



BALLET BACKSTAGE

This is the part of ballet that the public seldom sees, the long hours of practice that produce the grace and glamor of the finished production. Dancers Sylvia Mason (left) of Montreal and Sally Brad-

ley of Halifax are shown rehearsing for the National Ballet, now touring the United States. Students since before their teens, they earn \$42 weekly—increased to

\$78 when on tour—and spend \$5 a week each for food, \$10 for rent.

EDUCATIONAL HORIZONS

How Can We Get Quality Teaching?

By HOWARD ECKEL

Re printed from ATA Magazine. Ask the next five people you meet how they define quality teaching and you'll get five different answers. But this you can count on - they will remember, at most, two teachers who really made an impact on their lives - two who could be called quality teachers.

What is quality teaching and how do we get quality teachers? I recently asked this question of a number of people from various walks of life. The comments made concerning experiences with teachers lead me to believe that few of them are remembered as being effective and influential. Apparently, most people have never experienced a really close relationship or maintained a lasting friendship with any of their teachers. Many do not look upon their teachers or their school experiences as being particularly pleasant or effective.

LASTING EFFECT
On the other hand, a great teacher has a deep and lasting effect on people. Many teachers interviewed - especially those who love to teach - said they decided to become teachers because of the influence of one or two teachers in their lives. Those who were fortunate enough to have

worked with master teachers talked with warmth and enthusiasm.

Quality teaching cannot be defined by the amount of subject matter taught or specific methods or techniques utilized. One person who visits many classrooms can feel great teaching. I can tell by the climate of the classroom whether children are growing, reaching out and expressing the best in themselves.

What kind of person does it take to be a quality teacher? What are his personal characteristics? What does he believe? How does he view himself, other people, and the world in which he lives? Great teachers live comfortably with themselves. They have self-respect and self-assurance and are, therefore, not afraid to act, to express themselves, to reach out to make mistakes. They are aware of their own strengths and limitations. They are what we call self-accepting people. They do not seem to be highly evaluative of others; instead of classifying people as good or bad, they see others as unique, different human beings. They are challenged by wide individual differences in their relationship for person development.

In a sense, quality teaching is similar to the role of a gardener

who wishes to propagate a number of unidentified seeds. He can concern himself only with the general conditions under which a seed grows. Each plant is different and has special needs. The expert gardener recognizes these needs and gives attention to them, thus giving to each plant the substance necessary for its environment.

And so it is with the teaching of children. A teacher can best spend his efforts in creating a climate in which the learner can unfold and blossom. The climate is all that the teacher can control. The learner controls who he is and what he may become.

Great teachers like people with whom they work, and they love to teach. They find real satisfaction in seeing each pupil unfold and blossom. They are willing and eager to give much of themselves to help others. In a sense, with the master teacher, teaching is in itself the maximum reward.

CATCHING
Quality teachers are deeply interested in and have a broad knowledge of their environment. Those who work with these great teachers are impressed with the knowledge and enthusiasm communicated with the teacher. Usually, the pupil catches some of

his teacher's spirit for investigation. When the teacher is a true student seeking better answers to man's problems, the pupil, too, becomes a student of his environment.

Great teaching is a way of life. It involves the whole of the teacher - who he is, what he thinks, what he believes, where he is going, how he looks at himself, other people, and the world in which he lives. Quality teaching also includes the way that teachers express themselves in the learning situation.

REFLECTS GROUP

How do we get quality teachers? What can we as citizens or professional people do to improve the quality of teaching? The problem of quality teaching is dependent more or less on the values reflected by the social group. If a culture values material things - fur coats powerful automobiles, big houses - we can expect that teachers and children will also attach value to these things. If the culture sees income as an index of the receiver's worth, teachers, too, will likely hold this belief.

Apparently our culture does not place a high value on teaching. How many young people aspire to become teachers? How many teachers are proud to say, "I am a teacher." Our reluctance to pay a salary comparable to other professions is indicative of their low niche in society's totem pole. If we, as parents, behave toward our teachers as though they have little value or worth, they will probably treat our children in a similar way. Parents can help develop great teachers for their children through their personal and group behaviour toward teachers.

If the quality of teaching is to be improved, attention must be given to the selection and preparation of teachers. Under the present teacher education plan too few young people are selecting for a career and too few people are remaining in the teaching profession to fulfil present needs. One reason that we have difficulty recruiting, developing, and keeping quality teachers is that we clutter schools with so many things that are peripheral to the deeper purposes expressed through quality teaching. Whole school staffs often devote attention to the peripheral because they lack purpose and understanding necessary to help young people in their development. As long as schools stress such things as punitive details they will not attract great teachers or stimulate their learners to become teachers.

PUBLIC UTILITIES COMMISSION NOTICE

Scales Hydro Electric Company Limited

Notice is hereby given that a public hearing will be held on Tuesday the 27th day of January A.D. 1959 at the hour of 10:30 o'clock in the forenoon at the office of the Public Utilities Commission, Room 231-C, 2nd Floor, Dominion Building in Charlottetown to deal with the Report of Engineering Service Company of an appraisal of the physical assets of the said Company ordered by this Commission for the purpose of determining an Earnings Base.

All customers of and persons interested in Scales Hydro-Electric Company Limited are invited to attend and take part in the hearing.

DATED this 9th day of January A.D. 1959.

Velma Wright, Clerk.

Motto Of Dulles Is "Don't Worry; And Keep Busy"

By WARREN ROGERS Jr. WASHINGTON (AP) — Crises come and crises go—Korea, Formosa, Indochina, Hungary, Suez, Lebanon and Iraq, Berlin — but John Foster Dulles goes on and on.

Shrugging away illnesses, the 70-year-old U.S. secretary of state gives the impression of a man who takes good health and long life for granted.

"Don't worry and keep busy" is his motto. When a cancer operation laid him low Nov. 3, 1956, he hardly lost stride. In a few days he was firing off cables and telephoning orders from bedside.

HE CARRIES ON
When discomfort, if not downright pain, hit him in Mexico City last Nov. 30, he swore his aides to secrecy and carried on with his usual aplomb. He attended the inauguration of President Algonzo Lopez Mateos, made a speech in San Francisco and then — five days later — checked into Walter Reed Medical Centre here.

His ailment was diagnosed as diverticulitis of the colon. This means a weak section of the lower intestine swells into a pouch, much as a bump forms on a balloon or auto tire. Inflammation and pain results and, if medication and rest do not clear it up, an operation is necessary to strengthen the weak spot with stitches.

Dulles settled down to a regimen of strict bed rest, bland diet, antiseptic washes and detective stories. When the time came he flew away for the Dec. 16-18 Atlantic pact ministerial meeting.

RAISES QUESTION

The natural question is, how does he do it? "I like the work," he said in an interview. "I find it challenging, always stimulating. But the big thing that keeps me going is the confidence of the president. As long as my health permits and

as long as President Eisenhower wants me, I will stay on as secretary of state."

Dulles said he never worries about adverse criticism, and he acknowledged there has been a lot.

"As a matter of act I don't read all that stuff about me very much," he said. "What good would it do? It would only make me mad and that would interfere with my work."

Dulles spends about 11 hours a day taking care of what he calls "technical details." That is, when he is not flying to some foreign capital. He has logged about 550,000 miles of travel since he took office Jan. 20, 1953.

RELAXES IN CHAIR

When in Washington, he gets to his desk about 8:20 a.m. He lunches in his back office, usually relaxing for about an hour in one of those chairs that tilts back and supports the whole body. He goes home about 7:15 p.m., generally still reading something by the dome light in the rear of his limousine.

He tries to avoid taking work home with him. If he has no formal dinner to go to, he and Mrs. Dulles might play a little backgammon before retiring. He usually reads himself to sleep with detective stories.

When he feels the need of a few days away from it all, he flies to Duck Island in Lake Ontario. There, he and Mrs. Dulles set up shop in a log cabin. They fish, watch birds, cook and wash dishes.

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Operators of Tourist Establishments in the Province should send in their listings immediately.

DEPARTMENT OF HIGHWAYS
Province of Prince Edward Island
NOTICE
The Department of Highways will not accept responsibility for damages to vehicles parked anywhere on the highway right-of-way during snow clearing operations.

J. G. MacKAY,
Minister of Highways.
Charlottetown
Prince Edward Island
January 9, 1959.