

THE EDUCATIONAL HORIZON

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

ECHOES OF THE C.T.F. ANNUAL MEETING

(by J.A.S. Williams)

The annual meeting of the Canadian Teachers' Federation was held this year from August 9 to August 12 inclusive in the Chateau Laurier Hotel, Ottawa. The President of the C.T.F., Mr. D. C. Munroe, Ormstown, Que., presided.

On Monday afternoon a Directors' Meeting was held to deal with matters that would come before the convention. Later, the same afternoon the registration of delegates began. From P. E. I. were Messrs. Daniel MacDonald, J. R. Murphy and J. A. S. Williams. At 7:00 p.m. through the courtesy of the Saskatchewan Teachers' Federation a dinner was given, at which several very significant addresses were delivered.

Dr. G. M. Gelder, Acting Mayor of Ottawa, welcomed the delegates to his city.

On behalf of the Government of Canada, the Hon. Brooke Claxton, Minister of National Defence, extended greetings. Mr. Claxton paid a tribute to the importance of the profession when he said, "It is impossible to exaggerate the importance of the teacher in the life of a country. Preparation for this terribly responsible job should be extended. We want the kind of teachers who will be able to instill into the youth of our land the national resources of self-discipline and responsibility, which will enable them to be good citizens and good Canadians. Teachers should be the most important people in our community, but they have not been."

The executive secretary of the Canadian Education Association, Mr. F. K. Stewart, stressed the importance of the individual teacher and urged the C.T.F. to place emphasis on its teacher-training program.

The good wishes of the Home and School Association were very capably extended by Mrs. Colin Campbell, who assured the C.T.F. of the continued co-operation of the body which she represented.

Following a few musical numbers by an Ottawa artist, President Munroe gave his address to the assembled delegates and guests.

PRESIDENT'S ADDRESS
(Excerpts)

The topic about which I wish to speak is Helping the Teacher Develop National Unity. (At this point Mr. Munroe addressed the French delegates in their own language.)

When we consider the various agencies which contribute to national unity, which we must be impressed by the pre-eminence of the school. The press, the radio, the moving picture have an important contribution to make, but the school is the only agency which has a tendency to divide as well as unite. The school serves all our children. It is untouched by party or privilege. It is consecrated to a single purpose—the service of mankind.

The Fathers of our Confederation, wisely we believe, entrusted the administration of education to the provincial governments. There are far too many considerations of a local or provincial nature to make it possible for us to effectively administer a uniform system of education throughout the Dominion. The principal concern at the moment is to find the common denominator between the ten provincial systems which have operated efficiently for varying periods since 1867.

I believe that most Canadians can agree on certain fundamental principles which may be considered characteristic of the Canadian way of life. In the words of our national policy:

"It is the inalienable right of every Canadian to have that form and extent of free education for which his capacity is suited."

In these words, which I believe would be approved throughout the Dominion, we have accepted the

CHARLOTTETOWN URBAN CONTRIBUTION

Introducing Language Work in Grades II - III.

Divide the class in two groups, having a captain heading each group who chooses his own men. When this has been arranged, the teacher commences by giving the captain a word (orally) which he embodies in a sentence to the captain on the other side; the captain on the other side answers the question embodying the same word in the reply—i.e., "dog," "My brother is seven years old." "Do you live in Charlottetown?" "I have lived in Charlottetown all my life." This question and answer form goes on down both sides. Anyone unable to "ask" or "answer" sits down. Answers like "Yes, I do,"

"No, I have not," and repetition are ruled out. The side having the most men standing at a given length of time are declared the winners.

After the above has been carried on for possibly a month, an advanced step is taken. The class is again divided into two groups, having captains. The teacher gives the captain a word (orally) with which he is to make a "small story" i.e., "brother," "My brother is seven years old." "Do you live in Charlottetown?" "I have lived in Charlottetown all my life." This question and answer form goes on down both sides. Anyone unable to "ask" or "answer" sits down. Answers like "Yes, I do,"

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NO RUBBING

by a boy on one side commencing the story, and his opponent adding to it. Or the boys may choose their own "words" with which to make the story.

The third step is called the "Picture Box". Have a large box full of highly coloured pictures. There will be better results obtained if there is plenty of action or adventure portrayed in the pictures, especially if the class consists of boys. You will find pictures of hunting, fishing, ships, airplanes, houses surrounded by trees (mysterious) go over well. After the usual class work (seat work) is finished the boys have the "privilege" of going to the "Picture Box", selecting the picture they like best, take it to their seat and study and think over it. They are then "allowed" to tell to the class the story they see in the picture. This is very successful in

TRY IT YOURSELF

"Try it yourself" is a good rule for teachers to follow if they want to understand the difficulties their children are facing and gradually overcoming. Perhaps you have tried the following:

(1) If it bothers you hear boards drop when your children are building houses, boats, etc., just try to carry a few boards across the room and set them down quietly. Stay with it until you have knocked over a board. It's easy to do!

(2) If you cannot understand why so much discussion is necessary during the project lesson, join the group as one of themselves (not allowing yourself special privileges because you happen to be a teacher). Check how many times you feel impelled to make a suggestion. Remember, too, that discussion on the child's level cannot be as calm as that between adults. It takes years to learn to disagree quietly and some people never learn it.

(3) If you wonder why two children cannot work together quietly, take the place of one of them and check how many times you find it necessary to whisper, or how much self-control you have to exert to restrain the impulse to speak. Everywhere in the training of the children in general puzzles or both-

HECTOGRAPHS

A good formula for a hectograph is:

2 oz. good gelatine (preferably powdered),
1/4 pint of water (rain water best)
2 oz. powdered glue,
1 lb. of glycerine.

Place all in a double boiler and cook for about two hours, stirring. If it is soft and sticky, boil a little longer. Strain through an old dampened piece of cheese cloth into a shallow pan. A long shallow pan that will take a full

CHINOOK - A TRICKY BREEZE

The Chinook is a warm, dry, wind. It crosses the Rockies from west to east and plays queer tricks in the foothills country and prairie of Southern Alberta. It is a cyclonic wind that gets its warmth from the Pacific Ocean's Japan Current. It can last from a few hours to more than a week, and has lifted temperatures 80 degrees in two hours.

The Indians call the Chinook, the "Wind That Eats Snow"—which is no exaggeration.

The Chinook has been known to hit a freezing city in the West, and melt snow in short order, evaporate most of the water before it could rush down the storm sewers, and generally clean off the neighborhood as if by magic.

It vanished as fast as it came and the temperature dropped to 20 below, but another Chinook came along after a few days and Southern Alberta was a land of sunshine again.

A wonderful affair in its own right, the Chinook is even more wonderful if you hear about it among the tall tales of Western literature.

LANGUAGE - GRADE VI

Rewrite these sentences, using another word or phrase in place for "get" or "got".

- I got up at six o'clock this morning.
- Did he get cross when he heard what you said?
- Mother got five letters this morning.
- I got home late in the evening, for me?
- I have to get this finished before I go home.
- Dad told me to get home as fast as I could.
- I got off the bus at the school corner.
- I get a salary of twelve dollars a week.
- Did you get the groceries?

RULE FOR FINDING CUBE ROOT

- Separate the number into periods of three figures each, commencing at the right; if the number contains a decimal, begin at the decimal and work both ways.
- Find the largest number whose cube does not exceed the left hand period and write this number as the first figure of the answer.
- Subtract the cube from the left-hand period and to the remainder annex the next period of the number.
- Square the number in the answer considered as tens and multiply this result by 3.
- Square the number in the answer considered as tens and multiply this result by 3.
- Use the result thus obtained for a trial division to divide into the remainder, and place the number resulting from this division as the next figure of the answer.
- To use the trial division, add the result obtained by multiplying the first figure of this answer considered as tens by the second figure of the answer by 3. Also add the square of the second figure. The sum thus obtained is the complete division.
- Multiply the complete division by the second figure of the answer and subtract the result from the remainder.
- To this result annex the next period of the number and proceed in the manner described until all the periods have been used.

DR. PEARSON'S ADDRESS TO C. T. F. CONFERENCE DELEGATES

Following the luncheon, the president introduced Dr. L. B. Pearson, Under Secretary of State for External Affairs, who spoke on the theme—"Role of the Teacher in International Affairs," as follows:

"As an ex-teacher, I am always at home in a gathering of teachers, especially when I do not have to make a speech. However, when your Secretary some weeks ago asked me to address you, I found it difficult to refuse. In wonder-

that they are repeated over and over again. One of these is the vital role of the educator in our contemporary life, which includes international life.

Education is now far more than learning the three R's. I heard it defined not long ago in a striking way as "the creation of finer human beings." One such hunger should be for good citizenship, for freedom, for tolerance, for understanding which is the only basis for sound nationalism and likewise the only basis for good internationalism. In this field the role of the teacher is all-important, though the difficulties confronting him in successfully playing this role are formidable. These difficulties arise out of the complexities and confusions of modern life, out of the great gap between scientific and social progress. We have made astounding advances in the natural and physical sciences. We have literally changed the face of the world. Above all, we have released atomic energy. But we shrink with fear from the results of this release. Why? Because we live in a world of social and political anarchy.

Because we are afraid we will blow ourselves to pieces with what we have discovered. Because in 1948 our international morality is that of the stone age. Because we cling to old ideas in a new world. The bankruptcy of the political and moral ideas of our time has been tragically demonstrated in two world wars and one world depression. I do not envy the teacher who has to explain to his pupils the failure of their elders, forgetting that their elders of today were the young of twenty-five years ago who, in turn, blamed their elders and vowed that it would not happen again. The youth of today, while serious, is suspicious; while progressive, is somewhat arrogant. There is no point in mouthing to them the old platitudes about international goodwill, international freedom, peace and understanding; just leave it to your elders, all will be well and eventually we will see another peace pact outlawing war.

Robert Louis Stevenson expressed the pattern of recrimination in his day, and I think it applies even more today, between the mature and the young, in the following parable:

"Be ashamed of yourself," said the frog.

"When I was a tadpole, I had no tail!"

ENGLISH

Children may overcome the habit of jerky reading by "swinging" the phrase "on the hill," "to the car," etc. Have them find several phrases in a story can swing.

MAKING SENTENCES

Choose sides. Have each pupil on one side write a question on the board. Each member on the other side writes an answer to one question. Mistakes in beginnings or endings, spelling, etc. are losses in points.

MEMORY GEMS

It is a good idea to print memory gems on correspondence cards. Keep filed according to season in a box. They are handy to hold in your hand and it is a splendid way to preserve gems.

PHONICS

For phonics, colour or paste pictures of your key words on a cream roller blind. Start at the bottom when you roll it down as lesson progresses. Saves blackboard space, too.



"I'll raise with a package of super-delicious Post's Grape-Nuts Flakes"

OK, pal. That's a blue chip if I ever saw one—speaking deliciously, of course.

"And these malty-rich, honey-golden Post's Grape-Nuts Flakes are a whole stack of good nourishment."

"Fellahs—I think I'll pop over to the grocer's right now and buy up enough Post's Grape-Nuts Flakes for a full house."

"And minerals for muscle and growth and rich blood."

"Using two grains instead of one in making Post's Grape-Nuts Flakes is a pair that really pays off—in double breakfast enjoyment and rosy-cheek nourishment."

"A spadeful of carbohydrates for energy!"

"And minerals for muscle and opinions of his government. In a free democracy, if those views are wrong and narrow, they will, in most cases, reflect the wishes of the free people who put that government in power. The fault may be in the fact that those free people have not been educated, they have merely been taught sums."

(To Be Continued)

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