THE EDUCATIONAL HORIZON

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

The material in this Horizon was contributed by the Charlottetown Urban Local.

PUBLIC SPEAKING (Senior Grades)

As teachers we play a most important role in the development of the pupil's mind and character. One very important phase of education is the training of our boys and girls in the art of self expression. There is a very great necessity for such a programme as this in the schools. Too often have we witnessed meetings where one or two individuals have monopolized the entire proceedings and listened afterwards to ideas of others, which, if given expression at the proper time, might have proved more sound and acceptable. The indifference of large parts of the General Public to national affairs has borne disastrous fruit in such countries as France and Italy, where Communistic minorities have wielded influence much out of proportion to their numbers, simply because many of the rank and file have failed to interest themselves in their country's problems. We can see, therefore, the need of an educated public, and this process of education should begin in the school as the pupils of today are the citizens of tomorrow.

How can Public Speaking be carried out in the School? It can be accomplished in two ways namely as part and parcel of the daily programme or by setting aside a limited amount of time each week for special treatment of the pupil's oratorial powers.

As regards to the ordinary school work, unconsciously we are encouraging Public Speaking when we ask pupils questions. The results will be much more effective, however, if we check on the manner in which replies are made keeping in mind such points as: accuracy, correct pronunciation and in particular the use of good English by the pupil.

BUILDING A TEMPLE

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty
"It shall never know decay.
Great is Thy skill, O builder;
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care.
Planning each arch with patience,
Laying each stone with prayer.
None praised her unceasing efforts
None knew of her wondrous plan.
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

—Author Unknown

GRADE ONE
SAW - WAS

Jane saw the pony.
The pony was not big.
Dick saw the pony.
The pony was too little for father.
The pony was afraid when he saw father.
Sally saw the pony too.

1. Put a circle around each "saw."
2. Put a square around each "was."
3. How many times did you see "saw"?
4. How many times did you see "was"?
5. Put a line under the right word.

I saw—a pony.
I was—
and
I was—on the pon.
I saw—

Children read silently and follow directions. Same type of lesson may be worked out with all confusing groups of words.

LANGUAGE—"NO" WORDS

Rule: No, not, never, none, nobody and nothing are no words. Never use more than one of these no words in a sentence.

1. Choose the right word in the brackets and write it in the blank:
1. Peggy hasn't —— toys. (no, any).
2. We never go ——. (anywhere, nowhere).
3. I did not tell ——. (anybody, nobody).
4. Betty hasn't —— handkerchief. (any, no).
5. I haven't eaten ——. (any, none).

2. Cross out the word that isn't needed:
1. He has not no friends.
2. That boy does not drink no tea.
3. The poor child has not had no dinner.
4. May could not eat no breakfast.
5. I could not see nobody.

TAKEN FROM "SPECIAL CLASS TEACHER" THIS WORKS

A little strip of cardboard, one and three quarters by five and three quarter inches, plays a large part in the daily lives of our classroom.

This card is a monthly report which shows at a glance the individual daily progress. True, they get soiled, but they are treasured possessions.

After drawing a line across the top for a name, the rest is divided into quarter inch squares. In the set squares immediately below the name we leave the first one blank. The other six contain capital letters representing subjects, etc. You could choose your own, such as, H-Health Inspection, E-English, A-Arithmetic, R-Reading, S-Spelling, C-Conduct. In the first vertical set of squares we put the dates of the school month.

A twenty-nine cent punch is all the equipment needed. All who are clean enough to pass Health Inspection get a hole punched for that date. If it is teeth that do not pass the test, we put a T in that square. This takes less than a minute.

The hole is punched upon the completion of the work in the subject. It may take several attempts to get it finished correctly, but credit is given the same as if it were correct the first time—except in Spelling—then the number of errors are noted in the square.

There is no competition, except with yourself. No one else sees your card unless you show it. If the squares have no holes punched for two or three days in any one subject, a tremendous effort will usually be put forth. A poor reader does not "dodge" oral reading each day. As long as he tries hard and accomplishes a reasonable amount, he gets his card punched.

This little device appeals to all ages in our group. It takes less time than pasting stars. You will see an expression of real satisfaction at the close of the day on the face of a child who has a hole punched in each square.

ENTERPRISES FOR CHARACTER DEVELOPMENT

Courtesy And Politeness
A Good Office Boy

A gentleman once advertised for a boy to help him in his office, and nearly fifty boys wanted the position. He talked to them all, one by one; then he chose one and sent the others away.

"I think," said a friend, "You certainly chose a good boy. How did you know he was the best of all the boys who wanted the position?"

The gentleman said, "This boy wiped his feet when he came in, and he closed the door quietly behind him, showing that he was tidy and thoughtful. He gave up his seat at once to that lame old man, showing that he was kind. He took off his cap when he came in and answered questions respectfully, showing that he was polite. He picked up the book which I had purposely laid on the floor and placed it on the table, showing that he was careful. I noticed that his clothes were carefully brushed, his hair in nice order, and his teeth beautifully clean. So I knew that he was clean and particular about himself."

"These little things made me think he was just the boy I needed in my office, and he has not disappointed me."

Discussion:

1. What do we mean by courtesy and politeness? "Thinking of others" (both actions and speech).
2. Ways of showing politeness and courtesy.
(1) Politeness in meeting people.
(2) Opening doors.
(3) Picking up articles.
(4) Polite and gentle speech.
(5) Avoid pushing, crowding, pressing in front of others.
(6) Listening while others speak.
(7) Offering seats.
(8) Offering to help others.
(9) Table etiquette.
(10) Walking behind people.
(1) Expect only fair share of attention in and out of school.
3. Dramatization.
(1) A meal.
(2) Receiving and entertaining a visitor.
(3) Going to the store or library.
4. Activities.
(1) Make the golden keys.

BEGINNERS' COMBINATION GAME

Material: Make a set of nine cards from heavy paper. Cut out large calendar figures (1 to 9) and paste them on the cards. If there are 27 players, make three sets of cards. Have as many cards as there are players.

Teacher: Give one card to each player. Give the result of any one of the forty-five combinations and call for its parts, as "17."

Children: Each player remains in his seat until his card is needed. When the teacher calls for the combination which makes "17", the players holding 8 and 9 run quickly to the front of the room and show their cards, while the entire class repeats, "8 and 9 are 17." Sometimes more than one player has the correct answer. The one who is first on his feet should have first chance.

SPINNING THE WHEEL

Material: Two pieces of pasteboard. Cut one piece circular with a diameter of eighteen or twenty inches. Draw radii, and on each write a figure with a heavy crayon. The other piece of cardboard should be square and about a foot wider than the first. Fasten the two pieces together in such a way that the circle will spin freely. Paste a figure in the upper right-hand corner of the square.

Teacher: Divide the class into two groups. Keep the score on the blackboard.

Children: A child from group 1 spins the circle. When it stops, the figure on the nearest radius must be added to the number on the square. If he answers correctly, his group scores 1. If he fails, his side receives a zero. The first player from group 2 then spins the wheel. The group having the higher score wins the game.

GAMES FOR PRIMARY GRADES

Every teacher knows that when children are interested they learn quickly. All primary children are interested in games. Why not make use of games in our teaching?

We can teach and review many subjects with the aid of games. In Arithmetic, for example, what child will not be delighted to play "Store"? Each child is permitted to buy and sell articles with play money. The children quickly and easily become well acquainted with many phases of addition and subtraction.

The "Store Game" can be correlated with Reading by the use of words and sentences as articles for sale in the store.

The "Fish Pond Game" is a helpful aid in reviewing reading words which have been previously taught. The blackboard is the pond on which the teacher draws the fish. Each fish is given a name such as dog, look, come, and see. A fish is caught when a pupil points at a fish and reads its correct name. Thus a teacher can easily discover which words the children know and also which words need to be taught again.

Other variations of the "Fish Pond Game" include: Climbing the Ladder, Picking Flowers, and Stepping Stones.

Language games help the children to become familiar with correct forms of speech. Your pupils will enjoy playing "It is I." One pupil hides his eyes. Another pupil knocks on the door or on his desk. The pupil whose eyes are hidden says, "Who is it?" Then the pupil who has knocked replies, "It is I." The guesser then says, "Is it ——?". If he guesses correctly he may have another turn. If, however, the guesser does not recognize the voice another pupil takes the guesser's place and the game continues.

Games can also be used in teaching Nature, Geography, Safety Rules, Health and Physical Training. Many worthwhile suggestions may be found in a book entitled, "Two Hundred Games That Teach."

LANGUAGE AND COMPOSITION (Continued)

One might pretend he is the Wolf, the other Little Red Riding Hood: Let them make up what they will say to each other.

Most of the suggestions made for oral and written work in Grade I might be used to advantage in Grades II and III. Of course the work will develop as the time goes on. The child in Grade II or III should be able to make several stories or complete sentences about the same subject. For instance, say to the child, "Pretend you have lost your pencil. Think how you lost it. Tell when you lost it. Tell where you lost it." Have the child write the three sentences correctly using capitals and periods.

J-a-n-u-a-r-y writes the teacher on the blackboard. Let us each write stories beginning with the letters found in January, like this:

Jean went to school today. Are you quite well? etc. This is a good language lesson as it promotes originality in sentence making, and ingenuity in choosing the initial word.

Another profitable exercise, either oral or written, would be to read a short story consisting of six or seven simple sentences and have the children give it back in a three or four-sentence story.

PARAGRAPHING

To stress the principle of unity in a paragraph after the children have grasped the idea of what a paragraph is, the following might be suggestive:

Select from some standard work a paragraph in which unity is conspicuous. Compose a sentence that has nothing whatever to do with the subject of the paragraph, the more absurd the better, and read the paragraph aloud to the class with the extraneous sentence somewhere in it. In the reading, do not call attention to the discordant point by any inflection of the voice. Having finished, the question "What sentence has nothing to do with the rest and, therefore, spoiled the paragraph?" should meet with immediate response from the whole class. Through discussion, develop the idea that in a paragraph there should be one central thought and that everything said in the paragraph should definitely relate to this central thought.

Pupils in Grades VI and VII should be able to divide a simple story into paragraphs. Ex. A Picnic—(1) Preparation, (2) Trip, (3) Fun at the picnic, (4) Conclusion.

With older pupils the quality of a good opening sentence in a paragraph may be impressed on their minds by having them study the contrast between sentences such as, "My heart sank as I neared the school and realized that the last bell had rung." And this one, "One day I was late for school." They will readily see that the first is much more forcible than the second.

Pupils in the senior grades may be given guides for the writing of a paragraph, and encouraged to check their work before submitting it.

GUIDES FOR WRITING PARAGRAPHS

1. A good paragraph has one main idea.
2. Each sentence helps to develop the main idea of the paragraph.
3. The opening sentence challenges the reader's attention.
4. The sentences vary in length, form and arrangement. They contain vivid words.
5. The closing sentence finishes the thought of the story by adding a comment, a surprise, or a natural conclusion.

TOPICS

The choosing of suitable topics for composition is an art in itself. Subjects for composition should be chosen with reference to the capacity and grade of the children. Begin with those which are of interest principally to themselves in their own little world, such as games and amusements, their pets and favorites among animals, sports about which they know most, and the happenings of the week and month. A narrow subject rather than a broad one should be chosen, for instance, "A Surprise Party" is a much better topic than "Parties", or "Johnnie Plays Acrobat at the Picnic", rather than "Having Fun at Social Gatherings."

The pupil may be given the beginning of a story and then left to complete it. For instance,—

Yesterday afternoon as I was crossing the bridge that spans the river, I saw four boys on the ice. I was sure it was not strong enough to hold them, and I was just about to call to them when suddenly - - -

Younger pupils will enjoy building up a story from a group of words. Ex. boy, boat, lake, fishing, shore, drowning, father, mother.

To develop the powers of observation in the children it may be well at times to ask for such brief, descriptive essays. Here are a few of the topics that may be used for such work: A Deserted House, A Windy Day, A Sunset Sky, A Country Road.

The pupils might also be required to write on such a topic as "Paper Making", a theme which will train them to do research work for themselves, to select important facts and to assemble these in a logical order.

Letter writing, which plays such an important part in the lives of most of us, must not be omitted. The teacher should have on hand a few samples of letters which are written in a simple, straightforward way, and which are models of epistolary correspondence. The writing of promissory notes, receipts and business forms should not be overlooked.

Pupils of the eighth, ninth and tenth grades in the large schools will enjoy having a school paper. Let different groups have charge of separate articles—News Items, Society Column, Advertisements, Jokes, Successful Essays, Biographies of Pupils. Have it written about every two weeks. (Much of the work could be done at home.)

The Red Cross meetings, held regularly in the majority of our Island schools, afford an excellent opportunity for oral as well as written composition.

Oral composition may occasionally take the form of debates. These are excellent training for the pupils, teaching them poise and self-confidence, as well as facility in speaking before an audience.

In the consideration of topics, we must not omit pictures which are the source of so much inspiration for composition work. Here is an illustrative lesson taken from a picture often seen on the cover of a scribbler. The picture entitled "Wash Day" shows a boy giving his dog a bath.

What is the boy's name?
What is the dog's name?
Why do you think the boy is giving the dog a bath?
Does the dog seem to be enjoying it?
Does the boy seem to be working hard?
What three things is the boy using?

For pupils beyond Grade IV pictures may also be used profitably, but the suggestive questions or statements may not be necessary.

Some teachers have a box in which they put good pictures which they have cut from calendars or from magazines. Each child draws out a picture and writes his story.

For the senior pupils, excellent training in composition may be linked with an appreciation of art by the study of the famous masterpieces. Everyone is familiar with "The Angelus" by Millet. As one studies the picture he sees in it the artist's poetic sentiment and his sympathetic feeling for nature. One thing to be noted in the picture is the simplicity of the composition. We note that there are only two human figures and that they are brought near to us in the foreground. There is an impression of distance as the landscape recedes far into the background. We note too the implements and the evidence of toil. The picture speaks of the humble dignity and rugged honesty of the submissive, toiling French peasants.

An American poet and writer of the last century, John Boyle O'Reilly, gives his impressions in a letter to his little daughter after he had discovered the picture in a New York Museum. He writes: Far away on the fields is the church spire. The sun is very low and is not seen, but the most exquisite, gentle flush that ever was painted by man, touches the bowed head and crossed hands of the praying woman, and the back of the head and shoulders of the man. It is not a man and woman praying—it is a painted prayer. You can hear the Angelus lull filling the beautiful air; you can see the woman's lips moving; you pray with her.

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

BUILDING DECREASES

SAULT STE MARIE, Ont. —(CP) — Value of building permits issued here in 1947 dropped by $755,361 from 1946's record-breaking $2,371,672. In 1947, 1,071 permits were issued, against 1,180 permits in 1946.

HUNSTANTON, England —(CP) — The local lighthouse may be converted into a restaurant for holiday makers.

Half Deaf - Nearly Choked Can't Taste - Nostrils Blocked Catarrhal Cold - Can't Smell

Even though Catarrh affects your throat, nose and ears—you can treat it effectively with soothing **Catarrh-o-zone.** Many recoveries from grippy colds and Catarrh are reported every day from **Catarrh-o-zone.** When you breathe in the stimulating vapors of **Catarrh-o-zone** you send a soothing medication to those remote places in the breathing organs where germs can cause you trouble. You treat your entire breathing apparatus when you inhale **Catarrh-o-zone Vapor.** You get help quickly from this medicated vapor. Let **Catarrh-o-zone** assist you on the road to recovery. Complete outfit for two months' use, 50c; smaller size 25c.

Prince Street School Scholars

GRADE X — Mr. Williams, (Teacher)

Front Row, left to right: Marie Gallant, Joan Storey, Barbara Herring, Evelyn MacLeod, Mary Beairsto, Bonnie Dingwell, Velma Good, Sonia Arn fast, Anna Partridge, Elizabeth Sims.

Back Row, left to right: Mr. J. A. S. Williams, (teacher), Jeannine Whitehead, Betty Ready, Sadie McKarrick, Thelma Barwise, Daisy Tweel, Joan Rogerson, Joyce Proctor, Anna Matheson, Ann Worthy, Mary Myers

—Photo by Ed. Garnhum.

—BEAU—

By

Mrs. Harry Pugh Smith

Once more Carolyn meekly obeyed. He was gone quite a while but he returned with a Scotty who was reeling on his feet and a Rosalie infuriated to the point of tears.

"Get into Scotty's car and follow us back," snapped Beau.

"I won't!" she stormed. "And he isn't fit to drive anyway."

Beau picked her up practically by the scruff of the neck.

"I'd hate to get really rough with you," he remarked pleasantly, "but I can if that's what it takes."

Rosalie glared at him, then burst into tears. "You—you big stiff!" she cried. "I hate you!"

Nevertheless she crawled under the wheel beside Scotty and when Beau started off she followed in the other machine.

"You get things done, don't you?" remarked Carolyn and added unsteadily, "thanks about Scotty. We —we squabble a lot, but we're fond of each other."

Beau Bell nodded. They achieved the return trip also in silence. Outside the fraternity house Rosalie still too furious for speech, leaped out of Scotty's car and ran inside leaving him asleep on the seat.

"I'll take him home and let him sleep it off," murmured Beau.

Carolyn's heart caught. "I don't suppose I'll be seeing you in the morning," she faltered. "We're leaving as soon as we get up."

He did not answer, and she was conscious of the fact that he was waiting for her to go, or was he? She stole a glance at his face and met his eyes, very black in the silver of the moonlight.

"Lord!" he cried in a choked voice. "You're pretty."

He put out his arm suddenly, caught her up, held her so tightly she could hardly breathe.

"How crazy I could go about you if it was any use," he whispered.

"Why—why isn't it any use, Beau?" asked Carolyn in so soft a voice she scarcely recognized it.

He gave her a wry look. "I'll be down with Scotty next weekend," he said abruptly. "But in your home I won't be a campus hero or any other kind."

"Beau!" she protested, only he was gone.

CHAPTER III

During the following week Carolyn experienced all the sensations of a whirligig, going madly round and round. One moment she was impatient to see Beau Bell again. He had attained a terrific hold upon her imagination. The next moment she considered writing Scotty not to bring Beau home with him under any circumstances.

When Carolyn visioned him in the midst of her family, she felt desperate. Scotty had said that in their native state, the Websters spoke only to God. He had only mildly exaggerated the situation. It all went back to Carolyn's famous grandfather, Berkshire Scott. He had, when he died at the age of seventy-four, attained almost every honor open to a Southerner and a gentleman.

"Everything except the presidency," Carolyn's mother often explained, "and everyone knows since the war the White House has been occupied by poor white trash."

Julia Webster was forty-six and she had made a fetish of her father's memory. She never tired of relating how he joined the Confederate army as a drummer boy when he was only thirteen, how he became the first governor of the state after the carpet-baggers were driven out by the Ku Klux Klan under the fiery leadership of Kleagle Berkshire Scott. She had an inexhaustible supply of anecdotes relating to her father. She had been working on his biography ever since his death fifteen years before. In her opinion no man she had ever encountered could measure up to him.

"But, Carolyn, I simply can't understand," she said on the morning of Beau Bell's arrival. "You say this fellow runs a filling station when he isn't playing football for money and he is Scotty's friend."

"Yes, Mother," murmured Carolyn, her face very hot.

"It seems incredible, but I suppose that is what one may expect when one's son is allowed to go to a cheap school." sighed Julia Webster.

"The state university isn't cheap, it is democratic," explained Carolyn and added defiantly, "after all it should be what you are, not what your grandfather did, that counts."

"I don't know where you and Scotty absorb such ridiculous ideas," said her mother sternly.

Carolyn grinned. "Has it ever occurred to you, Mother, that we might be a throw-back to Dad's father? The one you know, who ran a funny little hotel upstairs and waited on the tables himself."

"Carolyn!" cried Julia Webster in an outraged voice, drawing herself up to her full height which was nothing short of majestic "He did, didn't he?" inquired Carolyn innocently. "Run a hotel, I mean, and wait on tables and sweep out himself."

Julia Webster preferred to ignore the question. Ever since Carolyn could remember, her mother had ignored so far as possible the stock from which her husband came.

"To hear Mother tell it," Scotty had said once, "Dad sprang into being fullgrown, the day he married the daughter of Berkshire Scott."

"It will do you no good to confuse the issue, Carolyn," she said her long, aristocratic face settling in its most forbidding lines. "I still do not see why you and Scotty find it necessary to hobnob with the sort of common person which from your own account this Beau Bell appears to be."

Carolyn winced. "And what of it?" she inquired under her breath.

Her mother again preferred to overlook the question.

"Don't you realize that he is certain to feel uncomfortable in our environment?" she demanded. "A filling station man indeed!"

Carolyn herself had felt anything except confident about Beau Bell's ability to hold his own in the severly elegant atmosphere of the Scott mansion. Nevertheless, she resented the implication from her mother.

"Don't worry," she said hotly. "Beau Bell doesn't eat peas with his knife, though he possibly would if he wanted to and make the spectators like it."

Her mother looked taken back. "You sound as if you admire the man!" she exclaimed incredulously.

Carolyn flushed. "I do! He — he's swell!"

"Carolyn!" protested her mother her long upper lip closing like a trap. "Such language! One would never think you had been an honor pupil at Miss Spence's."

"All right," snapped Carolyn. "Beau Bell is a he-man and a grand fellow and I do like him. I —I like him a lot! But if you want it in the words of Miss Spence, he is extremely masculine and provokingly sure of himself and devastatingly attractive and I — Icould easily lose my head about him if he wanted me to."

"Carolyn!" cried her mother for the third time.

The Berkshire Scott house, a large Colonial structure of white brick with verandas on every side and stately stone columns across the front, occupied two full blocks in Portland Place, which had once been an exclusive residential section of the small southern city. Progress had taken its toll of the other handsome estates in the neighborhood, however. The occupants had gradually moved farther and farther out, abandoning their property to rental agencies who in turn gave it over the boarding houses and such.

Portland Place had come to present a frowzy, down-at-the-heel aspect with one exception, the Scott place, George Webster, who managed the finances of the entire family, had suggested a number of times that the old house was a white elephant. He wanted to break the grounds up into a number of business lots and build farther out. His moher-in-law, Berkshire Scott's widow, did not oppose the idea, but his wife took the suggestion as an insult to her father's memory.

So the Scott mansion continued to stand in its elaborately landscaped grounds in the heart of the city with a magnificent statue of Berkshire Scott himself bestride the velvety turf on the front lawn, his massive head flung back belligerently, his powerful right hand uplifted in a magnificent gesture.

(To Be Continued)

SUFFOLK SCHOOL

Repore of Suffolk School for the month of December.

Grade X — 1. Scott MacArthur.
Grade VIII — 1. Verna Coles, 2. Myrtle Coles.
Grade VII — 1. Miriam Reid.
Grade VI — 1. Shirley Glennie.
Grade V — 1. Marina Coles, 2. Ian MacArthur. 3. Gordon Coles.
Grade III — 1. Velda Glennie.
Grade II — 1. Stirling Coles.
Grade I — 1. Kathryn MacArthur. 2. Clifford Coles 3. Allison Coles.

Highest Average — Scott MacArthur, Verna Coles and Marina Coles.

Teacher — Jennie M. Bowley.
Patriot Please Copy)

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