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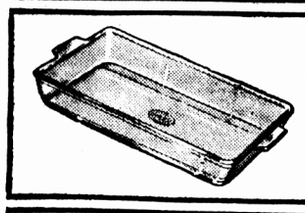

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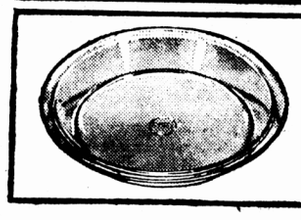

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QUICKIES By Ken Reynolds

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THE EDUCATIONAL HORIZON

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

PRIMARY SEAT WORK

(Grades 2 and 3)

Submitted by Cecilia Keizer, Model School.

What seatwork do you give to your class?

Has anyone ever asked you this question? Perhaps you have asked it of others. At any rate this is a perplexing problem which confronts each and every teacher.

It is not my intention to attempt to settle this problem for you. I merely wish to offer a few suggestions which I sincerely hope may prove helpful to some of you.

Some questions to be considered in selecting seatwork are:

1. Have I made it as interesting as possible?
2. Has it a number of aims?
3. Is it within the ability of the pupils?
4. Is it difficult enough to require some effort on the part of the pupils?

In the primary grades effort should be made to make all seatwork interesting. It should be such that the children will desire to do it and will enjoy doing it. A variety of seatwork must be provided so that it will never become monotonous. It should not be lengthy enough to be tiresome.

Each exercise given should have definite aims. It should not be given as busywork. The greater number of aims considered, the more valuable the seatwork. Subjects should be correlated as much as possible. Reading enters many exercises. The vocabulary used should be suited to the children's reading vocabulary.

Seatwork often follows a lesson to establish firmly the concept of the lesson. It should contain nothing new. Seatwork which is too difficult will tend to discourage the child. Certainly no benefit can be derived from seatwork which is too difficult.

Again, there will be no point in giving seatwork which will require no effort on the children's part. They will not find it interesting if it doesn't call for a certain amount of effort.

An indispensable aid in preparing primary seatwork is the hectograph. If one cannot be purchased, it can easily be made at a comparatively small cost. Materials required for making a hectograph are:

1 box of plain gelatin—18c
1 cup of water
1 pint of glycerin—$2.00.
A shallow pan about 11" x 16"—45c

Empty the gelatin into the top of a double boiler. Soak it in the water until dissolved. Stir in the glycerin. Place on the stove over boiling water and heat almost to the boiling point, stirring to prevent from sticking. Pour into pan and allow to harden.

After considerable use it will be necessary to melt it again in order to have a smooth surface.

You may use either hectograph ink and pen or hectograph pencil. With the latter you will have no trouble with ink blots or scratchy nibs. An excellent paper to use on the hectograph is typewriter paper (500 sheets for $1.55) but almost any paper can be used, even the cheaper newsprint which is inexpensive (a large bundle may be purchased for 10c.) When using newsprint it is well to make the master-copy on a better grade of paper.

Now, if you are equipped with a hectograph, blackboard and chalk, carbon paper and some good reference books, seatwork will not create such a puzzling problem.

If your pupils are not using Basic Readers and workbooks, it would be well for the teacher to have a copy of a workbook from which similar exercises may be hectographed.

These workbooks are as follows:

Think-and-Do-Books to accompany, Friends and Neighbours. (Grade II.)

More Friends and Neighbours. (Grade II.)

Streets and Roads. (Grade III.)

More Streets and Roads. (Grade III.)

Other reference books, which may be found helpful in selecting seatwork for the different subjects are:

The Canadian Teacher Magazine.

The Instructor Magazine.

Seatwork for Primary Grades (Instructor Handbook Series.)

English One, Workbook (Gage Co.)

First Steps in English, Workbook (Gage Co.)

First Steps in English, Workbook (Gage Co.)

Opportunity Workbooks (Nelson).

Speaking and Writing English.

In the next issue of this column, examples of different types of seatwork will be given.

TEACHING READING

In my last article I briefly outlined the purposes of reading, and mentioned the use of Basic Readers stressing particularly the constant use of the Teachers' Guidebook that accompanies these readers. In this article I shall proceed with the presentation of the lesson.

Establishing Background

The first step, called establishing background, is carried through by discussing the pupils' activities, or previously read stories that parallel the lesson about to be taught. This helps the teacher to clarify any double-meanings that children may get from associating any other ideas they may have.

Presenting Vocabulary

The vocabulary is presented by writing the answers to the teacher's questions on the blackboard, as they are spoken. Or the teacher may present the new word, pronouncing it as she writes. For example, suppose the lesson is to Grade III "The Story of White Satin."

The new words are: satin*, smooth*, foolish, cross*, teeth*, bite*, speak*, bottom, leaped*, frogs*, crooked*, mud*, he'll, tears*, worse, logs*, hind, instead.

Those marked with an asterisk are to be developed phonetically and by using context clues. The others may be written, the teacher saying as she writes, "The foolish pony trotted to the bottom of the hill. His front and hind feet went very fast. Instead of feeling better, he felt worse. What do you think he'll do next?" These sentences are written as the pictures on pages 155-159 are being discussed. The pupils then read orally the sentences from the blackboard.

Guided Reading

The lesson is then assigned for silent reading, with a definite reading question to be answered. This is called "Guided Reading." For instance, you might say, "Read pages 155-159 to find out what the pony did when the little girl went riding in the car." With very slow readers, a question may need to be assigned for each page. Discuss the replies given, then proceed to the next section.

Extending Interpretation

After the lesson is completed, a thorough and lively discussion follows. Then suggest they re-read the story to find further details, and to prepare for oral reading. The oral reading may take the form of dramatization, or reading for others' enjoyment, etc.

Related Practice

The related practice follows, then the exercises in "Think and Do". In the next article, which will be the last, I shall deal with this very important phase of the work, and also give suggestions for correlation.

Mrs. L. Ross
Model School

JUNIOR NATURE

Trees

Choose the correct answers:

1. A tree always has: roots, leaves, branches, trunks, flowers, fruit, bark, sap.

2. The branches are (a) to hold up the trunk, (b) to hold the leaves, (c) to wave in the wind, (d) for birds to sit on.

3. A tree has leaves: (a) to make it grow; (b) to shade the ground; (c) to tell if it is alive.

4. The roots are (a) to hold the tree in the ground; (b) to keep the tree straight; (c) to get food for the tree.

5. The trunk: is (a) to take in water; (b) to raise the leaves into the sunshine; (c) to carry the bark.

6. Trees take in water through (a) the leaves; (b) the root; (c) the trunk; (d) the bark.

7. Which of these things does the tree need so it can grow? Water, cold, heat, light, salt, air, sunshine.

8. Of what use are trees when they are alive?

9. Of what use are trees when they are dead?

10. Which of these animals live in the trees? Squirrel, Chipmunk, Porcupine, Fox, Pine Martin, Mink, Woodchuck?.

THE RABBIT

The Rabbit has very soft warm fur. In the far North his winter coat is white. He likes to make his home where the bushes are thick, but where there are open spaces nearby. In summer he eats all kinds of green food such as clover and tender leaves. But in winter he gnaws the bark of young trees. The Rabbit has a big family; but there are many enemies and few of the little bunnies live to grow up. It's a good thing Brother Rabbit has long legs and long ears.

1. Why do rabbits wear white coats in winter? ——
2. Why does Brother Rabbit like to live near the brier patch? ——
3. Why do rabbits do more harm in winter than in summer? ——
4. Name some wild animals and birds that hunt rabbits? ——
5. How do you know that a rabbit can run fast? ——
6. Why does a rabbit in an open field keep sitting up and raising its ears? ——
7. How do you know that a rabbit can see well at night?
8. Why doesn't the rabbit need a long tail? ——
9. With which legs does the rabbit jump? ——
10. Why does he place his hind legs in front of his fore legs? ——

HISTORY OF EDUCATION ON P. E. I.

One of the greatest problems facing the province during the nineteenth century was the alarming rate at which the ablest teachers were leaving the profession. The low pay and the poor teaching conditions were the chief causes of this immeasurable loss. This, along with many other grievances pertaining to education, were presented by the Board of Education to the government in 1876. Out of this legislative session came the Public Schools Act which went into effect the following year. This act provided for a definite course of studies, uniformity of textbooks, a minimum school attendance of 30 per cent, non-sectarian schools, and taxation of all property-owners in the district, whether or not these people were parents of school children. In these ways teaching conditions were greatly improved, but the struggle for higher salaries continued.

In order to avoid extensive repetition, many changes in the educational program about the close of the nineteenth century will be discussed under subsequent headings. Of these changes which directly affected teachers, one was the passage of legislation in 1912 to enable the treasury to pay the teacher an amount in excess of the regular salary equal to the supplement paid by the district. The system of district supplement had been instituted a half century earlier, in 1863.

The training of teachers has improved greatly in recent years. The earliest courses given in the Normal School were almost entirely theoretical. Practical instruction was introduced in 1882 when a Model School was opened at Prince of Wales College. The academic requirements of teachers have been raised from two to three years for first class licenses, and from one to two years for second class licenses. The granting of third class licenses and permits to untrained teachers has been condemned for several years, but this practice has been maintained.

During the last quarter-century the training of teachers has been improved by the addition of elementary school music, practical agriculture, fundamentals of science instruction in organized physical training and lectures relating to public health.

Teachers have been demanding a general increase in salary ever since they have been able to speak through the medium of the Teachers' Federation, which was formed in 1880. Although the general level of salaries rose, it did not do so at a rate which was equal to the rate of increase in the general level of prices and much hardship resulted. It cost the province less in taxes to underpay its teachers, but the ultimate effect was the emigration of the best in the profession to places where the remuneration was more satisfactory. This exporting of intellect has been an immeasurable loss which continues to be felt. In an effort to quiet the agitation for larger salaries, the legislature has on several occasions voted minute increases but not until 1947 was any great increase made.

The government of Prince Edward Island is at present paying a far greater percentage of the teacher's salary, than any other provincial government; in other words, the district pays a smaller percentage of the teacher's salary than a district in any other province. This is due not so much to poverty, as to custom and the prevalence of small school districts. The advent of the larger consolidated schools will help to remedy this situation, provided that the community realizes that it must pay more for the greater services of highly modernized education.

ALCOHOL

It takes skill and training to shoot at a target and hit the bull's eye. There must be keen vision and muscle control. A good marksman keeps himself in trim. Life demands steady heads and hands of those who would shoot squarely. At present we may aim at good work at school, or a neatly done job on the farm. As we grow older we may hope to score high in other things.

Whether we become aviators doctors, teachers, truck drivers, farmers, or take up other lines of work, we must keep in trim to do our job well.

Habits are formed by constant practice. Good habits are as easy to develop as bad ones. Boys and girls may form many good habits today which will help them to shoot squarely. Sooner or later every young person will meet a situation when a decision regarding alcoholic drinks will have to be made.

Before that time he should learn what facts are known about the effects of alcohol on the body and be prepared to answer for himself the question, "Will the habit of drinking prevent my being constant master of myself and a desirable companion of others?

1. Proper Uses of Alcohol.

A. Externally on the body as a "rub-down". It eases tired muscles and cools body in case of fever.

B. As an antispetic. 1. Doctors apply alcohol on the skin before making injections or before vaccinating. 2. Tincture of iodine contains a large percentage of alcohol.

C. As a solvent for various substances; Lotions flavoring extracts, and other products contain alcohol as a base in which the other ingredients are dissolved.

D. As a medicine. 1. Should be used only under the directions of a physician. 2. In the treatment of poison ivy it helps to dissolve the substance that causes the irritation.

2. Some Harmful Uses of Alcohol.

(a) As treatment for snake bite. Considered dangerous for this purpose.

(b) As a food. Only when natural foods cannot be taken should alcohol be used and then only under a physician's orders.

(c) As an escape from unhappiness. Character is weakened by depending upon a narcotic to deaden senses whenever life is difficult.

R.E.G.

PARLIAMENTARY REFORM

THE POWER OF THE COMMONS

During Victoria's reign the power of the throne steadily dwindled while its prestige increased. The Monarch throughout the twentieth century has taken an increasingly formal part in public affairs. The voice of the people has been more and more listened to, and in 1911 an Act was passed abolishing the power of the Lords to reject a money bill, and limiting its veto on other measures. This was a constitutional revolution, reducing the Lords to a very minor power in the State.

WOMEN IN POLITICS

The Great War of 1914 brought into existence a Coalition government, formed of all parties. An outstanding achievement of the second Coalition Government was the Representation of the People Act, 1918, which among other electoral changes, allowed women to stand for Parliament and extended the franchise to include women from the age of 30. This was the first time women had been given the vote, for which the "suffragettes" had fought long and bitterly. In 1928 the age qualification for women was lowered to 21.

THE CABINET

After a general election, the leader of the party with a majority in the House of Commons becomes Prime Minister. He chooses the other members of his Cabinet, who must all be members of the House of Commons or House of Lords. There are normally between 20 and 25 Cabinet Ministers, but during the two world wars there was a smaller "War Cabinet." The Cabinet is responsible for the general policy of the administration and one of its main functions is to initiate legislation.

THE ECONOMIC IMPORTANCE OF INSECTS

Probably only a minority of insects are distinctly detrimental to man. Yet these obnoxious forms are so prominent and well known that popular opinion is apt to condemn all insects thereby. The necessity of constant warfare is continually being stressed, and the cost of combating insects has become obvious in the tax rate itself. To cope with animals so numerous and active as insects calls for accurate knowledge of the habits and life histories of these six-footed rivals of men.

As to their harmful activities, insects—1. Destroy grain, vegetables and fruit; 2. Injure shade trees (gupsy and leopard moths); 3. Convey many kinds of disease germs to animals and man (flies, fleas, mosquitoes); 4. Are agents in the transmission of plant diseases by carrying spores and infected material (grasshoppers and aphids); 5. Destroy buildings and wood (beetles, ants, white ants); 6. Annoy and injure man by bites and stings (wasps, mosquitoes, gnats); Affect food (beetles, cockroaches); 8. Destroy clothing and fabrics (clothes moths, carpet beetles); 9. Are parasites on domestic animals and man (botflies, fleas, lice).—Modern Biology.

CLIMATE, NORTH AMERICA

1. The northern part of North America is in the Arctic Zone while the southern part is near the equator.

2. In summer the east coast is warmer and the west coast is cooler because the prevailing winds are from the west and tend to carry the heat into the interior and towards the east. In winter the west coast is warmer than the interior and east coast because of the Pacific Ocean and the warm air current of the Japan current. This warm air is cut off from the interior by the mountain ranges. The Labrador Current (off east coast) brings icebergs and cold air from the Arctic, and the Gulf Stream (off U. S. A. east coast) makes the southern states and Bermuda warm.

3. The prevailing winds are north-west carrying into the interior only cold air.

4. The greater part of Canada and all of the U.S.A. are in the temperate zone.

The Gulf Stream moderates the temperature of the southern U. S. A., especially Florida and the Bermudas, but it makes little difference to the climate of the rest of N. A. The Labrador Current causes cold weather along the shores of Labrador, Newfoundland, the Maritime Provinces, the East Coast of Canada and of the New England States. In addition it causes fog, and in the north it brings down icebergs, especially to the St. Lawrence River during April May and June.

The Japan Current is a warm current that moderates the temperature of the west coast of Canada.

The prevailing wind direction is from the west. The course of the low Western Cordilleras. They gain a full sweep into Canada from the north, and spend most of their cold air here and in the northern United States.

SEAT EXERCISE

(Geography)

Choose the ending that makes each sentence correct.

1. A Region covered with snow and ice many months of the year, where trees will not grow well, is called (a) arid land. (b) llanos. (c) tundra.

2. The height above which there are no trees on a mountain is (a) the timber line. (b) the snow line. (c) the fall line.

3. Farmers who raise only one kind of crop, such as potatoes or oats carry on: (a) general farming. (b) rotation of crops. (c) specialized farming.

4. The Pampas in Argentina may be compared with (a) the Atlantic Coastal Plain. (b) the tundra in Canada. (c) The Great Plains in the United States.

5. Commerce is another word for a trade. (b) power. (c) manufacturing.

6. The source of a river is the place where it: (a) flows into another river. (b) begins. (c) ends.

7. In order to live in a more comfortable climate, people near the equator live: (a) in highlands, (b) near rivers; (c) in lowlands.

8. The most important oil fields of Lake Maracibo are found in the country of (a) Brazil, (b) Bolivia, (c) Venezuela.

9. Ecuador is the country known for (a) Sugar and coffee (b) rubber plantations, (c) Panama hats, vegetable ivory, and balsa wood.

10. A river system is (a) A river and all its tributaries. (b) a large river. (c) the source of a river.

GEOMETRY

Correct reasoning is, very important in Geometry.

Indicate whether the reasoning in each of the following examples is correct or incorrect by underlining true or false. Remember that you are not concerned with whether a statement is true or false but only with whether the reasoning is correct or incorrect.

1. All dogs are quadrupeds. This animal is a quadruped. Then this animal is a dog. True or false.

2. This boy is good in mathematics. He is poor in English. Then anyone who is good in mathematics is poor in English. True or false.

3. All successful businessmen are rich. Mr. Brown is rich. Mr. Brown must be a successful businessman. True or false.

4. Dr. Grey is a brilliant surgeon. Dr. Grey is rich. All rich surgeons are brilliant. True or false.

5. All parallelograms that have two right angles are rectangles. Figure ABCD has two right angles. Therefore ABCD is a rectangle. True or false.

6. Adjacent angles are always supplementary. True or false.

7. The size of an angle depends upon the lengths of its sides. True or False.

8. Two triangles are congruent if angles of one are equal to three angles of the other. True or false.

9. All vertical angles are acute angles. True or False.

10. The sum of the interior angles of any polygon equals 360 degrees. True or False.

ROADS (Silent Reading)

Put the following sentences under these three heads: 1. The use of roads. 2. The kinds of roads. 3. How roads are made.

1. In towns the main streets are chiefly made of concrete or asphalt. 2. The roads which lead through towns are called streets. 3. On them travel also carts, vans and trucks, which carry goods of all sorts from place to place. 4. Just as there are main roads and by-roads, so also there are main streets and by streets. 5. These roads, however, do not need to be so strongly built. 6. We walk on them, and we travel on them by bus and motor car. 7. Main roads and main streets must be so made that the heaviest trucks will not wear them into ruts or holes. 8. What should we do without good roads? 9. Roads leading from these to out-of-the-way places are called by-roads. 10. The chief roads are called main roads.

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.

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