THE EDUCATIONAL HORIZON

PRESENTING NEWS AND VIEWS OF INTEREST TO TEACHERS AND ALL OTHERS SEEKING IMPROVEMENT IN EDUCATION

DR. PEARSON'S ADDRESS

(Continued)

Questions were also asked Canadian students about the United States. Their answers, as might be expected, showed greater knowledge, but their appreciation of United States civilization was, in spots, a trifle distorted.

The following quotations are typical:

"The United States is a hot-bed of hustling, flag-waving, gum-chewing men and women whose dignity is conspicuous by its absence."

"The crime in the United States is astounding. Weapons are easy to obtain and anybody out of a job joins a gang and becomes a gangster. The people have much too high an opinion of themselves and do too much talking."

It is, however, not enough to know about other countries. It is equally important to know about other ideologies, other sytems of government, other ways of life than our own. It is particularly important at this time, for instance, to appreciate the essential difference between totalitarian communism and free democracy. The first, which is in some ways as reactionary as feudalism and as old as sin should not merely be damned: it should be understood. Unless we do know what it means, what communist doctrine means, we will never understand what lies behind and guides the policy of certain countries where that doctrine prevails.

In his book "Russia and the Russians," Edward Crankshaw gives a balanced and enlightened analysis of this subject. May I quote just a paragraph from that book?

"Violence, arbitary law, sustained privation and undernourishment, blind, trampling stupidity, the uttermost harshness of rule over body and soul impartially, bodily slavery with no compensating freedom for the spirit, forced atrophy of the independent mind without bread and circuses to fill the gap, physical drabness and squalor over all, reflecting perfectly a mood of hopeless apathy....."

As to free democracy, it is equally important to know what it is and what it is not. It is not the rule of a mechanical majority: the divine right of 50 per cent plus 1. It is not the right of the powerful to trample on the rights of the weak. It is not liberty for the capitalist to exploit or for the labour leader to extort. It is not extremism of the right or the left. Nor is it merely anti-communism or anti-fascism. It is the middle of the road which is leading in the right direction. All this has been said much better than I could say it in a magazine of humour and of wisdom, the "New Yorker." Its editor once soliloquised about democracy as follows:

"It is the line that forms on the right. It is 'hi' as against 'heil.' It is the 'don't' in 'Don't Shove'. It is the hole in the stuffed shirt through which the sawdust slowly trickles; it is the dent in the high hat. Democracy is the recurrent suspicion that more than half of the people are right more than half of the time. It is the feeling of privacy in the voting booths, the feeling of communion in the libraries, the feeling of vitality everywhere."

In the struggle between these two doctrines, it should not be difficult to ensure victory for the forces of light and progress if we are willing to expend half the energy and intelligence in defending and developing our free democracy as the communist are willing to expend in attempting to overthrow it. A negative policy alone, however, will never prevail. We should recognize that we cannot remove the menace of aggressive communism — at home or from abroad — merely by daming it and by including in that damnation, as communists, anyone who votes the other way. If democracy is to flourish. — or even survive — it must be far more than anti-communism. It must become, and remain, a positive and dynamic doctrine which proves, by results, that it can contribute more to the welfare and happiness of the individual than communism can. We need not fear communism from within or from without, as long as, in their foreign policies, nations are willing to co-operate in the prevention of war, and give up some of their old and outworn sovereign rights in the interest of greater security; and as long as, at home, they keep their democratic society strong, healthy and progressive. But, as it has been said: "Being strong and healthy is not the same as beating our chests and staging war-dances in front of the iron curtain. Being strong and healthy means keeping our own house in order and arranging the life within it so that all the members of the household are proud to belong to it and do not look elsewhere for their salvation from oppression."

Furthermore, in this struggle of democracy, free, expanding, progressive democracy, against communism, tyrannical, restrictive, reactionary, we should be careful not to adopt weapons, or to use weapons in such a way, that we win battles but lose the war. We must not allow freedom to be used to impose slavery. But neither must we lose our freedom in the name of security.

In avoiding these extremes, in establishing free democracy at home and good international relations with other countries, education based on truth, tolerance and understanding is our only hope. In the realization of that hope, the teacher, I repeat, is all important, and should be given opportunity and encouragement in the exercise of his high calling. At present we place him, in tangible recognition of this importance, somewhere below the plumber and completely out of sight of the professional hockey player. Good teachers — not million dollar gymnasia or convocation halls — mean good education. That, in its turn, means an alert and informed public opinion which is the mainspring of policy and action in our democratic society and must become the mainspring of action in every society, preserved."

STEPS IN READING

(By Madeline C. Young, Normal School, Toronto)

1. Readiness for the Lesson—

The essential steps in any reading lesson are few and simple. The first step consists in creating the background necessary for the lesson. This will enable the child to understand the lesson, not merely the words. A city child who has not visited the country needs to be ready for reading about silos, pumps, etc., perhaps even about the farm animals, by pictures, discussion, construction, etc. During this preliminary work the new vocabulary is presented orally in context. Time is not taken to master the words during this step. A motive for reading the selection is then given. This often grows out of the illustrations which make the new readers attractive.

2. Guided Silent Reading—

The second step consists of guided silent reading of the lesson. The children read to find the answer to questions or suggestions of the teacher, e.g.—Read to find out how Alice and Jerry got tickets for the circus. The number of questions needed depends upon the maturity of the children. In the pre-primer, the teacher will ask a question for every three or four sentences, but in Grade II, she will need only to ask a question to guide the reading of several pages. As the reading progresses, free comments are made by the class. In early stages, most of the page is read orally once immediately after each section is read silently.

3. Re-Reading—

The third step is re-reading of the selection, either orally or silently. For this, strong, new motivation is needed. Audience reading when several children read to the rest of the group, dramatization, reading to find a favorite sentence, to prove a disputed point, or to be able to tell the story in their own words may suggest motivation for this step.

RED RIVER REBELLION

In 1869, Government surveyors began their work to survey lands adjacent to the farms of the French half-breeds near Fort Garry (Winnipeg). These half - breeds (Metis) thinking their lands would be taken from them, put a stop to this surveying. The chief agitator of the half-breeds was Louis Riel, who occupied Fort Garry, and set up a "provisional government" with himself as president.

When Hon. Wm. MacDougall arrived at the Red River settlement to assume the office of lieutenant-governor, he was informed that he would not to allowed to enter the country.

A small party of men from the Dominion Government, under Dr. John Schultz, were imprisoned in Fort Garry by Riel. Several escaped or were later released. Thomas Scott, an Irishman from Ontario, offended Riel, and after a form of a trial, was brutally shot.

Meanwhile, a Roman Catholic Bishop of St. Boniface was authorized to offer a free pardon to all Metis who would lay down their arms; thus the half-breeds were calmed by the assurances of the Dominion Government.

In the meantime Colone lWolsely was sent with a force of troops and militiamen but they were unopposed. Riel and other leaders had fled to the United States.

The result was a formation of the new province of Manitoba in 1870.

EXPLORERS

Write the name of the Explorer with whom you associate each of the following:

1. St. Malo; 2, Port Royal; 3, Lake Michigan; 4, The Mississippi River; 5, Stadacona; 6, The Founding of Quebec, 1608; 7, The Recollet Missionaries; 8, Sieur de Monts; 9, The Great Lakes; 10, Hochelaga; 11, Montreal; 12, Michillimackinac; 13, Newfoundland; 14, P.E.I.

COMPLETE TO MAKE THE STATEMENTS TRUE

1. A number of persons having common interests and privileges, living in the same locality and under the same laws, is called a ——.
2. My home is in a —— community.
3. The first white settlers in this district came from ——.
4. They arrived about the year ——, travelling from —— by ——.
5. Some of the difficulties they met were ——.
6. In our community —— is the chief occupation.
7. The public institutions in our community are ——.
8. Our school district is called —— and its No. is ——.
9. Our school in which there are —— rooms, was built in the year ——.
10. Those who have the responsibility of school business are called a ——.
11. There are —— members.
12. The present members for our school district are ——.
13. The parents and children of a school district have responsibilities, too, the former to ——, and the latter to ——.
14. If we all —— we can build a community of which we can be proud.

GENERAL SCIENCE

1. What were two of the oldest plants grown by man?
2. In what country does barley still grow wild?
3. In what country did wild oats originate?
4. In what country did corn originate?
5. In what continent did potatoes originate?
6. In what country did peaches originate?
7. What does self-pollination mean?
8. What does cross-pollination mean?
9. What are two other insects besides bees that help to pollinate flowers?
10. How do wind-pollinated flowers differ from insect-pollinated ones?
11. Who used potatoes first?
12. Who first introduced them into England?

NATURE SCIENCE

Fill in the blanks in the following:

1. Two domestic birds that are good swimmers are (1) ——; (2) ——.
2. Two domestic birds that cannot swim are: (1) ——; (2) ——.
3. Two ways to help birds are: (1) ——; (2) ——.
4. Five ways mammals help us are: (1) ——; (2) ——; (3) ——; (4) ——; (5) ——.
5. Three mammals and two birds that are protected by game laws are: (1) ——; (2) ——; (3) ——; (4) ——; (5) ——.
6. Five animals that provide skins for leather are: (1) ——; (2) ——; (3) ——; (4) ——; (5) ——.
7. Three ways in which wild birds help us are: (1) ——; (2) ——; (3) ——.
8. Four wild birds that supply us with food are: (1) ——; (2) ——; (3) ——; (4) ——.
9. Name three kinds of animals that have worked for man: (1) ——; (2) ——; (3) ——.
10. Names of three wild birds are: (1) ——; (2) ——; (3) ——.

Manchuria. Large terr. of N. E. China; almost entirely in basin of River Sungari, trib. of Amur R., which forms N. and N.E. frontier; surface generally mountainous; chief industries, agriculture (soya beans, millet, wheat, rice), and cattle rearing; rich in minerals, including gold, iron, coal; valuable forests. Capital Mukden. Area, 363,610 sq. m.; population C., 24,521,000.

Korea. Peninsula country with many islands, E. coast of Asia; lies between Yellow Sea and Sea of Japan. Annexed by Japan in 1910. Surface is mountainous, drained by Rivers Han, Tai-dong, Yalu, Tumen, and other streams. Principal industry is agriculture, but methods are extremely primitive. Rice, barley, wheat, and other grains, tobacco, cotton, cattle are produced. There is some whale-fishing, and many small fishing colonies are round shores. Minerals include gold, which is extensively worked, coal, copper, iron, graphite, mica. Cap. Seoul. Rly. mileage, C. 2,000. Area, 84,949 sq. miles. Pop. in 1931 was 19,200,000.

Dairen. Port, Liaotung peninsula, Manchuria, on land leased to Japan; fishing; salt; exports soya beans. Pop. 300,000.

Tsingtao. Port, Shantung, China, on Kiaochow Bay; connected by rly. with Tsinan; salt fields, exports straw braid, silk. Population 318,000.

KERAMOS (Literature)

1. (a) What is the meaning of Keramos. Ans. A Greek word meaning "The Clay of the Potter." Tiles, vases, pottery of various kinds, are made from the potter's clay and shaped by being held against a revolving wheel.

(b) To what is the poem addressed? Ans. To the wheel on which the pottery was fashioned.

(c) Who is supposed to be speaking? Ans. The Potter.

2. What was there in the work he was doing which made him think that "all things must change to something new"? Ans. As the wheel turned constantly changing the shape of the clay and evolving the vase or other vessels from it he thought of the changes which time was constantly making.

3. "Nothing that is can pause or stay," try to think of something which does not change with time—can you? Ans. All material things change with time.

4. Name the changes which he mentions as coming with time. Ans. The moon changes from new to full and again to new; the clouds and mist become rain and are changed again to cloud and mist; the tomorrows as they come change into today; the buds become leaves; the leaves decay; the winds change; eggs in the nest change to robins and fly away.

5. Explain "the moon will wax and wane". The moon changes from new to full (wax, grow larger) and from full to new (wane, to grow smaller.

6. Explain, "The mist and cloud will turn to rain, the rain to mist and cloud again. Ans.: The moisture of the cloud and mist is condensed and falls in rain; the water of the rivers and lakes is evaporated and rising as water—vapor forms again into cloud and mist.

7. How will tomorrow be today? Ans.: The day which we call tomorrow as it comes to us is today.

8. "Stop, stop, my wheel". Why does he wish to stop the wheel? What is it that he is really wishing he could stop? Why? It makes him think how quickly everything changes. He is really wishing he could stop the flight of time, because he does not wish everything to change and pass away so rapidly.

9. Explain, "The noon will be the afternoon, today be yesterday." As time passes the present is ever changing to the past: What was today becomes yesterday.

10. Why "too soon"? Because he wishes he could keep the happiness and beauty of the present.

11. What feeling does the poem give to you? Ans.: A feeling of sadness.

RULES FOR SPELLING

1. For dropping or retaining the final "e".

(a) Words ending in e preceded by a consonant, usually drop the e on taking a suffix beginning with a vowel. Move-moving, believe-believing.

(b) Words ending in "ue" drop the e on taking a suffix: argue-arguing, fatigue-fatiguing.

(c) Words ending in e retain the e on taking a suffix beginning with a consonant: move-movement, hoarse-hoarseness.

(d) Words ending in ge or ce retain the e on adding able, ably or ous. Changeable, outrageous.

2. For doubling the final consonant.

(a) Words of one syllable and words of more than one syllable if accented on the last syllable) ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel. Thin—thinner.

(b) When the accent is thrown back upon another syllable, after the derivative is formed, the final consonant is not doubled. Refer—reference.

(c) When preceded by two vowels, the final consonant is not doubled. Toil—tolling.

3. For final "y".

(a) Words ending in y preceded by a consonant, retain y before a suffix beginning with i; on taking a suffix beginning with any other letter, y is in most cases changed to i. Cry—crying; lazy—laziness.

(b) Words ending in y preceded by a vowel, retain y before a suffix. Buy—buying.

Note: The trouble with all rules for spelling is the number of exceptions which may be found for every rule.

LAMBERT SIMNEL

He was the son of an Oxford tradesman who was brought forward by the Yorkists during the reign of Henry VII as the son of the Duke of Clarence and therefore heir to the English throne. In reality Henry held Clarence's son a prisoner in the Tower. The rebellion in favour of Lambert Simnel was soon quelled. He was later given the post of scullion in the King's kitchen.

THE PITUITARY GLAND

This gland is mainly composed of two lobes. Each consists of a different sort of tissue from the other, and each has a totally different function from the other. The anterior lobe is sometimes called "the master gland," because its secretion controls a number of the other endocrine glands. Although scarcely larger than a pea, it produces at least six different hormones. These affect the metabolism of food and influence growth. If too much of the growth hormone is produced, the person may grow to be a giant. If too little is produced, the child may be a dwarf. The rear or posterior lobe produces several harmones the best known of which (1) affect the activity of the kidneys and (2) regulate the muscles of certain internal organs.

LEONIDAS

He was a king of Sparta, who ascended the throne in 491 B.C. When Xerxes invaded Greece, the Greek congress assigned to Leonidas the command of the force destined to defend the pass of Thermopylae. His force, according to Herodotus, amounted to over six thousand men, of whom three hundred were Spartans. After the Persians had made several vain attempts to force the pass, a Greek named Ephiates betrayed to them a mountain path, by which Leonidas was assailed from the rear, and he and his followers fell fighting in 480 B.C.

IMPROVE YOUR ENGLISH

Say—

1. The teacher and I had a good talk. 2. They were the ones. 3. All went except him. 4. Between you and me. 5. No one but me could do it. 6. It was easy for you and him. 7. It was I. 8. John and she went to town. 9. Whom do you think I saw. 10. Was it he. 11. It is I. 12. Mary and she said so. 13. It's just we who are to go. 14. He told us girls to go. 15. We boys are going. 16. He and she went to the store. 17. Was it they. 18. Everybody has his own ideas. 19. If only each will do his part. 20. Do you have anybody else's book?

PREMIERS OF THE PROVINCES OF CANADA

Names of Senators from P.E.I.:

Premier of P. E. I.: Hon. J. Walter Jones.

Premier of Nova Scotia: Hon. Angus L. Macdonald.

Premier of N. B. is Hon. J. B. MacNair.

Premier of Quebec is Hon. Maurice Duplessis.

Premier of Ontario is Hon. T. Kennedy.

Premier of Manitoba is Hon. Stuart Garson.

Premier of Saskatchewan is Hon. T. C. Douglas.

Premier of Alberta is Hon. E. C. Manning.

Premier of British Columbia is Hon. Byron Johnson.

1. Mr. John E. Sinclair; 2. Mr. John A. MacDonald; 3, Mr. James P. McIntyre; 4, Capt. Brewer Robinson.

A teacher must not only know all about what he tries to teach, but he must know how to teach. He must have studied the minds of children, and the best way of gaining their interest and of leading them to act for themselves.

A true teacher will like children, not only the inordinately good ones, who too often die young, but the other and more common kind, who are wilful and perhaps ugly and shirk work if they can, but who generally grow up and become very decent men and women, after all. —Quoted.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to Millar MacFadyen, 8 1-2 Felling St., Charlottetown.

Second Chance

By Rosamond Dujardin

Lisbeth shivered. She wished tonight were over. She wished she could shake off the feeling of numbness, of utter spiritual weariness that gripped her.

It wasn't until dinner was almost over that she recalled having made an engagement with Miles for this evening. Nothing important, fortunately. A ride, a possible stop at a roadhouse for dancing. She excused herself when Gay and Carter went to the drawing-room for coffee and made her way upstairs. She phoned Miles on the extension in her own room and felt a qualm of guilt at his genuine solicitude over the headache she invented.

"It isn't too bad," she assured him. "I just don't feel up to going out tonight."

Having hung up, she changed from her green organza dinner gown to street clothes. Her purse bulged with the money Gay had given her, ten thousand dollars in bills.

Quietly Lisbeth descended the broad stairway. From the drawing-room came the voices of her mother and stepfather, the light familiar echo of Gay's laughter. Bittnerness welled up in Lisbeth, a sharp sense of her mother's utter selfishness weakened momentarily the purpose that upheld her. Gay should be here, slipping out into the murmurous night on her own dark errand, instead of sitting sheltered and secure with her husband while another went in her place. Yet Gay could laugh . . .

The summer night enveloped Lisbeth. The door closed silently behind her. She wouldn't turn back now. She couldn't let Gay down. She had given her promise. The roadster that had been her stepfather's gift for her birthday stood on the drive where she had requested a chauffeur to leave it. Lisbeth got in, and the powerful motor purred under her fingers. The moonlit beauty of the grounds was lost on her, driving the half-mile to the highway. As she slowed between tall stone gateposts, the lights of an inturning car blinded her momentarily. But it swerved aside, stopping to let her pass. Then the night was dark again and the wheels of Lisbeth's roadster sang on the smooth cement.

The address Gay had giver her proved to be a modest hotel on the near north side of Chicago. Lisbeth's tongue felt thick, telling the suave-looking man at the desk. "Mr. Terry. He's — expecting me."

"Yes. Ah, yes of course You're to go right up. Mr. Terry's suite is number seven-twenty." The man smiled and bowed. His glance slid speculatively over Lisbeth.

Reid opened the door immediately in response to her knock. A smiling Reid, as debonair as ever. His dark eyes widened a little at sight of Lisbeth, his smile grew more sardonic. He exclaimed, taking her hand, drawing her into a small but comfortably furnished sitting-room. "This is a surprise! A pleasant one, of course. How lovely you're looking, my dear Though not quite so lovely as your mother. And, speaking of Gay. I was laboring under the delusion that my engagement tonight was with her."

LIS HAD THE BLACKMAIL MONEY WITH HER

Lisbeth pulled her hand away. She hated him, and her hatred was a throbbing in her ears, a burning back of her eyelids. Her voice was husky, unsure, With a great effort she steadied it. "Does it matter? Gay couldn't come. But I have the money she was to bring. When you have given me Gay's letter. you may have it. Ten thousand dollars, Reid."

"It has a nice sound." the man admitted. "But must we be so businesslike? After all, we're old friends. Can't we sit down and talk over old times? I've ordered champagne sent up. Surely you'll drink a toast with me—we could make it a toast to Gay."

"We're not old friends." Lisbeth's voice was cool and firm cutting in. "Give me the letter. Reid, and then I'll go. This is your last chance. If ever you bother Gay again. she'll tell her husband."

Reid laughed. "My dear child, you know as well as I how ridiculous that is. Gay wouldn't make any move to jeopardize her security. She hasn't the courage. Or was it an indication of courage for her to send you tonight, instead of coming, herself"?

If Lisbeth winced under the stinging lash of his words, it wasn't apparent. She said, "It isn't necessary to go into all that. You have the letter I have the money—"

A knock sounded on the door and Reid said, smiling, "Ah the champagne."

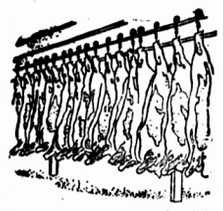
But the door opened abruptly and Jon Everton stood there, tall and darkly forbidding, eyeing the tableau before him. He shut the door and advanced, his gay eyes cold with fury. Reid could only stand staring. No slightest recollection of Jon occurred to him. But Jon remembered Reid. Remembered him too well, Jon was one vast, unbearable ache of remembering. He might have known . . . he might, at least have suspected!

Making no effort to conceal his contempt, he addressed Lisbeth: "So this is what you do when you're too ill to see Miles" And then, in response to her look of amazement. "I happened to be with him when you phoned. And then, as I turned into our drive. I saw you going out. Naturally, I followed. I was so close behind you the clerk downstairs believed me when I said we were together He told me where you'd gone."

(To Be Continued)

AUTOMOBILE ACCIDENTS

Automobiles have killed more than 750,000 persons since the turn of the century.



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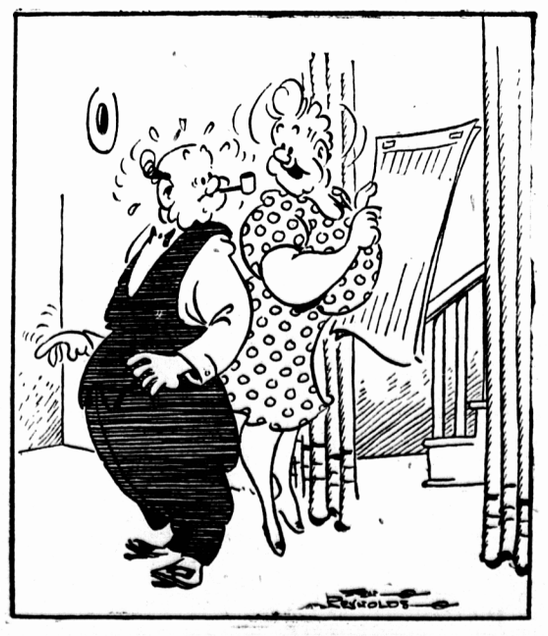

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