

Widening Educational Horizons

These perplexing dilemmas face education today. It is, perhaps, not too much to claim that the future of our society, of our way of life, depends on how successfully we solve these three problems.

1. Quality and Quantity: How can we raise the general level of education among our people and provide equality of educational opportunity to all young Canadians regardless of where they live, and at the same time do everything possible to develop the best minds, the potential leaders of our country? Many people agree with Hilda Neaby that we are doing too little for the minds of youth in our schools. While I am far from agreeing with much that Dr. Neaby said in her book, and certainly not with her solution for the problem, I think her chief complaint merits our most serious attention.

2. Culture and Technocracy: How can we raise the cultural level of our society—that is, how can we make our people and ourselves happier and better men and women—and at the same time keep Canada in the forefront of mechanical, scientific, and industrial development? There appears to be little doubt that we can hold our own in technical efficiency although the shortage of good science teachers in the schools ought to be worrying our business leaders; but surely we are not satisfied with our cultural attainments as a people? I am not referring only to appreciation of the best in the arts and letters and to the development of Canadian art, music, and literature, important as these are and neglected as they have been. I am thinking of the main objective of all educational endeavour—the improvement of our people. This improvement does not come automatically amid the tempo and tensions of modern life. The schools cannot ignore the fact that mental and emotional ills are demanding more and more of the time and resources of health authorities. Teachers cannot be satisfied to learn from employers that their students have proved efficient and accurate in their work, if there is doubt that, as a people, Canadians continue to admire beauty, to love goodness, and to seek the truth less than they should.

3. Teacher-Shortage and Teaching Standards: It is obvious that the very best teachers that can be secured will hardly suffice to meet successfully the challenge presented by the two problems just mentioned. Yet, at the very time when we ought to be raising substantially the educational and professional requirements for teaching, there is constant pressure on provincial authorities to lower standards in the effort to find more teachers. The immediate problem, then, is to raise the status of the teaching profession in order to hold and attract the best, and while doing this to increase the supply of recruits into the profession.

The Need for a Public Relations Programme

All three problems just outlined are the direct concern of teachers' professional organizations. That is obvious in the case of the first and third. As for the second, it may be argued that national culture, and in particular the nurture of the souls of men and women is as much the responsibility of the church and the home as of the school. That is true. But both these agencies are operated by men and women who once went to school. Moreover, the schools are paid for by taxpayers who will not find the money for the very substantial improvements required until they are "sold" on the need and the cost. The whole purpose of a public confidence and increase public understanding, and the test of its value is whether or not it serves the public interest well.

If our country faces an educational crisis—and I believe it does—surely the educators themselves are the group of whom the public has the right to look for leadership in finding the remedy or remedies. If, for example, there was a crisis in our medical profession (a serious shortage of doctors, inadequate training of doctors, and an increase in disease and ill-health), would we not expect the medical profession, particularly the provincial and national associations of which all doctors are members, to give leadership in the devising of a satisfactory remedial programme, and would not national and provincial governments and personnel similarly, the teaching profession in Canada ought to have its program for solving the problems I have outlined. As a matter of fact, I think all our provincial teachers' organizations pretty well agree on the major remedies. Where we have so far failed (in varying degree in the various provinces) is in carrying the program to the public in such a way as to win its support.

We need, then, a public relations programme which would be for the next five, ten, or more years the focusing point of all our endeavours as a professional body of teachers. Such a programme would have, I suggest, at least five aims: (1) to raise professional standards; (2) to win public confidence and esteem; (3) to win professional recognition; (4) to attract to and hold in the profession the best of our young people; (5) to induce all teachers, the old as well as the new, to assume their full professional responsibilities inside and outside the school.

III. Professional Recognition

It might be argued that, when we are in every sense of the term a profession, recognition will come automatically. I am not so sure. We have a rather long history to playing second fiddle to others to live down. First we must overcome the reluctance of many teachers to step outside the classroom and work for the profession as a whole. We must persuade more of our better teachers to take an active interest in their professional organization. They must be made to see that only through strong co-operative organizational effort can our professional status be effectively and quickly raised.

What form should this recognition take? Briefly, this: Whenever educational policy is being discussed and possible changes considered by local or provincial education authorities, representatives of the teachers' professional association should be invited to the discussions in their official capacity. This does not mean that we are demanding a continuing voice in administrative decisions affecting the schools. As public servants we recognize that our views cannot always be decisive in administrative policy. But in what might be called educational policy—in such matters as teachers' qualifications and certificates, curriculum planning, major changes in the school law, requirements for high school leaving and matriculation certificates—the views of teachers, especially those views endorsed by their professional associations, should always be sought before important changes are made.

One of the most effective ways of ensuring that this will be done is for teachers' organizations to have one or more representatives on every provincial body, board, or committee which deals with education. In addition to such representation, there ought to be regularly scheduled meetings every year between responsible spokesmen for the provincial teachers' association and top representatives of the provincial education authority—the deputy minister, chief superintendent, etc.—during which there would be not only an exchange of views and information but an exposition of major policies on both sides in an attempt to secure support if possible or understanding at the very least.

It should be clear from all that has been said that more and more teachers will have to be ready, willing, and trained to work hard at this business of education outside the school. More teachers must become experts in every branch of educational administration, including school finance, taxation, the philosophy of the curriculum, mental health problems, and many other specialized fields. We shall have to find more teachers willing to devote practically all of their time to teaching and the work of their professional organization. This will be a twelve and not a ten months' job (with some time off for vacation, of course), and it should pay a professional salary as a matter of right. This may seem a pipe dream, but I believe it will be a reality some day.

The purpose of our public relations programme should be to hasten the coming of that day.

IV. Attracting and Holding the Best Teachers

While it is true that economic and other factors beyond our immediate control have caused the teacher shortage, we teachers must take some responsibility for it. Have we all tried to leave with our pupils? Have we set our own standards high and striven conscientiously to attain them? Have we always upheld "the honour and dignity of the teaching profession?"

Too often in the past, I fear, teachers have set a low value upon their services. Some have spoken about their preference for teaching in the lower grades because "teaching there is easier" (save the mark!); some have looked fearfully upon salary campaigns because they were afraid they might be pricing themselves out of a job; others have set such a low value upon themselves as persons and upon their work in the school that they have been treated accordingly—hence the tenure problems that arise from time to time. If school trustees can still be found today who insist that any young girl from Grade X or XI is good enough to "keep school" for \$100 a month, the fault is ours, individually and collectively.

That is why a vigorous policy of salary promotion and tenure protection ought to be, in my opinion, an integral part of our public relations programme as a campaign to raise professional standards. In fact, the latter is useless without the former. Strange as it may seem, salary campaigns can be good public relations. In the process of appealing local and provincial authorities on the need for improved salary scales, the general public, the taxpayers, must be sold also. If salary negotiations are conducted with dignity as well as firmness, and if an effort is made to keep the public informed through public meetings, the daily press, etc., the result can be and experience proves this not only better salary conditions for teachers but a higher regard for them among the people as a whole.

I know of no other way to keep the best people in the profession and to attract the best in the way of recruits than by lending professional dignity to teaching through establishing stiff qualifications and a high level of professional remuneration. Bargain-counter methods of engaging and paying teachers, and emergency short-term training courses, lowering of standards, and the like, will never do it. They haven't worked in the past and they won't work now or in the future.

A sound tenure policy is also important. Injustice in the treatment of teachers, unprofessional methods of dismissing them, and so on, must be firmly opposed and, if need be, fought through the courts. In so doing, however, guard against leaving the impression on the public that we protect incompetence and support weakness. We should be as ready to weed out the lazy and incompetent and to discipline members for unprofessional conduct, as we are to fight on behalf of teachers.

I. Raising Professional Standards

It is doubtful if teaching can possibly command an honoured place among the professions and in public opinion until the required period of preparation is comparable to that required by other professions. Five years ago Dr. M. E. LaZerte estimated that the educational and professional preparation of Canada's 90,000 teachers averaged something less than Grade XII (senior matriculation), whereas the six professions of law, medicine, dentistry, pharmacy, engineering, and accounting, required an average of 4-12 years beyond senior matriculation.

The situation today is a little better but not nearly good enough. Teachers' organizations should be doing much more than they are to

convince their own members, and then the public, that a longer period of preparation than one or two years after high school graduation is essential for the teacher of young children. Too many people, some of them teachers, I regret to say, still think that a teacher needs to know only a little more than the class he or she is teaching, so that a high school education with a bare pass in most subjects, plus a few months of classrooms practise and lectures in methods, is adequate preparation for teaching in the elementary grades.

This complete misconception of the nature of the teacher's job, of the educator's responsibility for the mental and emotional health of the nation, cannot be dissipated by a few magazine articles, speeches, and discussion groups. Before taxpayers will be prepared to pay for the equivalent of a college education for all teachers with permanent certificates, they will have to be convinced that the need is imperative. Actions will be required as well as words. Well-trained teachers, willing to work beyond the call of duty, will have to demonstrate the very great benefits that flow from a superior education in a superior school. For this they will need the full support of their professional organization.

The world is not becoming an easier place in which to live. Whatever the cause, tensions are increasing and mental illness is rapidly ousting cancer and tuberculosis as the number one problem in the health field. Educators—that is, teachers—should be as much concerned with this situation as physicians and welfare workers, perhaps more concerned, since each adult problem case one went to school. Some day the educator will be the leading consultant called upon when social problems of this kind are being examined. We should be preparing for and hastening the coming of that day, and the first thing needed is much higher standards of entrance to the teaching profession than pertain at present.

II. Winning Public Confidence and Esteem

The first and most important way for teachers to win public esteem is to do a first-class job in the classroom. A satisfied pupil and his parents are our best advertisement. Teachers' professional associations should not leave to provincial and local authorities the whole initiative in this matter of improving instruction. We should take a definite interest in teacher-training programmes and work toward their improvement. We should encourage in-service training and, to the extent of our financial means, even offer courses and workshops of our own. Meetings of local teacher groups should give as much time to professional problems as to protective problems of salaries and tenure.

The next thing necessary is to provide information to parents and taxpayers about the modern school, modern texts, and modern methods of instruction. Many parents are bewildered by the changes that have taken place, with the result that they become suspicious and resentful if their own children do not seem to be getting along as well as they should, or as the parents think they should. Too many schools are failing to follow the example of modern business, and of professions like medicine and dentistry, which believe in taking the public into their confidence by explaining, sometimes in great detail, new theories, techniques, processes, and the like. We should encourage more teachers to speak and write about what is going on in today's classrooms. We should sponsor educational conferences and workshops to which laymen are invited.

Much can be done in this regard if friendly relations are established between the provincial teachers' organizations and similar groups of parents and school trustees. If full co-operation exists at the provincial

City Airman Receives Pilots' Wings



Pilot Officer Philip Coyle, of 20 Stewart St., Charlottetown, is shown above, receiving his Pilot's Wings from G.C.E. M. Mitchell, DFC, CD, NDC. Pilot Officer Coyle was one of the eighth group of NATO pilots to achieve "wings" standard in jet aircraft at No. 3 AFS, RCAF Station, Gimli. He is a son of Mr. James Coyle, Charlottetown. Before enlisting in the R.C.A.F. he attended St. Dunstan's University where he starred in football and hockey.

level, eventually the same co-operation will appear in local communities.

WALLCEBERG, Ont. (CP)—Police arrested two striking employees of the waterworks department here Wednesday after communication to the pump-house was cut off by a slashed telephone cable. Gerald Lozon, 36, and Ernest Druer, 23, were charged with creating a public mischief. They are two of 18 public works and waterworks department employees who went on strike Oct. 19 in a demand for recognition as a local of the National Union of Public Service Employees.

Croesus, whose enormous wealth became proverbial, was a king in Asia Minor in the sixth century BC.

SPECIAL SALE at NEW WAY! PHONE 6211 TODAY

DO IT YOURSELF—SAVE 2/3
53 PROFESSIONAL TOOLS
Including WOOD & PEG BOARD WALL CASE & HOOKS

DOWN
\$1 WEEKLY
4.00 MONTHLY

Scraper for Wood Finishes
4 Tool Steel Magnetized Screw Drivers
Handy-Grip Block Plane
For Farm Home or Shop
ALTHEIMER
America's Greatest Tool Value
Accurate Hand Wood Level
Drill Holder
Assorted Screws
6 Foot Folding Rule
26 Inch Saw
16 Oz. Claw Hammer
Combination Try & Mitre Square
Putty Knife
American Double Grit Emery Oil Stone Rust-Free Sharpening Stone
Hack Saw Blades
Professional Quality in Every Tool
25 PC. SET TOOL HOOKS
2 1/4 Inch Wood Frame—Peg-Board Back—Tool Case—Plus All Hooks

Sale Price Only
\$45.95

You'd Pay \$70.10 if you Bought Each Piece Separately

Yes, 53 professional quality tools plus a wood frame, pegboard wall shop cabinet that provides a safe place for every tool. \$70.10 if bought separately—yours at this friend-winning sale saving and on pin-money credit terms—if you hurry. Here is a complete work shop on the wall—53 heavy duty quality tools, to meet every need of the handy man, hobbyist or mechanic. Does 1,001 jobs easier, quicker and saves hundreds of dollars in odd repairs. The 3 1/2" heavy wood 24 x 32 inch case with peg board back and 25 PERFO Tool Hooks keeps every tool safe and in place at your finger tips. Order your set today.

- You get all These 53 Pieces**
- * 26" Tool Steel Cross Cut Saw
 - * Long Sweep Ratchet Bit Brace
 - * Forged Tool Carpenter Pliers
 - * Handy Grip Block Plane
 - * Medium Adjustable Malleable Wrench
 - * 3 pc. Cold Punch and Chisel Set
 - * 5 pc. New of Saws—All Purpose Blades (mitre blade, 16" utility blade, compass saw—metal cutting blade and 4 way handle)
 - * Professional Claw Hammer, 16 Oz.
 - * Large 10" Sillion Type Wrench
 - * Steel Combination Mitre & Square
 - * Wood Chisel—forged steel blade
 - * 4 pc. Screw Driver Set—Magnetized to Pick Up and Hold Screws
 - * Medium Combination Pliers & Cutter
 - * Folding Rule, 6 Foot—steel joints
 - * 5 pc. File Set—4 files & case—2 flat—round & square
 - * Wood Stripper
 - * Putty Knife
 - * 3 pc. Pencil Set for Hand—Wet—Soft
 - * Hack Saw Blades
 - * Glass Cutter
 - * Honing & Sharpening Stone
 - * 3 Tubes of Assorted Screws—Household Size
 - * 9 Various Size Drills & Steel Holder
 - * 12 Hand-saw Tees
 - * Perfo Universal Wood & Pegboard Tool Case for Hanging or Storing—24 x 32 in.
 - * Perfo Tool Holder
 - * 25 pc. Set of Perfo Tool Hooks

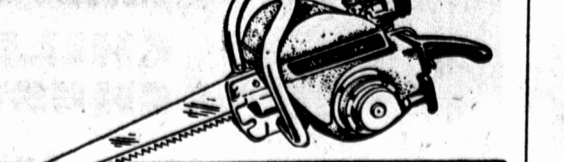
SAVE \$ \$ \$ SAVE

WE ARE DISPOSING OF OUR ENTIRE LINE OF CHRYSLER AND PLYMOUTH ACCESSORIES AT GREATLY REDUCED PRICES.

Come in and look over these fine gifts for the car, and choose for him a new set of seat covers, sun master, radio, etc. We offer you a fine selection to choose from—each a wonderful Christmas Gift.

F. R. McLAINE LTD.
Malpeque Road Phone 7358

it's the **WRIGHT SAW**



FOR ANY WOOD SAWING JOB
Gasoline powered reciprocating blades
"Not A Chain Saw"
W. R. JENKINS

288 Gt. George St. Phone 6583-6584

(LIMITED QUANTITY!) ..COME IN-TELEPHONE OR MAIL THIS COUPON

NEW WAY FURNITURE CO. LTD.
161 GREAT GEORGE ST. CHARLOTTETOWN, P.E.I.
TODAY 6211

NEW WAY FURNITURE CO. LTD.
161 Great George St., Charlottetown, P. E. I.

Please send me your 53 piece set of Professional Tools including the wood Wall Shop Cabinet at your friend winning sale price of \$45.95. I enclose \$1.00 and will pay the balance \$1.00 a week.

PRINT Name _____
PRINT Address _____
City _____
Employed By _____ How Long _____

For Quality Mildness Value

ZIG ZAG
CIGARETTE TOBACCO

CANADA'S FASTEST SELLING CIGARETTE TOBACCO