



**RECEIVES CITIZENSHIP PAPERS**

The woman who led the underground resistance movement in Luxembourg during the Second World War has become a Canadian citizen. Mrs. C. R. Pogue, 50, receives her Canadian citizenship certificate from Judge A.G. McDougall in Ottawa as her husband watches. Decorated by both the Luxemburg and Belgium governments, she came to Canada in 1951 to marry Mr. Pogue, a Canadian. (CP Photo)

**WIDENING EDUCATIONAL HORIZONS**

**THE STATUS OF THE TEACHING PROFESSION**

Do you know that in our province, where there is a teacher shortage, standards for teachers are lowered and unqualified persons are filling our schools.

An address by Dr. Marcus Long, University of Toronto, to the Annual Meeting of the Canadian Teachers' Federation, Chateau Laurier, Ottawa, August 13, 1955. Continued:

Due to the lowering of the standards for admission to the teaching profession, by the Minister of Education, the Ontario Teachers' Federation protested violently, frequently and ineffectively. Their pleas were ignored. As a result, standards have been adopted that threaten to destroy the status of the teaching profession and to flood our schools with incompetent teachers.

The Minister of education proudly boasts that no school will be without a teacher this winter. He may well be right. Many of us wish he were wrong. It might be better to have a classroom without a teacher than with an incompetent one. Where there is no teacher the community knows it is getting nothing; with an incompetent teacher they may think they are getting something when in fact they are getting nothing.

No profession but ours would have accepted, without revolt, such an arbitrary act in lowering the barriers to admit to the profession persons not required to give evidence of intellectual competence.

I have mentioned the situation in Ontario because it is the one with which I am familiar. Undoubtedly similar situations exist elsewhere.

I take these situations as evidence that teachers ought to take a strong stand against any government action which seems to them a threat to the standards of the teaching profession. If the standards for admission to the profession are not high then there is no prestige in teaching.

The lowering of standards, apart from the fact we leave the development of the talents of our children in incompetent hands, is a self-defeating policy. If anybody can be a teacher then there is no challenge to teaching. As a result, it becomes increasingly difficult to attract the right sort of people to our ranks.

It is not easy to determine the proper intellectual standards required. There are some who feel that a teacher in the kindergarten needs personality and patience rather than intelligence. I do not agree. But even if it were true I should still insist on high intellectual standards.

**MEASURE INTELLIGENCE**  
During the war I worked in Personnel Selection. We used an M-test as a measure of intelligence. Any person wishing to receive consideration for a commission had to score at least 160 on that test.

There is no doubt at all in my own mind that the standard was an arbitrary one and even less

doubt that by its application we lost some very good officer material. Nevertheless, the standard was justified on the principle, supported by experience, that such standards are so much more often right than wrong that it is folly not to accept them. The alternative, in an effort to promote the few who were capable, was to run the risk of flooding the commission ranks with incompetents.

A similar arbitrary standard ought to be accepted by the teaching profession. I hope to see the day when no person will be allowed to teach unless he has a degree from a recognized University, received through regular attendance. Such an ideal is impractical at the moment. It should be kept as our standard and we should depart from it as little as possible.

**DEGREE REQUIRED**  
Industry seems to be moving in that direction in the selection of potential executives. There was a time when men worked their way to the top with a minimum of education. That day seems to be gone. Now a University degree is quite generally required from those wishing to try for executive positions. What is true of industry should surely be true of the teaching profession.

I have mentioned the fact that we are faced with a shortage of teachers. This is something not too easy to understand. Teaching ought to be an attractive profession. There should be more applicants than positions.

This seems to be true at the University level where we are often embarrassed by the number of our students who want to go in for University teaching.

Their decision is obviously not determined by the hope of fabulous salaries. Most of them could do much better in business. Some University teachers, at the junior levels, have had to take in boarders to help pay the mortgage. And even some of us, at a more advanced stage, have to give speeches to earn enough for an occasional glass of beer!

There is no similar desire to go in for teaching in schools below the University level.

I have spoken to a number of students whom I considered potentially good teachers to find out why they had no interest in teaching. They gave many different reasons. Salary was one. Interference by school boards, parents, etc. another. Some found no intellectual challenge. There were many who held the opinion that teaching at a level lower than the University was only for those who were incapable of anything else.

I offer these answers, without comment, to illustrate the need for more effective public relations on your part.

**ANSWERS**  
There was one recurring answer which I must give although I do so with considerable embarrassment since I do not know if it is well grounded. Most students whom I talked to refused to enter the teaching profession because they dreaded the year required for their professional training. All of them believed that the College of Education would be an anticlimax to the University, a complete bore and a waste of time.

I emphasized that I mention this point with considerable embarrassment because I lack adequate knowledge of the situation. I can only say that if the opinion is correct I cannot understand it since I see no reason why such Colleges should lack intellectual stimulation.

I know Dean Lewis of the Ontario College of Education and I should rank him as one of the finest men I have ever met. I also know many members of his staff and have a high opinion of their ability. I am quite sure these men are doing their best to provide a course that will be both adequate and interesting. Yet the fact remains that in debates at O.C.E. the students have supported the resolution that O.C.E. is a waste of time.

This situation should be investigated. It is quite wrong that this necessary training should be considered useless by those who take it and an impassable barrier by others who might otherwise consider entering the teaching profession.

I do not know the answer to this

problem. If I did I should resign my present post and seek to become Dean of one of the Colleges! I leave the matter to you without too much hope that you will find the answer.

**DEPENDS ON HIGH STANDARDS**  
So far I have argued that the status of the teaching profession depends on high standards of admission and that these standards should include intellectual competence and adequate professional training.

The delegates at Istanbul stressed, as another condition, that the individual teacher must have pride in his profession, that he must consider it one of the most important in the world.

There should be little difficulty in stimulating this pride since the teaching profession is the most important in the world. Without it, as I have pointed out, our civilization, our culture, our highly industrialized society could not survive. Without the teacher there could be no other professions of importance.

Education, in the widest sense, involves the communication of information and the development of skills and capacities which nature either ignores or does not develop enough. In this sense, almost every experience may be called educational whether we be concerned with the training of pickpockets or a Minister of Finance!

**IMPORTANT PERSON**  
In civilized communities not all experiences or subjects are considered equally important. Philosophers and other and other experts are assigned the task of deciding what is most valuable for the individual and the society so that education, in the narrower sense, may be possible. The philosophers and the experts of the day disagree. Nevertheless, the curricula of our schools represent what the community considers to be of most importance for the individual and society. Such subjects are entrusted to the teacher. By this very fact the teacher is marked as one of the most important persons in the community.

As a part of his task the teacher is entrusted with the intellectual development of his students, with the training in the basic skills required by an industrial society and with communicating

to them the great traditions of our civilization. By this very fact society is responsible for developing the grounded convictions and discriminating tastes so vital to the free man in the free society. Any profession charged with such responsibilities should be one to make us proud.

Fortunately we have the records of some great teachers of the past such as Buddha, Confucius, Jesus and Socrates who may, by their example, help us to live up to the exacting standards of our profession.

One thing the great teachers had in common was a sense of mission, a feeling that the thing they were doing was important. They had an irresistible urge to teach. That, in my opinion, is the first requirement of a good teacher. Salaries and working conditions are important but they must never have priority. The man who teaches only to make a living cannot be a good teacher. The truly great teacher is the man who cannot help teaching.

You may reply that it was easy for these men to have a sense of mission, an irresistible urge to teach, because they were concerned with moral, religious or political questions. They were spreading opinions destined to change the course of history. It is not so easy to feel a sense of mission while teaching the multiplication tables or the French irregular verbs to reluctant and unruly students.

**QUESTION OF IMPORTANCE**  
I sympathize with this point of view. And yet it is wrong. Society has decided the question of importance. That is why I stressed the fact that society, through its representatives, has assigned to the schools whatever is considered most important for the individual and the society. If that be true, any subject which is properly in the curriculum is an important subject. If it is not taught properly the individual and the society will be the poorer.

It is vital to grasp this, for, without a sense of importance, it is impossible to teach effectively. Win a teacher is enthusiastic about his subject some of his enthusiasm will brush off on others. When he is indifferent the indifference will become contagious.

The importance of teaching is not limited to the subjects taught. Every good teacher has an influence on his students that will go far to shape their personalities and, in ways not always easy to trace, spread through them to affect society and even civilization itself. This is, perhaps, the most frightening aspect of our work, that our influence for good or ill extends far beyond the development of competence in a certain field.

**EXAMINATIONS**  
It is not easy to support this point since we try to measure the influence of the teacher through examinations. Examinations are useful but they are no adequate measure of what a teacher does. Judged by examination results the teachers of Sir Winston Churchill were failures and yet each of them, in his own way, helped to prepare Churchill to bear wisely and well the great burdens of his office.

There is another phase to this influence. Hardly anyone present knows the names of the teachers of Churchill. That is characteristic. The teacher is so often destined to be anonymous, known only to the world through the lives of the men and women he has influenced.

That was certainly true of Socrates. He wrote nothing. We know him only through the writings of others. Particularly through the writings of Plato who, with his own pupil Aristotle, provided the basic concepts of our Western civilization. All of us, as someone has pointed out, are either Platonists or Aristotelians. All of us, therefore, are under the continuing influence of a great teacher who is known to us only through others.

Of course the ideal of Socrates is much too high for us lesser mortals. We cannot hope to emulate his accomplishments. But the principle is the same. Each one of us shapes the tastes and convictions and characters of our students in ways which cannot be measured and in so doing extends our

influence wherever our students may go or whatever they may do.

**EXAMINE CONDITIONS**  
This is a good place to examine one of the conditions I laid down for admission to the teaching profession, a condition I have so far ignored. The good teacher must have intellectual competence and adequate professional training. He must also have a desirable personality. The teacher may influence as much by his personality as by his intellectual brilliance or skill in teaching. The good teacher, in teaching, imparts not only his subject matter but a very large part of himself. That is why I would urge each one of you always to bring your happier personality into the classroom, a personality expressing itself in patience, sympathy and understanding.

It is easy to fall into the trap of assuming that all that matters in education is drill and discipline. Particularly when there is a certain amount of material to be covered in a limited time. Drill and discipline by themselves contribute to memory rather than understanding. You can get a measure of success through drill; real accomplishment comes only through insight. Any teacher of mathematics will understand what I mean.

There is no more thrilling experience for the teacher than the one he gets in the moment when the student who has been plodding and struggling to understand suddenly sees the secret, learns how and why things work. This insight is vital to intellectual accomplishment. For most students it can only come through patient guidance or suggestions from the teacher. The sympathetic and understanding teacher, therefore, is indispensable.

**MOST IMPORTANT PROFESSION**  
Teaching is the most important profession in the world. There can be no question about that. No matter how humble the part you play in the educational process you are helping to shape persons and to shape history.

That ought to be enough to stimulate your pride in your profession. But there is one point more that ought to clinch my argument. The school is the only institution in society charged with

the responsibility of developing intellectual competence!

Every philosopher who has examined the basis of democracy agrees that democracy can only hope to survive with a literate and intelligent citizenry. The free society can only be maintained if the electorate is capable of an intelligent appraisal of political platforms and promises. And only the schools can provide such people.

We are living in the atomic age, an age when the scientist has assumed a new importance. No nation can hope to survive unless it can maintain scientific leadership. And only the schools can provide us with competent scientists.

Man has travelled far in his evolutionary march. There is much farther to go. Our control of the atom threatens to destroy us when it ought to be used to further our interests. Social problems accumu-

late which we seem incapable of solving. The humble rationalist may suggest that a very large part of the answer depends on man's willingness and ability to use his intelligence. And only the schools are charged with developing intelligent men.

**DEPENDS ON THE TEACHER**  
The future of civilization depends on the teacher. That is the essence of what I have been saying. Once we grasp that vision we shall develop the sense of pride in our profession that is essential to our success. The good teacher, like Atlas, bears the world in his shoulders. From him must come the men and women capable of solving our problems and endowed with enough wisdom to guide us through perplexing pathways to a

more sensible and a happier world. The status of the teaching profession, therefore, depends primarily on the teacher himself. Such organizations as the C.T.F. may therefore, do much by guarding the profession from incompetents, even if it involves conflict with government officials, and by a constant effort to prod teachers into a proper recognition of the importance of their task and the need for intellectual interests, adequate training and a proper attitude in the classroom.

This department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be sent to Estelle Bowness, General Secretary, 98 Prince St. Charlottetown.

Province of Prince Edward Island  
DEPARTMENT OF HIGHWAYS

**TO ALL CITIZENS OF PRINCE EDWARD ISLAND**

I feel, at this time, that I should request the attention and co-operation of all concerned in so far as the practice of good driving habits on our highways are concerned during the holiday period immediately ahead.

All our roads now have a covering of snow and ice. This condition itself requires a driver's utmost care and caution to continue without mishap.

For the many who do partake of alcoholic beverages, as well as the many who do not, I suggest that in so far as possible, always, one who has not been drinking should drive.

Christmas is a joyful occasion and is the anniversary of a Birth. Let us, in the days ahead, not mar this Glorious Event, through careless driving on our highways, with a Death.

I extend my best wishes to everybody.

**J. GEORGE MacKAY,**  
Minister of Highways.

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