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The GREENDAL Co. Ltd.

LADIES' STORE 150 GT. GEO. ST.

Aims Of Education
Continued from page 3

10 to 15 per cent of the student body.
The Charlottetown public schools have no library facilities located either in the corner of individual classrooms or as central facilities. It is almost impossible to develop an effective library program without facilities at hand. If the schools were not so over-crowded, standard classrooms that would ordinarily be unused could easily be adapted for library use.

Kindergartens

Kindergartens provide the school-home for the child's first year of formal schooling. School itself is a bewildering and forbidding world for the little people. They are expected to leave their sheltered homes where they are loved and protected and go to a strange room filled with strange children where a strange woman is in charge. It is a shocking experience and requires a great deal of adjusting.
The transition from home life to school life should be a pleasant experience or else the child will build up an attitude of dislike for school. This may be difficult to correct and may persist for years. It can persist throughout the child's entire school life. Kindergartens have been found to be especially valuable as a bridge between the world of home and the world of school.

The Kindergarten teacher is in a key position to make this transition a delightful experience for the child. However, she cannot provide what is lacking in physical environment.
The physical environment is most influential on the child's attitude toward school. The room should be spacious, convenient, and comfortable. It should be an attractive place, cheerful, well lighted, properly ventilated, and with a variety of equipment and materials. The floors should be smooth, warm, and clean for the children to play on. The walls should be bright and attractively decorated. There should be child-size toilets and washrooms in or near the kindergarten room. Child-size chairs and tables should furnish the room. Mats or cots should be available so that the children can lie down and rest when they are temporarily tired. The room should have direct access to the play-

ground area. Convenient arrangements for wraps, coats, ski-packs, overalls and the like should be provided.

Overcrowded conditions cannot be excused in kindergarten classrooms. The children will need as much of the teacher's personal attention as it is possible for her to give them. Twenty pupils to each teacher will permit an equitable amount of attention to be given to each child. There should never be more than twenty-five pupils under each teacher. The kindergarten is definitely no place for mass herding. The child's entire school career is at stake in this initial experience. This single fact should guide the entire kindergarten program.

Charlottetown has only one kindergarten. This was opened in West Kent School in September, 1951. The survey staff commends the School Board on the forward-looking venture. The "experiment" was successful despite the fact that the kindergarten, as presently set up, falls short of the above standards in many ways. The classroom was set up in a substandard basement classroom that had been converted into a kindergarten.
The other three schools, as yet, have no kindergarten facilities. The survey staff feels that kindergartens should be opened there as soon as possible and that maximum effort should be made to approach the standards necessary for first-class kindergartens.

EBBSFLEET SCHOOL

Following is the standing of Ebbsfleet School Primary Department.
Grade IV.—1. Freddie Butler; 2. Grant Butler and Reburn Tremblay equal; 3. Helen Carragher.
Grade III.—1. Arlene Shea; 2. Phyllis Hustler; 3. Edward Allen.
Grade II, Sr.—1. Alyre Gallant, Mabel Gallant, equal; 2. George Gallant; 3. Alfred Gallant.
Grade II.—Intermediate — 1. Patricia Shea, Ray Callaghan, equal; 2. Velda Deagle; 3. Ellen Hustler.
Grade II, Jr.—1. Owen Costain; 2. Mary Ellsworth; 3. Ivan Costain.
Grade I, A.—1. Joseph Gallant; 2. Ronnie Shea; 3. Helen Gaudet.
Grade I, B.—1. Elaine Doucette; 2. Elsie Delaney; 3. Roy Hustler.
Grade I, C.—1. Frances Ellsworth; 2. Eric Carragher; 3. Mary Gallant.
Grade I, D.—1. Kay McCormick; 2. Darrel Costain; 3. Louisa Wedge.
Mrs. Mary E. Callaghan, Teacher.

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