

Burgess Bedtime

Widening Educational

to remember a phrase in which Charles Lamb describes the accountant, John Tipp, "He thought an accountant the greatest character in the world, and himself the greatest accountant in it." I do not, of course, propose that we should be vain or arrogant but I submit that no man was ever successful in teaching who did not know the pain of sacrifice, the strain of labour or the burning zeal of conviction.

In these days of popularity polls and all-star selections I have been tempted by the spirit of the times to indulge in fantasy. Looking back across the ages, over the systems and the scholars that formed the tissue of educational history, whom would we choose to teach in the classroom of an ideal school. That is a perfectly useless exercise, I know, nevertheless it is a refreshing one.

Difficulty arises at once when I choose a teacher for the Kindergarten. It is impossible to choose between Froebel and Montessori, and, what is still more embarrassing, we would face almost certain disaster if we chose them both. Their ideas of child development and of Psychology were so different that in the heavenly Kindergarten I am certain the sparks must fly.

Pestalozzi would be a logical choice for one of the primary rooms and I suspect the pupil-teacher relationship would be extraordinarily happy. At the same time it is doubtful if the same could be said about his relations with other members of the staff and I fear the curriculum and the timetable might be rather badly disorganized. Comenius would be a natural choice for one of the elementary classrooms. His carefully illustrated textbooks and audio-visual aids would certainly command the interest of most children and they would be quite within the spirit of our times. Another elementary classroom should be labelled "the garden of pleasure" and there we would find Vittorino de Feltra, a contemporary of Leonardo da Vinci, who was school master extraordinary to the Duke of Mantua's children as well as to some of the peasant children from nearby villages. In the intermediate grades, standing squarely between the vernacular of the elementary school and the classical secondary, is that doughty Elizabethan, Richard Mulcaster, whose reputation rests almost equally on his success in teaching the humanistic curriculum and training his boys to produce plays for the Queens court. Next, I suppose, Hubart might introduce his rather cold, formal plan of teaching according to the principles of the new science of Psychology. Perhaps our next choice should be Kennedy, reputed to have been the best school-master of his time and headmaster of Sarewsbury, but he was an eccentric who prided himself on arriving at his classes fifteen minutes late. His record is marred by a furious temper. On one occasion he absent-mindedly expelled his whole school and then had to commute the sentence, requiring each boy instead to write the 119th Psalm in Iambic cantameter. Edward Thring deserves a place. His class would be strictly limited to twenty-five boys so that

discouraged to begin with, and now they were more discouraged than ever. They fluttered about in distress in front of the place where the mud-homes had been. They twittered disconsolately.

"It's of no use at all," twittered little Mrs. Muddy who had worked very hard. "This mud is just no good. It is no good at all."

"What's the matter with it?" twittered Forktail the Barn Swallow, who came along just in time to overhear her.

"You can see for yourself what's the matter with it. Look down there and see what has happened," said Mrs. Muddy.

"It isn't the mud, it's the ones using it. The trouble with you folks is you haven't yet learned how to use mud. Just mix a little straw with it, and it'll be all right," said Forktail, and flew inside the barn to join Mrs. Forktail who was just limping their nest with some feathers she had found.

"My dear, we can't stay here," said Muddy to Mrs. Muddy. "We'll have to go on somewhere else where we can find the right kind of mud."

"I guess we will," sobbed Mrs. Muddy. "I don't want to go. I want to stay here."

he could give them sufficient individual attention. They would be examined systematically every week and a report on their progress sent their parents. Finally I should like to give the senior class to Thomas Arnold whose influence on the sixth form established the tone of his whole school. His aim to make Christian gentlemen and his lessons in history combined with his sermons in chapel to accomplish this purpose to a remarkable degree.

What sort of men and women would graduate from such a school as that? At least such an experiment deserves as much thought and money as our defence programme and our atomic research. It would establish a level of competence and conviction toward which we all must aim. Meanwhile I am sure we are all encouraged by recent efforts to raise the standards of professional training and service. Some of our provincial departments, many of our professional associations, several of our universities have given leadership in providing improved programmes of teacher education. Through the co-operation of these agencies higher standards of entrance have been established and provision has been made for longer and more varied training. It is in these developments that we must place our hopes.

If I judge the public mind correctly, the teacher is held in greater respect today than he was a generation ago, not out so much of respect of his accomplishments as from a better appreciation of his responsibilities. There is still dissatisfaction, as I have already indicated, that our performance should range so widely from good to zero, while the minimum standards in other professions are reasonably high. There is some suspicion of our reliance in salary schedules under which we make no provision for merit. Unsystematic and superficial programmes of teacher training are the cause for wonder and alarm. Nevertheless, the public has a better understanding of educational needs and purposes.

Notre Dame Choir In Senior Recital



The senior students of Notre Dame Academy heard in music recital Thursday evening last are pictured above:— First row: left to right: Shelagh Malloy, Marina Kays, Mar guerite Duguay, Mariedith MacDonald, Patricia MacDonald, Jane Bonnell, Bonita Smallman, Roberta Lappin, Virginia Evelyn White, Betty Kelly, Irene Richard, Jennie MacDonnell, Laurene Wood, Barbara Dalton, Suzanne Francis, Aletha Mullen, Norine MacPherson, June Gallant. Third row: Ethel McWade, Doris Poirier, Paula Morris, Patricia Cronin, Marie McGuigan, Eleanor Walker, Margaret Trainor, Florence Clarkin, Sheila Dickieson, Marie Dahl, Guelda Gallant, Adrienne Callaghan, Elaine McInnis, Eileen Murray, Irma MacDonald, Gertrude Fitzgerald, Mary Elaine Trainor, Catherine MacDonald, Janet McCallum, Edna Fitzpatrick, Doreen Reid.

and it is ready to support us more vigorously than ever before. In looking to us for leadership it expects us to place service above privilege, quality above numbers, the good teacher above the journeyman. We need a clearer vision of professional excellence. We need to recognize professional merit. We need to recognize and purge our ranks of professional mediocrity. If we turn our hand vigorously to these urgent tasks we will earn the lasting gratitude and respect both of our own generation and of the next. That is the challenge that faces the teacher in our times.

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.

SPRINGTOWN W. I.

Springtown W. I. met at the home of Mrs. Ralph and Mrs. Ella Thompson on April 7, for their regular meeting, with the president presiding. Roll call was responded to by seven members, each purchasing a hat for 25c. Correspondence relating to Institute work was read by secretary and discussed. The secretary was asked to order more everyday cards also to order flower seeds to be planted on school grounds. It was decided that paint be bought to decorate inside of

cloak room. Secretary reported government grant of \$2.50 had been received. Next meeting is to be held at the home of Mrs. Allison Bryenton.

Lunch was served by hostess, assisted by Mrs. E. Lamont. LONDON, (CP) — The clock over St. James Palace stopped at 12 and Londoners wondered why it stayed that way. It was halted by the works ministry because it needs soundproofing — it keeps the palace cook awake.

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