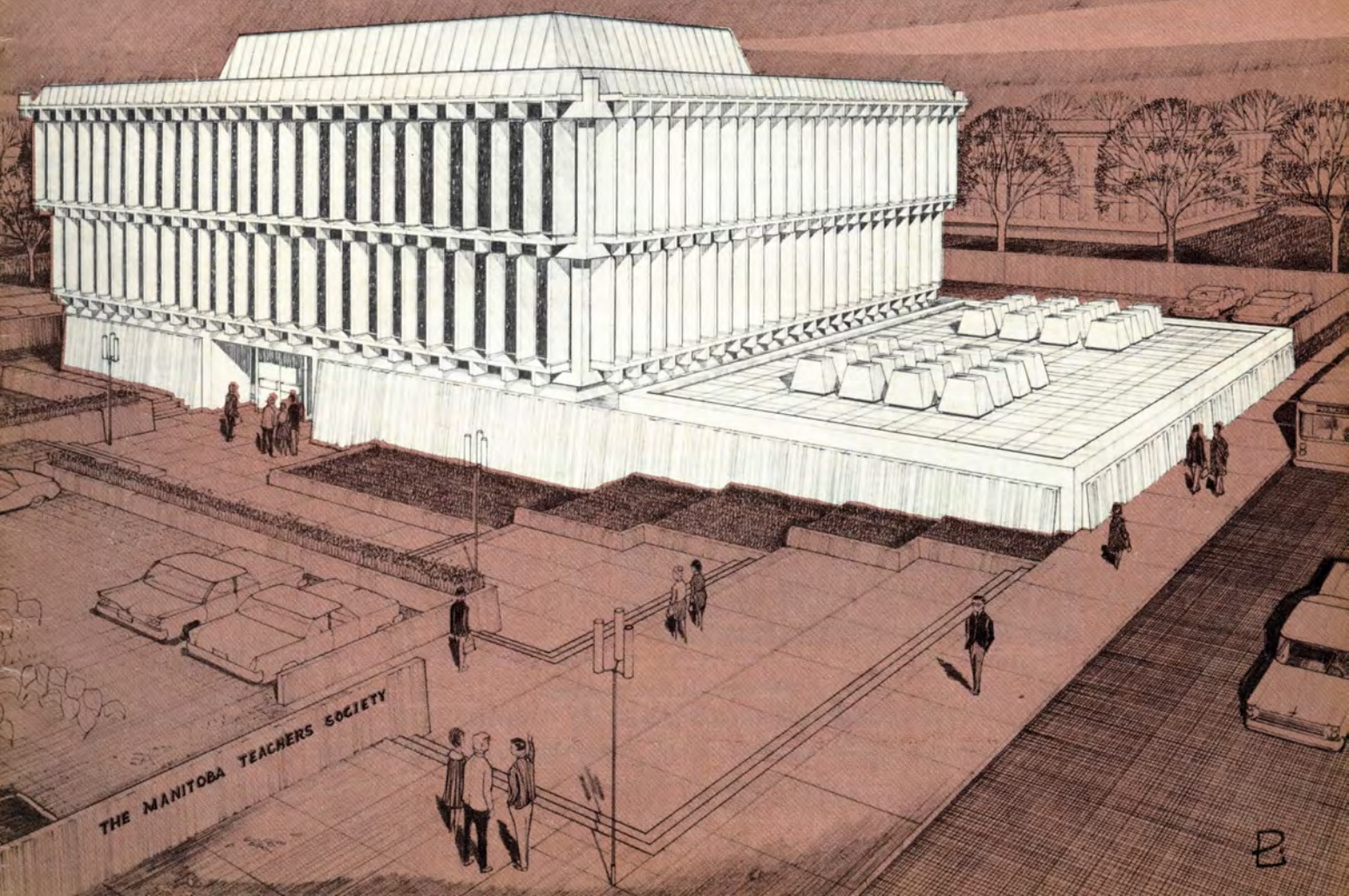


THE MANITOBA

Teacher

MARCH-APRIL 1965



THE MANITOBA TEACHERS SOCIETY

ANIMAL

**ONE OF MORE THAN
400 NEW AND
COMPLETELY REVISED
ARTICLES IN THE**

1965

**WORLD BOOK
ENCYCLOPEDIA**



Progress Shows . . . Progress Continues

If World Book editors undertook to develop a totally new encyclopedia, it would be exactly like the 1965 edition! Every important point of progress has been probed, studied, described by experts, and included in this basic aid to education.

New, modern art and layout

treatments increase interest and clarity. New fields of study open the doors to wider learning. It is, indeed, another achievement in the continuing progress of World Book Encyclopedia. Explore the 1965 edition yourself. There has never been an encyclopedia like it.

New and Completely Revised Articles Include:

ANIMAL • OCEAN • ASTRONOMY • CAT • CHEMISTRY • CHINA • WINSTON CHURCHILL • DRUG • UNDERWATER DEMOLITION TEAM • LASER • CIRCUS • INDIA • FARM AND FARMING • MONEY • HORSE • DECORATIONS AND MEDALS • PHOTOGRAPHY • LINGUISTICS • JAPAN • ZOO • HYDROFOIL • FISHING INDUSTRY



FREE! PORTFOLIO OF PROGRESS describes the 1965 World Book Encyclopedia in greater detail. Separate inserts are included which show editorial and art treatment of subjects in major study areas. Write for your complimentary copy.

Mr. Walter Anderton

WORLD BOOK-CHILDCRAFT OF CANADA, LTD.

Somerset Building, 294 Portage Ave. • Winnipeg 1, Manitoba

About This Issue

The Building Committee, charged with the preparation of plans for the expansion of the Society's building, has prepared a report, which appears on page 4. It includes a number of proposals to be considered at the Annual General Meeting in April.



Sybil F. Shack, a Winnipeg principal and a past president of the Society, has written another book, 'Armed with a Primer'. In anticipation of its release, an excerpt of the first chapter, entitled 'Why Teach?', is reproduced on page 8 with the permission of the publishers, McClelland and Stewart Ltd., Toronto. After this sampling of Miss Shack's writing,

teachers will, undoubtedly be anxious to read the rest of the book, scheduled to be on the market in the near future.

The solution to Canada's present crisis may be found in part through education. This appears to be one of the messages contained in the preliminary report of the Royal Commission on Bilingualism and Biculturalism. Editor Howard J. Loewen has taken a close look at the report and its implications and writes about it on page 21.

The announcement that teacher education will be transferred to the University of Manitoba campus this fall has prompted the Dean of the Faculty of Education in Brandon to relate some of the experiences with teacher education at his college. The article by Dr. W. W. McCutcheon of Brandon College can be found on page 22.



Further — on page 37 — readers will be able to read some quotes taken from the Faculty of Education Alumni Association lecture, delivered by Ronald T. F. Thompson, Superintendent of the St. James School Division. In addition, this issue features information pertaining to the Society's 46th Annual General Meeting and the convention of the Manitoba Educational Association, to be held during Easter Week.

COVER STORY: This issue's cover is a sketch of the proposed new building for The Manitoba Teachers' Society. The design, to be considered by delegates at the AGM, was submitted by Winnipeg architects Libling, Michener and Associates.

Table of Contents

Special Features

| | |
|--|----|
| Proposed New Home for The Manitoba Teachers' Society.. | 4 |
| Why Teach? by Sybil F. Shack | 8 |
| Civil Rights — Another Issue for the AGM | 13 |
| Automation — A Topical Issue for the MEA | 13 |
| Nominees | 14 |
| The Canadian Crisis Hits the Schools, by Howard J. Loewen | 21 |
| Learning How To Teach in a College Setting, by W. W. McCutcheon | 22 |

| | |
|---|----|
| Resolutions | 25 |
| Values in Education, by Ronald T. F. Thompson | 37 |
| She Inspired by Example | 41 |

Regular Features

| | |
|---|----|
| Editorial | 3 |
| President's Message | 12 |
| Views and Trends, by Lionel Orlikow | 20 |
| Notes and Quotes | 39 |
| Readers Write | 42 |
| General Secretary Comments | 44 |

Editorial Board:

ELIZABETH F. REDMOND
EMERSON L. ARNETT
W. ROBERT GORDON
HOWARD J. LOEWEN

THE MANITOBA TEACHER, the official organ of The Manitoba Teachers' Society, is published six times a year and printed for the publishers by Public Press Ltd., Winnipeg 21. Annual subscription \$1.00. Authorized as second class mail, Post Office Department, Ottawa, and for payment of postage in cash. Return postage guaranteed.
Contributions for publication will be welcomed and must be submitted to the Editor, THE MANITOBA TEACHER, 956 Portage Avenue, Winnipeg 10, Manitoba.

YOURS FOR THE ASKING...

valuable teaching material for your classes

Use this page as your order form. Mail it (or bring it) to your nearest Commerce branch — or mail to: **The Secretary, Canadian Imperial Bank of Commerce, Head Office, Toronto.** Be sure to enclose your name and address.

- | | |
|---|-------------------|
| 1. Natural Resources Map of Canada (English only) Printed in black and white, 12¼" x 17½", A-36..... | Quantity Required |
| 2. Historical Pictures (English only) Size 12" x 14" | |
| (a) "An Early Maritime Fishing Station", A-37..... | |
| (b) "Early Pioneer Fur Trading Settlement, A-38..... | |
| (c) "A Mining Camp of the 'Nineties'", A-39..... | |
| 3. Booklets on agricultural subjects designed for farmers. Found useful for teaching agriculture to Grades 7 and 8, and in Secondary Schools. Illustrated. To obtain our latest Farm Booklet and a Requisition Form listing other titles, check here..... | English French |
| 4. Banking Forms for Schools. To obtain a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available..... | |

**CANADIAN IMPERIAL
BANK OF COMMERCE**



MP-611

TEACH IN CANADA'S NORTHLAND!

PRESENT SALARY SCALE

\$3,600 to \$11,280

(Depending upon Qualifications and Experience)

PLUS: Special Northern Allowance, \$648-\$2,100 (Depending upon location and marital status).

PLUS: Administrative and Supervisory Allowances for Principals (\$300-\$4,225); Assistant Principals (\$150-\$1,100); Teachers in one-room schools (\$200).

PLUS: Bonus of \$300 per annum for Home Economics, Commercial and Industrial Arts Specialists. Annual Increments of \$240 to \$300 per annum according to salary schedule.

POSITIONS AVAILABLE: Commencing September 1965: Teaching positions in schools with one to 48 teachers; Principalships; Vice-Principalships; Teachers for Industrial Arts, Home Economics, Commercial, Physical Education and Teacher-Librarians.

QUALIFICATIONS:

- Elementary — A First-Class Teaching Certificate.
- Secondary — Certification equivalent to basic requirement in provincial secondary schools.

DETAILED INFORMATION: For a copy of "Teach in Canada's Northland" and application forms, write to:

DUTIES:

In addition to regular teaching duties, teachers may be required to participate in community activities, including adult education.

TERMS OF EMPLOYMENT:

- Teachers are on duty 12 months each year with three weeks' annual holidays, including certain travel allowances.
- Six weeks' educational leave with pay — within each three-year period of service.
- Transportation from place of recruitment to place of appointment in northern Canada and return on separation, provided the teacher has served at least one academic year.
- Furnished housing, including heat and electricity available at reasonable rent. Because of local preference for technicians, tradesmen and labourers, married accommodation is not available for married women teachers whose husbands are employable.
- Rations supplied at cost in centres where there are no commercial suppliers.

**Education Division,
Department of Northern Affairs and National Resources,
410 Kent Building,
Ottawa, Ontario.**

Bill 39

THE GOVERNMENT is to be commended for introducing legislation into the House recently which carries out one of the major recommendations of the Michener Commission. The legislation provides for the transfer of all financial and most administrative responsibilities for elementary education to the division board. This will make possible the establishment of school areas similar to the Dauphin-Ochre River School Area which was established in 1946. It will make possible the modernization of the school system in the predominantly rural areas of the province and should enable these areas to offer educational facilities comparable to those now provided in the large urban centres.

The Bill has one major flaw, however, that will thwart, if not eliminate, the possibility of school areas being established in the 37 school divisions in which elementary education is now the responsibility of numerous school districts.

The Bill requires that a referendum be held in each school division and that a majority of the resident electors approve the establishment of a school area before the transfer of responsibility can be implemented. This in itself rules out the school area in many parts of the province because of local jealousies, fear of loss of local control over education, and lack of confidence in the division boards which would be responsible for administering the school area.

But even in those school divisions in which a majority of the electors might vote in favour of the school area, the possibility of holding a referendum is indeed remote. The Bill also requires that before a referendum can be held in a division a majority of the elected boards of trustees of school districts in the division, in which not less than 50 per cent of the pupils in that division reside, must petition the Minister of Education requesting that a referendum on the question be submitted to the resident electors.

In order to overcome this initial obstacle, the Minister of Education will have to embark on a vigorous campaign with school trustees to persuade them that they should request the holding of a referendum. This poses a task of monumental proportions when it is considered that 19

divisions have more than 40 school boards each and that one division, Lakeshore, has 119 school boards.

But this is not the only or the most serious deficiency in the requirements that must be met before a referendum can be submitted to the electors. In a school division with 20 school districts, 10 of the smallest districts, with only a small proportion of the total pupil enrolment in the divisions, can successfully prevent the holding of a referendum by refusing to endorse the petition. Conversely, in a division where one district has over half of the total pupil enrolment, that district, by refusing to petition for a referendum, can successfully prevent the holding of a referendum.

Legislation that invites and condones such a travesty of the democratic process is unacceptable under any circumstances. If the Bill were to be enacted in its present form the critical need for modernizing our school system would be postponed indefinitely.

Teaching Reading

THAT HARDY PERENNIAL — reading — that stimulates so much controversy but a somewhat lesser amount of wisdom has once again blossomed forth but borne no fruit. In true Alice in Wonderland fashion the cause of the recent flare-up was a not-as-yet-public progress report on Winnipeg's experiment with one of the articulated phonics methods called phonetic keys to reading.

There's good reason to doubt that the controversy will ever end — history records that some of our earliest civilizations debated the issue — and it would be heresy to suggest that the issue is a professional matter which can safely be left to the educator.

And so, dear teacher, please accept with forbearance the dictum that what's past is prologue and that, human nature and education being what they are,

"Yours is not to reason why,
Yours is but to do and die."



THE MANITOBA Teachers' Society will need more space. This was the conclusion reached by your Provincial Executive in 1963 after a study of the long-term needs of the Society and the space available in McMaster House. Several methods of meeting this need were considered. Drawings were prepared indicating a method of extension to the present building. These were then assessed in terms of building costs, operating efficiency and provision for future growth. Consideration was given to the advisability of selling the present property and building elsewhere. On the basis of these studies, the Provincial Executive in 1964 recommended to the Annual General Meeting that the Society purchase suitable property and commence preliminary planning for a new building.

A building committee was formed under the chairmanship of Ed Kowalchuk and sub-committees were formed to establish criteria for site selection

and building facilities. After carefully assessing over 50 sites in all parts of the city, property was purchased in St. James at the corner of Portage Avenue and Harcourt Street. It was agreed that this site most closely met the immediate and long-term needs of the Society within the established budget. Late in 1964, Libling, Michener and Associates were appointed architects to prepare preliminary design drawings and cost estimates for presentation to the Provincial Executive and the 1965 Annual General Meeting.

The site measures 250' along Portage Avenue by 150' in depth. In contrast to the present property, on-site parking in excess of 70 cars is provided and future expansion of the building can be easily accommodated. The large, landscaped site, in addition to the functional aspects of providing good parking will provide an attractive institutional type setting for the proposed building.

Two principal entrances have been located on the east and west sides of the building, providing easy access from the building to the parking lot. While it is recognized that the major approach to the building will be by car, access for those arriving by bus on Portage Avenue has been carefully considered. A major landscaped approach, comprising steps, ramps, and plaza, leads to the principal western entrance from the corner of Portage and Harcourt.

The building has been organized on three floors, with the lower floor occupied by service and reception facilities as well as a large auditorium for 350 persons. The second floor contains all office and administrative functions and the third floor will accommodate committee rooms, board room, library, and staff facilities. Provision has been made for the expansion of two additional floors. While the proposed building plans will accommodate expansion of certain operations

After months of careful consideration, the Society's Building Committee, headed by Ed Kowalchuk, has formulated proposals designed to meet present and future demands upon the Society's facilities. The proposals, expected to be among the main topics of discussion at the 46th Annual General Meeting, are contained in the Committee's report on these pages. The drawings are samples of the work submitted by Libling, Michener and Associates, the Winnipeg architects firm which assisted the Committee in its deliberations.

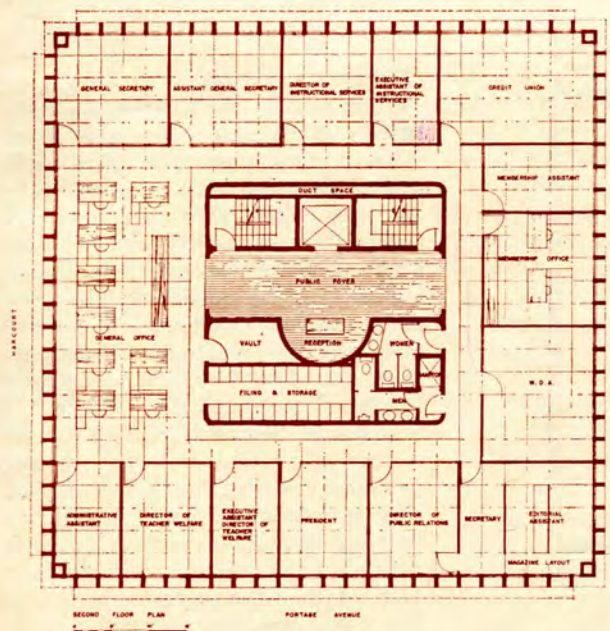
of the Society within the initial construction, the conditions of the sale of the property from the City of St. James to the Society require the provision of sufficient structure to add two more floors. The Committee believes that with the future addition of two more floors, the needs of the Society for the foreseeable future will be fully met.

The teacher entering the building through the east or west doors will come into a modest sized reception lobby. To the south of the lobby is a coatroom and adjacent to the coat-

room, the auditorium. There will be two entries into the auditorium, which can be divided into two smaller rooms by means of a folding door. Adjacent to these public facilities will be a kitchen, storage, and men's and women's washrooms. To the north of the reception lobby is additional storage and a large printing room. This printing room will facilitate the expanding task of informing members of new developments in their professional organization and in the general field of education. The proposed room has been closely modelled on the

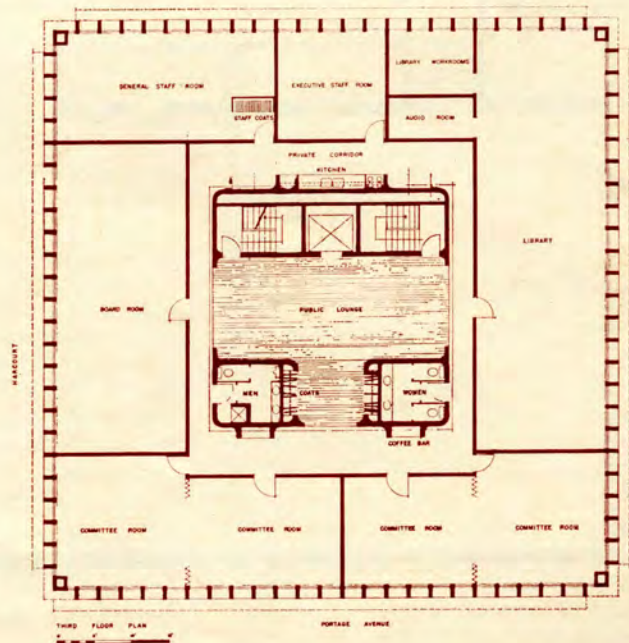
successfully designed operation in the Alberta Teachers' Association building in Edmonton.

Opening on to the reception lobby on the ground floor will be the elevator and two staircases. Visitors having business with the staff of the Society will take an elevator to the second floor where a receptionist-switchboard operator will direct the visitor to the appropriate office or staff member. An examination of the second floor plan indicates that the centre of the square-shaped building is used for service functions and reception area,

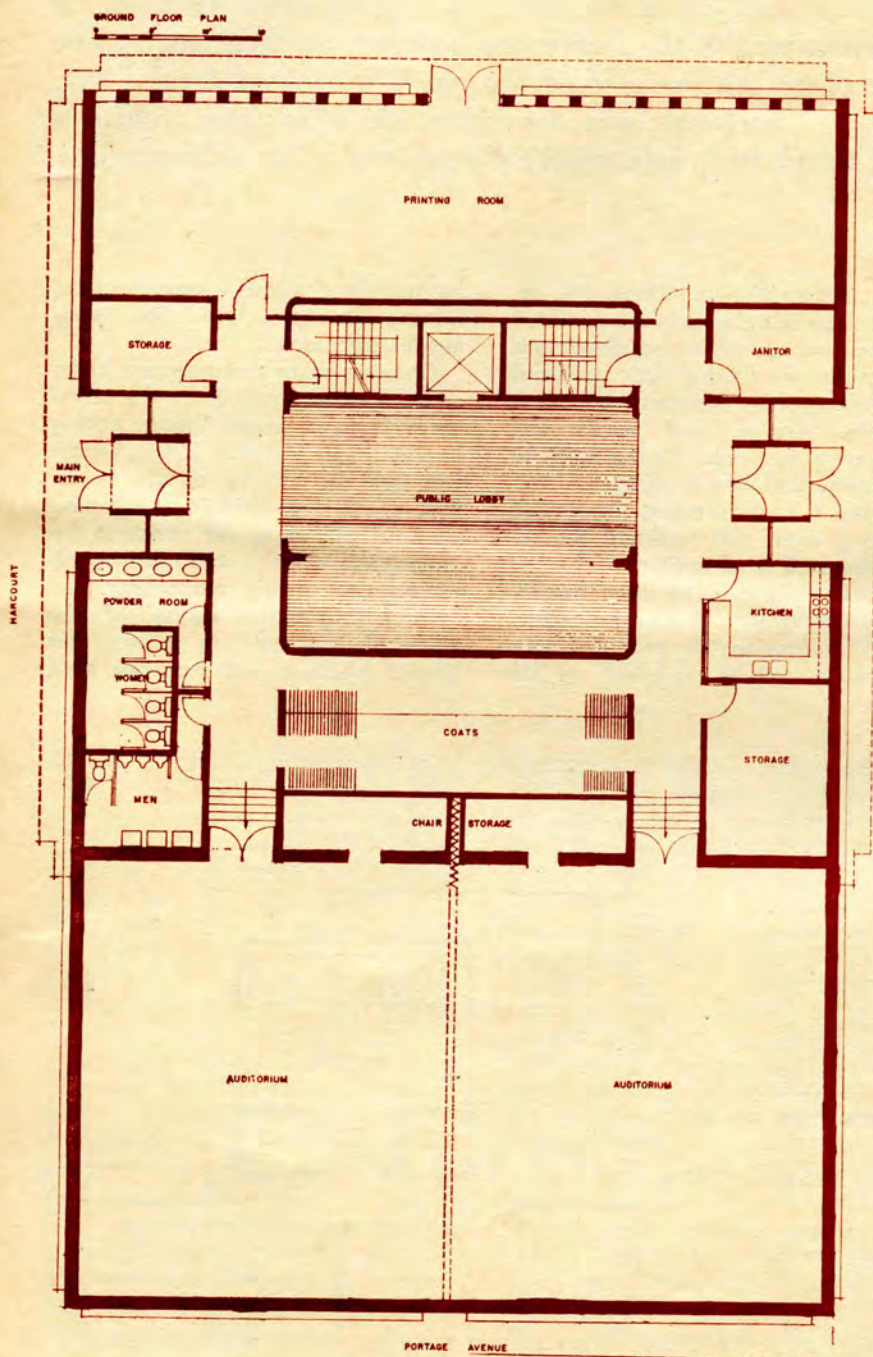


Second Floor Plan

March-April, 1965



Third Floor Plan



Ground Floor Plan

while the perimeter of the building is devoted to staff offices. It is proposed that all partitions around the perimeter of the building be of a movable type to enable the re-subdivision of the space as changes in operations indicate.

The third floor contains a central service core around which are arranged the board room, four conference rooms, men's and women's staff rooms, and a large library-reading room. This reading room will provide for expanded stack facilities and reading tables for approximately 18 teachers. Several study carrels for persons doing more extensive research will be provided as will a sound-proof audio room. The four conference rooms, accommodating approximately 25 persons each, may be opened into two larger conference rooms by means of folding doors. The proposed board room measures 42' x 18'. This is approximately twice the size of the present board room and will enable a more comfortable and functional seating arrangement with space for delegations. A serving counter is available in the corridor outside the conference room where a coffee urn for the convenience of teachers attending meetings on this floor will be provided. Here, as on the second floor, it is proposed that all partitions be of a movable type to enable the re-subdivision of the space at a future time.

THE STRUCTURE of the building proceeded from the desire to increase functional efficiency by eliminating columns throughout the office and auditorium areas. The concrete floors and roof of the office portion of the building are supported on the inside by the walls of the core of the building and on the outside by the concrete window mullions. Therefore, there will be no interior columns to limit the flexibility and long-term functional quality of the building.

Building materials have been chosen to provide an attractive appearance combined with low capital and maintenance costs. The basic building material is concrete designed with different textures and finishes. The colour of the precast concrete on the second and third floor will be light beige and the colour of the poured-in-place rough textured concrete on the

ground floor will be a darker beige. Bronze coloured window glass will provide a soft amber colouration to both exterior and interior.

In a basement underneath the central core will be the mechanical room. It is proposed that the entire building be air-conditioned and in addition to the compressor and fan units located in the basement, a cooling tower on the roof will be provided. The reception and lobby areas will be lit by incandescent lights, while most of the office areas will be lit by fluorescent lights. The mechanical and electrical systems will be in accordance with the best current office building practice.

In developing the design of the building, the architects were conscious of the need to express the special and particular character of The Manitoba Teachers' Society. As a majority of those utilizing the building will be members of the Society, and therefore part owners of the building, a design which would have a more human scale and warmth than is normal with standard institutional office buildings seemed appropriate. The exterior design of the upper two floors while having a simple clarity of silhouette possesses rich detail interest to contribute to a strong visual image. The special conditions of the site established another basic departure point for the design. By setting the main mass of the building back from Portage Avenue in the centre of the property, a more impressive setting for the building is possible than would be the case by placing the high portion of the building flush with the sidewalk. Vehicular access to the parking lot which surrounds the building on three sides is gained from the lane at the north side of the site. The parking has been ramped down and screen walls provided so that parking will not appear to dominate the site and the building. Landscaping has been considered as an integral part of the design to complement and soften the basic building geometry.

AT THE design stage, it is impossible to give more than an approximate estimate of building costs. Two following methods were used by the

architect to estimate the costs of the proposed building: (a) the actual cost per square foot or per cubic foot for similar type buildings constructed in Winnipeg; (b) detailed quantity take-offs of the materials to be used in the proposed building. On these bases, it is estimated that the per square foot cost including site work (landscaping, parking lot, etc.) will be \$20.00. As the proposed building has a total area of 20,000 square feet, the building costs are estimated to be \$400,000. Other costs to be met are \$50,000 for land (full price was \$62,500) and architect's fees which are a percentage of building costs.

After agreeing to recommend the proposed building to the Provincial Executive, the Building Committee studied methods of financing the building and recommended that it be financed as follows:

- (a) apply the equity from the sale of McMaster House;
- (b) offer \$200,000 of debentures (bonds) to the membership at six per cent per annum;
- (c) transfer the balance required from the Reserve Fund.

This is the same method used to finance McMaster House with the exception that there was no equity from the sale of property. Consequently, a much larger portion of the building cost had to be financed by selling debentures than is being proposed at this time. At that time, \$80,000 in debenture bonds were sold and the issue was over-subscribed.

In offering debentures for sale to the membership, there are several factors to consider. The first is the attractiveness of the investment. When it is considered that the interest rate is slightly higher than the present rate of comparable investments and that there is no risk as \$200,000 represents less than half of the value of the building and property, the remainder being financed as outlined above, the debentures should be an attractive investment to the membership.

The second factor to consider is the annual cost to the Society of financing the debenture issue. The debentures are to be financed by appropriating an annual amount to a sinking fund which is administered by a trust company. The annual payment includes

interest and principal and is fixed to provide ample funds to pay the annual interest to the bond holders and to ensure that the bonds can be redeemed at the prescribed time. If half the bonds were for a ten-year term and the other half were for a 20-year term, the annual payment to the sinking fund would be \$22,080 for the first ten years and \$16,080 for the second ten years. The present sinking fund payments are \$10,580, which means that there would be an increase of \$11,500 per annum for the first ten years and \$5,500 for the second ten years.

The following information indicates that the Society is in a relatively better position to finance a debenture issue of \$200,000 in 1965 than it was to finance an \$80,000 issue in 1957-58, the year McMaster House was opened.

| Year | No. of Members | Budget | Sinking Fund Payment | Sinking Fund Payment as Percentage of Budget |
|---------|----------------|-----------|----------------------|--|
| 1957-58 | 6,250 | \$111,880 | \$10,587 | 9.5% |
| 1965-66 | 9,000 | 366,797 | 22,080 | 6.0% |

Considering the attractiveness of the investment and the ability of the Society to make the necessary sinking fund payments, the issuance of \$200,000 of debentures or building bonds is warranted. In fact, there is an additional reason for financing a large share of the total cost of the proposed building in this manner. By spreading the payments over a period of 20 years, the burden of financing the venture does not fall solely on present teachers but is shared to some extent by those who will enter the profession in the future.

THE SITE, the planning and the building design have all been considered with a view to providing The Manitoba Teachers' Society with a building which will serve the needs of an expanded organization with efficiency and with beauty.

Why Teach?

by SYBIL F. SHACK

SIX O'CLOCK in the morning of a clear, hot August Monday. The short train — coach, baggage car, and sleeper — shrieking down the track ten flat miles to the dusty horizon. A weathered railway-red stationhouse. A gravelled street lined with false-fronted stores. Ahead the tawny yellow of dry grass and sparse grain. Not a living thing in sight, not even a dog. Around me only the dry crackle and hum of grasshoppers in the brittle growth. A terrible hollow feeling in my stomach, not of hunger but of fear. Muscles that ached from a cramped and sleepless night. I could not afford to gamble the price of a berth on the chance of a job; I had already spent twelve dollars for a return ticket. Now my eyes were smarting with weariness and tears and the glare of the sun on the prairie.

My two hundredth application for a teaching position had drawn a nibble. On Friday night I had had a telephone call from the secretary-treasurer of a school district suggesting hesitantly and tentatively that if I were really interested I might come and apply in person. My letter of application had appealed to him, and he would take me around and introduce me to the members of the school board. Mind you, I wasn't to be too hopeful; there were 400 applications for the job. But if I were willing to come . . .

He has told me since that he had made up his mind sight unseen that I would have the job. My unorthodox letter, written on the last sheet of a pad of notepaper, and slightly greastained, had aroused his interest. He had believed me when I said in it that this would be my last attempt to get a school, and that if it brought no results I would give up the idea of teaching. I was interviewed by the owner of the lumberyard, the keeper of the general store, and a prosperous farmer in the district, and I was hired for \$900 a year, a munificent salary in 1932. My sister was to teach five years later for \$500, and was to have trouble collecting her money. I had friends who were teaching for \$350, or for room and board, or just for experience.

So I have my old friend, the secretary-treasurer of the first school district in which I taught, to thank or to blame for salvaging me for the career that has held me fast ever since.

I spent two years in his school, teaching farm children French irregular verbs and the joys of English literature. Since then I have taught eight-year-olds about the polder lands of Holland, thirteen-year-olds to decipher Caesar's diaries of the Gallic wars, and seventeen-year-olds to solve quadratic equations. I have watched scores of other teachers struggling with phonics and the multiplication

tables, trying to explain what a sentence is, and why an electric bell rings. My years in the classroom are the only credentials I bring to the task of taking a look at teaching and the schools.

Because by far the greater part of my life has been spent in schools — learning, teaching, and learning — I cannot hope to examine the subject of Canadian education objectively, from some lofty observation point outside its moiling activity. I can see and speak only as a teacher deeply involved in the problems of teaching, in the circumstances under which I must teach, with the children and the circumstances under which they must learn, personally and passionately concerned about the schools in which both the children and I must work. I am not a critic dissecting the faults of Canada's educational systems like a boy pulling apart a grasshopper. I am not a prophet crying doom; nor am I a Pollyanna making the best of every misfortune, I am just one of the thousands of people in Canada whose job and passion it is to teach.

Like many teachers of my generation I entered the profession almost by default, because there was little else for a young woman to do. The pay was small and the prestige minimal; yet jobs were scarce and teachers plentiful. It took two years of trying before I got that first teaching job in a small town in Manitoba where some of the pupils in the high school were as old as I was. Since then I must confess that from time to time I have found my work, and my pupils, and their parents irritating, dull, and tiresome. More than once as the black walls of the classroom closed in on me, and the children in front of me grew more and more perverse, I have wondered whether I should have thanked my old friend for what he had done for me, and have asked myself bitterly why I was still teaching.

In answering the question for myself I am, I am sure, answering it for many others who, like me, have asked it of themselves. The answer? My job, irritating, dull, and tiresome as it can be, is also interesting, varied, and rewarding. And because it is important, it is profoundly satisfying. There is not a teacher alive who could

continue with his work if he were not convinced of its importance. Teaching is the stuff of life, itself, creative, exciting. Its warp and its woof are the heart and mind of man. That is why I am still teaching.

Yet every term sees thousands of sensitive, fine young people enter the profession only to leave it after a few months, or at best after a few years. Since the education of these young people is costly, and is borne largely by the public, the causes of their leaving are of concern to everyone. Why do they take their training and then leave the career they seem to have chosen?

Some, of course, are the "trousseau teachers", young women who teach for a short time before they are married, or for a short time afterwards in order to help buy the car or the house or the coveted sterling silver.

Somewhat in the same category are those, more often men, who frankly use teaching as the first rung of the ladder to a better and more profitable life. Teaching is easy to get into: not much schooling is required, and it pays dividends, small though they be. A year invested at a teachers' college has helped many a doctor, lawyer, or physicist through the eight or ten years of study that lay before them.

Some of the deserters have been disillusioned or discouraged by the low beginning salaries, the many years required to reach maximum pay, the long slow road to promotion, the lack of recognition. But there are still others who had chosen teaching as a life work, who had gone into it filled with enthusiasm and idealism, and who have dropped out unhappy, embittered, suffering deep wounds to their self-esteem. A few leave before they are utterly defeated, but enough stay to taste defeat and its sourness before they gather the courage to leave; they become the worst enemies of teaching and of the schools.

What reasons drive these people out of the teaching profession? What embitters and disillusion them?

One cause is undoubtedly the limited association of classroom teachers with other adults. For five and a half hours a day a teacher is shut into a classroom alone with thirty-five children. He — or she — sees and hears

"Why Teach?" asks Miss Sybil F. Shack, principal of Isaac Brock School in Winnipeg, in her new book, 'Armed with a Primer'. Her answer to this baffling question is contained in the first chapter, part of which is reproduced here with permission of the publishers, McClelland and Stewart Ltd., Toronto. The book, scheduled for release this month, reveals the author's profound knowledge of education. It is a must for teachers and, for that matter, anyone interested in reading what a teacher has to say.

and talks to children only. It is no accident that the primary teacher so often speaks with the artificial precision of a television commercial. The conversation of the staff room, at best hurried and between bells, tends to be about children and classroom problems. Particularly in the elementary school there develops the feeling of being cut off from the real world of adults, from the world in which adults are not always expected to be on their best and most formal behaviour, and in which they are even allowed occasionally to vent their irritations against one another.

The classroom is in many ways an unreal world for the adult as well as for the child. It is a community in the same sense that a jail or a monastery is a community. Although it has a dominating and overriding purpose for holding its occupants together, in most other ways it does not even approximate the sort of community in which the adult should be living and working outside his occupation. For one thing, the teacher is a strong figure of authority in a limited setting. This authority which he exercises, often unchallenged for two hundred days a year, may make him pompous and unbearable in other situations where he has no right to exercise authority. Since the authority is exercised over those younger and weaker than he, when he emerges from the classroom he is not always able to compete with his peers. Accustomed to command, he feels inadequate. For the young teacher struggling to free himself, sometimes the only road to freedom is one which takes him outside the school and the profession he had chosen.

All of us who teach, young or old, those who stay and those who leave, have found ourselves irritated by the attitudes of other adults toward us. I am not really surprised, though often annoyed, that teachers are reluctant to admit to their profession, and that women particularly are flattered when they are told that they "do not look like teachers", whatever that may mean. Because the moment it becomes known in a social gathering that I am a teacher, or more particularly a principal, the very atmosphere round me begins to change. Mothers and fathers want to talk to me about everything from their children's bed-wetting to the difficulties of learning algebra. I am harangued about the shortcomings of my dinner partner's stenographer's spelling, and put on the defensive about the failure of my new acquaintance's little boy to read fluently. Much as I like children, personally and professionally, I do not want to eat and drink them with my social life. Nor can I be carried away with enthusiasm at the recital of my host's victories over his teachers during his own distant school career.

It may seem strange to parents, but teachers are very much like other people. We are just as interested as the general run of mankind in fashions, the weather, the consequences of nuclear fallout, the arts, and the latest scandal. We become unutterably weary of children, just as their parents do, and when we go to a party we would like to be treated as people and not as a race apart. We are also just as sensitive as other people about the kind of humour aimed at us. Jokes about ethnic minorities are now considered in poor taste, but the teacher

is still fair game. We smile politely the first hundred times we hear the joke about the three sexes — male, female, and teacher. We respond politely the first hundred times we are jocularly poked in the ribs with the joke about the nine-to-four day and the two-month vacation. The hundred and first time we are likely to be either bored or surly.

WHAT ABOUT the work itself? Teaching is not unlike the work of the trial lawyer. For the one brilliant appearance in court there are months of monotonous plugging. It is not too difficult to stand in front of a class and teach a brilliant lesson. It is very discouraging to come back the next day and discover that perhaps only one-fourth of the little minds in front of the teacher have responded to his brilliance. So he starts all over again, and re-teaches, this time without the histrionics and the scintillating vocabulary. By the time he has taught and re-taught fifty times the fact that there are four quarts in a gallon, the first fine fervour has worn off his original presentation. And yet he must continue to be interesting; he must continue to motivate the five or six or eight children in his class who still do not understand that there are truly four quarts in a gallon and by this time are not at all sure that it matters. His patience is not likely to be improved when he realizes that after all his hard work, next term's teacher will probably blame him because the children still do not know that there are four quarts in a gallon. His task is not made easier when a disagreeable parent phones to complain about Jimmy: "I can't understand it. Jimmy never had any trouble before. And it's funny that he knows all the tables when I ask him at home. Why does he get so many mistakes at school?"

Teaching is a monotonous business. The teacher in the elementary school who teaches the addition facts day after day, the high-school teacher who teaches Grade X physics to six or eight classes a week, the teacher of literature who has to find something new and inspiring in 'Julius Caesar' in the thirty-fourth year of teaching it — each of these must fight monotony as

surely as the ox on the treadmill. The wonder of it is that so many classrooms remain so fresh and vital. To expect the freshness and vitality every lesson of every day is to expect the teacher to be not merely a superior teacher but a superior human being.

However, if all a teacher had to do was teach, life would not be as intolerable as it becomes for some. A young woman, a university graduate, who had come into teaching filled with enthusiasm, starry-eyed with a sense of mission, was assigned to my staff. At the end of three months of teaching a group of normal thirteen-year-olds she was ready to admit defeat. Her experience is not unique. I have lived through similar ones at least twice in my own career. Her classes were giving her trouble. She was anxious to teach them. She knew her subject, and had her lessons reasonably well organized. But the youngsters in her class would not listen to her. They had obviously decided that she could not control them, and because she could not make them listen, they would not do so. Day by day they became more and more out of hand. As the level of noise in the room mounted, the young teacher could not help but show her fear. They reacted as young savages of thirteen do. Individually there was not a cruel or even an unkind youngster in that class. Other teachers handling them had only the usual difficulties which crop up in a classroom. But for my young teacher they made life miserable.

Why did all this happen? It is hard to know. Perhaps she had antagonized them the first day by being condescending to them. Perhaps she allowed them liberties in the beginning, and when they overstepped the bounds she lacked the authority to call them back. Or perhaps she was merely young, untried, and unsure of herself. Her experience, as I have said, is not unique.

The control of a class, whether at the first grade or at the twelfth, is of prime importance. Without it there is no learning. It varies in kind from the permissive to the authoritarian, but it has to be felt. Inability to establish it has driven many a promising, intelligent teacher out of the profession.

Even the experienced teacher is intensely aware of it, and knows how undefinable and unpredictable a thing it can be. If blackboard jungles are rare in Canadian schools, like the real jungles they are named for they can encroach and overwhelm swiftly and terribly. When they do, they take an inestimable toll in suffering, in loss of human dignity, and in the lesser currency of time and money. I have seen a class of innocent little first-graders drive a teacher to tears, and fourth-graders reduce a strong man to incoherent frustration. Both of these people believe that the demands made of them in the classroom would have destroyed them. Both are intelligent, even gifted, and would have been excellent teachers if all they had had to do was to present academic subject matter.

In addition to teaching, the teacher must also be a clerk. Year by year the amount of work we in the schools are asked to produce is multiplied. Gone is the day when the teacher kept only a classroom register and a record of her pupils' academic achievement. Today we collect milk or lunch money. We sell tickets for the symphony orchestra, the children's theatre, school football games, and skating races. We organize for the Junior Red Cross. We administer, mark, and enter the results of centralized tests. We calculate IQ's and mental ages. We keep medical records. We report attendance on four different printed forms. We do statistical analyses of examinations. We produce and print several volumes of seatwork, only some of it plagiarized. We tabulate our pupils according to every conceivable category for our school boards, our departments of education, and the Dominion Bureau of Statistics. We maintain anecdotal files on pupils. We hold and report on fire and civil-defence drills. We keep day books. We report on teachers who visit our classes. We write notes to parents. We answer questionnaires. We summarize books to report at staff meetings. We arrange convention programs. We distribute propaganda for forest conservation and against smoking. We evaluate teaching aids. We arrange transportation for children to ball games and from the art gallery. We

sell accident insurance and rent textbooks. We order, catalogue, and check library books. We keep charts of children's reading. We set up schedules. We raise money to buy school equipment. We report to parents, principals, supervisors, inspectors, superintendents, usually in writing. Undoubtedly most of these things are necessary and even important, but they bore into our teaching time. We need that time to prepare our lessons, to keep up with our academic disciplines, to help individual pupils, and merely to teach. We resent having to tunnel our way through the mounds of directives, reports, records, and accounts, which block our passage every day of the week and which reach mountainous heights at the beginning and end of the school term.

There are increasing demands upon our time, too, from pressure groups of various kinds which see the school and teacher as an easy means of selling ideas and making points. The causes are good, we are sure, and we might even subscribe to some of them privately. But we dislike being used. We dislike even more having our children used. The causes are different, and their proponents have different motives, but all of them share the conviction that children are an efficient channel of distribution, and that children, being both malleable and available, should be caught young and thoroughly indoctrinated. So the man from the soft-drink factory calls to arrange a visit for our classes, and offers us a token of his appreciation. We are under pressure because other children have gone, and ours would like to, and sometimes we give in although the indoctrination they will get is diametrically opposed to our teaching — at the instigation of the Dental Society — that sugar is bad for the teeth. The local businessmen's club sponsors a flower-growing contest. The Junior Humane Society sends us literature about kindness to animals; we are glad to get it because it counters other literature sent out by a sportsmen's group lauding the glories of hunting and fishing. Religious groups are pressing for religious instruction in the schools. Equally vociferous parents think we should be teaching about sex. The safety council

"There were many times . . . when the thought of facing another year, another week, another day, was pure, blazing agony."

is sure that only through the schools can it teach safety, and the health officer wants us to emphasize the evils of alcohol and tobacco. A national bank sends us persuasive pamphlets on how to live a good life, and its competitor woos our goodwill with book covers. The Canadian Manufacturers' Association, the British Information Service, the second-language supporters, the amateur-reading theorists, the Community Chest, the local branch of the United Nations Society, the chocolate manufacturer, and the Christmas goodwillers — all of them see in our children the easiest way of attaining their ends. If we rebel, we are unpatriotic, irreligious, un-Canadian — none of which we as teachers can afford to be.

All of which leads to the most frustrating aspect of the teacher's work, the restraints placed upon the classroom teacher. In our highly organized urban school systems the classroom teacher is second from the bottom in the pyramid of authority. Only the children are lower. Above him loom the principal, the special subject supervisors, the superintendent, the school board, the provincial inspector or superintendent, the deputy minister of education, and finally the minister himself, standing at the peak of the structure in the provincial administration of education. Often, especially in smaller communities, the parents have direct access to the teacher who becomes subject to local prejudices. In many parts of Canada, we, the teachers, have little or no control over what we teach, or over the textbooks from which we teach.

Almost as discouraging as the professional restrictions are the other restraints, less recognizable, but just as powerful, which still bind the teacher and the preacher, especially in a rural district. Women teachers are now permitted to smoke in public, and may even be permitted an alcoholic

beverage, but we are still expected to conform rather closely to the morals of our society and of the more conservative elements of that society. The young man who grows a beard is just a little suspect; there must be something wrong with him. A teacher who expresses unpopular opinions suffers more than a doctor who is a maverick. After all, the teacher is a public person; his idiosyncrasies are discussed at every lunch table. To survive the kind of surveillance he gets requires more stamina than many a young teacher can muster. I would hate to be a declared atheist, for example, trying to teach in almost any small town or rural area.

BESET BY all these troubles, why do so many of us continue to teach?

To be completely honest I should have to admit as a prime reason that teaching is a way of earning a living, the only way most of us know. There were many times in my early years when the thought of facing another year, another week, another day, was pure blazing agony. But I had to eat and clothe myself and have a roof over my head, and my salary came in regularly once a month. Then, too, there is the question of pride. To have abandoned teaching when it seemed to be getting the better of me was a confession of failure that I, and others like me, refused to make. So we lived through the difficult times, and won our victories over the difficult classes, and more often over our own weaknesses, until we became what we had not been in the beginning — professional teachers.

The two reasons I have given are not the overriding ones. There are other things that have kept us teaching, that made a vocation out of an accidental choice. The satisfactions of our work, smaller in number than the frustrations, far outdistance them in kind and quality. »

President's Message

from ELIZABETH F. REDMOND

THE EASTER vacation is a busy time for Manitoba teachers, bringing the twin conventions of the Manitoba Educational Association and The Manitoba Teachers' Society. Each year, teachers from all over the province gather together to see demonstration lessons, to learn of new techniques, and to discuss many aspects of education.

This year, the 46th Annual General Meeting of The Manitoba Teachers' Society will begin on Monday, April 19. Delegates selected by 47 division associations and representing almost 9,000 teachers will form the Provincial Council, the policy-making body of the Society.

As always, important matters are to be discussed at the AGM. Matters which are of vital concern to the progress of education in our province. Each year delegates consider the activities of the Society in the preceding 12 months and attempt to assess the value of the work done. They must make important decisions in an effort to improve the quality of education in Manitoba schools. They must elect

the Executive of the Society for the succeeding year.

Recently, Senorita Amelia Martinez Trucco, an elementary school principal from Argentina about whom you have read in the Society's Newsletter, expressed surprise not only at the wide scope of the Society's activities in the educational field but also at the large numbers of teachers involved. Nowhere, I think, is this so evident as at the Annual General Meeting.

This year, members of the Provincial Council will hear reports on the Society's expanding program in professional development, on shared services, on new courses of study, on the Michener report, on the Canada Pension Plan, on educational assistance, and on the building project. They will discuss the work accomplished by the more than 20 standing and special committees of the Provincial Executive. They will consider and take action on resolutions that deal with many aspects of education.

The current issue of THE MANITOBA TEACHER carries information

which is of great importance to division associations and their delegates. Biographical sketches of nominees for office in the coming year are in one part of the magazine. Resolutions submitted by local and division associations form another part. The material in both of these sections of the magazine merits close attention. It is important that an able executive be elected to carry on the affairs of the Society. The disposition of resolutions at the AGM will have an important bearing on future policy of our organization.

At the time of writing, the Manitoba Government is in session and, with other citizens of the province, we take a keen interest in the debates and decisions of the Members. Delegates to the AGM are the parliamentarians of The Manitoba Teachers' Society. The fruitfulness of their deliberations will be in direct proportion to their awareness of the viewpoint of their respective associations on matters of welfare and professional development which will be discussed at the AGM. Division associations can ensure the success of the AGM by assisting the delegates whom they have selected to become thoroughly conversant with opinion held by the general membership.

If The Manitoba Teachers' Society is to continue to make a worthwhile contribution to education in Manitoba, it can only be as a result of policy established through thoughtful discussion and wise decisions on the part of well-informed delegates at the AGM.

Attend the Manitoba Schools' Science Fair

Teachers attending the 46th Annual General Meeting of The Manitoba Teachers' Society or the annual convention of the Manitoba Educational Association held in Winnipeg during Easter week are urged to visit the Manitoba Schools' Science Fair to be held in the enclosed Polo Park Mall in Winnipeg. The fair will be opened by the Honourable George Johnson, Minister of Education, at 9:15 a.m., on April 22. Between 4:00 and 6:00 p.m., judging of special awards based on the neatness of the displays will take place. The fair closes at 8:00 p.m. and participants are reminded that exhibits must be removed at that time. In preparation of the fair, workmen will set up tables and frames on April 19, but contestants are advised not to be in the display area at that time. The displays may be set up on April 20, between 1:00 and 5:00 p.m., while the judging of elementary, junior and senior high school exhibits will be done on April 21.

Civil Rights—Another Issue for the AGM

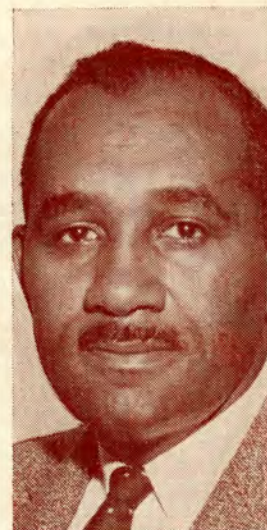
MANITOBA teachers will be able to acquire an insight into the fight for civil rights in the United States when Clarence Mitchell, Director of the Washington Bureau of the National Association for the Advancement of Colored People, comes to Winnipeg at Easter.

In spite of a crowded schedule, Mr. Mitchell has accepted the invitation to speak at the Society's dinner, a traditional highlight of the Annual General Meeting. This year, it will be held on Monday evening, April 19, at the Marlborough Hotel, Winnipeg.

Mr. Mitchell is one of the key persons involved in the civil rights movement in the U.S. Under his direction,

the Washington Bureau of the NAACP led the fight for the 1957 Civil Rights Act; the first such legislation passed by Congress in over 80 years. He chaired one of the strategy groups formed to get the civil rights bill through Congress in 1963-64 and when President Lyndon B. Johnson signed the historic law on July 2, 1964, was one of the NAACP representatives attending the ceremony at the White House.

A former newspaper reporter, Mr. Mitchell gave his first testimony to a Senate committee investigating a lynching in 1933. He has held executive posts on a number of President's committees and also served on government advisory committees. He



Clarence Mitchell

holds degrees from Lincoln University, Pennsylvania, and the University of Maryland, and has done graduate work at Atlanta University and the University of Minnesota. »

Automation—A Topical Issue for the MEA

THE EFFECTS of automation will be the topic of the address to be delivered by one of Canada's outstanding research scientists at the joint luncheon of the Manitoba Educational Association and The Manitoba Teachers' Society. Dr. Omond M. Solandt, of The de Havilland Aircraft of Canada Ltd. in Ontario, will be the guest speaker at the annual occasion to take place on April 21 at the Royal Alexandra Hotel, Winnipeg. Entitled 'Automation, Education and Employment in the Affluent Society', his talk fits the theme of the 16th annual convention of the MEA: 'New Trends in Education'.

The program of the convention, to be held on April 20 and 21 at the

Royal Alexandra Hotel, will focus attention on present and future changes in the field of education. About 15 educators, including two from the United States, have been invited to speak about such diversified subjects as the teaching of reading and mathematics, physical education, guidance, special education, home economics, and economic developments in the Soviet Union. In addition, a number of other features have been planned, including an art workshop, a tour of the Manitoba Institute of Technology in Brooklands, a tea on Tuesday afternoon, and a party on Wednesday evening.

The convention will be chaired by the president of the Manitoba Educa-



Omond M. Solandt

tional Association, Dr. Wes Lorimer, Superintendent of Winnipeg Schools. A \$2.00 membership, available at the hotel, is all that is required to attend the convention. »

Nominated for President



Albert W. Davie, head of the Social Studies Department, Daniel McIntyre Collegiate Institute, Winnipeg, holds a B.A. degree and has completed several Faculty of Education courses. His 37

years of teaching experience includes two years as assistant principal in the Norwood School Division, one year as assistant principal of King Edward School in Winnipeg, and 26 years at his present school. An active member of the Men's Local of the Winnipeg Division Association for 35 years, he has served as president of the Local and of the WDA. Furthermore, Mr. Davie has been on committees dealing with educational finance, salary negotiations, shared services and other aspects of the work in which the Society is involved. During the past six years, he was a Provincial Executive member, chairman of the Finance Committee for one year, and became the Society's treasurer in 1963. He has been a delegate to the Canadian Conference on Education, a member of Department of Education committees and of various organizations, including the Canadian College of Teachers and the Canadian Educational Association.



Edward Kowalchuk, mathematics teacher at Garden City Collegiate, West Kildonan, has B.A. and B.Ed. degrees. After teaching for one year at Lyleton, he joined the Seven Oaks School Division

staff in 1949 and has since taught at various schools in this area. At the local level, he has been president of local and division associations, chairman of a negotiating committee, and member of public relations and curriculum committees. At the provincial level, Mr. Kowalchuk has served on the Society's Building, Building Requirements, Educational Assistance, Public Relations and Teacher Recruitment Committees, and on the Provincial Executive. In addition, he is president of the Amateur Radio League of Manitoba and chairman of two Red Cross committees.

Nominated for First Vice-President

Albert W. Davie — see 'Nominated for President.'



Henry H. Goertzen, teacher at Daniel McIntyre Collegiate Institute, Winnipeg, holds B.A. and B.Ed. degrees. He has taught for 33 years at Schanzenfeld, Winkler, Plum Coulee, Altona

and Winnipeg. At the local level, he was a member of the Plum Coulee-Horn-dean-Rosenfeld and Altona-Gretna Local Associations and also served as president. Provincially, he has served on the Society's Executive for about five years and was a member of the Rural Problems Committee and chairman of the Educational Assistance Committee. His other interests include the work of the Association for Retarded Children and the Red Cross Society.

Edward Kowalchuk — see 'Nominated for President.'



John Lyzun, supervising principal of Brooklands Schools, has B.A. and B.Ed. degrees and 32 years of teaching experience in elementary and high schools. Prior to accepting his present post in 1956,

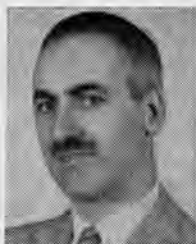
he was principal at Birds Hill, Cardale, and Miami. From the start, Mr. Lyzun has been a member of the Society's local associations. Since 1963, he has served on the Provincial Executive and the provincial committees on teacher education and certification, library, and curriculum, and was co-chairman of the Public Relations Committee during the past year. In addition, he has participated or is participating in the work of several organizations, including the Brooklands Home and School Association and Alumni Associations of the University of Manitoba.

Donald T. McKinnon, principal of Birchwood and Woodhaven Schools, St. James,

Nominees

More than 50 members have been nominated for positions on the 1965-1966 Provincial Executive of The Manitoba Teachers' Society. The elections will be one of the highlights of the 46th Annual General Meeting.

holds B.Sc. and B.Ed. degrees and has taught for 14 years. While teaching in Winnipeg, he was a member of the Men's Local of the Winnipeg Division Association and of the executive of the WDA. Since his transfer to St. James five years ago, he has served on the executive of the St. James Division Association. In the summer of 1963, Mr. McKinnon was selected by The Manitoba Teachers' Society and the Canadian Teachers' Federation to go to Liberia, where he taught teaching methods to Liberian teachers. Elected to the Provincial Executive in 1964, he was co-chairman of the provincial Pensions Committee, chairman of the Resolutions Committee and a member of the Judicial and Shared Services Committees during the past year. Currently, he is also president of the Winnipeg chapter of the American Recorder Society.



Nominated for Second Vice-President

Albert W. Davie — see 'Nominated for President.'

Henry H. Goertzen — see 'Nominated for First Vice-President.'



Charles (Chuck) Hamelynck, English teacher at Gimli Composite High School, was educated in Holland, where he obtained an agriculture degree at University of Utrecht.

Since coming to Canada, he has completed three summer courses at the University of Manitoba and taught one year at Gilbert Plains Collegiate before going to Gimli. He has been a member of the Intermountain Division Association and committee chairman and co-ordinator of the Evergreen Division Association. During the past two years, he was president of the latter Association, a member and chairman of the provincial Salaries Committee, and a delegate at two leadership seminars at Clear Lake. In the fall of 1964, Mr. Hamelynck was appointed to the Provincial Executive to replace Roy White, assigned to a teaching position overseas.

Edward Kowalchuk — see 'Nominated for President.'

Donald T. McKinnon — see 'Nominated for First Vice-President.'

Nominated for Treasurer

Albert W. Davie — see 'Nominated for President.'

Nominated for Provincial Executive

Aubrey Asper, mathematics teacher at Gordon Bell High School, Winnipeg, obtained his B.Sc. and B.Ed. degrees at the University of Manitoba. He has taught at Teulon and Rivers, where he took an active part in the work of the local and division associations, including the duties of president of the associations at Rivers. Since coming to Winnipeg, he has played a role in the work of the Men's Local of the Winnipeg Division Association. Mr. Asper has considerable experience in the field of teacher pensions and has served on both local and provincial pensions committees. During the past two years, he was co-chairman of the Society's provincial Pensions Committee and participated in the revision of the high school mathematics curriculum as a member of one of the committees of the Department of Education dealing with the University Entrance Course. He has also done considerable work in the field of public relations.

J. Irving Bateman, principal of Fleming School, Brandon, obtained his B.A. degree and teacher education through summer, evening and other courses. Before coming to Brandon 30 years ago, he taught at Round Lake, Rackham, and Erickson. He has been principal at Brandon since 1940. As a member of the Brandon Division Association, he has participated in the Society's work for 30 years, serving on various committees, including the chairmanship of the Ideals and Practice, Teacher Education and Certification, Education Week, and Public Relations Committees. He has been on the Provincial Executive for the past three years and is also a past member of the Board of Directors of Brandon College and of the executive of the Brandon College Alumni Association as well as holding memberships in several other groups.

Robert T. Blair, relief principal at Alexandra and George Fitton Schools, Brandon, has B.A. and B.Ed. degrees. During his ten-year teaching career, he taught at Portage la Prairie and Brandon, was a

member of the Society's division associations in these areas, and president of the Brandon Division Association. From 1961 to 1962, he took part in a teacher exchange program and taught at Sacramento, California. He has been active in a number of organizations, including the Manitoba Music Educators' Association, the Manitoba Language Association, and the Brandon College Alumni Association.

Jacob (Jake) Braun, teacher at T. A. Neelin Composite High School, Brandon, completed several university courses following one year of teacher education at Brandon College. Before coming to Brandon six years ago and joining the Brandon Division Association, he taught for two years at Amaranth and Inglis. In Brandon, he has chaired the Education Week and public relations committees, and was treasurer of the Division Association for one year. During 1964-65, he was second vice-president and co-chairman of the curriculum, constitution, and resolutions committees of the Brandon Division Association. For a number of years, Mr. Braun has been involved in school sports and drama activities and is currently vice-president of the Central Community Centre and a member of the Toastmasters' Club in Brandon.

Alfred R. Brooks, teacher at Virden Collegiate, holds B.A. and B.Ed. degrees. Prior to accepting his present position in 1962, he taught for two years at Grandview Collegiate. As a member of the Intermountain Division Association, he chaired the Association's public relations committee and during the current year is chairman of the salaries committee of the Fort la Bosse Division Association. He is also a member of the Virden Local Association and chief instructor of the Virden Collegiate Cadet Corps.

Miss Dorothy Brummitt, principal of Whitmore Elementary School, Dauphin, has B.A. and B.Ed. degrees and participated in the Society's work for many years, including four years of service on the Provincial Executive. She has served as chairman of the Leadership Course Committee and as a member of the Curriculum Committee. For the past three summers, she directed the Cuisenaire courses offered by the Society in Winnipeg and, at present, is chairman of the In-Service Training Committee.

James M. Caldwell, teacher at Churchill High School, Winnipeg, has had several years of industrial arts training as well as teacher education, which he received at the University of Manitoba and the Uni-

versity of North Dakota. He was a substitute teacher in Winnipeg from 1936 to 1939 and enlisted in the RCAF in September 1939. Seven years later, he re-entered the teaching profession and taught at Earl Grey and Lord Roberts Schools in Winnipeg before joining the staff at Churchill High School in 1964. A member of the Winnipeg Division Association since 1946, he has served on the Association's pensions committee. At the provincial level, he was a member of the Pensions Committee and a representative of the Manitoba Industrial Arts Association to the Curriculum Committee. He has been a civilian instructor for the RCAF and has also taken an active part in the work of the Canadian Industrial Arts Association, the Canadian Legion, and a community club.

Miss Roberta Chapman, teacher at Edmund Partridge Junior High School, West Kildonan, completed one year teacher training before entering the teaching profession 16 years ago. She has taught in Brandon, Ninette, Souris, and West Kildonan and played an active role in the work of the local and division associations in these communities. She was president of various local associations and has served on salary committees of the Souris-Carol Local Association and the Seven Oaks Division Association. In addition, she was a member of the Society's provincial committees concerned with teacher education and certification, and curriculum, and participated in the Clear Lake leadership seminar in 1964.

Peter Derenchuk, vice-principal of Glenlawn Collegiate, St. Vital, has a B.A. and a B.Ed. degree. After teaching at Argyle School in Winnipeg for four years, he started at his present school in 1959. From 1955 to 1958, he was a member of the Winnipeg Local Association and since joining the St. Vital Division Association has served on this Association's negotiating and salaries committees as chairman. During the past three years, he has also been secretary of the Science Teachers' Association of Manitoba.

Gerard G. Desrosiers, teacher at Ste. Anne Collegiate, holds B.A., B.Paed., and B.Ed. degrees and has taught for ten years, one year at Pelican Rapids and the remainder at Ste. Anne. He is an executive officer of the Ste. Anne Local Association and Seine River Division Association and has served as such for several years. He has also been a member of salaries committees, is a member of the Home and School Association, and Grand Knight of the Knights of Columbus.

Robert G. Deveson, principal of Shoal Lake Consolidated School, completed the one-year teacher education program of Manitoba Teachers College before embarking on his teaching career seven years ago. He has been a teacher at Ellwood, Neepawa, and Shoal Lake, where he joined the local and division associations, and is now past president and chairman of the resolutions committee of the Birdtail River Division Association. He has also served on salaries committees, is treasurer of the Lions Club and a member of the Independent Order of Oddfellows.

Peter P. Drosowech, principal of Glenwood School, St. Vital, has B.A. and B.Ed. degrees and ten years of teaching experience. Before coming to St. Vital in 1956, he taught for a year at Kelwood, where he was a member of the Kelwood Local Association. In St. Vital, he was a member of the curriculum committee and chairman of the negotiation committee before being elected president of the St. Vital Division Association in 1963. During the past year, he also served on the provincial Building Committee and Judicial Committee of the Society. He is a past president of the St. Vital-Windsor Park Optimist Club and was Lieutenant-Governor of the Optimist Clubs of Manitoba during 1962-1963.

Michael H. Dudar, teacher at Dauphin Collegiate, holds B.A. and B.Ed. degrees and has taught for 32 years in a one-room rural school and in junior and senior high schools. In addition to taking an active part in the work of the Ochre-Makinak and Dauphin-Ochre Local Associations in the area of salaries and pensions, he has also been a member of the Society's provincial Finance and Educational Assistance Committees. Interested in sports, Mr. Dudar is a member of the Men's Curling Club and the Teachers' Bowling League in Dauphin.

John Enns, principal of Morris-Macdonald Collegiate, Lowe Farm, has B.A. and M.Ed. degrees and completed one year teacher training in Saskatchewan. After four years teaching in Saskatchewan, he moved to Manitoba about 14 years ago. From 1950 to 1964, he was a member of the Morris-Lowe Farm Local Association, including one year as president. At present, he is a member of the Morris-Macdonald Division Association. He has served on negotiating and salaries committees and has been on the Provincial Executive since 1963. After serving as chairman of the Provincial Teacher Evaluation Committee and member of the Special Committee on

Handicapped Children, Mr. Enns became co-chairman of the Public Relations Committee during the past year. He has been active as president of the principals' association in the Morris-Macdonald Division and as member of the Chamber of Commerce.

Gabriel J. Girard, principal of Dominion City Collegiate, has a B.A. degree and spent over a year studying towards a B.Ed. degree. Prior to accepting the principalship at Dominion City in 1961, he taught at the high school in Ridgeville for three years. He is a past president of the Emerson Local Association and the Boundary Division Association and chairman of the Division Association's pensions committee. Furthermore, during the past five years Mr. Girard has been on the Society's provincial Rural Problems Committee.

John J. Gisiger, principal of Souris Collegiate, holds B.A. and B.Ed. degrees and has taught for almost eight years in elementary and secondary schools at Ashern, Lynn Lake, and Souris. He has served on salaries committees of the Lakeshore Division Association and Lynn Lake Local Association and as member and chairman of curriculum and pensions committees of the Souris Valley Division Association. He is also a past president of the Lynn Lake Local and has been a member of the provincial Curriculum Committee during the last three years. In addition, he is director of the Souris Kinsmen Club and executive member of the Home and School Association.

Henry H. Goertzen — see 'Nominated for First Vice-President.'

Charles (Chuck) Hamelynck — see 'Nominated for Second Vice-President.'

G. Wayne Hanna, principal of Melita Collegiate, has B.A., B.S.A. and B.Ed. degrees as well as six years teaching experience at Pierson and Melita. He has actively participated in the Society's efforts to improve teacher salaries as chairman of the salaries committee of the Antler River Division Association, member of the provincial Salaries Committee, and as salaries coordinator. Currently, he is president of his Division Association. For several years, he has taken part in the activities of the Pierson Lions Club, Melita Kinsmen Club, Masonic Lodge, and other organizations. Prior to entering the teaching profession, Mr. Hanna spent ten years as a sales supervisor of Canada Packers in Ontario.

Robert J. Harris, teacher at River East Collegiate, North Kildonan, holds B.A. and B.Ed. degrees and has taught for

eight years. Prior to his teaching position in North Kildonan, he was for two years at Souris and principal of the Wawanessa high school for another five years. A past president of the Souris Valley Division Association, he has also served on salaries and public relations committees and is now a member of the River East Division Association. At the provincial level, Mr. Harris has served on various committees, including those dealing with salaries and statutory membership.

Delorie W. Howell, principal of Pierson Collegiate, has a B.A. degree and is currently completing the last course for his B.Ed. During the past 18 years he has taught in several rural communities, including Ninette, Goodlands, and Wawanessa. He has been involved in the Society's work since 1948 and has served as president of local and division associations, as member of salaries and public relations committees, and as provincial salaries co-ordinator. At present, he is a member of the Antler River Division Association. Among his other interests are the work of the Canadian Legion and Lions Club, hockey, swimming, and track and field.

Joseph W. Kachor, teacher at Midland Collegiate, Carman, holds B.A. and B.Ed. degrees and has taught for 20 years. Before accepting a teaching post in the Midland School Division about eight years ago, he had been teaching in several other rural districts, including five years at Waskada and three years at Ashern. He served on the executive of the Midland Division Association for about four years and has chaired a salaries committee as well as being a member of the provincial Salaries Committee for the past two years. Since 1963, Mr. Kachor has also been a salaries co-ordinator of the Society and currently is president of the Carmo Social Club.

Fred Kalinowsky, principal of Great Falls Elementary School, received his teacher training at the teachers' college in Brandon and has continued his education through summer school courses at the University of Manitoba. After he had taught for three years at Wilson Glen School, he moved to Treherne, where he remained for another year before going to Great Falls five years ago. He has been a member of local and division associations' executives for five years, chaired a curriculum committee, and is one of the Society's curriculum consultants appointed in 1964. At present, he is serving his third term as councillor of the Village of Great Falls and is actively participating in the activities of the curl-

ing club and a group for teenagers at Great Falls.

Edward Kowalchuk — see "Nominated for President."

Morris Kowalchuk, teacher at Beausejour Collegiate, acquired his B.A. degree through summer and evening courses. After teaching for ten years in several elementary schools, he continued his career in secondary schools, including the Springfield Collegiate. Since he started teaching about 17 years ago, Mr. Kowalchuk has been an active member of the Society. He assisted in the re-organization of the Springfield Local Association, served on the executive, and chaired the negotiating committee of this Local. He is now chairman of the public relations committee of the Agassiz Division Association and was a member of the provincial Educational Assistance Committee during the past year.

Alexander Krawec, teacher at Pilot Mound Collegiate Institute, has completed the one-year course at the Manitoba Teachers College and third-year university courses. He has taught in both elementary and secondary schools during the past ten years and for four years was principal in the Consolidated School District of Snowflake during that time. He has been on the staff at Pilot Mound since 1962. In 1954, Mr. Krawec took an active part in the organization of the Hadashville Local Association and served as president and vice-president. Prior to his transfer to Pilot Mound, he had served the Pembina Valley Division Association as public relations officer and president, and is now a member of the Tiger Hills Division Association. Provincially, he has been involved in the work of the Public Relations Committee. His other current activities include the presidency of the Pilot Mound Kinsmen Club and of the Pembina Valley Drama Festival Association.

Arnold M. Leech, principal of Reston Collegiate, received his teacher education at Brandon, and embarked on his teaching career about 28 years ago. He has taught in various rural schools in Churchill, Argyle, Altamont, Pipestone and other towns. During this time he

participated in many local and division association activities, including serving as president of the Fort la Bosse Division Association in 1963-1964. Currently, he is a salaries coordinator.

Mike Leung, teacher at Swan River Collegiate Institute, received his teacher training at the Manitoba Teachers College and has completed two third-year university courses as well as two RCAF courses in administration and instructional technique. He has been at his present school during the past ten of his 18 years of teaching and is a member of the Swan River-Bowsman Local Association. He has held a number of executive posts in local and division associations and is past president, secretary and member of the negotiating committee of the Swan Valley Division Association. His other interests include the work of the Royal Canadian Legion, Home and School Association, and Swan River Curling Club.

John Lyzun — see "Nominated for First Vice-President."

Donald T. McKinnon — see "Nominated for First Vice-President."

Raymond J. MacDonald, teacher at Neepawa Area Collegiate, has a B.A. degree and about eight years teaching experience. Before accepting his present position in 1960, he taught for a year at Eden Collegiate. From 1957 to 1959, he was a member of the Neepawa District Local Association, during which time he served a one-year term as president. Since 1960, he has been associated with the Beautiful Plains Division Association, serving on negotiating committees and as chairman of the salaries committee as well as acting as salaries coordinator. Furthermore, he has assisted in the organization of Education Week projects, is co-manager of a local theatre group, and member of the Lions Club and Curling Club in Neepawa.

John W. Milner, supervisor of Duncan School, Swan River, holds B.Sc., B.Paed., and B.Ed. degrees. During his eight-year teaching career, he was on staff in Dauphin, Crystal City, Yellowknife, Shoal Lake, and Swan River. He has taken part in local and provincial activities of the Society since 1957, serving as chairman of the Birdtail River Division Association salaries committee as well as on the salaries committee of the Swan Valley Division Association and the provincial Salaries Committee. In addition, he has been involved in the work of various other organizations, including the Science Teachers' Association of Mani-

The election of officers will take place on Tuesday morning, April 20, 1965.

toba, the Manitoba Educational Association, the Indian-Metis Association, and the Home and School Association.

John S. Monteith, teacher at Rivers Collegiate, studied at Colorado College, holds a B.A. degree, and completed the Education I course at Brandon College. He has been in his current position for almost two years and is vice-president and salaries committee member of the Rolling River Division Association. He is also a member of the science fraternity of Delta Epsilon, Colorado, and an executive officer of the Home and School Association in Rivers.

Walter Nowosad, principal of Norberry Junior High School, St. Vital, has B.A. and B.Ed. degrees. Since 1937, he has taught in Saskatchewan and Manitoba schools, including Goose Lake Collegiate, Roblin, and Glenlawn Collegiate, St. Vital. Prior to accepting his present post in 1957, he was principal of Varennes School, St. Vital. For over ten years, he has participated in the Society's work and has served on the negotiating committee and as president of the St. Vital Division Association. From 1961 to 1962, he was president of the Red River Valley Teachers' Association.

William M. Paziuk, principal of Ethelbert Collegiate, has a Bachelor of Commerce degree. Prior to entering the teaching profession in 1960, he spent five years in the Canadian Armed Forces and from 1950 to 1960 was employed as Secretary-Treasurer of the Rural Municipality of Ethelbert and the Village of Ethelbert. During this period, he was elected trustee and served for two years as vice-chairman and chairman of the finance committee of the Duck Mountain School Division Board. His Society work includes the chairmanship of the resolutions and curriculum committees of the Duck Mountain Division Association and membership in the provincial Educational Finance and Administration Committee. In addition to his duties as principal, Mr. Paziuk is now Secretary-Treasurer of the Village of Ethelbert and the Consolidated School District of Ethelbert, Clerk of the County Court of Ethelbert, and auditor for approximately 30 rural schools in the Ethelbert and Pine River areas.

Mrs. Evelyn C. Pearce, teacher at Westwood Collegiate, Kirkfield Park, holds B.A. and B.Ed. degrees and taught for two years in Saskatchewan before coming to Manitoba in 1960. Since 1963 she has been secretary-treasurer of the Assiniboine North Division Association and during the past year served on the pro-

vincial Ideals and Practice Committee. She is active in the Voice of Women and interested in the Winnipeg Art Gallery and the Royal Winnipeg Ballet.

Jean-Charles Poirier, teacher at St. Claude Collegiate, has B.A. and B.Ed. degrees and started his teaching career about three years ago at Mariapolis. He moved to St. Claude and has been in this community for about two years. He was vice-president of the Mountain Division Association and also served for a year on this Association's salaries committee. In addition, he is a member of the Knights of Columbus.

Donald W. C. Rowan, supervisory principal of Tuxedo Schools, holds B.A., B.Paed., and B.Ed. degrees and has completed the work required for an M.A. degree, except for the writing of a thesis. Since 1948, he has taught in a number of schools in Manitoba and Ontario, including the Hapnot School, Flin Flon, the Brickburn Collegiate, Gilbert Plains, and Trinity College School, Port Hope, Ontario. Prior to his arrival in Tuxedo, he was active in local and division associations. Since then, he has been president of the Assiniboine South Division Association and served on a number of provincial committees, including the Curriculum Committee. He was chairman of sub-committees studying the English curriculum and programmed instruction. During 1964-1965, he chaired the Ideals and Practice Committee and was a member of the special committee charged with the writing of the Society's brief on the revision of the elementary curriculum. He also served on the Provincial Executive for several months after he was appointed to replace Cam Connell, who resigned in the winter of 1964.

Mrs. Emma E. H. Russell, kindergarten teacher at Kelsey Primary School, The Pas, studied for a year at Camrose Normal School, Alberta. She had been a teacher and principal in Alberta schools for about seven years when she came to Manitoba in 1954. For five years, she served on the salaries committee of the Kelsey Division Association and also held executive offices, including the presidency of this Association. At the provincial level, Mrs. Russell was a member of the Leadership Committee concerned with the organization of the Society's Clear Lake seminars, and of the Scholarship Committee. She has further assisted in providing leadership in girl guides' groups, has taught English to immigrants and French Canadians, and is interested in the education of slow-learners.

Max P. Schatz, principal of Birch River Collegiate, has B.A. and B.Ed. degrees and taught for two years at Minitonas. He has been at Birch River since 1961. He is a past president of the Minitonas-Renew Local Association and the Swan Valley Division Association and, during 1964-1965, was a member of the salary evaluation committee of the Birch River-Mafeking Local Association. In addition, he is a past president of the Swan Valley High School Teachers' Association and a member of the Birch River Chamber of Commerce.

Peter Thiessen, principal of Pinawa Elementary School, holds B.A. and B.Ed. degrees and has completed considerable study for his Master's degree. During his eight years of teaching, he has taught in several communities, including Gretna and Charleswood. He has served in a number of executive offices of the Gretna-Altona Local Association and Assiniboine South Division Association and as president of the Assiniboine South Division Association. During the past year, he has taken an active part in curriculum planning of the Agassiz Division Association. He has also been on the executives of the Manitoba Educators' Association and other organizations, has served on the Manitoba Examination Board, and was chairman of the Grade XI marking committee for two years. In addition, he is a member of the English Teachers' Association and the Manitoba Historical Society.

Arthur G. Toews, vice-principal of Morden Collegiate, holds a B.A. and has completed four courses toward a B.Ed. degree. Following nine years of teaching in rural schools near Altona, he taught for six years at Rosenfeld High School, and is now in his third year at Morden Collegiate. He has been chairman of the Western Division Association's negotiating committee, has served on other local and division association committees, is a past president of the Rhineland Division Association and the Rhineland-Stanley Teachers' Association, and president of the Western Division Association.

Elbert A. Toews, teacher at Steinbach Collegiate, has B.A. and B.Ed. degrees and is working toward an M.Ed. He began teaching in a one-room rural school at Arondale in 1953, has taught at Montezuma and Goodwill, and has been in Steinbach since 1963. He has been a member of the Hanover Division Association for eight years during which time he has been secretary, salaries committee chairman, salaries coordinator, and a member of negotiating teams. During the

past year, he was on the provincial Salaries Committee.

Don C. Tole, teacher at Portage Collegiate Institute, Portage la Prairie, holds B.A. and B.Ed. degrees. He has been on the staff of the collegiate ever since he began teaching about six years ago. Locally, he has been chairman of the resolutions committee, has served on the negotiating committee and has been vice-president and president of the Portage la Prairie Division Association. At the provincial level, he was a member and chairman of the French sub-committee and a member of the Leadership Committee, attending two Clear Lake seminars. From 1963 to 1964, he was vice-president of the Manitoba Modern Language Association and a year later served as president of the Portage convention committee. Furthermore, Mr. Tole is a member of the Department of Education's committee working on the revision of the French curriculum of the University Entrance Course.

Norman S. Toms, principal of Virden Collegiate, has B.A. and B.Ed. degrees and 13 years teaching experience. He has taught at Pierson and The Pas as well as in other areas. He has assisted in the work of the Melita Local Association, has served as secretary of the Antler River Division Association and as vice-president of the Kelsey Division Association, and is curriculum consultant for the Antler River and Fort la Bosse Division Associations.

Leonard G. Tyerman, principal of the elementary school at Plumas, received his teacher training at Manitoba Teachers College. For two years, he taught at Royal Oak and Killamey and moved to Plumas about 12 years ago. He was president of the Westbourne Local Association in 1961-1962, acted as salaries negotiator for two years, and is now chairman of the negotiation committee of the Pine Creek Division Association. He is a charter member of the Plumas Lions Club, president of a sports committee, and has 12 years experience as scout leader.

David Voth, teacher at Steinbach Collegiate, has B.A. and B.Ed. degrees. He taught for seven years in elementary schools at Greenland South and Ekron as well as teaching at Grunthal Collegiate for another two years. He came to Steinbach about five years ago. He has participated in the activities of the Hanover Division Association since 1951 as president, secretary-treasurer, and member of public relations and negotiation committees. In 1964, he became a member of

the provincial Ideals and Practice Committee. He was instrumental in the founding of the Flying Club and Toastmasters' Club in Steinbach, is a member of the Winnipeg Flying Club, and is interested in photography, amateur radio, and drama.

Michael P. Yakimishyn, principal of Inglis Collegiate, holds B.Sc. and B.Ed. degrees and has taught during the past five years at collegiates in Rivers, Roblin and East Kildonan. He has been an active member of local and division associations, was salaries chairman of the Intermountain Division Association and is now a salaries negotiator and secretary-treasurer for the Pelly Trail Division Association. Prior to 1960, Mr. Yakimishyn worked as a geologist in Alberta and the Yukon and was president of the International Relations Club of Brandon College. He is a member of the National Council of Teachers of Mathematics and Brandon College Alumni.

Nicholas Yarish, teacher at Brandon Collegiate, has B.A. and B.Ed. degrees. After teaching for about four years in several schools, he became the vice-principal of Swan River School. Two years later, he went to a one-room high school at Pierson where he stayed till his appointment as principal of the high school at Erickson. He served as such for three years and then moved to Brandon in 1959. He took part in committee work of local and division associations, is a past president of the Erickson Local Association and president of the Brandon Division Association, and also served on the provincial Salaries Committee. In addition, Mr. Yarish has been on the executive of the Western Manitoba Teachers' Credit Union Society since its inception in 1962 and has participated in such organizations as the Manitoba Modern Language Association and the Lions Club.

Orest Ziolkoski, principal of Roblin Collegiate, received his teacher training at Manitoba Teachers College and has completed third-year Arts courses at the University of Manitoba. He has taught for about 12 years, including three years as principal at Pine River and three years as principal at Roblin. An active participant in the work of local and division associations, Mr. Ziolkoski has served on local negotiating committees and has been salaries chairman and coordinator, area consultant, and president of the Intermountain Division Association. He has acted as secretary of the Roblin Community Centre and as president of the Gilbert Plains Home and School Association. »

Your Society

Offers

Scholarships

Teachers planning to undertake graduate or post-graduate studies in education or under-graduate work for an initial degree are reminded of the scholarships offered by the Society. One \$1,000 scholarship for graduate or post-graduate study and two \$500 scholarships for graduate study are available.

In addition, the Society will again offer two \$500 scholarships to student teachers taking Faculty of Education courses.

The deadline for receipt of applications is June 15, 1965. Further information and application forms may be obtained from The Manitoba Teachers' Society, 956 Portage Avenue, Winnipeg 10.

Views and Trends

as observed by LIONEL ORLIKOW

The lack of someone to confide in appears to be a major factor in suicides by children, concludes Boyd E. Nelson, the director of special education services of the New Jersey State Department. The child has no close friends from whom to obtain psychological support. Early signs of distress are excessive withdrawal and excessive overt expression of aggression.

γ γ γ

Throughout the nineteenth century, Ontario provided by statute separate schools for Negroes.

γ γ γ

A conference on the Consultation on Children and Television, sponsored by the National Council of Churches, urged local cooperation between public school and religious groups to improve the quality of television for pre-school children. Dr. Lester Beck declared at the Toronto meeting that in general "the pre-school child has a television diet of crazy animated cartoons, violent adventure stuff, and huckstering commercials" which only have value in relieving "the sheer dreariness and boredom of waiting until he is old enough to go to school." A contrary statement on the impact of television on children's values was offered by Dr. F. R. Rainsberry, CBC supervisor of school broadcasts. He suggested that television has become a scapegoat for a double-standard society and that rising juvenile delinquency has more fundamental roots.

γ γ γ

A recent survey on college cheating across the United States has concluded that (a) only a small propor-

tion of those who cheat are caught; (b) low levels of cheating are found in colleges with a small student body and low faculty-student ratio; and (c) the causes of college cheating can be traced partially to the students' high school experiences.

γ γ γ

The science laboratory at the University of Louisville is linked with computers. Students will be able to signal measurements to a computer for immediate calculation.

γ γ γ

The National Union of Students, France's largest student organization, has asked the state to provide salaries for all persons engaged in regular university studies. The Union believes that the student should receive a salary because "his studies constitute an apprenticeship of the country's social and economic life" and, thus, the student work represents an investment by the nation. The salary is intended to replace all other forms of aid.

γ γ γ

A six-year study has found that individual counselling of potentially delinquent high school girls is ineffective in improving their school behaviour or in reducing the number of drop-outs. The investigators concluded that persons suffering from poverty, discrimination, and a disorganized family life could not be expected to respond to individual therapy with any major character changes. The study involved four hundred 14-year-old girls who entered a Manhattan central vocational high school eight years ago. The girls were divided into control and experimental groups—the latter receiving from 17 to 100 individual and group contacts with a social worker. At the end, no statistically significant differences in their grades, truancy, tardiness, pregnancy, or performance on psychological tests were registered.

γ γ γ

The Grade XIII Study Committee in Ontario has recommended for the 1965 departmental examinations among other things that 25 per cent of the final mark be assigned upon

the recommendation mark of the principal and teacher; in English and Français, that the 25 per cent previously referred to be based upon the candidate's proficiency in writing, as indicated by essays he has written during the years; that all question pages be relatively shorter, having more options; that more non-essay type questions, up to a limit of 30 per cent, be included.

γ γ γ

The Headmaster of Eton recently commented, "We have about the same number of spoilt boys as other schools. But our spoilt boys are often much richer."

γ γ γ

Dr. Kenneth Zuke, head of the pediatrics department of a hospital in Los Angeles, says that at least half the children referred to the neurological clinic with learning problems are the victims of pressure to do a task they have not the maturity to do.

γ γ γ

Some attempts are being made to promote correlation among broader concepts of science. Toronto has been experimenting with drawing elements from physics, chemistry, and biology. Impetus for the unified science program stems from recent developments which are making boundaries between the sciences more nebulous.

γ γ γ

The Beatles' visit to the United States has had unforeseen cultural effects. The Minneapolis Symphony obtained everything the singers used or touched in a visit. Bed sheets, for example, were torn into strips and sold piece by piece. A representative of the symphony foresees a budget surplus this year.

γ γ γ

The librarian of the University of British Columbia, Basil Stuart-Gibbs, looks to a computer. The computer can tell the student where a book is, indicate other books on the subject, and whether a book is on the shelves or on loan, including the date when it is due to be back. Such a step is necessary due to the rapid extension of materials.

»

The Manitoba Teacher

The Canadian Crisis

Hits the Schools

by HOWARD J. LOEWEN

IT IS ALMOST two years since the federal cabinet established a royal commission to "inquire into and report upon the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between the two founding races."

During the intervening period numerous conferences and meetings have been held in every sector of the country in an effort to seek out the sources of irritation that are provoking the present crisis in Canadian unity and to find solutions to the dilemma posed by duality. It is an assessment of these discussions that makes up the bulk of the recently published preliminary report.

There is ample evidence that teachers have played a very active role in these discussions as individuals. There is also ample evidence that the teaching profession acting through its formal channels of collective expression has made very little, if any, contribution to these discussions.

No teacher organization in Canada, including the Canadian Teachers' Federation, has a committee investigating this subject although the terms of reference specifically ask the Commissioners to examine the educational opportunities available to Canadians to learn the English and French languages. There are no indications that the teacher organizations will be making representation to the Commission when its formal hearings begin next year. In Manitoba, the Society's involvement has been limited to the role of keeping a watching brief on the proceedings and to determining the number of practising teachers in the province who are qualified to teach French.

The preliminary report may change all this. The role of the school in this crisis receives more attention in the report than any other single private or public institution. The report discusses in specific terms several basic changes in the educational systems of the English-speaking provinces that would be necessary if the dissatisfaction expressed by the French minority in those provinces were to be met.

THE SEVEREST criticism was directed at the teaching of the second language, whether it be English or French, in Canada. The report states that in all parts of Canada people deplored the lack of qualified staff who could teach the second language competently in the schools and suggests that French-speaking teachers should be teaching French and English-speaking teachers should be teaching English.

The report also notes that there was a feeling in many quarters that better techniques for second language teaching are badly needed and that there was almost perfect unanimity that second language teaching in Canada was a dismal failure.

In the opinion of the Commissioners, most Canadians recognize the necessity of teaching the second language in school but their approach varies greatly. Many English-speaking Canadians think the second language should begin in Grade I. In Quebec, on the other hand, many French-speaking Canadians thought that the second language, in their case English, should be taught only after the student had a firm grasp of his own language.

Many French-speaking Canadians insist on the right of the French minorities to be taught in their own lan-

guage. The report made special note of the unanimous conclusion of a Winnipeg discussion group: "Wherever there is a large enough community of French Canadians, that the teaching in French be permitted as well as the teaching of French in all schools."

According to the Commissioners, many French-speaking Canadians insisted on the need to establish French teacher training institutions in the Maritimes, Ontario, and the prairie provinces to train teachers for the French-speaking areas and to provide a supply of French language teachers. The report notes that there is a bilingual normal school in New Brunswick but that it is not an acceptable solution for many French-speaking people in the province.

IN THE final chapter of the report, the Commissioners state that Canada is in its most critical period of its history since Confederation and that the time has come when decisions must be taken and developments must occur leading either to its break-up or to a new set of conditions for its future existence. They state that adjustments and accommodations are now being made that have met certain of Quebec's particular demands; but these do not go far enough to remove the roots of the problem and there is overwhelming evidence of serious danger to the continued existence of Canada.

In conclusion, they state that unless there are major changes, the situation will worsen with time and that it could worsen much more quickly than many think. "There are hopeful signs; there are great possibilities for Canada. But we are convinced at the present time that the perils must be faced."

While the interim report makes no recommendations—these will come in the final report about 18 months from now—there is ample evidence in the report to indicate that in the eyes of the Commission our educational institutions will play a key role in developing a true partnership between the two founding peoples and removing the sources of irritation that threaten our existence as a nation. »

Commencing September 1965, the training of teachers at the elementary level will be an integral part of institutions of higher education in Manitoba.

For the past ten years, a one-year program of training teachers for the elementary school following the completion of Grade XII has been available at Tuxedo and at Brandon College. The Faculty of Education of Brandon College, while continuing the one-year teacher training beyond Grade XII, wishes to do everything to encourage an increasing number of students to train in terms of two years beyond Grade XII. Its experience has been that those students who complete a year of degree courses and then proceed to professional training are the strongest and most promising prospective teachers.

Such a philosophy subscribes to and advocates a policy similar to that of The Manitoba Teachers' Society: at least two years of training for elementary school teachers beyond Grade XII — one year academic and the other professional. The Faculty hopes that members of the Society, especially presidents of division associations, will be willing to help in promoting this standard of preparation for prospective teachers in Manitoba by encouraging their colleagues to counsel students interested in teaching to think in terms of a year's academic training prior to their professional work.

Higher standards ought to increase both the number and the quality of candidates for teaching. In addition, the incentives are worthwhile, not only in terms of better salaries for beginning teachers but also in terms of having completed the academic requirements for permanent certification. Further government loans make it possible for students who lack funds to embark upon such a program.

Those interested in obtaining further information are invited to contact Dr. W. W. McCutcheon, Dean of the Faculty of Education, Brandon College, Brandon, the author of the accompanying article.

Learning How To Teach in a College

by W. W. McCUTCHEON

AS TEACHERS College in Tuxedo prepares to close its doors to make way for the opening of teacher-training courses at the University of Manitoba this fall, it might interest the reader to learn just how a similar program has been progressing at an affiliated college, Brandon College. Here the first decade of such training will be marked with a graduating class three times as large as that of 1955. As one looks back, he is likely to reflect on the advantages of taking such training in a university setting, even when the college in question has been in the throes of rapid expansion.

From the beginning it became obvious that student teachers through association with students in other faculties did develop into young teachers who not only realized that their work was important but also acknowledged their inadequacies. As one graduate has put it, "Through this contact, I realized how little one really knows with a Grade XII standing and how much more one could learn by continuing academic courses. If it [teacher-training] had been taken where one was not subject to this extra learning, I probably would have complacently received my teacher's certificate and would have been satisfied at that point."

It is through such an enlightened attitude that increasing numbers of

graduates of the teacher training course have, after a few years of teaching, returned to Brandon College to continue their academic training, and with a clearer conception of what courses it would be most worthwhile for a teacher to take.

The proximity of other faculties has been a distinct advantage in many other ways. Some student teachers have furthered their education by taking extra courses in the School of Music; and all have had the opportunity of joining the Glee Club, sharing the concerts and recitals, and attending the courses in music required as part of their training. The Department of Fine Arts has provided extensive theoretical and practical instruction in the various techniques of art and art education. In addition, the Faculty of Arts and Science has given freely of its services whenever the occasion presented itself.

Various other facilities on the College grounds have helped student teachers to prepare themselves better for their work. One of these has been the library, which now has over 50,000 holdings, including extensive holdings in educational journals.

Modern residence and dining-room accommodation has afforded student teachers a wonderful opportunity to become acquainted with students of other faculties and to exchange vary-

Setting

ing points of view. It has been said that such contacts have been more responsible for personal development than lecture halls have been! Many, too, have been given the opportunity of joining in College debating, 'literary night', and newspaper publication; many have participated most actively in the athletic program of the College, including extra-mural week-end competitions both within and outside the province. Such opportunities must indeed help to broaden horizons.

Other benefits have accrued indirectly from the academic standards that the College expects of all its personnel. The teaching staff in the Faculty of Education is expected to have attained at least a master's degree and preferably have done some work towards a doctor's degree. All are expected to have had some experience of teaching in the public schools; all are expected to keep abreast of the latest developments in curriculum revisions and teaching methods; each is encouraged to do research pertinent to his field. The College has likewise endeavoured to maintain a favourable ratio of staff to students, generally one instructor to 15 students. These considerations it might be observed, reflect the recommendations for teacher-training institutions set forth in the report of the Manitoba Royal Commission on Education in 1959.

March-April, 1965



Like in any other teacher training institution, student teachers at Brandon College are given the opportunity to learn about many areas in which they may soon be teaching. Above: at work in the art class. At right: taking part in music. Below: keeping fit is one of the aims of the physical education program.





*Student teachers
changing classes
at Brandon College.*



*Practice teaching
by a student of
Brandon College.*



*In the foyer of the
Women's Residence
at Brandon College.*

Two of the most important parts of the College's teacher training course are carried on through facilities provided by institutions other than the College itself. These are the demonstration school and the practice teaching program. Once a week for six to eight weeks in the fall, the student teachers go to Earl Oxford Elementary School to observe the demonstration teachers at work in their classrooms. At the end of the teaching period, the observers have the privilege of asking questions and participating in discussions with the demonstration teachers regarding the techniques of the lesson. In this way, they learn the need for the proper preparation of a lesson.

In this way, too, the student teachers have been largely prepared for the task of practice teaching. In this latter activity, scores of teachers in western Manitoba have been involved at one time or another, and the College has nothing but praise for their enthusiasm and initiative. Many students have recalled with gratitude the help, the encouragement, and the personal interest shown them. Indeed, many students who immediately upon graduation or some years later joined the staff of some of these schools have found themselves among friends made during practice teaching days.

The Manitoba Teachers' Society has also contributed to the training of student teachers, though this, of course, has not been an advantage to Brandon College students only. From the beginning the Brandon Division Association of The Manitoba Teachers' Society has taken a fraternal interest in the student teachers at Brandon College. The Association has invited students to take part in workshops dealing with Cuisenaire methods in arithmetic, modern mathematics, public relations, curriculum development, and similar topics. In this way, students have been further encouraged to keep pace with the educational world as it concerns classroom teachers.

Thus there are many advantages to be gained from teacher training in a college atmosphere. May the next decade of teacher training at Brandon College be as challenging and forward-looking as the last. »

Curriculum Educational Assistance Pensions Building Be It Resolved... Ideals and Practice Scholarships Salaries

Building

Fort Garry Division 5

WHEREAS few teachers are qualified to comment or make any suggestions regarding the purchase of land by The Manitoba Teachers' Society; and

WHEREAS few teachers are in a position to make accurate projections regarding future building requirements of The Manitoba Teachers' Society; and

WHEREAS the new location appears undesirable in both cost and location;

Be It Resolved that The Manitoba Teachers' Society obtain professional assistance regarding the purchase of land and future building requirements of the Society; and

Be It Further Resolved that The Manitoba Teachers' Society consider the advisability of renting building space until such time that future needs can be more accurately predicted.

Curriculum

Provincial Executive

WHEREAS contact between music educators and teachers in different parts of the province is very limited; and

WHEREAS revision of the music curriculum has been spasmodic and requires more specialized leadership; and

Delegates at the Society's 46th Annual General Meeting will spend much of their time considering resolutions submitted by the Provincial Executive and the division and local associations of the Society. The resolutions appearing in this issue are those received at press time.

WHEREAS the planning of summer school music courses, arranging of music workshops, and establishing contact with music teachers throughout the province has been dependent upon voluntary leadership; and

WHEREAS many teachers throughout the province need up-to-date information and advice concerning suitable supplementary music books, record libraries, films and filmstrips, musical instruments; and

WHEREAS a closer liaison is desirable between the two teacher training colleges and the music education programme offered at Brandon School of Music; and

WHEREAS music education throughout the province would greatly benefit by the support, encouragement, and inspiration which a provincial director could supply; *Be It Resolved* that The Manitoba Teachers' Society request the Minister of Education to appoint a provincial Supervisor of Music.

Provincial Executive

WHEREAS the present senior high school music course is not accepted by the University of Manitoba as sufficient prerequisite for entrance to music courses; and

WHEREAS students wishing to enter music courses at the University must satisfy the theory prerequisites by taking private tuition; and

WHEREAS most senior high school music teachers are now qualified to teach the theory required;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to consider the setting up and authorizing of a senior high school music course which will satisfy University requirements for entrance to music courses.

Provincial Executive

WHEREAS the University of Manitoba does not accept biology as an entrance subject into the Faculty of Science; and

Send coupon below for these free

LIFE INSURANCE TEACHING AIDS

— you will find them most helpful

Here is information that will be of life-long value to your pupils! Each of these teaching aids is prepared in interesting, easy-to-follow form. Their usefulness both to teacher and pupils has been demonstrated in many Canadian schools. Check the following list:

BOOKLETS

Life Insurance — A Canadian Handbook (1964 Edition) — Available in both English and French. An 80-page illustrated booklet. Outlines the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. One copy free to any teacher.

The Story of Life Insurance — A 20-page illustrated booklet telling the history of and important facts about life insurance in simple terms. Available for useful distribution in quantity, free.

Problems in Life Insurance — A teacher-student workbook unit of value for Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available free in quantity.

Careers in Life Insurance — Available in both English and French. A 24-page illustrated booklet. Discusses many careers in the life insurance business as a life-time occupation. Available for useful distribution in quantity, free.

Should You Seek a Career as an Actuary? — Informative 8-page booklet prepared by the Canadian Association of Actuaries for students, parents and teachers. Outlines career opportunities as an actuary and education required. In English and French. Available for useful distribution in quantity, free.

A Miss and Her Money — Informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, free.

Money in Your Pocket — For teenage boys — a bright entertaining 20-page illustrated booklet dealing with simple fundamentals of money management and life insurance. Available for useful distribution in quantity, free.

The Family Money Manager — An 8-page brochure prepared to assist families in solving money management problems. Useful for classroom discussions on budgeting. Available for useful distribution in quantity, free.

You and Your Family's Life Insurance — A 28-page booklet describing how life insurance helps individuals and young families build a security program for their entire lives. Available for useful distribution in quantity, free.

FILM STRIPS

Careers in Canadian Life Insurance Underwriting — (Revised 1962) Black and white. Available in both English and French. A 47-frame film strip on the career of the life underwriter, for use in guidance classes. One print and one teaching manual free to each school.

The Life Insurance Story — Part I — (Revised 1963) Black and white. Available in both English and French. Reveals interesting facts through the highly effective film-strip medium. One 36-frame print and one teaching manual free to each school.

The Life Insurance Story — Part II — (Revised 1963) Black and white. Available in both English and French. This film strip deals with the various classes of life insurance, the calculation of premium rates, types of policies and their uses, etc. One 42-frame print and one teaching manual free to each school.

The Life Insurance Story — Part III — (Revised 1963) Black and white. Available in both English and French. Deals with the different kinds of life insurance companies, their operations and the foreign business of Canadian companies. One 31-frame print and one teaching manual free to each school.

You and Your Food — Color. Available in both English and French. Valuable instruction on what to eat to be healthy. Deals with proper foods, nutrition and energy. One 28-frame print and one teaching manual free to each school.

To obtain any of these FREE teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below (please print).

Name of teacher ordering _____

Grades and Subjects taught _____

Name of Principal _____ Name of School _____

Address of School _____ Enrolment of School _____

Send your order to: Educational Division
The Canadian Life Insurance Officers Association
302 Bay Street
Toronto 1, Ontario

WHEREAS many students with biology instead of physics could readily pursue a career in the biological sciences; and

WHEREAS many students who have not been introduced to biology in high school do not select biology as a major in science; and

WHEREAS the prestige of biology as a science in Manitoba has suffered as a result of this anomaly; and

WHEREAS if the new Biology 200 and 300 were sequential, a more scientific approach could be used in this subject; *Be It Resolved* that The Manitoba Teachers' Society request the Minister of Education to make the new Biology 200 a prerequisite; and

Be It Further Resolved that The Manitoba Teachers' Society request the Minister of Education to make the new Biology 200 and 300 sequential.

Provincial Executive

WHEREAS a second language is not being offered in all schools at Grade VII and VIII levels; and

WHEREAS at the Grade XI and XII levels a second language has great significance since it is an important determining factor in university entrance; and

WHEREAS the many students who are not offered a second language at Grade VII and VIII levels face unfair hardship;

Be It Resolved that The Manitoba Teachers' Society urge the Minister of Education to require that a second language be made available to all students in Grades VII and VIII.

Provincial Executive

WHEREAS in the University Entrance Course Ukrainian is included and taught from Grades IX to XII and later at the University of Manitoba, but at the Grade XII level is not accepted by the University for university entrance; and

WHEREAS Ukrainian is accepted for university entrance by other Canadian universities;

Be It Resolved that The Manitoba Teachers' Society recommend strongly to the University of Manitoba that Grade XII Ukrainian be accepted by the University of Manitoba for university of entrance requirements; and

Be It Further Resolved that The Manitoba Teachers' Society recommend strongly to the University of Manitoba that the University accept Ukrainian at the university level on a par with French, German, and other modern languages.

Provincial Executive

WHEREAS the earliest possible introduction of BSCS Biology in the University Entrance Course throughout Manitoba is deemed desirable; and

WHEREAS it is recommended that teach-

WHEREAS students taking Ukrainian must also take French, German or Latin in order to fulfill the entrance requirements of the University of Manitoba;

Be It Resolved that The Manitoba Teachers' Society request the University of Manitoba to accept Ukrainian as fulfillment of the foreign language requirement in Grade XII.

Dauphin-Ochre Division 33

WHEREAS the revision of courses in the Manitoba school curriculum often necessitates the re-training of teachers of those courses;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to make provision for underwriting the costs involved in teacher re-training programs necessitated by revision of courses in the Manitoba school curriculum.

Dauphin-Ochre Division 33

WHEREAS the present regulations concerning the University Entrance Course permit any student to undertake the course; and

WHEREAS the University Entrance Course has been designed especially for students who seek admission to university;

Be It Resolved that the Manitoba Teachers' Society request the Minister of Education to set a Grade IX average of 75 per cent as the minimum prerequisite for students who desire to enter the University Entrance Course.

Educational Assistance

Provincial Executive

WHEREAS the objective set for the Educational Assistance Fund has not been achieved in the first three years;

Be It Resolved that the Provincial Executive be instructed to take the

necessary steps to conduct a campaign to achieve the original objective of \$25,000.00.

Finance

St. Vital Division 6

WHEREAS the affairs of the Society should be handled by a full-time president representing the teachers; and

WHEREAS the present method in which the president attempts to carry on a full-time job as well as the presidency does not permit him to fulfill either responsibility adequately;

Be It Resolved that the president be required to take a year's leave of absence from his teaching position and devote his full time to the affairs of The Manitoba Teachers' Society; and

Be It Further Resolved that the president receive a salary equivalent to that of his former teaching position, plus a travelling allowance which will permit him to travel throughout the province visiting the division associations.

Ideals and Practice

Fort Garry Division 5

WHEREAS vacancies on the Provincial Executive and Committees of the Executive are filled on recommendation and personal knowledge of present members; and

WHEREAS this precludes opportunity for other conscientious teachers to offer service;

Be It Resolved that in future vacancies on the Provincial Executive and its Committees be filled by the Provincial Executive only after applications have been called for through The Manitoba Teachers' Society media.

St. Vital Division 6

WHEREAS many teachers are unable to reach the Department of Education library before closing time;

Be It Resolved that The Manitoba Teachers' Society request the Department of Education to change its library hours so that its library facilities are more readily available to all teachers.

Seven Oaks Division 10

WHEREAS one of the functions of the senior staff officers is to give leadership and direction; and

WHEREAS the members are given to understand that advice is always available;

Be It Resolved that the Provincial Executive be instructed to ensure that one of the senior staff officers be available at all times; and

Be It Further Resolved that no more than two senior staff officers be sent to any one meeting or conference.

Evergreen Division 22

WHEREAS the present legislation prohibits school boards from hiring immediate relatives of trustees as teachers in schools under their jurisdiction; and

WHEREAS this legislation was formulated prior to the establishment of larger school divisions with larger boards who employ a full-time secretary-treasurer; and

WHEREAS a secretary-treasurer employed by a school board usually has a rather large influence upon the decisions made by the board, including decisions affecting the hiring and firing of teachers;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation which would prohibit school boards from hiring as teachers the immediate relatives of the secretary-treasurer in their employ.

Division Associations Nos. 27, 43, 44

WHEREAS pertinent information with regard to all students throughout their school life is a necessity in order to give proper guidance; and

WHEREAS it is not legally required for the school to keep a cumulative record; and

WHEREAS the present systems of recording such information are not adequate;

Be It Resolved that The Manitoba Teachers' Society request the Department of Education to design and develop a suitable student cumulative record folder with adequate space for notations; and

Be It Further Resolved that The Manitoba Teachers' Society request the Department of Education to formulate regulations requiring every school to set up a student cumulative record folder for each child in the school and to maintain this record throughout his school

PROVINCE OF MANITOBA SCHOOL INSPECTORS

required for Department of Education

Inspectors perform responsible professional work involving the promotion and development of the latest approved educational techniques and methods, including the critical examination of teaching standards and procedures. Duties to commence August 16, 1965. Qualifications: University graduate, collegiate and principal's certificate for the Province of Manitoba and a minimum of seven years' responsible experience in the field of education.

Salary: \$10,200 - \$12,000 per annum.

This competition closes April 10, 1965. Interviews will be arranged after April 10, 1965. Full Civil Service benefits, including annual vacation with pay, liberal sick leave, pension and group insurance privileges.

Apply to:

MANITOBA CIVIL SERVICE COMMISSION
Room 334 Legislative Building
Winnipeg 1 — Manitoba

life and that this record travel with the student on his movement from school to school.

Membership

Seven Oaks Division 10

Be It Resolved that The Manitoba Teachers' Society continue to press for compulsory membership.

Life and Honorary Memberships

Provincial Executive

WHEREAS Section 7 of The Manitoba Teachers' Society Act provides that on nomination of the Provincial Executive, life membership in the Society may be conferred upon any member by resolution of the Provincial Council; and WHEREAS By-law 42 of The Manitoba Teachers' Society Act provides that life membership shall be for long and outstanding service to the Society and to education generally; and

WHEREAS Mr. G. R. Rowe, Miss Margaret Barbour, Miss Sigurbjorg Stefanson, Mr. E. J. Jarvis, and Mr. H. V. Bell have given long and outstanding service to education in Manitoba and to the Society; *Be It Resolved* that The Manitoba Teachers' Society confer life membership upon Mr. G. R. Rowe, Miss Margaret Barbour, Miss Sigurbjorg Stefanson, Mr. E. J. Jarvis, and Mr. H. V. Bell.

Provincial Executive

WHEREAS Section 8 of The Manitoba Teachers' Society Act provides that any person may be appointed an honorary member of the Society by resolution of Provincial Council; and

WHEREAS Mr. D. M. Graham, Director of the Village of Forest Hills Schools, has rendered outstanding service to the teachers of Manitoba over the past four years as consultant to the Clear Lake Leadership Seminar;

Be It Resolved that The Manitoba Teachers' Society appoint Mr. D. M. Graham an honorary member of the Society.

Provincial Executive

WHEREAS Section 8 of The Manitoba Teachers' Society Act provides that any person may be appointed an honorary member of the Society by resolution of Provincial Council; and

WHEREAS Mr. Vernon Trott, Director of Counselling Services of the Village of Forest Hills Schools, has rendered outstanding service to the teachers of Manitoba over the past four years as a con-

sultant to the Clear Lake Leadership Seminar;

Be It Resolved that The Manitoba Teachers' Society appoint Mr. Vernon Trott an honorary member of the Society.

Pensions

Provincial Executive

WHEREAS the present private pension plan for the staff of The Manitoba Teachers' Society is inadequate; and WHEREAS the teachers of Manitoba have recently had their own pension plan improved;

Be It Resolved that The Manitoba Teachers' Society take steps to institute a pension plan for its staff with benefits comparable to those provided by The Teachers' Pensions Act; and

Be It Further Resolved that the unfunded liability of such a plan be amortized over a period of 35 years.

Provincial Executive

WHEREAS under The Teachers' Pensions Act, total and permanent disability is defined as "disability to the extent of wholly disabling a person from engaging in any gainful employment"; and

WHEREAS such a definition tends to compel teachers to remain in the classroom while suffering some disability; and WHEREAS this is not in the best interests of the educational system nor in the best interests of the individual;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend The Teachers' Pensions Act so that total and permanent disability is defined as "incapacity to teach."

Provincial Executive

WHEREAS Section 50 (2) of The Teachers' Pensions Act provide for periods of war service to be counted as years of service as a teacher; and

WHEREAS the provisions of this section are necessarily restrictive to protect the fund; and

WHEREAS the restrictive nature of these provisions, in individual cases, results in injustices; and

WHEREAS it is desirable to remedy these injustices and, at the same time, preserve what otherwise appears to be good legislation;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide that the Teachers' Retirement Allowances Fund Board be given discretionary power to credit war service of teachers who because of a technicality do not

meet the present requirement of Section 50 (2).

Provincial Executive

WHEREAS the provision of pension benefits for widows is becoming a basic feature of an increasing number of pension plans; and

WHEREAS there is a desire of most employees for a greater degree of security for their wives; and

WHEREAS a widow has the moral right to the reasonable continuation during her own lifetime of the standard of living in effect at the time of her husband's death;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Plan to provide for widows' pensions.

Provincial Executive

WHEREAS it is reasonable to make a similar provision for widowers as for widows where the former are wholly dependent or incapacitated;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide for dependent widowers' pensions.

Provincial Executive

WHEREAS Section 53 of The Teachers' Pensions Act makes provision only for persons becoming an employee within the meaning of the Civil Service Superannuation Act; and

WHEREAS under the former Act there existed provision for pension benefits to teachers transferring to the Faculties of Education; and

WHEREAS a pension is an earned right by way of service rendered; and

WHEREAS one should not lose such pension rights merely by virtue of changing employment; and

WHEREAS there is a trend elsewhere in Canada (as in the Ontario Portable Pensions Act) towards greater portability of pensions;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to provide for greater portability of pensions within the province.

Provincial Executive

WHEREAS it is compulsory for a teacher to make contributions to the Teachers' Pensions Fund; and

WHEREAS the refunding with interest of teachers' contributions recognizes the moral right of each teacher to receive a benefit at least equal to the amount that he has invested in the Fund; and

WHEREAS if a teacher subsequently with-

© 1946 Walt Disney Productions



PLAN A PROGRAM ON COLD PREVENTION
with the delightful film

"HOW TO CATCH A COLD"

BY WALT DISNEY PRODUCTIONS

10 min. 16 mm. Animated. Sound and Colour FREE on short-term loan

Children enjoy learning good health habits the "Common Sense" way. This sprightly cartoon character helps you teach the seriousness of colds, and how to avoid them. Complete program from the makers of Kleenex tissues includes: Film, cold prevention posters, and individual health pledges (for grades 2, 3, and 4). Schedule your showing soon!

**KLEENEX is a
trademark of
Kimberly-Clark of
Canada Limited**

Educational Department MT-654

Kimberly-Clark of Canada Limited, 2 Carlton Street, Toronto 2, Ont.

Please send me free (except for return postage) the 16 mm. sound and colour film "How to Catch a Cold"

Day wanted (allow 2 weeks).....

2nd choice (allow 3 weeks).....

In addition, please send:

.....copies of Health Pledge for Grades 2, 3, and 4

.....sets of posters (large schools may require more than one)

NAME.....
(please print)

SCHOOL..... GRADE.....

STREET.....

CITY OR TOWN..... ZONE..... PROV.....

NOTE: Material will be sent to teachers and authorized personnel only

draws from teaching before becoming eligible for a pension, the teacher presently receives only a refund of his contributions without interest; and WHEREAS a teacher has a moral right to the amount invested into the Fund by way of principal and interest; and WHEREAS a reasonable deduction should be made to cover the cost of administration of the Pensions Fund; *Be It Resolved* that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide for a refund of contributions with interest at three per cent compounded per annum upon the withdrawal of the teacher from teaching.

Provincial Executive

WHEREAS a pension is an earned right of the teacher by way of service; and WHEREAS there are injustices to those who lose years of service for pension purposes by moving from one province to another; and

WHEREAS the provision for portability of pension rights is a natural development if education is viewed as a national service; and

WHEREAS there are decided advantages to having teaching service in more than one province; and

WHEREAS there is no permissive provision in The Teachers' Pensions Act for the Teachers' Retirement Allowances Fund Board to consider reciprocal pension arrangements; and

WHEREAS the cost of providing such reciprocal pension arrangements does not appear to be large;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide authority for the Teachers' Retirement Allowances Fund Board to consider reciprocal pension arrangements with other provinces.

Provincial Executive

WHEREAS there is no provision in the present Teachers' Pension Act for reinstatement for years of service outside of the province of Manitoba or for service in private schools within the province of Manitoba; and

WHEREAS provision for such reinstatement need provide no cost to the Pensions' Fund; and

WHEREAS such a provision for enabling a teacher to provide for an income upon retirement for those years of service is not inconsistent with the purposes of The Teachers' Pensions Act; and

WHEREAS there is already provision in The Teachers' Pensions Act in Section 43

(1) for a teacher to make additional contributions for pension purposes;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide for broader reinstatement for service outside of the province or in private schools, provided that the teacher pays into the Fund an amount equal to the employee's and employer's contributions with interest for such years of service.

Provincial Executive

WHEREAS the five staff officers of The Manitoba Teachers' Society all hold valid teaching certificates; and

WHEREAS all said staff officers were members of the Teachers' Retirement Allowances Fund or the Winnipeg Pension Plan until joining the staff of the Society; and

WHEREAS the said staff officers continue to render a service to education; and

WHEREAS they are currently members of a private pension plan; and

WHEREAS all other teacher pension plans in Canada include the teachers' organizations' employees who hold valid teaching certificates; and

WHEREAS the pension plan for the Manitoba Civil Servants includes the senior employees of their organization;

Be It Resolved that The Manitoba Teachers' Society continue to seek the inclusion in the Teachers' Pensions Plan of the Society's permanent staff officers who hold valid teaching certificates.

Provincial Executive

WHEREAS Section 16 of The Teachers' Pensions Act provides that a teacher who receives a retirement allowance and continues to teach must contribute to the Fund; and

WHEREAS such teacher does not receive benefit from these contributions either by way of credit for years of service or inclusion of such years for purposes of computing his average annual salary over the last 15 years; and

WHEREAS such teacher cannot obtain a refund of said contributions;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide that no further contribution be made to the Fund by a teacher in receipt of a retirement allowance.

Provincial Executive

WHEREAS the current pension formula based on the average annual salary over the final 15 years does not give maximum effect to salary increases; and

WHEREAS the current formula does not maintain a reasonable relationship be-

Pensions

tween pension accumulation and fluctuating living costs during the final years immediately prior to retirement; and

WHEREAS the main advantage of a final earnings formula is the more realistic relationship of retirement income to salaries in effect at or close to retirement; and

WHEREAS the formula in effect in many of the pension plans for teachers in Canada is one based on the "best five of the last ten years' service immediately prior to retirement";

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Teachers' Pensions Act to provide a pension formula of two per cent of the average annual salary calculated on the best five of the final ten years of service prior to retirement times the number of years of service to a maximum of 35 years.

Provincial Executive

WHEREAS Section 21 of the Teachers' Retirement Allowances Act as amended to 1960 allowed a teacher to qualify for a deferred pension at age 60 if, at age 55, he had completed 30 or more years of service (of which five had been in the five years preceding 55); and

WHEREAS the original intent of The Manitoba Teachers' Society was not to remove this right; and

WHEREAS Section 7(a) of The Teachers' Pensions Act (1963) provides a retirement allowance for a "teacher who retires from employment as a teacher by terminating his contract of employment as a teacher after he has reached the age of 60 years and has completed 30 years of service as a teacher, at least 15 years of which were within the 20 years immediately preceding his retirement"; and

WHEREAS the application of Section 7(a) of The Teachers' Pensions Act (1963) does therefore remove this right of teachers held under the former Act;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend Section 7(a) of The Teachers' Pensions Act in order that the rights of teachers under Section 21 of the former Act be retained.

Provincial Executive

WHEREAS it was the original intention of the new Teachers' Pensions Act not

to prevent a teacher who was eligible for a retirement allowance under the former Act from becoming eligible for a retirement allowance by the implementation of the new Act; and WHEREAS under Sections 8 (2)(a) and 8 (2)(b) of The Teachers' Pensions Act, a teacher may in fact be disqualified for pension purposes by virtue of not being a teacher on the effective date or by not continuing without interruption to be a teacher until he retires but who might otherwise fulfil the retirement eligibility

requirements under the former Act; *Be It Resolved* that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend Section 8 (2) of The Teachers' Pensions Act to ensure that a teacher who fulfils the retirement eligibility requirements under the former Act, be not disqualified for pension purposes by purposes of not being a teacher on the effective date of the new Teachers' Pensions Act or by not continuing without interruption to be a teacher until he retires.



Start your summer holiday homework early

Europe and you are Summer '65's most entertaining and memorable twosome! Paris, London, Vienna, Zurich, Dusseldorf, Shannon—the exciting trips and tours awaiting you would make Marco Polo jade green with you-know-what! Naturally, the quick, convenient, comfortable way to travel overseas from Canada is by AIR CANADA jet. So, start soon to get the answers to your unanswered questions about a summer holiday in Great Britain, Ireland and Europe. Just ask your Travel Agent or AIR CANADA. Both sources know what they're talking about.

AIR CANADA 

Provincial Executive

WHEREAS several Winnipeg teachers have received substantial refunds from the Federal Annuities Branch as a result of either overpayments or postponement of receipt of annuities; and

WHEREAS many Winnipeg teachers will, over the next several years, be receiving similarly large refunds from the Federal Annuities Branch; and

WHEREAS some other teachers are likely to have refunds from various pension funds; and

WHEREAS at present The Teachers' Pensions Act does not allow for the transfer of lump sum refunds from other pension funds; and

WHEREAS the possibility of such transfer of refunds is desirable both from the income tax standpoint and as a step towards portability of pensions;

Be It Resolved that The Manitoba Teachers' Society urge the Minister of Education to have The Teachers' Pensions Act amended to permit the transfer of lump sum refunds from registered pension funds to the Teachers' Retirement Allowances Fund.

Fort Garry Division 5

WHEREAS some individual school districts or divisions in the province are currently operating a group life insurance plan for their employees, on a strictly local level; and

WHEREAS this system is not making use of the obvious advantages of the numerical membership of our profession with regard to group life insurance rates and benefits;

Be It Resolved that The Manitoba Teachers' Society implement a group life insurance plan for all members of the teaching profession within the province of Manitoba.

Fort Garry Division 5

WHEREAS the federal government is considering a national pension plan; and

WHEREAS teachers' pensions may be affected;

Be It Resolved that The Manitoba Teachers' Society watch the development of the proposed Canada Pension Plan closely and consider trying to opt out or integrate the Manitoba Teachers' Pension Plan with it; and

Be It Further Resolved that The Manitoba Teachers' Society make representation to the federal and provincial governments if the Manitoba Teachers' Pension Plan appears in danger of being adversely affected by the Canada Pension Plan.

Seven Oaks Division 10

Be It Resolved that The Manitoba Teachers' Society do all in its power to encourage and bring about portability

of teachers' pensions among all, or at least some, of the provinces of Canada.

Division Associations Nos. 10, 15

WHEREAS the Canada Pension Plan has been approved in principle by the federal parliament; and

WHEREAS the Canada Pension Plan, if implemented, would mean an additional pension contribution of 1.8 per cent of salary above the current six per cent of salary required by The Teachers' Pensions Act;

Be It Resolved that The Manitoba Teachers' Society try to have the Manitoba Teachers' Pension Plan integrated with the Canada Pension Plan so that the total contribution will not exceed six per cent of salary.

Dauphin-Ochre Division 33

WHEREAS the teachers in the provinces of Saskatchewan, Alberta, and Ontario have found it advantageous to enter into a reciprocal plan concerning the portability of pensions;

Be It Resolved that The Manitoba Teachers' Society request the Manitoba Department of Education to negotiate reciprocal portable pension arrangements with Saskatchewan, Alberta, and Ontario Departments of Education.

Souris Valley Division 42

WHEREAS it would be advisable for teachers employed by the public not to be excluded from any public pension scheme, or for the teachers not to exclude themselves from such a scheme; and

WHEREAS it might be financially beneficial to the teachers of Manitoba to be included under the provisions of the Canada Pension Plan;

Be It Resolved that The Manitoba Teachers' Society recommend to the Minister of Education that teachers be included in the Canada Pension Plan; and *Be It Further Resolved* that The Manitoba Teachers' Society request the Minister of Education to enact legislation to provide for the integration of the Canada Pension Plan with the Manitoba Teachers' Pension Plan and maintain teacher contributions to retirement schemes at a minimum of six per cent of gross annual salary.

Turtle Mountain Division 44

WHEREAS there is need for group life insurance for rural teachers; and

WHEREAS there is a great difficulty in obtaining the required number of teachers to form groups of sufficient numbers to acquire reasonable rates;

Be It Resolved that The Manitoba Teachers' Society implement and administer a group life insurance plan for all Manitoba teachers.

Public Relations

Provincial Executive

WHEREAS one of the objectives of the Canadian Centennial Commission is the fostering of better understanding of the various regional and cultural characteristics that are the basis of our Canadian identity; and

WHEREAS the Commission has demonstrated its support of various projects that encourage exchanges between the provinces as one means of achieving this objective; and

WHEREAS teacher exchanges would be beneficial to the teachers involved as well as to the students they teach;

Be It Resolved that The Manitoba Teachers' Society request that the Canadian Teachers' Federation make representations to the Centennial Commission to establish an appropriation for the purpose of reimbursing transportation costs incurred by teachers participating in exchanges; and

Be It Further Resolved that The Manitoba Teachers' Society request that the Canadian Teachers' Federation undertake the responsibility for the administration of a teacher exchange program in co-operation with its affiliates.

St. Vital Division 6

WHEREAS the articles, speeches, and reports prepared by various educators in our province are not widely enough reported to the public;

Be It Resolved that The Manitoba Teachers' Society buy newspaper space and publish on a regular basis in the daily newspapers articles, speeches, and reports prepared by various educators in our province.

Evergreen Division 22

WHEREAS some of the best work done for the professional growth of the Manitoba teachers has been done by teachers now retired or quickly approaching retirement; and

WHEREAS teachers in retirement may wish to contribute the benefit of their experience and wisdom to the new young teachers now entering the profession;

Be It Resolved that teachers in good standing at retirement be sent copies of THE MANITOBA TEACHER to keep themselves informed of MTS activities.

Rural Problems

Provincial Executive

Be It Enacted and it is hereby enacted as follows: That Section 14 of the Con-

stitution of The Manitoba Teachers' Society be amended by adding the following sub-sections, 14(5) and 14(6):

14(5) Remote local associations may be formed with the consent of the Provincial Executive, and shall consist of members of the Society conveniently located to organize for mutual benefits in areas of the province not a part of or assigned to a division association. Remote local associations shall have all the powers of local associations.

14(6) Each remote local association shall elect from its membership one representative on the Provincial Council. But if the number of members of the association when divided by 40 leaves a remainder of 21 or more, the association shall be entitled to, and shall elect, one additional representative.

Salaries

Provincial Executive

WHEREAS The Public Schools Act does not provide for the designation of teachers as principals; and

WHEREAS the above referred Act makes no provision for removal of the designation of the above appointment; and

WHEREAS it is desirable to provide for suitable redress where unjust transfer or dismissal is apparent;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to amend The Public Schools Act to provide that:

(1) In a school where there are two or more teachers employed, the board shall designate one teacher as principal.

(2) Where a teacher is designated as principal the designation shall remain in effect until terminated, but shall not be terminated earlier than June 30 of the ensuing year.

(3) The designation may be terminated by written notice given at least 30 days prior to June 30.

(4) Where a designee receives notice as provided in section 3 above, he may, within five days, request in writing a hearing before the board, or a committee thereof.

(5) Where a hearing has been requested, the board, within 14 days of the request, shall provide an opportunity for the teacher to hear the reasons for the withdrawal of the designation.

(6) Where the teacher (designee) is dissatisfied with the reasons given, and believes that an injustice is being done, he may appeal, within five days, in writing, to the Minister,

who shall cause an investigation to be made, within the terms of the Arbitration Act, and who may confirm or disallow the termination of the designation. (7) The termination of the contract of a teacher also terminates his designation. (8) The termination of the designation does not terminate the contract of a teacher. (9) Except with the consent of the teacher, the board shall not transfer a teacher designated as principal except on a minimum of 30 days notice prior to June 30 and sections 4, 5, and 6 shall apply.

St. Boniface Division 4

WHEREAS there is educational value in both intramural and interscholastic athletic and cultural activities; and WHEREAS interscholastic participation can be good and wholesome, and therefore useful in training a student for life and its activities; and

WHEREAS there is at present no provincial grant for the transportation of students to such activities; and

WHEREAS most school boards make no budget provision for this expense; and WHEREAS most school boards forbid the transportation of students for school functions via private cars;

Be It Resolved that The Manitoba

Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to provide grants for transporting students to interscholastic functions of an educational nature.

Fort Garry Division 5

WHEREAS higher education has become expected of all teachers at all levels; and WHEREAS a degree is a degree regardless of what grade level the degree-holder is teaching;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to remove the inequality presently existing between grants for degree teachers in the elementary schools and grants for degree teachers in the secondary schools.

Fort Garry Division 5

WHEREAS many of the facts reported through public information services, concerning negotiations within the province of Manitoba, are one-sided, incomplete, and misleading;

Be It Resolved that The Manitoba Teachers' Society promote a system of closed-door negotiations within this province, so as to prevent public misconception, trial by press, and poor teacher-public relations; and

Be It Further Resolved that The Manitoba Teachers' Society encourage the withholding of all negotiation progress and facts from public information agencies until negotiations are completed.

Seven Oaks Division 10

WHEREAS most teachers are employed in more than one district before they retire; and

WHEREAS at the present time a person is allowed only 20 days sick leave upon the first year in a new district;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to enact legislation to establish a portable sick leave benefit for the teachers of Manitoba.

Seven Oaks Division 10

WHEREAS the salaries presently paid to teachers in Manitoba fail to recognize increased costs of living and the status of the teacher in our society; and WHEREAS current bargaining procedures appear to be unable to bring about adequate improvement in salaries and other benefits; and

WHEREAS the right to strike, as an ultimate demonstration of dissatisfaction, should be extended to every citizen of a democracy;

Be It Resolved that The Manitoba Teachers' Society request the Minister of

Education to amend Part 18 of The Public Schools Act to restore to the teachers of Manitoba their right to strike.

Transcona-Springfield Division 12

Be It Resolved that The Manitoba Teachers' Society urge the Manitoba Government to place elementary schools under the administration of division boards wherever possible.

Interlake Division 21

WHEREAS permit teaching experience is teaching experience; and

WHEREAS a number of Manitoba teachers have permit teaching experience; and

WHEREAS permit teaching experience is not recognized by the Department of Education for salary grant purposes; and WHEREAS the Department of Education is inconsistent in giving a teacher a permit to teach but not recognizing the teaching experience gained; and

WHEREAS de facto recognition is given in compulsory contributions by the teacher to the Teachers' Retirement Fund, thus further indicating the inconsistency in not recognizing the experience; and

WHEREAS it is unfair to teachers who do not receive salary experience increments due to non-recognition of permit teaching experience; and

WHEREAS it is unfair to school boards who give recognition to a teacher's permit teaching experience but do not receive a grant towards such salary;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to recognize permit teaching experience as experience for all departmental purposes.

Division Associations Nos. 33, 45

WHEREAS the position of full-time guidance counsellor is, at present, a supernumerary position for which no provincial grant is available to the school board;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to provide for grants for full-time guidance counsellors on the basis of one grant per school division.

Souris Valley Division 42

WHEREAS many students at all levels of the Manitoba school system have emotional and psychological problems; and WHEREAS all students presently enrolled in Grade I to IX must make an intelligent selection of high school programmes upon graduating from Grade IX; and

WHEREAS all students leaving school are faced with a multitude of vocational choices; and

WHEREAS very few school boards have found it possible to employ properly

38-DAY ESCORTED TOUR AROUND

SOUTH AMERICA

For teachers and others interested in education. Visit Iquitos, Cuzco, La Paz, Rio de Janeiro, Brasilia, Asuncion, many other cities. Tour cost \$746 plus air fare. You fly Super DC-8 Jet to Mexico City, Lima, Santiago, Buenos Aires. Mail coupon for free folder.

FLY *Canadian Pacific*

CPA District Sales Office,
Room 301-150 Henry Ave.,
Winnipeg.

NAME _____

ADDRESS _____

trained personnel for guidance under the present teacher-grant system;
Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to provide an additional teacher-grant to any school district enrolling 500 or more students, or to any high school division enrolling 500 or more students, provided that such school district or such school division employs a full-time guidance counsellor.

Kelsey Division 45

WHEREAS educational costs continue to rise and will do so in the foreseeable future; and
WHEREAS the local governments have all but exhausted the property tax as a source of revenue; and
WHEREAS education should not be the responsibility of the property holder only, but should also be the responsibility of the province as a whole; and
WHEREAS the present grants are completely unsatisfactory;
Be It Resolved that The Manitoba Teachers' Society inaugurate, in co-operation with the Manitoba School Trustees' Association and the Urban School Trustees' Association of Manitoba, a program designed to impress upon the Government the necessity of increasing operating grants to school districts and divisions.

Kelsey Division 45

WHEREAS extensive new laboratory facilities will be required for the new General Course and new University Entrance Course; and
WHEREAS many school divisions will not be able to afford to provide these new facilities under existing financial arrangements; and
WHEREAS the success or failure of these laboratory-oriented courses will depend on proper laboratory facilities;
Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to provide grants for the establishment of the laboratories required for the new General Course and the new University Entrance Course.

Kelsey Division 45

WHEREAS living costs in northern areas are higher than in southern parts of the province; and
WHEREAS school boards in northern areas are forced to pay higher salaries to compensate teachers for these higher living costs and for increased travel costs; and
WHEREAS school building material and operating costs in general are higher in northern areas; and

WHEREAS the present grant structure makes no allowance for these higher costs and thereby places an undue burden on property owners in these northern areas;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to amend Manitoba Regulation 74/58 to provide increased operating grants for schools in northern areas of the province.

Lynn Lake Local Association

WHEREAS current curriculum revisions will make it increasingly more important that all high school students in the province have access to any one of the courses on the Manitoba high school curriculum; and

WHEREAS there are a number of smaller schools in isolated communities in northern Manitoba which under the present grant structure find it impossible to offer more than one of such courses, thus depriving the young people of these communities of educational opportunities available to students in the rest of the province; and

WHEREAS the development of the North is an important aspect of the economic growth of our province; and

WHEREAS the hardship of sending to a residential school, students who are not suited for the particular high school course being offered locally, will tend to discourage families from moving into these communities, thus impeding the development of the North; and

WHEREAS providing additional financial assistance to such isolated schools would be consistent with the practice of providing transportation grants for pupils who attend schools in a city, town, or village in which they are not residents;

Be It Resolved that The Manitoba Teachers' Society recommend to the Minister of Education that the need and feasibility of making additional teacher grants available to schools in isolated northern communities be studied and given careful consideration.

Scholarship

Interlake Division 21

WHEREAS it is desirable that teachers have a good academic background in the subject matter which they teach; and
WHEREAS the introduction of new course materials makes it imperative that teachers acquire new subject matter; and
WHEREAS the prospects are that due to the rapid increase in knowledge curriculum revision with the introduction of new subject matter will be necessary on a continuing basis; and

WHEREAS there is need for educational research;

Be It Resolved that The Manitoba Teachers' Society request the Minister of Education to make available bursaries of eight hundred dollars (\$800) for Manitoba teachers who enroll for full summer programmes at Canadian universities; and

Be It Further Resolved that The Manitoba Teachers' Society request the Minister of Education to make available annually, seven (7) two thousand dollar (\$2,000) bursaries for Manitoba teachers enrolled at Canadian universities in graduate studies in Education.

Teacher Education and Certification

Provincial Executive

Be It Resolved that The Manitoba Teachers' Society ask the Minister of Education to set Grade XII University Entrance as a minimum standard for 1965 entrance to teacher training; and

Be It Further Resolved that The Manitoba Teachers' Society recommend that the Minister of Education and the University of Manitoba implement by September 1966 an optional two-year teacher training program, to run concurrently with the present one-year program, said program to consist of five approved first-year university courses plus a full complement of professional teacher training courses.

Fort Garry Division 5

WHEREAS the training of a practice teacher requires considerable extra time from the classroom teacher; and

WHEREAS teachers are told, not asked, that they will be responsible for a teacher trainee; and

WHEREAS some provinces arrange with teachers to take student teachers for extended periods of time, up to 10-12 weeks, requiring careful instruction and detailed evaluation by the teachers of the trainee; and

WHEREAS teachers having thus assumed and fulfilled this responsibility of a student teacher are subsequently paid;

Be It Resolved that The Manitoba Teachers' Society strive to have implemented a revision of practice teaching procedures so that students be given longer periods of time with one teacher, in order to receive better coaching and better evaluation; and

Be It Further Resolved that teachers accepting this responsibility be paid for their efforts.

ENCOURAGE HER
GROWING SENSE
of
SELF-CONFIDENCE

with the movie that
has helped millions of young girls

The Story of
Menstruation

BY WALT DISNEY PRODUCTIONS

10 minutes, 16 mm., animated
in sound and colour

Available free on short-term loan from
the makers of Kotex napkins

Experts agree that an explanation of menstruation should be given to young girls today—around the age of nine. This beautiful film, preferred by church and school groups all over the world, offers an ideal way to prepare girls for this important step toward physical maturity. Send for the film and coordinated teaching aids today!

KOTEX is a trademark of Kimberly-Clark of Canada Limited

Kimberly-Clark of Canada Limited, Educational Dept. Box MT-654, 2 Carlton Street, Toronto 2, Ont.
Please send me free (except for return postage) your 16mm sound and colour film, "The Story of Menstruation."

Day wanted (within 3 weeks) 2nd choice (within 4 weeks) Number of Days Needed

Also send: booklets, "You're a Young Lady Now" (for girls 9-11) booklets, "Very Personally Yours" (for girls 12 and over).

- ☐ Teaching Guide
- ☐ Teacher's pamphlet "At What Age Should a Girl Be Told About Menstruation?"
- ☐ Menstrual Physiology Chart
- ☐ Kotex Demonstration Kit

Name and Title

School Grade

Street

City Zone Prov.

Note: Material will be sent to teachers and authorized personnel only.



Values in Education

"Worth makes the man, and want of it the fellow," these words by Alexander Pope were part of the introduction of the annual lecture delivered before the Faculty of Education Alumni Association, University of Manitoba. Presented on March 6 by Ronald T. F. Thompson, Superintendent of the St. James School Division, the lecture contained many views on education of interest to all teachers. Following are some quotes taken from Mr. Thompson's address.

Education = Conflict

We can never expect unanimity of opinion with respect to education, for it is a living process, and where there is life there is conflict. We would all agree, surely, that there is nothing so unanimous as a graveyard?

Too Much Psychology

Many modern sociologists . . . are pointing out that there has been an over-psychologization of education. This overemphasis on psychology and the intellectual ignores the development of the child as a living, feeling, social being.

Teachers and Curricula

The favourable development of the pupil depends in the main on the classroom teachers. It is no longer sufficient that such teachers be interesting and patient, for present-day knowledge and living are complicated and difficult for the pupil to comprehend. The modern teacher must be well versed in theories of learning related to the structure of the various subject fields. . . . The teachers of today need also the broad general knowledge necessary to relate the skills, facts, principles, and generalizations of their subject to the environment and to the life of this fast changing world. Surely, a university education is increasingly necessary for the

modern teachers, elementary as well as secondary.

Creativity

If we are to encourage creativity in children, we must expect divergent behaviour—both among children and among their teachers. If creativity is to be encouraged, we must modify our standard schools and standardized procedures.

Methods and Rivalries

The current rivalries with respect to various methods are far too extreme. Daily battles on 'sound versus sight,' 'articulated phonics versus sensed phonics,' 'rods versus symbols,' 'concrete versus abstract,' etc., engaged in with all the emotion of religious wars, fought for what purpose we know not—such struggles over methods cause teachers and parents to lose sight of the all-important values of education. . . . A certain method may be provided, its use recommended, and its trial expected, but the experienced teacher should still be given considerable freedom to use any or all methods which may promise to yield results with certain children.

False Values of Prestige

Are some of us adults, as teachers or parents, looking upon our children as personal prestige symbols, or even, as

personal marks of shame? If not, why is it so easy to fill the major work classes, the 'A' classes, and the matriculation course and so difficult to secure parental acceptance of 'four-year programmes,' 'high school leaving' courses, and 'ungraded' classes, even when such equally specialized education is obviously the best answer for the child concerned?

Examinations

Pupils will continue to be tragically failed out of the University Entrance Course unless the Department of Education prescribes for adequate screening of entrants. And as long as matriculation and other Department of Education examinations dominate the high school programmes, repeated failures and the continuous threat of failure will continue to be the lot of far, far too many of our high school students.

Guidance

The increasing complexity of vocational fields and of related high school and university courses will necessitate pupil guidance services. . . . It is quite another thing, however, to look to expanded guidance services as the palliative for problems which we should never have created in the first place. Unwise selection of prestige courses . . . form one example of such

created problems. The unnecessary creation of high schools that are far too large or have too wide a range of grades and ages and social maturity is a second example of a situation that should be corrected rather than treated through additional guidance services.

Freedom for the High School

Why cannot the universities set up their own intelligence and aptitude examinations for those who come to them? This change would leave the high schools free (with departmental guidance and cooperation) to provide varied and flexible programmes designed to interest and develop the young individuals of their community.

Schools of Tomorrow

Language labs, programmed instruction, learning resource centres, higher horizon programs, electronic data processing, all these devices and resources augur well for the broader attainment of worthwhile values in education. But a word of warning: good teaching can be done without

these supplementary resources and a lack of gadgetry (much of it highly commercialized) is no alibi for a lack of learning on the part of pupils.

Drop-Outs

Early drop-outs are often educational tragedies but such drop-outs may be unavoidable. The real tragedy is the lack of suitable educational provisions and stimulating environment when the young adult finally decides that he does wish or need to learn.

Capital versus Man

It is sad proof of the over-materialistic values of our times that the development of educated people should be considered important mainly as capital formation, enabling the state to produce more material wealth.

Shared Services

Until our major religious groups can be educated together, can we not accept that there are some services that are services to children, not to schools? Among these, some of us would include textbooks, child guid-

ance clinic services, and help in transportation where available. Surely, there should be permission for school divisions to share other public school services where mutually convenient—shops and home economics, for example.

Education for Leisure

Perhaps the pressuring teachers and the pressuring parents who are pushing our students to "study hard or you will be unemployed" are already out of date. The truth is that more and more of our children will have, in the years to come, more and more time for leisure. . . . It is unfortunate that leisure, for the person untrained in its use, means idleness and idleness can breed mischief. Unhappily, also, profit-making agencies without conscience bombard the young person with cheap, attractive, pleasurable but dangerous means of passing his idle time.

Man and Machine

All the indications are that like today, tomorrow, as it comes, will be a world not of men or machines but of both together. All machines, even educational machines, need a little oil to prevent the various parts from squeaking, wearing thin, or getting a little hot. The best lubricant between teachers, pupils, and parents is a compound faith, friendliness, courtesy, and good humour. A smile, a laugh, a kindly word, and a willingness to forget and forgive and start all over again 200 times a year is all we teachers need. If there are to be sparks in our educational machines, let them be sparks from the teacher that will put real light and life into the minds and spirits of our young people.

The Task for the Teacher

In order to develop through education that which is most worth in our children, there are many tasks to be done, many challenges to be faced. Young or old, we teachers must look not to the past but to the future. . . . It is not knowledge nor is it morals which we are teaching. You and I are teaching children or leading young adults. Let us teach them what is most worth and lead them toward what is right.

»

Grande Prairie City School District No. 2357

Junior College and Public School Positions

Applications are invited to fill positions on the staff of the Grande Prairie City Public Schools beginning September 1, 1965, in the following categories—

Senior High and Junior College

At the high school level and possibly the Junior College level by September, 1965, on a combined basis for the next two or three years; at the Junior College level for the following years.

At least one instructor is required for each of the following first-year university courses: History (European), French, Psychology, Sociology, Organic Chemistry, Inorganic Chemistry, Zoology, Botany, Educational Psychology, Educational Administration, Educational Foundations, Physical Education. For the first few years the Junior College instructor would teach related high school courses.

Applicants must hold a master's degree in the subject of instruction at the Junior College level. Bursaries for completion of the master's program are possible. A teacher's certificate is required for teaching high school courses.

Present salary scale pays up to \$8,900 plus proposed special allowance to Junior College instructors.

Senior High School

In addition to the above subject areas, teachers in the following areas are required—Librarian, Business Education, Industrial Arts, Drafting, Machine Shop, Food Services, Counselling.

Junior High School

Industrial Arts, Librarian, Oral French, English, Social Studies, Mathematics, Science.

Elementary Schools

All grades. Specialists in remedial reading and speech training.

Teachers new to the profession may do an internship in May and June.

Forward applications to:

F. M. RIDDLE
Superintendent of Schools
Grande Prairie School District No. 2357
10213 - 99 Street, Grande Prairie, Alberta

Notes and Quotes

from the subject areas

Commercial

MANITOBA COMMERCIAL
TEACHERS' ASSOCIATION

Many teachers have already volunteered to act as chairmen and recorders for the sections of the workshop planned by the Manitoba Commercial Teachers' Association on April 21. It will be held as part of the MEA convention at the Royal Alexandra Hotel in Winnipeg. It is hoped that many more teachers will take an active part in the discussions and will come with teaching aids or techniques which they have found helpful.

The one-day workshop program will cover six different areas. Each participant will be able to attend three of these since some areas will be discussed simultaneously. The subjects to be discussed are typing, general business, shorthand, business principles, office practice, and business machines.

Commercial teachers are also urged to attend the joint luncheon of the Society and the MEA on April 21 at 12:15 pm. The speaker, Dr. Omond M. Solandt, vice-president of De-Havilland Aircraft of Canada Ltd., will talk about 'Automation, Education, and Employment in the Affluent Society' - a topic most vital to all commercial teachers.

Guidance

GUIDANCE ASSOCIATION OF MANITOBA

The annual meeting of the Guidance Association of Manitoba will be held on April 21 at 9:30 am in the Colonial Room of the Royal Alexandra Hotel,

Winnipeg. It will be held as part of the MEA convention.

In addition to the annual meeting, a speech by Dr. R. Hudson, Director of the University Counselling Service, will be of special interest to guidance teachers. His address, 'Guidance and the University' has been scheduled for 10:45 am on April 21.

The guidance program terminates with a tour of the Manitoba Institute of Technology in the afternoon. Those interested are asked to meet at 2:30 pm inside the front entrance of the Institute. Information about transportation from the Royal Alexandra Hotel to Brooklands will be made available at the annual meeting of the GAM.

Home Economics

MANITOBA HOME ECONOMICS
TEACHERS' ASSOCIATION

Members attending the February 4 meeting of the Manitoba Home Eco-

nomics Teachers' Association included representatives from The Pas, Killarney, and the School of Home Economics of the University of Manitoba as well as the staffs of the Winnipeg School Division and several suburban schools. The meeting was chaired by Mrs. Olive Trineer of West Kildonan Collegiate.

Miss Elva Humphries, MHETA representative on the provincial Curriculum Committee of the Society, has reported that excellent support for home economics is being given by the Society.

Teachers or regular students wishing to earn credits towards a degree in home economics during the summer of 1965 should contact the Summer School Department of the University of Manitoba to obtain a calendar and application form. Registration is limited and must be made before June 15.

"Love is as important as food to our survival," emphasized Dr. Gordon L. Toombs, pastoral counsellor, Win-

Formation of New Group Proposed

The possibility of forming an association of principals and vice-principals, to be affiliated with The Manitoba Teachers' Society, has been discussed at several occasions in the past. To explore the issue further a meeting will be held on April 12, at 8:00 pm, at Vincent Massey Collegiate in Fort Garry. Meanwhile, those interested in investigating the formation of the proposed group are asked to complete the form below and submit it to J. Downey, Vincent Massey Collegiate, Fort Garry 19, Manitoba.

I am interested in discussing the possibility of forming an association of principals and vice-principals.

Name: _____ Address: _____

School: _____ Phone: _____

nipeg Presbytery of the United Church of Canada when he spoke on 'The Language of Relationships' at a recent MHETA meeting. Feelings are the key determinants of human behaviour, he said, and the recognition and interpretation of these feelings are learned in the family.

A symposium, consisting of Mrs. Anne Volume, Nelson McIntyre Collegiate, Winnipeg; Mrs. Norma Walker, School of Home Economics, University of Manitoba; Mrs. Isabel Wettlaufer, Sisler High School, Winnipeg; and Mrs. Johanna Wilson, Vincent Massey Collegiate, Fort Garry, discussed Dr. Toombs address in terms of 'Family Patterns of Today.' The theme of the meeting was in line with the vital part of all home economics curricula, the family.

School Libraries

MANITOBA ASSOCIATION
FOR SCHOOL LIBRARIANS

School librarians of Metropolitan Winnipeg held their first meeting of 1964-65 at the Hudson's Bay to discuss the advantages of becoming a provincial association to be affiliated with The Manitoba Teachers' Society while retaining affiliation with the Manitoba Library Association. Miss Margaret Ashley addressed the group and explained the relationship that the group

held with the Manitoba Library Association while Miss Betty Redmond outlined the relationship the group could have with the Society at the same time without disrupting one or the other relationship.

A motion was passed at the meeting that application for affiliation as a subject area group be made to The Manitoba Teachers' Society. Subsequently, the group is well on its way to becoming such a group and henceforth will be known as the Manitoba Association of School Librarians.

Those working in or interested in school librarians are invited to join the MASL and to contact Mrs. Margaret Simmons, 6-29 St. Mary's Road, Winnipeg.

The second meeting of the year was a joint meeting with the Manitoba Library Association held at Sisler High School, Winnipeg. Those who attended enjoyed H. E. Newson's remarks on the role of the school library and its relation to public library service as well as an original musical parody of Hamlet presented by students of Vincent Massey Collegiate, Fort Garry.

The session at the Easter convention of the MEA promises to be interesting for school librarians since the topic of a panel will be 'What Should the School Library Do.' The following will be the panel members: Robert

Bend, Special Assistant to the Deputy Minister of Education; Mrs. Helen Robertson, Supervisor of Children's Services, Winnipeg Public Library; Mrs. Mary Johnson, parent; and Rev. Jack Skynner, librarian, St. John's College, Winnipeg.

Geography

MANITOBA GEOGRAPHY
TEACHERS' ASSOCIATION

The Manitoba Geography Teachers' Association will shortly have filmstrips as advertised in Life Magazine available on loan for inspection by its members. Titles will be published as soon as they are received.

Those wishing to become members of the MGTA are invited to complete the application form below and forward it to the treasurer, Miss M. Vant. Applicants should enclose \$1.00 which will give them membership privileges for one year.

The attendance at the Saturday morning geography seminars at the University of Manitoba has greatly exceeded the expectations. The course has given participants a wide knowledge of their immediate locality.

Congratulations are extended to those responsible for the arrangements for the workshop at Gimli on February 27. A great variety of work was displayed and instead of giving

In '65 be sure to see

THE BRITISH ISLES and EUROPE

join us

EMPRESS OF ENGLAND

July 8 - Montreal-Britain
\$255 per passage

EMPRESS OF CANADA

August 17 - Britain-Montreal
\$266 per passage

Daily air flights (quoted on request)

SEND FOR BOOKLETS OF TOURS

Lilian Watson Travel Service
Overseas Education League

240 SOMERSET BUILDING
WINNIPEG 1, MANITOBA

Application Form

for membership in the Manitoba Geography Teachers' Association

Name : _____ School _____
Address: _____ Elementary: _____
_____ Jr. High: _____
Phone: _____ Zone: _____ Sr. High: _____

Please enclose \$1.00 membership fee and forward to Miss M. Vant,
7-195 Wentworth St., Winnipeg 9.

pointers, the representatives of the MGTA received some from those who participated.

Teachers are urged to give some thought to enrolling in the teacher-oriented course to be given by the McGill Summer School at Stanstead during the coming summer. Further details may be obtained from the Geography Department, McGill University, Montreal, P.Q.

Physical Education

CANADIAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION AND RECREATION

During February several CAHPER activities took place. On February 4, the CAHPER Smorgasbord was held at Vasalund, Charleswood. On February 12, Sylvia Shaw and Bonnie Benson conducted a rhythmic workshop at Manitoba Teachers College. To take place in the immediate future is an athletic workshop to be sponsored by the Manitoba Medical Association and CAHPER on April 9 and 10. It will be chaired by Dr. Max Avron and Bob Hazel.

Industrial Arts

MANITOBA INDUSTRIAL ARTS ASSOCIATION

At the request of the Society's special committee on Certification of Specialists, the Manitoba Industrial Arts Association has prepared a brief on certification, training, and salary of industrial arts teachers.

Ralph Bird, guest speaker at the industrial arts section of the Winnipeg teachers' convention recently, related how design was incorporated in his industrial arts classes at Westwood Collegiate and suggested several ways in which other teachers may use it in their classes. He also listed the steps in designing a project using the elements, principles, kinds, and selection of good design.

During the panel discussion following Mr. Bird's speech, it was agreed that design could be incorporated in the curriculum after the students have learned a few of the necessary skills to construct the object they are to design. »



The late Miss Bertha Pilling as teachers remember her best — in front of a classroom.

She Inspired by Example

MANY TEACHERS in Manitoba schools will have regretted to hear of the death of Miss Bertha Pilling in Winnipeg last January.

Miss Pilling, who was engaged in training teachers in Brandon as well as in Winnipeg for over 35 years, will be remembered by the thousands of students who passed through her hands as a vital and vigorous personality.

Graduates of Brandon Normal School may recall her untiring efforts in helping to raise funds for the B. J. Hales Museum and will remember her fine work in producing concerts and plays in addition to her inspiring performance in the classroom.

Graduates of the old Winnipeg Normal School on William Avenue and Manitoba Teachers College in Tuxedo will remember her interesting art classes. In her retiring year — 1954

— the students dedicated the year-book to her in these words:

"Somehow she managed to discover in each of us, if not talent, at least the ability to appreciate and enjoy art. With her contagious enthusiasm, Miss Pilling has inspired us to accomplish for ourselves as well as to develop the ability of our future pupils. In everything we attempted we tried to meet her excellent standards, never stipulated but always apparent through her example."

Staff associates and former students of Miss Pilling are planning to place an object of art in the new education building as a memorial. Those interested in contributing may send contributions to George Chidley, Manitoba Teachers College, Tuxedo, Manitoba. »

Readers Write . . .

Maths: Whither? or Thither!

The following letter was submitted for publication by Jack Silverberg. In it, the author answers Harold Pollock, whose article on mathematics appeared in the January-February issue.

Dear Harold:

I address this letter to you personally because you are the only teacher in Manitoba who was interested in replying to my article in the November-December issue of *THE MANITOBA TEACHER*. For this courtesy, many thanks. For all I know, you are the only teacher in this province who read it. This correspondence is therefore a personal matter between you and me. It seems a shame to use the magazine for this purpose; we could easily settle our differences over a friendly cup of coffee.

What is the basic difference in our views? I think, it boils down to this. You, Harold, seem to believe that if students were properly brought up mathematically (not dragged up as presently and in the past), the true understanding of fundamental mathematical principles would gradually dawn on average students by the time they reach high school. I, on the other hand, believe that true understanding of fundamental abstract principles is not entirely or even mainly a matter of upbringing but largely a matter of native ability over which not even you, Harold, have complete control. I believe that with respect to mathematics, relatively few students (and teachers, if you don't mind - including myself) have this ability. How can I prove to you that I am right and that you are wrong?

It would thrill me to be able to refer you to the research done on the problem of evaluating pupil learning. I might refer you to a study, 'Evaluation in the Oak Ridge Schools', by R. N. Ostrander. You will not find the answer there. I could refer you to a pamphlet, 'Organization of School Staff for Evaluation', published by the Michigan State Board of Education, Lansing, Michigan. You would not find the answer there either. Perhaps you have read 'Evaluation Criteria', published in 1950 by the American Council of Education? This study fails to answer the important question also. I know you have copies of the 'National Council of Teachers of Mathematics' issues. None of them tells us how others tested the basic understanding of mathematical concepts.

Since the literature is of no help I shall try to establish my case in two ways: (1) personal attempts to test basic understanding of mathematical concepts, and (2) an invitation to you, Harold, to prove to your own satisfaction that there is method in my madness.

One of my early attempts dealt with a concept raised in your article - negative numbers. If Editor Loewen had not butchered my last article, he could have saved us both a lot of trouble because in it I described an interesting experiment with three Grade IX classes. At this point, I shall ask Mr. Loewen to dig up the 'cuttings' and insert them below:

A year-long experiment took place in ten Winnipeg classrooms in three different Winnipeg junior high schools in the school year 1955-1956.

Problem 4: What about $(-2) \times (-4)$? There are probably as many ways of explaining this operation as there are teachers. Here is another. We have already defined (or accepted) the meaning of $2(n + 3)$ as $(2 \times n) + (2 \times 3)$ or $2n + 6$. On the basis of this definition (or assumption): $(-2) [(-4) + (+4)] = (-2) (-4) + (-2) (+4)$ or $(-2) [0] = (-2) (-4) + (-2) (+4)$ or $0 = (-2) (-4) + (-2) (+4)$. Since we have established that $(-2) (+4) = -8$, then: $0 = (-2) (-4) - 8$. Therefore, $0 = ? - 8$. Thus the ?

can only have one value, namely $+ 8$. Therefore, $(-2) (-4) = +8$.

There is nothing new about this 'proof' today. It is well to remember this page was typed almost ten years ago.

The story continues.

After all three classes had studied this proof and had done the exercises that followed, the teacher was anxious to find out whether all the 111 students in the three classes of this school really understood why a minus times a minus gives a plus.

The classes were warned to prepare for a test of a written proof similar in every respect to the one presented on page 32. On the appointed day, they were given this problem: Show that $(-2) (a)$ is always $+$ if 'a' is any negative number.

The results were interesting. Only 11 out of 111 produced the proof. Most of these 11 started by saying this: Since 'a' is any negative number, I shall consider 'a' to be (-4) . Then they produced the proof on page 32. The remaining 100 couldn't get started. After the test, the teacher expressed surprise and disappointment at the results, particularly, when all they had to do was to replace the 'a' with any negative number - even the (-4) of the printed example. Then the class was told that a similar test would be given the next day in order that they might redeem themselves.

The next day, the teacher gave them this problem: Show that $(a) (-b)$ is always $+$ if 'a' is any negative number and 'b' is any other positive number. Can you guess the results of this test? The same 11 presented a correct solution. The remaining 100 were still lost.

What did all this mean? It could mean (1) that the words 'any negative number' and 'any positive number' did not click - did not form a 'Gestalt'; (2) it could mean that they did understand the full significance of 'any negative number' but got lost in one of the steps of the proof. It *could* but it does *not* have this meaning simply because these 100 students could *not* get started. They had no chance to get fouled up in the steps of the proof.

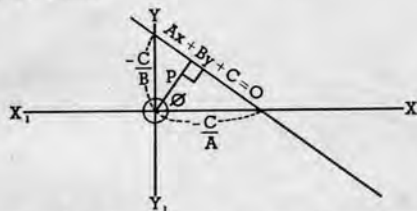
The conclusion then is simply this: most students do not understand the

full significance of a negative number when that number is written as a letter.

I can hear you saying, Harold, "But this is not fair. After all, they were just introduced to negative numbers. The idea is brand new. What do you expect? Had they been brought up properly in Grades VI, VII and VIII with mathematical sentences like $x + 1 = 0$ and sets like 7, 5, 3, 1, 2, 2, 2, it would be a different story."

You have a point, but will you agree that Grade XII students who have passed IX, X, XI maths with marks of 80 and over really understand the concept of negative numbers? I hope you say, "Yes", so that you can prove to yourself how wrong you are.

Try this, Harold, with a good Grade XII class:



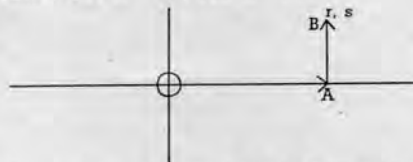
Use the diagram above to show that

$$P = \frac{-C}{\pm \sqrt{A^2 + B^2}}$$

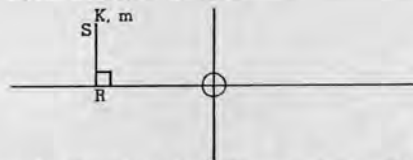
Now, tell the students that 'p' by agreement must always be positive. Emphasize this! Then ask this question: "In order that 'p' be positive, when will we use the '+' and when the '-' in the denominator?" Wait patiently! If more than ten per cent

give you the correct answer, I'll buy you a dinner. What's wrong? Bad upbringing or my answer?

Did you ever have this experience, Harold, with good Grade XII students? You have defined the abscissa and ordinate in general terms as follows, OA is '+r'; AB is '+s'.



From this you concluded that AO is '-r' and BA is '-s'. Then you carry on with many examples in the first quadrant. Now — the payoff. You switch to quadrant 2.



Ask the class to tell you about OR. What will 90 per cent say? You know the answer, '-k'. Why? The fact that 'k', can have a specific negative value has not registered with most students even at the Grade XII level.

Enough negatives. Let's accentuate the positive. Try this with a good Grade XI class. They all know and understand that $3^0 = 1$. Give them this problem Harold:

$$3x^2 + x - 6 = 1.$$

Find the value(s) of 'x'. Then give them this one:

$$3x^3 + 8 = 1.$$

Find three values for 'x'. If you still don't see my point, Harold, give them this one:

$$2x^2 + 3x = \frac{1}{4}$$

I could go on and on but I know Mr. Loewen will cut, so I'll conclude very quickly by referring to local situations.

Do you recall the Grade XII maths June paper set by Dr. Divinsky about five years ago? Do you recall that a new committee was appointed to set a different August supplemental? Why, Harold? The results were disastrous. Why, Harold? Because the paper tested basic understanding of concepts and most students are not mathematicians and never will be. Do I need to mention last year's Grade X June paper?

Permit me to refer you to Congress maths exams. How many teachers have trouble with these exams? Why, Harold? Poor upbringing after years of teaching? How many students do better on these exams than the teachers who teach them? I've had a few. What does this do to your 'poor upbringing theory'?

I wish you would reread part of my article to find what you may call the

$$\text{Silverberg Law: } U \propto \frac{1}{G},$$

which means: understanding varies inversely with the generality of the concept. It has very little to do with upbringing.

Are you convinced, Harold?

Sincerely,
Jack Silverberg.

p.s. I like my steak well done.

Featuring Some of the Speakers at the MEA Convention

Below are some of the main speakers to address teachers and others attending the convention of the Manitoba Educational Association in Winnipeg on April 20 and 21. From left to right are Prof. A. B. Nicolaev, Regina; Dr. H. T. Coutts, Edmonton; Dr. F. J. Gathercole, Saskatoon; Dr. D. K. Bracken, Dallas, Texas; Dr. B. D. Mattson, Mankato, Minnesota; and A. P. Hanwell, Ottawa. They will discuss aspects of the Soviet economy, educational research, principles of education, the teaching of reading, education of the emotionally disturbed child, and the new mathematics.



General Secretary Comments

by EMERSON L. ARNETT

SINCE THE January-February issue of THE MANITOBA TEACHER was published we have had a great many teachers commenting enthusiastically about 'the new look.' But comments have not been limited to the change in format. Teachers and others have commented upon the excellent layout and design of the magazine and, above all, about the quality and variety of articles of professional interest.

The following brief letter from James Nuttall, the editor of 'School Progress,' sums up well the nature of the general reaction: *"Just a note to commend you and your staff on the new look of THE MANITOBA TEACHER. The lively and imaginative new presentation — something that is sadly lacking in most Canadian education journals, as you know — should unquestionably increase the readership of the articles you publish."*

The editor, Howard J. Loewen, and his assistant, Miep van Raalte, are to be congratulated for their fine work in developing THE MANITOBA TEACHER as a truly professional magazine.

DR. BARR GREENFIELD, Director of Research for the Canadian Teachers' Federation, resigned recently to take a position with the Faculty of Education of the University of Alberta. This is the third research director to leave the employ of the Canadian Teachers' Federation in a period of about six years. Dr. Greenfield's immediate predecessor, Dr. Floyd Robinson, left just over a year

ago to become the Director of the Canadian Council for Research in Education.

It is difficult to assess the underlying causes of such changes. To some extent, they will be inevitable as bright young men make a name for themselves in the service of the Federation and then leave for greener fields. However, it is important that a thorough study be made of the problem to ensure that unnecessary losses are not incurred. Provision of a first rate research department headed by an able research director is one of the most important services the Canadian Teachers' Federation can render to its affiliates. Few can afford to develop such a department themselves and possibly few even need a full-time research director. But through the Federation it should be possible for all affiliates, at a relatively moderate cost, to have such services available when required. Many teachers in Manitoba will recall the invaluable assistance rendered by the first Director of Research, Dr. Douglas Ayres, in the development and presentation of the brief of The Manitoba Teachers' Society to the Manitoba Royal Commission on Education in 1957-58. Dr. Robinson played an important part in assisting the Society to establish a sound, broadly based research council in Manitoba.

Looking at the broader picture, it is hard to see how a national organization of teachers can take its place as a professional organization unless it is giving educational leadership in the field of research.

FOR THE past two years informal discussions have been held at the conclusion of principals' seminars about the possibility and desirability of forming a provincial principals' association to discuss common problems, just as maths teachers, science teachers, and others have done. We would like to make several comments on this matter.

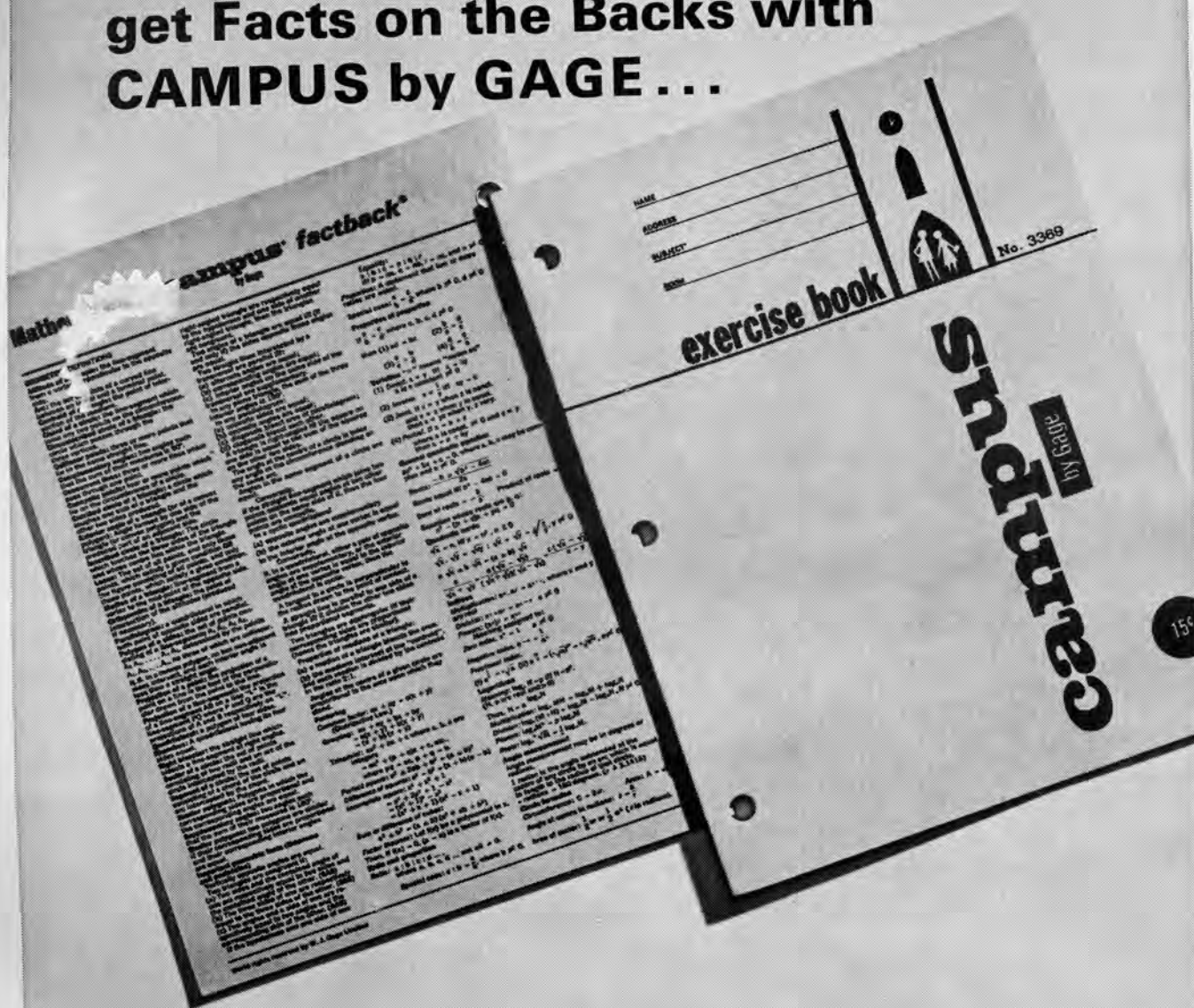
The first is that principals are first and foremost teachers, with the same rights and responsibilities as other teachers. Those rights include the right of association. Principals' groups have been in existence in various parts of the province for years. Thus far, none of these have been eligible for affiliation with the Society because they do not meet one of the requirements, namely to be currently active on a provincial basis or deemed capable of being so. Other requirements which would have to be met are (a) that the group be composed principally of teachers and (b) that it shall not present resolutions directly to the Department of Education but shall submit all resolutions to the Curriculum Committee of The Manitoba Teachers' Society. The chief benefits would be (a) presentation of their resolutions to the proper authorities as Manitoba Teachers' Society resolutions; (b) use of the various services and facilities of the Society; and (c) financial assistance up to \$100 to help in organizing on a provincial scale.

Secondly, the policy of the Society is to consider applications for affiliation from existing groups. There is no policy of forming groups. If there are principals who believe that there should be a principals' group affiliated with the Society, it is their right to seek to organize such a group and then have the group apply for affiliation.

Thirdly, should such a group apply for affiliation, it would be considered in the same way that any other affiliation would be considered.

Finally, principals' associations affiliated with the British Columbia Teachers' Federation and the Alberta Teachers' Association for some years appear to be playing a valuable role in improving administrative and supervisory practices in these provinces.

Your Students get Facts on the Backs with CAMPUS by GAGE...



... five different "Factback" exercise books... a choice of colors... all with crisp, quality papers. There is a difference in exercise books. Mail the attached postcard today and we will be glad to show that difference to you.



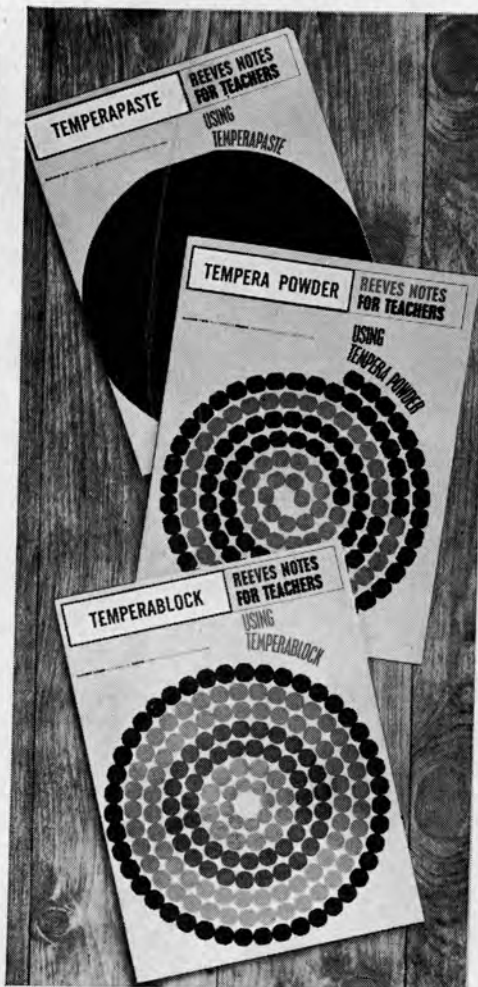
W. J. GAGE LIMITED STATIONERY DIVISION
TORONTO • MONTREAL • BRANTFORD • WINNIPEG • VANCOUVER
 Gage Stuart Hall—Letter Perfect Stationery—Campus School Supplies—Monarch Office Supplies

**REEVES***colour for creative
expression in art education***TEMPODISC SETS**

Poster colour in cake form. Opaque as liquid poster colour but can be washed down to give the semi-transparent tones of fine watercolours. In metal boxes holding 6, 8, 12 or 28 colours.

**FREE TEACHER'S NOTES**

—outline versatility of tempera blocks, paste or powder and suggest approaches to picture making which give children the maximum experience of colour, tone and texture. Write for your free copies to Reeves & Sons (Canada) Ltd., 16 Apex Rd., Toronto 19, or use the coupon below.



To: Reeves & Sons (Canada) Ltd., 16 Apex Road, Toronto 19.
Please send me REEVES NOTES FOR TEACHERS on using tempera medium.

Name _____ School _____

Address (Home or School) _____