

Widening Educational Horizons

This will be the last issue of Widening Educational Horizons for the school year. We bid all readers farewell till next fall.

Vacation is always a happy time to look forward to — and teachers are most human in this respect, and in truth they are quite ready for this month's period of teaching. Instructing the young is one of the jobs that demands all of one's energy every day. It is no wonder, then, that those who spend their time in the classroom look forward to a break. For as the year goes on one feels the come-back from the daily grind gradually becoming slower and slower till at last a real need is felt for the recharging of the battery that sparks the ambition to go on, and so — that is what vacation means to a teacher.

The word vacation conjures up as many different ideas as there are teachers. To some it means working at another job to help augment the meager salary; to some it means summer school; to some it means a better place to live; to some it means a change of scene, which is itself an education; to some it means lending a hand in the home; to some it will mean spending much time in God's great outdoors soaking up sunshine and fresh air; but in whatever way the six or eight weeks are spent one thing is certain — the teacher will be back to the classroom — back to the group of children who will be her special care for the next year.

Returning will be the experienced teachers, those whose feet will be on familiar ground, and whose grasp of the situation will be sure. There will be the young inexperienced teacher who will enter the field with mixed feelings of recent training school ideas and a breathless doubt of what lies ahead. It is a great work, this work among the young. It is a pity that more of our young people are not taking up the work these days. One could not help letting one's thoughts dwell on this at the recent Wales Convocation recently when there were so many graduates and so few from the Teacher Training Department. I feel confident that all citizens of Prince Edward Island are of the opinion that something must be done about the teacher situation. Our province with its teacher problem is no different from the rest of Canada but that is no reason for complacency, are we doing anything about it? Talking is not enough. To my mind this is Prince Edward Island's number one problem and the sooner we tackle it the better.

But here I am — straying far away from my topic — to teachers and pupils alike — Happy Holidays!

QUESTION TIME FOR TEACHERS

By I. C. Keller in the B. C. Teacher

If the richest man in any town or city were to die some evening, the question that would pass from one person to another that following morning would be, "How much is he worth?" or "How much did he leave?" But if the best teachers in that same town or city were to die, nobody would be foolish enough to ask that question. This does not mean that the loss would be less keenly felt; it simply means that people have never accustomed themselves to thinking of teachers in terms of dollars and cents.

Measuring a Teacher's Worth: Teachers have always been compelled to think not merely in terms of service, but also in terms of remuneration. They have spent money and years in preparing for their chosen work, they have a right to expect financial returns. They have numerous obligations to meet, families to support, or relatives to maintain. They are forced to think of remuneration.

In business, employees are paid

according to their worth. Unfortunately for the teacher, it is much more difficult for the employer in the world of education to find a basis of worth. Who can step into a classroom and in a very few minutes evaluate a teacher? Very often the teacher who captivates the community at once peters out later, while the better teacher whose methods and personality are less spectacular may at first seem a failure. In other words, it takes time to determine whether a teacher is really successful or not. Life is much more difficult to analyze than things.

Undoubtedly, most school boards and superintendents are sincere in wanting to pay teachers what they are worth. In this article I want to suggest six pointed questions which the individual teacher may ask himself and thus frankly face what he is actually worth.

How Much Do I Know? No one can teach what he does not know. The teacher's knowledge is his stock in trade. The teacher must know what he teaches, but he must know infinitely more than he teaches. The point is clear. The need for reserve knowledge makes a tremendous demand on the teacher and explains why so many teachers fail; their background knowledge is too meagre, too limited.

Am I Adding to the Body of My Knowledge? At the very start the young teacher must be humble in the face of the vast field of knowledge into which he has never entered. He must be ambitious. He must have a definite plan of work mapped out and set himself industriously to the accomplishment of the work planned. Each year he is employed will mark an advance in his value to the school and community.

Am I a Successful Teacher? How is a teacher to know if he is successful or not? It may take years to reveal the permanent results of successful teaching. Teachers often resent having outsiders come in to inspect their work. But as long as this is done fairly by a competent educator, it should be welcomed as a means of helping the teacher to size up his own success or failure.

The attendance, attention, interest and response of the pupils will indicate to him whether he is succeeding or not. As he meets the parents of his pupils, their attitude will furnish further evidence. He must face this evidence, for regardless of how much he grows, his ability to teach, to in-

spire his pupils with the desire to learn, is fundamental in determining his worth as a teacher.

Am I a Constructive Disciplinarian? The pre-eminent need of our nation today is self-disciplined citizens. The home has its part to play in this development, but unfortunately there are many today who feel that the home is not measuring up to its responsibility in this respect. If this is true it places a greater responsibility on the teacher. To what extent can the teacher contribute to this need? Certainly, in the school room and on the playground the pupils must show an intelligent attitude toward discipline, and reveal the ability to respond to constructive methods. They should understand what discipline is and what it means.

The capable teacher's appeal will be based upon his control of his own words and actions; this control will give force and weight to his serious attempt to secure a willing response from his pupils. The fact is, what the pupils do on the way home when they are entirely away from the jurisdiction of the school is the most severe test the constructive discipline of the school room must face. The teacher who recognizes this responsibility and faces it courageously adds to his worth as a teacher.

Am I Deeply Interested in the Community? One big problem of the school of today is that of securing adequate funds with which to finance its extensive programme. Here is where the community interest enters into the picture. If the school is fortunate enough to be in charge of a teacher whose training and experience will enable him to serve the needs of the community, the support the school needs will be more cheerfully and generously given. The work a teacher does outside the classroom will be greatly appreciated especially since the community needs the trained services of the teacher. But there is another side to this — the side of the teacher himself. Most people are happiest when they are busy doing something worthwhile. Here lies one great avenue along which will come the growth discussed earlier in this article. He will teach more efficiently because he has contributed of himself to the community. He will be worth more in dollars and cents.

Do I Emphasize the Development of Character? What means are

at my disposal for helping to develop character in my pupils? What is the real strength of my own character? The conscientious teacher will find in every subject taught plenty of opportunities for encouraging character development. While the teacher does not teach religion directly in school, yet he will have a chance to encourage the formation of those habits which constitute practical religion.

If, as someone has defined it, "Education is what remains after most of what we have learned has been forgotten," then these habits and character traits are worth more than most of the facts we ask our pupils to learn, for they are what live on through the years and determine the strength of men and women.

This brings us back to the question under discussion. Before any teacher calls himself underpaid, he should face these suggested questions. If his knowledge is broad, if he is constantly growing, if he is successful in his teaching, if he is a constructive disciplinarian, if he shows vital interest in the life of the community in which he teaches, and if he emphasizes character in his teaching, he is certainly entitled to a salary commensurate with the results of his work.

If our schools are to be improved, inefficient teachers must be eliminated and capable teachers employed. This means that a teacher must be sure he is worth more money before he criticizes the salary he is now receiving. Surely it is practically impossible to pay a master teacher too much; it is equally impossible to pay a time server too little. Since these school years are of such tremendous importance to the boys and girls in the school, an incapable teacher who taught for nothing would be a tragic investment.

The fact still remains that it is not possible to pay a great teacher in dollars and cents what he is really worth. When all is said and done, the major portion of his salary will never be found in his pay envelope or cheque. The largest part of the pay lies in the teacher's consciousness that he has helped to send out into the busy world boys and girls who are better prepared to be the kind of citizens a great democracy must have. But he can not live on such noble realizations; he deserves and must receive a salary sufficient to enable him and his family to live in a manner commensurate with the position he holds in the community.

TRUE OR FALSE
1. Dag Hammarskjold is Secretary-General of the United Nations.
2. Russia's present chief dele-

gate to the United Nations is Georgi Malenkov.

3. The West German forces, when formed, will be under the control of the NATO Supreme Allied Commander in Europe.

4. In October 1954, Japan, Thailand, and the Philippines were made members of the Colombo Plan.

5. The United States Government, on learning of the imprisonment of eleven U. S. airmen whose aircraft crashed during the Korean War, blockaded the Chinese coast.

6. The smallest of the Benelux nations is Belgium.

7. Russia has tested a atomic bomb.

8. China is a strong, industrial country, dependent on no other country.

9. The large majority of India's millions are engaged in industry.

10. K2 is a formula to fight polio.

11. Dr. Salk of the U. S. A. has proved the value of his polio vaccine.

12. Because of Communist China, the U. S. A. failed to sign a mutual security treaty with Nationalist China for the protection of Formosa.

13. Quemoy is strategically necessary to the defence of Formosa.

14. One of Australia's states is an island off the southeast coast called New Caledonia.

15. One of SEATO's aims is to keep Southeast Asia out of Communist hands.

16. A major shortcoming of the SEATO pact is that India and Indonesia failed to sign it.

QUICKIES
Oil has been discovered in the dense Amazon jungle of Brazil. The first well brought in some 600 barrels a day. Oil men hope to find other pools in the area. It will take a long time though because getting men and equipment into the jungle is difficult.

Alberta and Saskatchewan are celebrating their 50th anniversaries as provinces.

The University of Alberta gave its 1954 national award for long and conspicuous service to the arts to Toronto sculptress Francis Lor-

The "Labrador" was the first

Charged With Pursuing Monopolistic Practices

OTTAWA (CP) — Parliament's anti-trust commission has accused the \$125,000,000 Canadian Breweries Limited and board chairman E. P. Taylor of pursuing monopolistic merger practices. It has recommended court action to stop the company from buying out and killing off more of its beer competitors.

In a 104-page report to Justice Minister Garson, climaxing four years of investigation, the restrictive trade practices commission said it found the company bought out 23 Ontario rivals in 23 years, closing out 12 of them.

It said the company deliberately reduced the number of acquired beer brands in Ontario to nine from 150, thereby depriving the public of a wide and diversified beer selection.

It said the company also had moved into the Quebec and western Canada brewing fields, buying up companies, merging and consolidating and in some cases eliminating plants in alleged schemes to control the beer market.

Mr. Garson, on tabling the report in the Commons today, said he will decide later what action the government will take.

HASN'T CONTROL
The commission said the company, under the direction of Mr.

naval ship to negotiate the famed North West Passage through the Arctic islands.

Hurricane Hazel took more lives in Ontario in a quarter of a day than she did in the full force of her travels through the Caribbean and the continental United States.

Cape Breton Island has been joined to the Nova Scotia mainland by the Canso Causeway.

Prime Minister St. Laurent is the third Canadian prime minister to be given the freedom of the city of London.

Marilyn Bell won the acclaim of her country and the rest of the world by swimming across Lake Ontario.

Taylor, 54-year-old Toronto industrialist, has not yet acquired this control and for this reason it was not necessary to split the company's holdings. But it warned that unless action is taken to curb the company's hunger for rivals, there was a danger it might ultimately attain this domination.

It recommended:
1. Canadian Breweries be barred from buying any more of the assets or controlling interest in the capital stock of any of its Canadian competitors. The company also has big holdings in the United States and Britain.

2. The company be prevented from increasing its shares of Western Canada Breweries Limited, Vancouver, of which it already owns about 25 per cent.

3. Canadian Breweries officers or agents be prevented from becoming or continuing as an officer or director of Western Canada Breweries.

4. Action to bar Canadian Breweries from price-fixing or comparable price-reducing arrangements with competitors.

QUOTES FROM LETTERS
The commission, in its report, included quotations from letters by the Ottawa-born Mr. Taylor and other evidence that he intended to expand his company's activities to exert control over the industry.

Combiner investigator T. D. MacDonald found a document in the company's files which said the company was set up for the purpose of acquiring and controlling a number of Ontario companies to establish itself as a "dominant factor in the brewing business" in the province.

He also found other documents in which Mr. Taylor spoke of consolidation of a number of companies, saying he could make the operation of these companies "so disastrous that they would be forced to consolidate with us or go out of business."

In another letter, Mr. Taylor is reported to have said:

"I am sure that we now have

the power to control prices and sales practices of the industry and while it may be necessary for us to start local price wars here and there to discipline a small competitor, I am sure the profits will prove most gratifying to the shareholders."

The hard, or sugar maple, is only one of 10 species of maple trees in Canada.

ANTI-GERMAN CHARGE
BONN (AP)—A West German veterans' newspaper, Soldatenzeitung, Friday demanded that Free Europe should be kept from Germany because of German activity. The paper alleged \$50,000,000 contributed Americans was being used to work up Czech hate against Germans.

REMEMBER DAD
On **FATHER'S DAY**
Sunday June 19th

Men's Sport Shirts 1.95 to 4.95	Men's Socks 43c to 1.50
Men's Ties 50c, 1.00 & 1.50	Men's T-Shirts 93c to 2.95
Men's Shirts & Shorts 43c to 1.25	Men's Jackets 3.95 to 13.95
Men's Belts 1.00 to 2.00	Men's Straw Hats 2.95 and 3.50

MEN'S SUITS to 39.50 18.23
MEN'S SPORT COATS to 24.50 ... 14.23
MEN'S TOPCOATS to 29.50 16.23
MEN'S PANTS to 9.95 5.00
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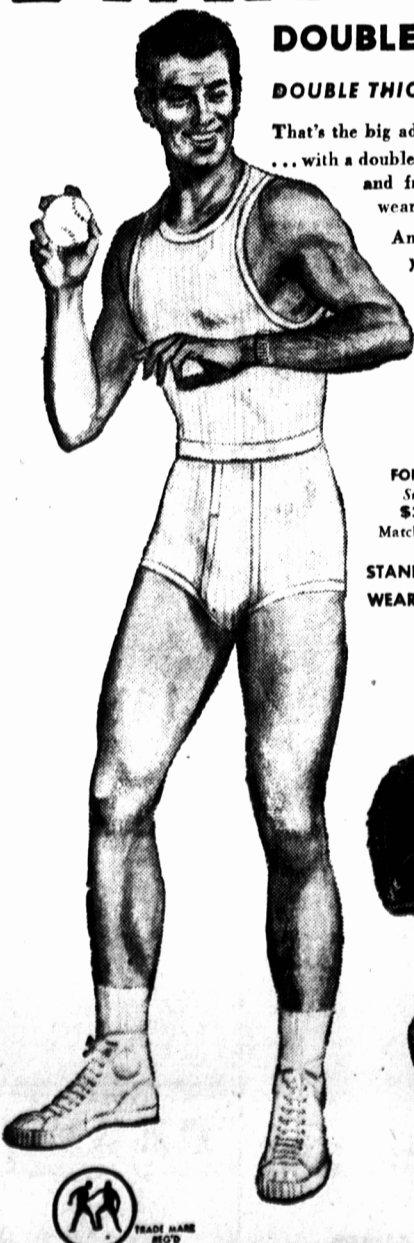
That's the big advantage of Stanfield's Double Seat Shorts ... with a double thickness of smooth, ribbed cotton on seat and front panels — where ordinary shorts first wear out.

And what comfort! Just draw them on and you feel snug in their gentle support, their wide elasticized waistband, and non-binding nylon reinforced elasticized leg bands. And they're easy to launder — no ironing required.

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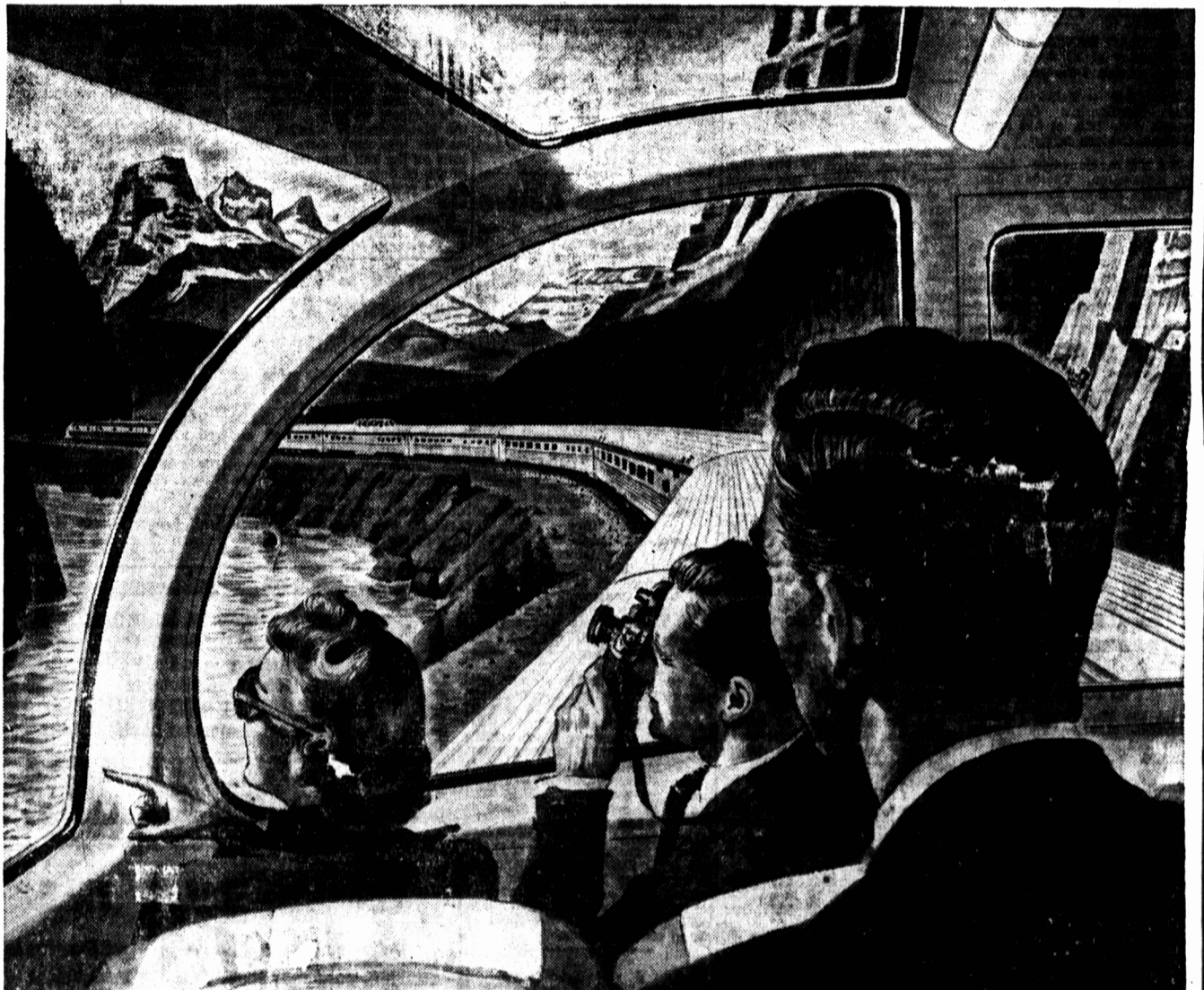
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Interior hardware is nickel silver or stainless steel.

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Today, the records established by this and many other stainless steel trains, have brought about a fleet of 173 new C.P.R. cars.

Because of stainless steel's high strength and the knowledge that it will never be weakened by corrosion, structural sections can be

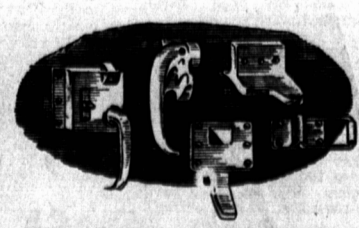
made lighter, thus giving greater safety with less weight.

Weight saving and economy are also obtained by using stainless steel sheathing of a thinner gauge but designed with greater rigidity than previously.

With this stainless, corrosion-resisting chromium nickel alloy, paint is not necessary.



"The Stainless Steel" is a book, fully illustrated, with 16 pages on request. Built copies available from Inco Nickel.



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