

CHALLENGE OF TEACHING

The role of the teacher in today's society seems to have gained special significance; for the once stable family structure is tending to disrupt leaving with the child a feeling of insecurity. The responsibility of compensating for this loss of stability is falling more and more upon the school. Teachers, therefore, not only have to perform their duties as teachers but, in addition, must accept duties and responsibilities that once belonged to parents. Realizing, then, the great importance attached to the teaching profession, society looks for valuable and significant characteristics in a teacher.

George Herbert Palmer, a professor at Harvard University, cites (in his book, *The Ideal Teacher*) four necessary qualifications of a worthy teacher: (1) He must have the ability to go outside himself—to place himself in the lives of others, to see that the truths which he expresses are lodged within the minds of those with whom he deals; (2) he must have a store-house of knowledge; (3) he must have the ability to stimulate his pupils to delve into various fields of knowledge; (4) he must become willing to be forgotten. Let us consider each of these standards in turn.

The most important requirement of any teacher is, of course, the ability to impart knowledge. But in order that he impart knowledge, he needs a vivid imagination, an imagination that enables him to see a situation in the light of his pupils' understanding. Imagination, then, requires a sympathetic understanding of the difficulties of those with whom the teacher works.

There is no question of the importance of the second of Palmer's standards—the necessity of accumulated knowledge. Remarks Palmer; "These hungry pupils are drawing all their nourishment from us . . . They will be poor if we are poor; rich if we are wealthy". Every teacher must strive at all times to enrich his own background.

The third of Palmer's standards, the ability of the teacher to stimulate his pupils to delve into various fields of knowledge stems from the fact that knowledge is broken up into fragments the assimilation of which tends to produce boredom in pupils. It is the teacher's task to try to prevent or lessen this boredom by instilling in his pupils an eagerness, a zest for new experiences and ideas.

Palmer's fourth point, though last, is of as great a significance as the others. Yet, this quality of self-forgetfulness is perhaps the most difficult to develop. The conscientious teacher realizes that his work requires strenuous effort, self-sacrifice, patience. He, therefore, more or less expects praise and sympathy from those on whose behalf his labors are centered. But as surely as he does, he will become disappointed and discouraged; for a pupil often appreciates the work of his teachers only when they have long since severed relationships.

Everyone realizes the great task of the teacher, none so well as the teacher himself. So too, should everyone realize the countless rewards that follow. Perhaps the greatest is the realization that a teacher is a most forceful agent in society, who, when conscientiously striving to live up to the aims and the ideals of his profession, assists, in a special way, his fellow men to greater perfection both here and in the hereafter.

—DANNY O'HANLEY '62

'TIL THE END OF TIME

On a dull, rainy evening some two weeks ago, I was sitting relaxed in my apartment, thinking about nothing in particular and thumbing rather absent mindedly through a popular weekly news magazine, when my eyes was caught by the uncommon yet familiar name of MacLingley. The two short succinct sentences on Mrs. John T. MacLingley said everything that there was to be said; and yet they said nothing at all when I thought of the thousands of words that could be written about her and her husband, Dr. John T. MacLingley.

Behind that name, perhaps, I should say behind his name, there was an amazing story, filled with years of painstaking work, innumerable setbacks and a final great victory. A victory made possible to no small extent by a great affection shared between two wonderful and really very ordinary people.

Those two sentences, written so impersonally in the magazine, spelled out for me, though whether my guess was right or wrong I shall never attempt to find out, the close of a final chapter for two people and not just one.

It was ten years ago this July that I met for the first time Doctor and Mrs. MacLingley. During three weeks of that summer now so seemingly far in the past I got a chance to skim very briefly through a life story that was soon to become almost like a fairy tale to millions of people in every corner of the world. It was ten years ago that the first major breakthrough was made in the search for a cure for cancer. And it was made by a research team headed by Dr. MacLingley at the University of Edinburgh, Scotland.

It's strange the part that fate or coincidence, call it what you will, sometimes plays in a person's life. During that summer ten years back, I was on the staff of a magazine weekly in Montreal and on the thirtieth of June was endeavouring to pass as quickly as possible the eight hours of my last working day, before flying up to Scotland to conduct a personal interview with Dr. MacLingley. Besides the three weeks I would spend in Scotland, there were two other interviews I had to make, one in France and another in Italy. These would keep me on the continent another five weeks.