

# THE EDUCATIONAL HORIZON

—A SATURDAY FEATURE—  
Presenting News And Views Of Interest To Teachers And All Others Seeking Improvement In Educational Matters

## CURRICULUM CHANGES

There is an old Eastern proverb on a particular phase of our educational ills, which I believe may apply to this article; the tag is as follows: "Meditation will untangle thoughts from words." So if this brief paper will lend itself to your meditations, I shall be more than satisfied.

In the broadest sense education includes all those experiences by which intelligence is developed, knowledge acquired, and character formed; in a narrower sense, it is the work done by certain agencies and institutions, such as the home and the school, for the express purpose of training immature minds. Education aims at an ideal, and this in turn depends on the view taken of man, his destiny, his relations to God, to his fellowman and to the physical world.

Teaching obviously must be adapted to the need of the developing mind; and the endeavour to make this adaptation more thorough, results in theories and methods which are or should be based on the findings of biology, physiology, and psychology. This work of education begins normally in the home; but it is for obvious reasons continued in institutions where teachers stand in the place of the parents. It is clear then, that in order to secure efficiency, each school must be properly organized, the teacher well qualified, and the subjects of instruction be wisely chosen.

All will recognize the right of the individual to a happy, satisfying, well-adjusted life, both as a child and as an adult. Further, we recognize that, both from the standpoint of the welfare of the individual himself and from that of the progress of society, freedom of self expression and the right of the individual to vary from his fellows are essential. Whatever differences of viewpoint may be held regarding the meaning of education, there can be no great difference of opinion regarding the purpose of it up to the age of eleven or twelve years. The child must gain mastery of the tools of learning. He must be taught to read and write, to acquire the elements of arithmetic, and to secure enough of the rudiments of common knowledge to serve as points of reference for later learnings. Incidentally, he must learn to live and work with a group bigger than his own family. Thus we come to the consideration of the curriculum.

In a broad sense we may say that there are two philosophies regarding curricula. One of these, the traditional one, is that the school is the creature of the state, and therefore the curriculum originates with the authority that establishes the school. The course of study is worked out according to certain definite objectives which are sought after by the usual processes of memorization, absorption, and the acquiring of skills and abilities in the time specified. The other philosophy began with the child-centered school. The curriculum is designed to allow each child an opportunity to develop his or her own particular talents, and to recognize adequately his acquisition of, and improvement in, those skills as will enable him to take his proper place in society as a comparatively happy and well-adjusted adult.

That the curriculum in use at present is of the former order there can be no doubt. While browsing through the library of the Maritime Examinations of 1891, and other examinations of 1891, and with the exception of agriculture and botany (which may be classed as our nature study) they were practically the same as those of 1936.

Who will say that our admittedly conservative Island has not changed in forty-five years? and who will say that the changed times do not call for a revision of our curriculum to meet, in this measure, the changed conditions of life?

Perhaps the following quotation may serve as well as any argument I might advance for such change. I quote an extract from the Annual Report (1934-35) of the Chief Superintendent of Education of New Brunswick: "I wish to recommend and even urge that a Curriculum Committee be appointed to study the whole matter of courses of study and text-books, courses by making them less rigid and more elastic; that there may be fewer compulsory and more elective subjects in high school. Agriculture, social studies, art, music, might be added, the amount of classics and mathematics reduced."

Added to these considerations

and the amount of science increased. Above all, the course in English should be improved by having less formal grammar and more practice in both speaking and writing, a less intensive study of prose and poetry, more extensive reading for enjoyment and appreciation.

In Nova Scotia the course of studies demands in Grade VIII, one elective (that is a subject chosen by the pupil); two electives in Grade IX; and, in Grade X, not more than three, and not more than four electives. The Grade X course requires six subjects, of which English, British History, and Canadian History are compulsory, while Biology, Algebra, Geometry, Latin, French, German, Spanish and Greek are elective. When we consider that here, we actually teach in Grade X fourteen subjects, Grammar, Literature, Composition, Arithmetic, Geography, Canadian History, British History, Nature Study, Hygiene, Latin, French, Algebra, Geometry and Civics, it is not difficult to see that there is need of change. Needless to say, there are no elective subject and all pupils must go through the one mill, regardless of their individual and divergent abilities.

With all due respect to our educational authorities who have sent the cream of our pupils to win laurels in other lands, the following suggestions are made: We must, as the trustees of a well-known district once ordered, build a new school, using the materials of the old building, and not vacating the old until the new is finished! A prevailing note among our Island teachers is that some recognition should be given to our industries of Agriculture and fishing. For, they say, and rightly so, four-fifths of our people are engaged in these major industries, and still no particular effort is being made to teach these subjects in Grades IX and X, thus enabling our future farmers and fishers to have some scientific knowledge of their profession. Many may say that boys and girls in Grades IX and X, are too immature to acquire scientific knowledge in these subjects. Are not far too many of these same pupils leaving school in disgust to carry on these same industries under the quite obviously impractical tuition of "failures"? Might not one or possibly two extra years in the senior grades studying these subjects, give these pupils a far better insight into the "whys" and "wherefores" of successful farming, fishing, fox-ranching, and even homemaking?

Is not the great urge for adult education now sweeping the province, one of the best proofs of the lack of opportunity to study such subjects in Grades IX and X?

Are not our farmers themselves urging that Agriculture be taught not only in Prince of Wales College but also in our schools? If this is to be done it is obvious that our already overburdened curriculum must be cut drastically. Why not, therefore, write off one subject in Grade VIII, (possibly Hygiene), two in Grade IX (possibly Geography and Arithmetic) have five or six electives in the last grades with Agriculture, Industrial and Household Arts, included among these.

There are many clear-thinking practical Islanders who have made an outstanding success in the various lines of Agriculture, Fox-farming, Fishing, etc. Could not these men be induced to write short practical up-to-the-minute pamphlets on each of these lines? The cost of printing would be small, and these, together with a wealth of material from the Dominion Government publications, would make a text and supplementary literature of a far more intriguing and fascinating study to many of our pupils, than can be obtained from some of the subjects now taking such a prominent position on the course.

You will say, the direction of such a curriculum, owing to crowded classrooms, lack of equipment, immature teachers, etc., is impossible. Perhaps. But I am confident, if the challenge is thrown down, our teachers will rise to the occasion, will attend provincial summer courses in these subjects, and will be ready to meet the situation when it arrives. And, most important of all, the pupil is studying subjects he or she LIKES; and, as we note in Nova Scotia, no pupil in Grade X, can satisfactorily master more than six subjects.

Added to these considerations

we have one of the coming means of education at our disposal—radio. We have a unique opportunity in Prince Edward Island in this respect. Under government contract a satisfactory radio could be set up in each school—the cost of upkeep to be borne by the district—and daily addresses to be given on a variety of these everyday practical topics.

Such stimulating aids to education are being used in many countries today. What a truly marvelous chance our educational authorities have to escape that bitter stigma hurled at us in the report of the Carnegie Corporation on Education in the Maritimes when, in speaking of the common schools in P.E.I. they said that our provincialism and insularity, together with a certain depression due to a steadily decreasing population, have resulted in an educational stagnation that is evident.

In these disjointed comments on our curriculum problems, no mention has been made regarding morals, etc. These, of course, are such permeate our whole school course; for, no amount of intellectual attainment or culture can serve as a substitute for virtue.

Much might be said regarding the advantage of the unit system of work, over the time system, with less teaching and more learning, as a means of developing initiative and self-dependence; but, the limited space available does not permit me to emphasize that the purpose of these suggested curriculum changes, is not a mere quantitative motive. For who dare say that education is a matter of facts, or of information, or of any sort of matter that may be measured quantitatively. Rather, the purpose of our system should be to inspire our boys and girls to seek their proper place in our basic industries as well as in the so-called white-collar professions.

We heard, at a recent meeting, held under the auspices of the Adult Education League, that there are at present three hundred study clubs in operation in our province. I am confident that, if these clubs spent but a few evenings study on this curriculum question, we would have a strong public demand for some such changes as have been suggested in this article.

In conclusion, let me quote from one of our leading educationists of

today: "No public spirited Canadian who holds dear the strengthening of democratic government on this Continent can be in two minds about the importance of a sound educational programme. Let these things be the test of its soundness: Does it produce an adequate supply of efficient workers and intelligent voters? Does it make the best use of unusual ability and does it ensure that the state will receive maximum benefit from that ability? Finally, is there for every child, no matter where he is living, or on what social level, equality of educational advantages and of opportunity to develop his talents?"

L. F. MacDONALD, B.A.

Mr. Editor: It is some years since I went to school and college and many changes have taken place in the interval. Perhaps the greatest difference between the school of today and that of forty years ago is to be found in the attitude of the teacher toward the school, and consequently in the attitude of the school toward the teacher. Nowadays more consideration is shown a much more humane spirit prevails. The self-respect of the pupil is stimulated by the larger measure of freedom he now enjoys, and with this growth of self-respect has come respect for those who are interested in his welfare and who labour for his advancement.

This same spirit of humanity has found its way also into other organizations long-established for the welfare of the people. The Church today is striving to ameliorate the condition of the race and to lift humanity to a higher plane. Prisons provide opportunities for reformation and no longer are just places of punishment. Social welfare is an establishment which is doing much for unfortunates in many walks of life. The tendency is for more and more humanity toward man. And this is good.

The school, the church, the press, and all the agencies of human progress should join hands in hopeful co-operation to ignite and fan into flame a consuming love for our fellow-men, for humanity stands higher than reason in the scale of virtues, and love is still the greatest of them all.

Yours, etc.,

COMMONER.

## Correspondence

P.M. — We wouldn't advise it. Self-government in an elementary school would be artificial, play-acting at best and therefore of no real benefit. It may be called self-government, but the pupils all know that it isn't really any such thing. They know they must not decide contrary to the teachers' idea of what is right; and that if they do the matter will be taken out of their hands. If seems to us that nothing good comes out of pretence.

G. McA. — Yes, it is generally agreed that to be a really successful teacher, an individual must have "personality plus"—but when that becomes "personality plus strap" then it is our opinion that the teacher is letting himself down. Strapping is an unimaginative and easy way out of many problems and settles them for the time being only.

J.S. — The rebellion in Lower Canada drew attention to the need for Responsible Government. It helped to impress England with the necessity for some action in regard to Canada. But it resulted in destruction of life and property, and created a feeling of enmity between the French and English in Lower Canada and it withdrew for a time from the governing bodies of Lower Canada some of her most brilliant and patriotic statesmen.

K.E.M. — We are answering your question rather fully because it is of interest to many.

## NEW "TEACHERS' AID" PUBLICATION

The "Teachers' Aid" has just published a new booklet entitled "Entrance Geometry Solved" which contains hints, suggestions and solutions for more than fifty of the harder geometry problems encountered in preparation for Entrance. The problems have been carefully selected from the text now in use and particularly from pages 34, 64, 65, 79 and 85. The slight problems from Entrance papers for the last ten years are also included. This twelve-page booklet should prove most helpful to all those concerned in Entrance. See advertisement elsewhere in this issue.

Semitism — Jewish ideas or influence in politics and society.

Communism is a theory of society according to which all property, both land and money, should be vested in the community and labour organized for the common benefit.

Fascism is derived from the Italian word *fasci* (pronounced *fah-shee*), the Roman bundles of rods carried in solemn processions. The Italian Fascists adopted this emblem of strength and unity as their symbol. Mussolini's ardent young followers in their high school were organized after the war to drive communism from Italy. In October, 1922 the Fascists march on Rome and Mussolini became prime minister, *Il Duce* or "the Leader". By 1929 he had become dictator. He believes in the limited monarchy as it exists in Italy today and his aim is to revive the glory of ancient Rome.

Nazism (nait-see-ism) is the organization and principles of the National Socialists German Workers' party led by Adolf Hitler who became dictator of Germany in 1933. He outlawed the old Social Democratic party; and he persecuted the Jews because they had gained a dangerous power and prominence in business and finance, in medicine and law, at the expense of the noble and superior Nordic race. He is as strongly nationalistic as were Frederick the Great and Bismarck. His ambition is to make Germany as powerful as other great nations. Some think that Germany will rise or fall with Hitler.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to G. E. Hart, Charlottetown.

# Buy a CHEVROLET



### There's No Other Complete, All-Feature Car

## Priced So Low!

THOUSANDS say they'd buy a Chevrolet for its attractive beauty — and big-car spaciousness — alone! But that's only one way of looking at the value that has made Chevrolet Canada's first-choice car for years.

Look at the features! No other car priced so low combines all these good things: 112 1/4-inch wheelbase... Unisteel Turret Top Bodies by Fisher... perfected Hydraulic Brakes... 85-Horsepower Valve-in-Head Engine... Fisher No-Draft Ventilation... Safety glass throughout... and Knee-Action gliding ride (on Master De Luxe Models).

Only Chevrolet gives you all these typical fine-car advantages—at lowest prices and with peak economy of gas and oil. That's why we say... "Drive a Chevrolet and you'll never be satisfied with less than The Complete Car!"



... for economical transportation

## SUMMERSIDE A. HORNE & CO. CHARLOTTETOWN

LOYD STEWART LUIS OPEN EVENINGS JAMES COBB  
Sole Local Representatives Local Representatives  
GENERAL MOTORS MARITIME HEADQUARTERS, ZONE OFFICE, MONCTON, N. B.

## Coronation Concert

Among the most interesting Coronation entertainments was that at Cross Roads School, Lot 48 on Tuesday afternoon May 11th. Many of the rate payers in the district who are justifiably proud of the standing that their School has taken were present and enjoyed the proceedings. The teacher Miss Margaret Huntley who is always attentive to the entertainment as well as to the education of her pupils had prepared an appropriate program. Mr. F. G. Kennedy acted as chairman and opened the proceedings with a brief and fitting address. He introduced the guest speaker Mr. W. R. Shaw, Deputy Minister of Agriculture, who addressed the audience. Mr. Shaw explained what Coronation Day really meant and gave a short talk on the British Empire, giving briefly a history of many of the former Kings of England. Stressing particularly the Georges who preceded the late King George V referred to as great of them all. The speaker had no doubt but that the new Sovereign George VI will be a worthy successor to his father.

## Teacher

Chorus O'Canada by School. Exercise. Why we plant the tree Recitation Jean MacRae, The flag is passing by. Play The voice of the Flag. Presentation of Medals by Mr. W. E. MacCallum. Closing Exercise by School. The chairman invited anyone present to express themselves which invitation was accepted by Miss Essie MacLeod, Assistant Director of Junior Red Cross. Miss MacLeod in a few short and interesting remarks congratulated Miss Huntley on the attractive appearance of the flower garden and School play ground also the nicely decorated class room. She as well congratulated the people of the district in being so fortunate as to have such a teacher as Miss Huntley who since taking charge has effected improvements in many ways. Miss MacLeod in closing referred to the excellent Model Junior Red Cross Meeting which had preceded the late King George V. The following programme was creditably rendered:— Opening Number, Flag Exercise by School. Recitation by Faith MacDonald and Lucv Carver A Nation Strength Solo Alicia Jenkins, Land of the Glad Tomorrow. Pageant, The Crowning of the King by School. Message from Governor-General of Canada to boys and girls by

## C. N. R. Reduce Rates Holiday Week-End

MONCTON, May 21—During the long holiday week-end covered by Victoria Day the Railways of Canada have authorized reduced fares on the basis of single fare and one-quarter for the round trip. These fares will be good going from 12 o'clock noon on Friday up to 2 p. m. on Monday, with return movement permitted to leave destination up to midnight on Tuesday next.

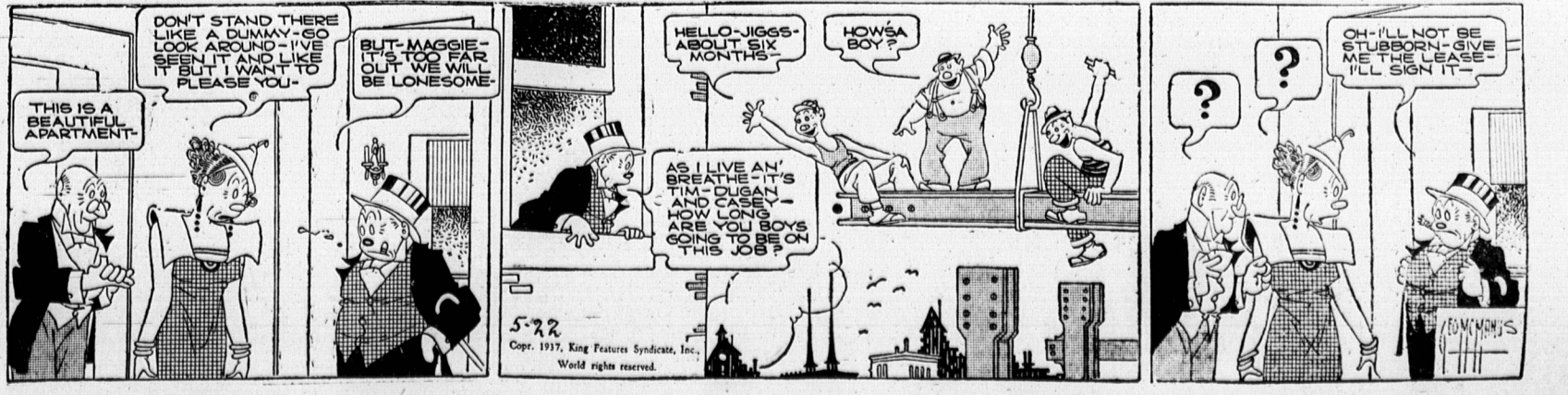
With Victoria Day falling on Monday, thus making a long week-end holiday, and the reduced fares in effect, the railways are making preparations to handle a record travel over the week-end, according to R. J. S. Weatherston, General Freight and Passenger Agent of the Canadian National Railways here.

With Victoria Day falling on Monday, thus making a long week-end holiday, and the reduced fares in effect, the railways are making preparations to handle a record travel over the week-end, according to R. J. S. Weatherston, General Freight and Passenger Agent of the Canadian National Railways here.

## MILLCOVE SCHOOL

Honor roll for March and April: Grade X-1, Frederick Hughes; 2, Katherine MacIntyre; 3, Hilda Quick. Grade IX-1, Harold McQuaid; 2, Kathleen Hughes; 3, Walter Hughes. Grade VIII-1, Laura Hughes; 2, Alfred MacIntyre; 3, Ignatius MacDonald. Grade VII-1, Edna Reid; 2, George Hughes; 3, Raphael Hughes. Grade V-1, Theresa Hughes and Desmond Burge, equal; 2, Ella Hughes and Russell Arbing, equal; 3, Joseph MacIntyre. Grade III Sr-1, Vernon MacIntyre; 2, Bernadette Hughes. Grade III Jr-1, Audine Cullen. Grade II-1, Gerard Burge; 2, Patricia Hughes. Highest average — Theresa Hughes and Desmond Burge, equal. Perfect attendance — Katherine MacIntyre, Frederick Hughes, Bernadette Trainor, Harold McQuaid, Alfred MacIntyre, Edna Reid, Ella Hughes, Theresa Hughes, Desmond Burge, Florence MacIntyre, Audine Cullen, Gerard Burge. MARY T. MACINTYRE, teacher

## BRINGING UP FATHER



## How Women Escape PERIODIC PAINS



Much depends upon avoiding Constipation says Dr. HAMILTON

Womanly ailments are usually accompanied by backache, cramps, headache, restlessness and the "blues." These symptoms indicate that you need the gentle assistance of Dr. Hamilton's Pills. Certain in action, yet very mild, these tiny sugar-coated pills are quick to regulate and cleanse the system. Quick results follow the use of Dr. Hamilton's Pills which are well adapted to the delicate constitution of girls and women.

## DR. HAMILTON'S PILLS A REGULATOR for Women's Ills

## "FED UP" WITH STUDIES

WREXHAM, Wales — Drawing seven dollars from his own bank account, Hector Williams, 10, Bedford, England, ran away to an aunt because he was "fed up" studying for a scholarship.

## All Eyes Should Be Examined

No authority claims that an eye service will cause ALL eyes to see normally.

But they all recognize that by no other means can the desired results be secured, and they assert that the ideal plan would be to have every pair of eyes undergo an examination.

You would be wise to agree with them.

## G. F. Hutchison

## Electrical

MOTOR SERVICE AND REPAIRS. Refrigerators, Washers, Vacuum Cleaners, Blowers, Oilburners. All commercial motors. Phone 1444 Palmer Street, 155 Great George Street.

## Investments

EASTERN SECURITIES CO. Ltd., 146 Richmond Street. W. H. V. Dunbar, Manager. Securities Bought, Sold and Quoted.

## Optometrist

E. W. TAYLOR, REGISTERED Optometrist, 142 Richmond Street, Alberton Branch, J. S. Taylor.

## Investments

EASTERN SECURITIES CO. Ltd., McArthur Building, Phone 182. Securities bought, sold and quoted.

## Professional Cards

## EGAN & CO.

Chartered Accountants  
140 Richmond Street  
Phone 47. P. O. Box 12.

## McLeod & Bentley

W. A. BENTLEY, K. C.  
A. J. BENTLEY, K. C.  
Barristers and Attorneys-at-Law  
MONEY TO LOAN

## MacGuigan & Trainor

MARK R. MACGUIGAN, K. C.  
C. ST. CLAIR TRAINOR, B. A.  
Barristers, Solicitors, Etc.  
MONEY TO LOAN

## H. F. McPHEE, B. A., K. C.

NOTARY &c.  
BARRISTER, SOLICITOR  
Riley Building, Charlottetown.

## Palmer & Haslam

H. J. PALMER, K. C.  
A. J. HASLAM, B. A., LL. B.  
BARRISTERS, ETC.  
Bank of Nova Scotia Chambers  
Charlottetown, P. E. I.  
MONEY TO LOAN  
Phone 85.

## Bell & Mathieson

R. R. Bell, D. L. Mathieson, LL.B.  
Barristers & Solicitors  
MONEY TO LOAN  
Cameron Block, Charlottetown, P.E.I.