

CAREERS

Dental Hygiene: growing career

By MISS K. MacDONALD
R. D. H.

The School of Dental Hygiene was established at Dalhousie University in 1961, and since then Dental Hygiene diplomas have been granted to twenty-five young women.

Dental hygiene is a health service profession and one of the most rapidly growing career opportunities for young women.

Dentistry: manpower needed

By DR. D. M. BONANG
D. D. S.

One of the major problems facing the dental profession today is insufficient manpower. With the Federal Government placing emphasis on a national health scheme or at least some form of pre-paid dental care the problem becomes more acute.

The only answer to this pressing problem is the recruitment of more qualified students and increased accommodation for the training of auxiliary personnel. Although this will help immensely in the overall picture, we need more dentists practicing the art and science of dentistry.

Generally, the present day qualification for entrance to the pre-dental program is senior matriculation. This is followed by ten credits in two pre-professional years when application is made to dental school.

Although overall application to the faculty of dentistry has increased in numbers, there has not been a proportional increase in applicants from the Maritime provinces. Because of government subsidy, the students from the Maritime provinces are given preference to those outside this region.

Many doors lie open to the graduate from dental school. He may of course, go on to specialize in one certain aspect of dentistry, he may choose a career in teaching or research, or he may go into the armed forces or private practice.

Dentistry, one of the health professions, is a noble calling. In helping one's fellow man a definite sense of accomplishment is experienced. The need for manpower is there so give the dental profession your close consideration before choosing your career.

To qualify for this profession one should have a sincere interest in working with people of all ages. Sympathy, understanding, patience and tolerance are important traits.

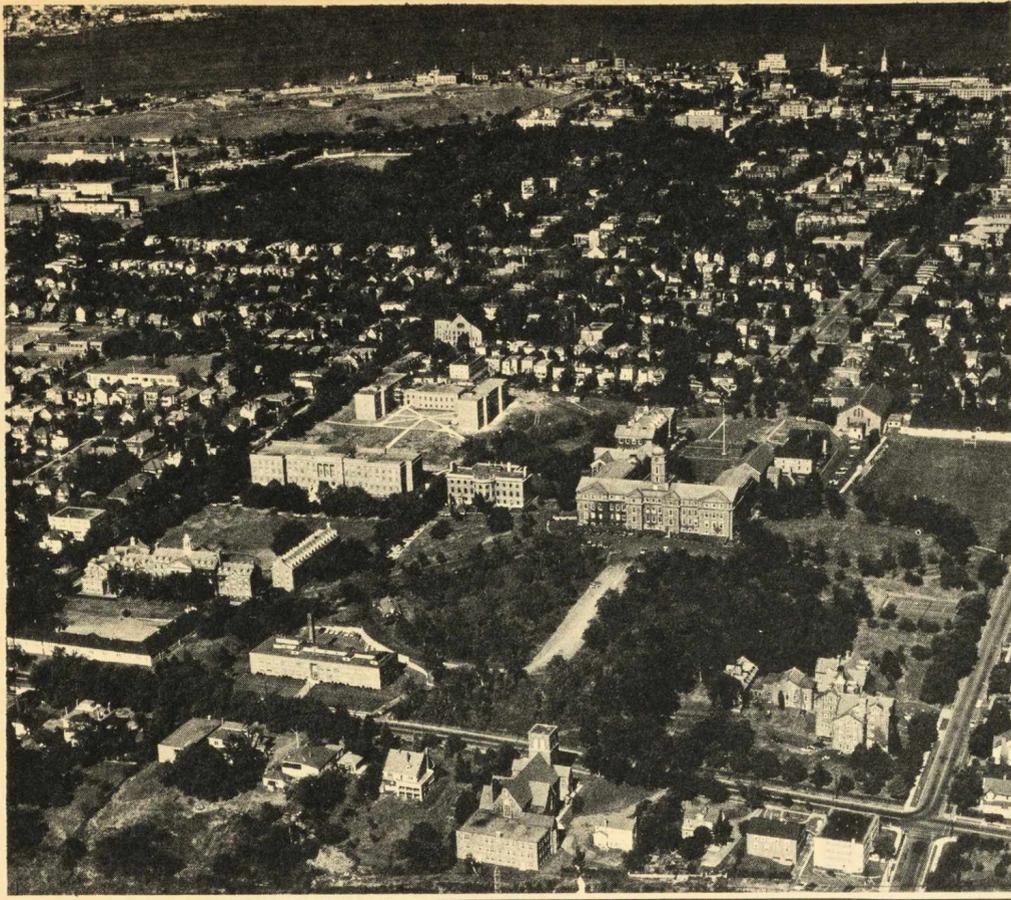
The course in the School of Dental Hygiene is two academic years in length and some of the classes included in the course of study are: bacteriology, dental anatomy, dental assisting, principles of oral hygiene, study of materials used in dentistry, human anatomy and physiology, dental health education, nutrition, drugs used in dentistry, pathology and oral medicine, public health and preventive medicine, psychology, sociology, chemistry and English.

The dental hygiene applicant must have completed the equivalent of senior matriculation (Nova Scotia Grade XI) with a pass of 50% in each subject and an overall average of not less than 60%. The senior matriculation subjects passed must include English, two papers in mathematics (algebra and trigonometry) and a language other than English, as well as two other subjects selected from physics, chemistry, biology, geology, geography, history, ancient and modern languages. While it is not essential, the student seeking entrance to dental hygiene would be well advised to have included physics and chemistry in their Grade XII program.

The dental hygienist is primarily concerned with the prevention of dental and oral disease through educational activities and through certain treatment procedures. The specific duties and services she performs will vary with the type of position she selects.

Under the supervision of a licensed dentist, the dental hygienist may work in a dentist's office, in a hospital or clinic, for a provincial or federal health agency or in a school of dental hygiene.

Bursary assistance is available from several of the provincial departments of health, in return for a period of service to the province after graduation.



Two-year Physio course offered

By LINDA DREDGE
Physiotherapy II

Dalhousie University offers a diploma course in Physiotherapy, consisting of two academic years, including clinical practice at Halifax hospitals.

In order to meet requirements for membership in the Canadian Physiotherapy Association and the provincial licensing requirements a further five months clinical internship is necessary in addition to the Dalhousie Diploma. This period depends on the course each university offers.

Entrance requirements for the academic year 1966-67 at Dalhousie are - Senior matriculation which must include English, two mathematics courses, a foreign language, physics, and chemistry or biology.

The cost of training in this course is approximately the same as for any other at Dalhousie, extra expenses being the cost of uniforms, etc.

All applications to the course must be made on forms obtainable from the office of the Registrar, Dalhousie University, and sent to the same office as soon as possible (see calendar for deadline date.)

The first academic year beginning early in September, 1966, ends in May, 1967. The subjects in this year include gross anatomy, anatomy and physiology, medical and surgical conditions, psychiatry; physiotherapeutics which includes electrother-

apy, techniques progressing to treatments as well as a nursing orientation course. The final month of the first academic year is spent in clinical practice. Swimming and water safety techniques are taught throughout this year.

The second year includes five half-days per week spent in clinical practice. Medicine and surgery, psychiatry, and physiotherapeutics are continued from the previous year.

BURSARIES AND SCHOLARSHIPS (see calendar)

Bursaries are available from provincial governments in two ways:

1. In Nova Scotia, you may

apply to the hospital of your choice or directly to the Deputy Minister of Public Health.

2. You may apply to a voluntary organization, e.g., the Canadian Arthritis and Rheumatism Society.

Scholarships under general university regulations may be awarded, as for other faculties, according to academic merit.

THE NATURE OF THE PROFESSION

Physiotherapy can be a satisfying profession for the person who is interested in using her hands, is physically active, and who likes people. There is the added attraction of a wide choice of work once qualified e.g., adults or children, hospital or Rehabilitation centre, etc.

CAREERS

Teacher training has two functions

Of Teacher Education
By DR. HAROLD UHLMAN
Professor of Education

Teacher education has two major functions which are not always understood and which are not always distinguished from each other. One of them consists of an intellectual grasp of fundamental knowledge, including an understanding of the way humans behave, learn, and think, and the manner in which we have come to live and work together. The other consists of method of teaching. The first deserves rather extensive study, and is of such substantive quality that it might well be part of the general education of every person. The second is very specific and relates directly to the act of instructing a class or an individual student. This procedural part ought to be singled out, simplified, and reduced to a set of workable ideas which can be spelled out in practice in the classroom.

Excessive emphasis on the first function produces the theorist who is often disillusioned and discouraged when carefully conceived theories must be drastically modified to meet the actual classroom situation. On the other hand, excessive emphasis on the second function produces the "artisan" who can follow an instructional "blueprint" but who is unaware of his latent possibilities as a teacher. A happy blending of the two functions can produce the instructional "artist" - the master teacher who is remembered by his students long after many of the facts are forgotten.

Programs of teacher training are designed with the foregoing functions in mind; however, proper balance is not always maintained. Although there are some variations in course content and in points of emphasis, teacher training programs among the Atlantic universities or, as a matter of fact, across Canada are quite similar.

At Dalhousie University, for example, classes for the development of professional concepts are offered in general principles of education, theory and history of education, and psychology of education. Methods classes at the elementary and junior-senior high school levels, in the subjects taught in the public schools, including art, drama, and physical education, provide opportunities for the development of specific classroom skills and

techniques. Practice teaching in the schools makes it possible for teachers-in-training to apply theory to practice and to test instructional methods and techniques in actual classroom situations.

One of the major problems in teacher training is to maintain a satisfactory balance between theoretical and practical training, and, at the same time, to provide opportunities for the development of individual talents and capabilities. Classes of students going into teacher training vary greatly in potential from year to year, and each class is extremely heterogeneous in nature.

And then there is the matter of dedication. This cannot be taught in a formal class of instruction; however, it must somehow be developed. It can quite safely be said that successful teaching incorporates three major ingredients - knowledge, ability to impart knowledge in a meaningful way, and dedication - but the greatest of these is dedication.

Nursing challenge

By MISS ELECTA MacLENNON
Director of Nursing

To enter the University Nursing School a student must hold a Nova Scotia Grade XI certificate with a pass (50%) and an average of not less than 60% in the following five subjects: English, Mathematics (Algebra and Trigonometry), a language other than English, two from Physics, Chemistry, Biology, Geology, Geography, History, Ancient and Modern Languages. It is recommended that one of the electives be Chemistry. Students must be in good health and possess a suitable personality for professional nursing.

The field of public health nursing, which includes school nursing, nursing in industry, clinic, nursing in the home, offers wide opportunities for nurses. Our Northland is one of the most exciting spots in Canada today and many nurses are required in all types of health services. Opportunities abound for nurses in overseas programmes such as World Health Organization, Colombo Plan, External Aid Programs, Missionary programs and myriad others.

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