

THE EDUCATIONAL HORIZON

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

OUR EDUCATIONAL SYSTEM

As the school year is near its close, and as many pupils will soon be writing the matriculation examinations to P. W. C., this will be the last issue of The Educational Horizon for this term.

We have learned a great deal since accepting this position and chiefest of our lessons was the value of united effort. It is likewise a pleasure to record the co-operation achieved in consultation with the Director of Education. He has given courteous attention to our requests. Those consultations have but confirmed the opinion, viz., that a very large measure of co-operation between the Department of Education and the teachers of this province is a first necessity if there is to be anything more than a pompous array of words in our pronouncements and protestations on behalf of education.

We herewith express our gratitude for the assistance he has given us this year.

We are grateful to the publishers, to the teachers who have contributed to the Horizon, to the correspondents, and to all others who have helped and encouraged us in our effort. We can report the very finest co-operation, wherever co-operative effort was needed.

We also express our gratitude to the General Secretary and the President for their contributions to the Horizon. To our teacher readers we hope the vacation period will provide you with the rest, relaxation and change which are so essential to the best work when on duty.

I AM THE SCHOOL TAX

I dispel the tempests of ignorance which threaten calamity to community and Nations.

I build temples wherein the wisdom of ages is passed on to citizens of the future.

I am the means of bringing the Light of Learning to all the children of all the people that Democracy may thrive.

I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.

I provide laboratories, libraries and classrooms where the scientist, the statesman, the minister, the teachers of tomorrow find their strength.

I built the bulwarks which stem the tides of crime.

I shape the key of intelligent public opinion which unlocks the doors to economic, political and social stability.

I yield returns more priceless than gold, more lasting than steel, more potent than sword or pen—the returns of intelligently thinking minds.

I am at once the guardian ruler and the servant of the world's greatest power and hope—education.

I insure the rights of childhood. I am the school tax.

—From the Nebraska Educational Journal.

The educational system of P. E. Island today, while improved more or less in aim, is still using the same machinery to pour the same type of knowledge into a great mass of assorted young minds. The minds of some are to be used in the professions of Law, medicine, religion, etc. The minds of others are to be used in mechanical and related trades, but the vast majority are the minds of those who will grow up to be farmers in a province that depends for its livelihood for the most part on the farm and the farmer.

Under such circumstances one would expect the type of education supplied by the people to their children would be such that it would suit farmers more than any other class of citizens. However that is not the case. During the last few years an attempt has been made by the Department of Education to put more stress on the subject of Agriculture together with Nature and related Science, but the System of Education has not been changed in any way which will make it possible to give the subject the prominence to which it is entitled in a predominantly agricultural province.

At present, as in the past, facilities for educating our young people are best suited to the needs of the above average pupil whose parents are able financially to send him or her to complete his education beyond our province. The result is that only a small percentage of our people get the education needed to get the most out of life under modern conditions. As the system caters only to the above average pupils, and even these are allowed a very limited choice in their line of study, they go beyond the province to complete their education. When they leave most of them form outside contacts where the field of endeavor is wider than P. E. I. with the result that they do not come back to live here. In that our cleverest students are exported to help build up other provinces while P.E.I. is left to get along as best it can with a population most of whom have never had the facilities to get an education suited to their needs.

We point with pride to many prominent Prince Edward Islanders who have made a name for themselves beyond our shores. I can imagine now comments which I have heard to the effect that they are products of our rural schools. "Why should we change the system which produced such men as these?" say our reactionary friends.

Yes our system has produced some great men of whom we are all proud to say that they were educated in our own little old dusty school house on the hill. No doubt a great many of these same old dusty school houses will turn out more men and women who will uphold the greatness of P. E. I. but what about the great majority of our pupils who are not above average, or who have not the driving ambition to carry on to a full education regardless of the difficulty involved?

There are many ways in which the system can be improved. However the simplest and most effective answer to the educational question for us is the Regional High School. We must make it a point to study the question for ourselves and demand a remedy.

NATURE EXERCISE FOR JUNIOR GRADES

Furs, Feathers and Fins.

A. Divide a page of the exercise book in three columns. At the top of the first column print the word "Furs." At the top of the second column print "Feathers," at the top of the third print "Fins." Have pupils write the names of ten living things that belong in each column. Add as many more names as you can to each column. If there is any doubt as to spelling pupils may use dictionary.

B. After the lists are checked by the teacher or one of the senior pupils, have pupils rule another page, opposite one finished, with three columns. Put the same heading as before, but arranging the names pupils used in alphabetical order.

(This exercise may be used with different heading for columns. Grammar is correlated with it.)

COMMUNISM

Communism is a menace to established law and order. It is anti-democratic. Communist agents work their way into labor unions and cause unrest. On March 17 Prime Minister MacKenzie King agreed with opposition leader of the Progressive-Conservative party, John Bracken to co-operate against Communism in Canada. The same day President Truman of U. S. A. in an address to Congress made statements showing the stand U. S. have taken against Communism.

Communism is considered today to be the greatest menace to peace in Canada, U. S. A., and throughout the world.

AN ENGLISH EXERCISE

1. My name is _____.

2. I live in _____.

3. I am _____ years old.

4. Today is _____.

5. This is the month of _____.

6. I have _____ eyes.

7. I have _____ hair.

8. The name of my lesson is _____.

WHATEVER YOU DO—DON'T CHEAT

Of course you are nervous, just stop biting your nails! Anyone in school would be upset who had to take a test under similar conditions. Paying no attention to class work for the past three days because your mind was on that coming party. And you didn't even try to study for this test. Well, what are you going to do about it?

The only decent thing you can do is to try your best, even if it means failing. Remember, it's your fault, and only your fault, if you don't pass the test! Just now you shift your eyes to the right, and you find that you can glance at your neighbor's paper. Sure it's temptation and it comes at least once in a lifetime to every student. If you want to lie to yourself, then you can quiet your conscience by saying to yourself, "I didn't mean to look at his paper. It was just an accident that I read those words and noticed the figures."

Boy, what a liar that makes you. All you had to do was to turn the eyes the other way. And if you do cheat, you are also a thief. For cheating means you are stealing the answer from your neighbor and then passing it on to your teacher as a product of your own work. Which means some more lying. Look at it in a sort of coldblooded detached way and the whole setup means lying—stealing—and more lying.

There is a bit of irony to the whole affair, when you get your paper back and discover you failed—because your neighbor also didn't know his work. And what will you do, if teacher catches you in the act? Give him that time dishonored immoral excuse, "Everybody does it!" Because another person lies and steals is that a justification for you lying and stealing? And you want to stand on your own feet and think you are grown up?

Of course, temptation comes to everybody. You walk down the aisle in the lunch room and one of your friends stops you. "Just took a test in History. I had it the first period, and he gives the same test to all his classes. Want to know the questions?" Your heart beats faster. All you have to do is listen to your friend, then gulp down a sandwich, and open your history book and look for the answers. If you did study for the examination and know the work, don't be a fool and lie to yourself and say, "I don't know it so well, that would help me."

And if you didn't study, you are lying and stealing if you get those questions and look up the answers.

Same thing as you do when you cheat by looking at your neighbor's paper. But at this given minute, a fellow who calls "himself your friend knows what you really are. How can you trust him not to tell other people about this crooked deed of yours. When he himself isn't honest? Just shock him by being truthful about it and saying, "No thanks, I did my work and that would be dishonest." Maybe he will call you a lousy or a fool under his breath, or then again maybe he will blush just a trifle.

You didn't do your homework. Of course not. If you were ill, then ask your parent to write a note to your teacher explaining this matter. But if you were lazy or thought you would spend a little more time having some fun, then take your punishment. The worst it can be is zero. Be truthful and tell teacher. The best it can be is a day's grace in which to do the work.

You might get the inspiration that comes to students under similar circumstances. Rush over to your friend early in the morning, either in the official class period or during the study hall session and whisper, "Lend me your homework. I didn't do mine!" If he does, remember, he will feel some time in the future he has the right to demand that you lend your homework to him. If you pass in the copies of homework to your teacher, you are lying, telling him that it is your work, when it isn't. And you are stealing the work produced by another person. What a mess cheating is!

Over a period that covers many years of teaching, I have found students cheating on various occasions. Half of the students that I caught, simply betrayed themselves as a result of a guilty conscience. My eyes cover the entire room during an examination. But the boy in second row, fourth seat, imagines my eyes are watching him, and his actions give him away. The balance use tricks they think are new, but really are old stuff to the teacher. Caught red-handed cheating, the first thing the girl in the fifth period class asked was, "How did you ever find out? I thought my system was fool proof." Some students spend more time working on an idea of how to cheat than it would take to study properly the lesson.

Confession is good for the soul. After I have a heart to heart talk with the student caught cheating, here is my system of putting them on the right path. First, a zero for the examination or lesson. Then

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the work has to be done perfectly, from A to Z. Third, extra assignments in regard to the lessons which have to be done within two weeks. Fourth, the student and the parent must talk it over.

The sad comment of a boy who strayed from the right path characterizes it perfectly. "It just doesn't pay to cheat. A fellow must be a dope to try it, for after all he is only fooling himself. Imagine a man getting a job as a life-saver by cheating on an examination. If he had to swim out to save a fellow—both of them would drown."

The next time temptation comes to you, and there is a chance to cheat, just bear in mind, it's lying and stealing combined. If you want to be able to keep your head high, your conscience clear, and know you are an honest boy or girl, don't cheat anytime—anyone—and that also includes that extra bit of advice—"don't cheat yourself!" —Harold Gluck, Ph.D., in The Victorian.

U. K. Shipbuilding Firms Are Alarmed At Future Prospects

By LESLIE DANIELLS
LONDON, June 20—(Reuters)—British shipbuilding firms, alarmed at future prospects for the industry, are refusing to tender for new orders.

The shipbuilding unions also are worried by the possibility of pockets of unemployment developing throughout the shipyards. At the root of the trouble is steel.

This year, the government cut supplies to the industry by 20 per cent and so far has not indicated what supplies shipbuilding can expect next year—or the next. Shipbuilders protest that they can not plan ahead and the uncertainty is dampening their traditional enterprise.

The 20-per-cent steel cut is not so drastic as it sounds, however, for steel production last year ran ahead of its target so much that shipbuilding got more than its prescribed quota. This year's cut was made on the steel actually supplied last year, so that shipping yards are still getting a fraction more than the theoretical allocation last year.

Nevertheless, shipbuilders expect that the steel allotted will be sufficient for rather less than 1,000,000 tons of shipping. The government target for the industry is 1,250,000 tons.

Nor is it steel alone which is holding up work in the yards. It is also delays in the delivery of the 101 manufactured parts which go to making of ships.

Sir Maurice Denny, chairman of a Dumbarton shipbuilding firm, said that in pre-war days his firm had built and delivered a cross-channel passenger vessel in a matter of six months. He commented: "It takes very much longer nowadays to get delivery of an electric motor."

Of the 837 ships of more than 100 tons built last year, Britain was responsible for 393 and more than half the total tonnage. More-over British shipyards have in hand orders for 4,500,000 gross tons, worth more than \$1,800,000,000.

Unemployment has so far been mainly avoided by switching men about in the yards—but there is real fear of it, especially in Belfast, Northern Ireland, which depends almost entirely on shipbuilding.

The automatic player piano was invented in 1842.

— FARMERS —

DO YOU REQUIRE FARM HELP?

* You may be able to obtain the services of one or more of the following types of workers from Displaced Persons' Camps, in Europe:

- (1) Single male farm labourers
- (2) Married couples for combined farm and domestic work, (with or without children).
- (3) Female household workers for farm.

Conditions Of Employment

Conditions on any Canadian farm will be no less favourable than for any other Canadian farm workers. Wages must be in accordance with the prevailing rate for workers engaged in similar farm work, and in any case, single farm workers will not be paid less than \$45.00 per month. The wages for married couples, must be not less than \$45.00 per month in the case of the man, and not less than \$35.00 per month in the case of his wife, providing it is specified that his wife must also work.

Female Household Workers For Farms

Female household workers for farms, are also being brought to Canada from Displaced Persons' Camps in Europe, and these must be paid not less than \$35.00 per month, plus board, lodging and laundry. There are other conditions attached to the employment of female farm workers, particulars of which will be supplied to applicants.

How To Apply

Farmers wishing to apply for any of the above mentioned type of farm workers, may obtain the necessary application forms, by writing to the National Employment Office in Charlottetown or Summerside. It is also pointed out, that all applications are scrutinized before approval, and that it is not guaranteed that each and every farm vacancy will be filled.

Living conditions, and accommodations must meet certain standards, before the mark of approval is placed on an application.

Displaced workers coming to the Province, sign a yearly contract.

Applications For Specific People

Applications for specifically named people, that is, people in Europe whose name and address a farmer may possess, and wish brought out to this country, must be applied for through the Immigration Branch of the Department of Mines & Resources. Farmers wishing to apply for such persons, are advised to write direct to this Department (Mines & Resources) to obtain full information, as to the method of application.

For any information in reference to this advertisement, farmers may write direct to the

National Employment Offices

Charlottetown and Summerside.

This ad. is sponsored by the Dominion Provincial Farm Labour Agreement