

Reviews

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"For some time the Canadian Teachers' Federation has been exploring the possibility and advisability of publishing a National Magazine through which scholarly articles by leading educationalists would be made available to teachers throughout Canada. The maintenance of such a periodical would require a guaranteed subscription list from each province. All the other provincial organizations publish their own magazines, and some of them deem it unwise to introduce another, so no action has yet been taken by the Canadian Teachers' Federation.

TEACHERS' COLLEGE
 "The establishment of a Canadian College of Teachers is a Canadian Teachers' Federation project that will probably become an accomplished fact during this calendar year. The Canadian Teachers' Federation Committee on the Canadian College of Teachers, under the chairmanship of Professor D.C. Munroe, met in Ottawa last January and prepared a draft constitution for submission to the Annual General Meeting of the Canadian Teachers' Federation next August.

Article II, Sec. 1 of the proposed constitution states that the objects of the College shall be (a) to stimulate professional growth of teachers, (b) to improve standards of professional practice of teachers, (c) to hold before the teaching profession and the public the concept of a good teacher.

"It is felt that the closest possible relationship between the College and the Canadian Teachers' Federation is essential just as the College of Physicians and Surgeons is closely associated with the Canadian Medical Association. There will be two classes of membership - Member and Fellow. The requirements for admission are only tentative as yet, but will probably be finalized at the next Annual General Meeting. All provincial executives have been requested to study the proposed constitution and to make recommendations before May 15th.

CONGRATULATES OFFICIALS

"There have been many interesting developments on both the provincial and national levels during the year. Since I became your president last November there have been exciting and sometimes anxious periods. I wish to acknowledge publicly the splendid support given me by the Past President, Mr. Pineau, by the other members of the Executive, and especially by the General-Secretary. For many years Miss Bowness was an outstanding and devoted teacher, and she is bringing the same ability and devotion to the general secretary's duties. Her knowledge of Federation affairs on both the national and provincial levels, and her good judgment and wise counsel have won her the respect of all who work with her, members of other organizations as well as teachers. The splendid relations we enjoy with these organizations have been achieved largely through Miss Bowness' untiring efforts on behalf of the Prince Edward Island Teachers' Federation.

ROLE OF TEACHER

"The activities and projects of the Prince Edward Island Teachers' Federation and the Canadian Teachers' Federation are important, but we must never forget that the first business of the teacher is to teach. This suggests two questions: (1) What is education? (2) What is the role of the teacher in the educative process?

"To ask for a definition of education is to invite disagreement. In recent years perhaps no other topic, with the possible exception of the weather, has been so frequently discussed with such inconclusive results. If we conceive of education as a process of growth and development, taking place as the result of the interaction of an individual with his environment, both physical and social, a process beginning at birth and lasting as long as life itself, during which the finest potentialities for manhood and womanhood are to be developed, we accept it as a constant of living, and realize we are not the only teachers of the child. From his parents, his playmates and the other people in the community he learns many lessons, even before he enters school.

"Although only a part of one's education is acquired within the school, it is an extremely important part, and should provide the basis for the future. In the school fundamental knowledge, habits of industry and basic skills should be acquired, and high ideals fostered.

"The teacher's role is to teach and guide boys and girls so effectively that they will be enabled to develop every facet of their nature in such a way that they will become the best and most intelligent persons possible. This implies preservation of the best in our social heritage as well as a willingness to accept change that will promote the general welfare.

IMPROVING STANDARDS
 "The question constantly confronting us is how can we become better teachers? Obviously, the first step is adequate preparation for the job. Prospective teachers should be sure they possess at least a fair number of the attributes of a good teacher. Having satisfied themselves on that score, they should then proceed to acquire extensive academic and professional training, remembering that one cannot teach what he does not know, and that in order to be a good teacher one must know a great deal more than the subject matter he is required to teach. When the requirements have been fully met and the teacher has received a license, and subsequently a position in a school, one important step toward becoming firmly established in the profession is to become an active member of one's professional organization.

"To the young teachers I say you have an important contribution to make to the Federation, a contribution we trust will grow as you grow professionally. Acquire all the knowledge you can through academic and professional 'in-service' training, and particularly through reading widely on a great variety of subjects and meditating on the important issues of life. No one ever became a truly educated, cultured person merely by studying prescribed texts and passing examinations on the work cov-

ered. We acquire a sound foundation that way. But what of the superstructure? That is fashioned by the pattern of our daily living. Continual mental growth is a 'must' for teachers. Make yourselves do what at first seems impossible. You have far greater resources to draw on than you may realize.

"It is incumbent on all of us - experienced and inexperienced teachers - to do our utmost to measure up to the finest traditions of our profession.

CHARACTERISTICS
 "Let us ponder some distinguishing characteristics of the 'professional' worker, note their application to teachers, and rate ourselves on each of them.

1. The professional worker does not require close supervision or how to do it. He continually seeks better methods, and possesses the knowledge and initiative to carry out his plans independently.

2. The professional worker does not work by the hour. Certainly all teachers can qualify in this respect. The teacher's working hours are determined by the necessities and responsibilities of his duties.

3. The professional worker does not expect to be paid by the hour. He does expect, and has a right to receive, a salary commensurate with his responsibilities, qualifications, and the quality of his teaching. These cannot be measured in hours.

4. The professional worker as-

sumes full responsibility for the results of his efforts and actions. He may seek advice, but he makes his own decisions, acts on them, and takes the responsibility for their consequences - good or bad. He never attempts to transfer the blame for his mistakes to others.

5. The professional worker continually seeks self-improvement. He avails himself of every opportunity to increase his knowledge and understanding, and to improve his skills. Is there any profession where this is quite so essential as in teaching where the worker is entrusted with a large part of the growth and development of the mind of the child?

6. The professional worker contributes to the skill and knowledge of his profession. He seeks new ideas, techniques, materials; and what he finds he gladly shares with his colleagues.

7. The professional worker respects the confidence of others, is loyal to his fellow workers, is sensitive to their welfare, avoids rumor and hearsay, does not advise himself at the expense of others, adjusts his grievances through the proper channels. Our code of ethics outlines abundantly clearly our obligations and conduct in these matters. It is our bounden duty to familiarize ourselves with this code and to adhere to it at all times, even at high personal cost.

OBLIGATIONS
 8. The professional worker meets his professional obligations. He fulfills completely all agreements

and obligations entered into with fellow-workers or superiors, whether they are legal or moral ones.

9. The professional worker is proud of his profession. It is our duty to "sell" teaching to pupils and public. Perhaps we are partly to blame for the acute teacher shortage. Our tasks are demanding, but do we make others sufficiently aware of the challenge in teaching? Do we emphasize its rewarding aspects? The fun and the good times we enjoy with boys and girls, the heart-warming experiences, the trust of little children, and the friendship and respect of older boys and girls are rare treasures indeed!

10. The professional worker's chief desire is to render service. He devotes his life to advancing human welfare. Members of the teaching profession should exemplify this to the highest degree. The service we render and the success we achieve is vital to society.

FIRST-RATE REQUIREMENTS
 "If Canadians are to maintain their present high standard of living, develop their lagging culture, and, indeed, survive as a free people in an age of atomic energy, electronics and automation, this country must have good schools, and that means an adequate supply of first-rate, dedicated teachers - men and women of desirable personality, intellectual competence, adequate professional training and with the will to serve.

Such teachers are as necessary in Prince Edward Island as in any part of this Dominion. Fortunately we now have a considerable number of extremely able and devoted teachers in our membership. Our objective should be to greatly increase their number.

"The influence of the teacher is not limited to the subject taught, but goes far to shape students' personalities. We shape the tastes, convictions and characters of our pupils in ways which cannot be measured and so our influence for good or ill extends far beyond the classroom.

"Skills, knowledge, attitudes, understanding of social and political relationships, good citizenship, desirable personality, fine character - the acquisition of all these is the end result of good teaching.

"In any given subject there are only a few great truths, principles and generalizations that a pupil should master. The main responsibility of the teacher is to select, discard and reorganize subject matter to clarify these great truths. Handbooks, guides, course of study supplements are useful to the competent teacher, but he is not enslaved by them.

"We must take time out of busy days for relaxation, good conversation, music, and drama, and above all for good literature, in order that we become cultured, adequate, educated men and women.

"We have an obligation to de-

velop critical-mindedness, independent thinking, integrity, competence and wise judgment in students to offset the modern drift to conformity and the production of automatons - machines rather than men. We must possess these qualities ourselves.

DIGNITY OF INDIVIDUAL
 "It is our solemn responsibility to reaffirm the worth and dignity of the individual, and to treat each boy and girl as an end, never as a means to an end. If our attitude to the children we seek to train is always one of respect, they will like develop into adults who respect others. Our very freedom is dependent upon the continuance of this concept of respect for human individuality.

"Let us mobilize all the forces at our disposal to wage total war on ignorance, prejudice, indifference and mediocrity. We can never do a perfect job since the magnitude of our task makes complete success impossible, but we cannot afford to do less than our best.

"Let nothing obscure, or divert us from, our aims, objectives and responsibilities as teachers. It is our job to utilize all our resources to work toward making the teaching profession worthy of being trusted. Then the public will respond by showing they trust us, and will accord us the status that is our due. The public may even trust us to handle wisely a little more money!

"We realize that the importance of our role in the community and

Ted Is Cause Of Concern To Birdie

CINCINNATI (AP)—The soundness of first baseman Ted Klusewski was of great concern to manager Birdie Tebbetts and the Cincinnati Redlegs fans Wednesday after his obvious off-form performance in the season's opener against St. Louis.

The greatest home run hitter the local club ever has had got one hit—a ground rule double—against St. Louis as the Redlegs went down to a 13-4 defeat Tuesday. He limped as he ran; he seemed in pain, and finally, on the rubbing table admitted it.

A year ago Klusewski hurt his backside in spring training. He never has fully recovered. Klus said: "The doctors know what's wrong but they don't know what to do about it."

"Is the pain as bad as a tooth-

ache?" he was asked. "Worse," he replied.

He said that a night's rest might change the situation entirely for a couple of days, "then it's back with me."

Tebbetts said he called Klusewski into his office following Tuesday's game. "In view of his greatness as a player, I don't want him doing a sub-par job. I told him to tell me when he is able to play and when

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he is not. Our medical report is that the pain will come and go. We are all hopeful that he will come around. He can help the club but he has been too great a player to let play when he is in pain. "But, I am leaving it to the big fellow to say when he can play and when he cannot."

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