

ranks are relatively so much smaller, have not such an effective lobbying group. One wonders how much of a decision is based on pressure, how much on the right to an equitable wage.

The problem of advancement is critical. All the secondary schools are private, and the great majority are conducted by religious orders. The possibility that a layman will be appointed to head a department is meagre, to head a school -- non-existent. We won't consider the laywoman's role in administration: sure, there's no need for her to be ambitious, anyway.

For laywomen -- possibly for the men, too -- the problem of status within the school exists also. In this country, Catholic education seems to recognize the lay teacher as a requisite, an asset, a visible linking of the outside world and the classroom. In Ireland I felt very strongly that I was a necessary evil. Indeed, I heard of one school where a lay teacher was not "invited" to return the following year; a religious who had completed training was available to teach the subject. Without questioning the economy which must exist within an order, I say surely Christian charity demands that teachers of equal ability and education receive equal opportunity.

In terms of professional development, there is limited incentive for teachers to continue to study or to read either in subject matter or in pedagogy. By incentive I mean either monetary reward or the opportunity for advancement. National teachers may become principals, but the outlook for secondary instructors, as outlined above, is for continuance in the same position.

One change I would like to see is the introduction of courses in education, solid ones of graduate calibre and not the diploma ilk, to be given during the summer or during the school year. Let them be in comparative education, testing and measurement, psychology, organization of curricula, methods. Teaching may be an art, but it can be improved in a scientific way.

Probably one of the most beneficial practical experiences for a teacher is the chance to teach in a system other than the one under which he has been educated. In this way, he must examine and re-assess the values, aims and methods which he didn't even realize he had taken for granted. In Ireland, those who do teach abroad are often penalized: "If he wanted to work in England before, let him keep on there now" -- and I've heard it. Even if such a one is at length accepted by a school, no recognition of that previous teaching experience -- in terms of remuneration or tenure -- comes from the Department. Recently, service in "under-developed countries" has been accepted by the Department as commensurate with teaching in Ireland; that is, a teacher who has been registered in the Republic and then teaches for five years in Ghana can return to Ireland in the sixth year, and be paid as though he had been teaching at home for the previous five years. I would not question the value of such missionary endeavor, but it would seem equally suitable, and more beneficial for Irish schools, to encourage the educator to work in a system which is already established.

In terms of professional adequacy, the workload of the teacher should be re-examined. In secondary teaching, as compared with primary, the actual school-day represents only a percentage of the work to be done. Preparation for class and evaluation of work (always referred to as "corrections") demand virtually the same length of time. During one year, I had seven classes a day and seven preparations; in the following year, I had eight or nine classes and eight or nine preparations. As a point of comparison for those not involved in the field, the National Council of Teachers of English (U.S.) recommends four classes and two preparations a day. No need to comment on the American teacher's energy or efficiency -- there is ground for reassessment of the Irish workload: I found my ability to perform conscientiously impaired. The timetable of each school and the working hours of every teacher (I believe eighteen are a minimum for government salary) are