

THE EDUCATIONAL HORIZON

-A SATURDAY FEATURE-

PRESENTING NEWS AND VIEWS OF INTEREST TO TEACHERS AND ALL OTHERS SEEKING

IMPROVEMENT IN EDUCATION

OUR CLOSED SCHOOLS

According to the course in citizenship which teachers are required to teach their pupils, next to public health, the most important duty of government is to provide educational opportunities for all the children in the community.

This is of particular importance today, both in equipping our teenage boys and girls with the education necessary for them to assume their proper place if called upon in this national emergency, and also in preparing our children for the post-war reconstruction period.

It is a matter of grave concern to educators and to thoughtful citizens generally to realize that many of our best teachers have the profession, that numbers of our schools are closed (some High Schools even without a principal) and that the drift from the teaching profession to other lines of work will soon be serious.

This situation need not have arisen. If our citizens had clamored as loudly for educational improvements and just wages for teachers as for the budding and the benefits from the money spent, and would have been better prepared for the tasks which now lie before them.

It is not too late to remedy the situation. If teachers were offered a living wage we feel sure there would be no closed schools. The crisis which we now face calls for an educated people. Our duty is clear. The schools must be kept open under guidance and efficient

PERCENTAGE

General Objective—To have the pupils understand and use percentage.

Specific Objectives—

1. Ability to relate per cent fractions to decimal fractions and common fractions.
2. Ability to solve the three types of per cent equations involving increase and decrease.
3. Ability to understand and use correctly the language of this unit.

Teaching procedure—

1. Teach carefully the meaning of percentage.
2. Teach the changing of decimal fractions to per cent fractions first. Illustrate as follows: .35 means 35 hundredths, which means 35 per cent or 35%.
3. Teach the changing of per cent fractions to decimal fractions by reversing the above explanation.
4. Teach the changing of common fractions to per cent fractions. Illustrate as follows: $\frac{7}{16} = \frac{437.5}{1000} = 43.75\%$
5. Have the pupils memorize the following percentage equivalents.

$\frac{1}{4} = 25\%$	$\frac{1}{2} = 50\%$
$\frac{3}{4} = 75\%$	$1 = 100\%$
$\frac{1}{5} = 20\%$	$\frac{2}{5} = 40\%$
$\frac{3}{5} = 60\%$	$\frac{4}{5} = 80\%$
$\frac{1}{10} = 10\%$	$\frac{2}{10} = 20\%$
$\frac{3}{10} = 30\%$	$\frac{4}{10} = 40\%$
$\frac{5}{10} = 50\%$	$\frac{6}{10} = 60\%$
$\frac{7}{10} = 70\%$	$\frac{8}{10} = 80\%$
$\frac{9}{10} = 90\%$	$1 = 100\%$

6. Teach the changing of mixed numbers, involving the above equivalents, to per cent fractions. Examples: $1\frac{1}{4} = 125\%$; $2\frac{1}{3} = 233\frac{1}{3}\%$

7. Consolidate the first part of this unit by stressing the meaning of such expressions as 15%, 100%, 120%, 175%, 6.5%, 3 1/2%.

8. Take particular care with such expressions as 5%, 1-2%, 1-4%. Explain that these are fractions "of one per cent." e.g. 1-2% of 846 = $1\frac{1}{2}$ of 1% of 846 = $1\frac{1}{2}$ of 8.46 = 12.69.

9. Problems: (a) Find 15% of 36; 20% of 3; (b) what % of 350 is 21; (c) Find the number which 60 is 15%.

10. Stress mental calculation and in problem work insist on complete oral statements in the pupil's explanation.

11. Apply percentage to problems of increase and decrease and other comparisons.

GRAMMAR

He is honest (although he is poor)—Contrast or concession.

He likes you (more than the likes me)—Comparison.

Men will reap (as they sow)—Extent or manner.

He worked so hard (that he was quite ill)—Effect or result.

He took medicine (that he might get well)—Purpose.

I will do this (if I am allowed)—Condition.

EXERCISE IN CANADIAN HISTORY — MATCHING PEOPLES AND PLACES

Here are names of people and places; after each write the number of the description which you select from those given below as best suiting that name.

Acadia — Bienville — Bradock — Cartier — Champlain — D'Iberville — Frontenac — General Murray — Halifax — La Salle — Louisbourg — Louisiana — Montcalm — Peace of Paris — Plains of Abraham — Treaty of Utrecht — William Philps

Description: (1) French fortress on Cape Breton Island; (2) territory successively owned by France, Spain, France again, and United States; (3) Successfully attacked the British forts on Hudson Bay; (4) First British Governor of Canada; (5) The carpenter who captured a French fortress; (6) Explorer of the Mississippi; (7) British fortress in Nova Scotia; (8) The French name for Nova Scotia; (9) An unsuccessful British General in the Seven Years War; (10) Where the battle was fought that decided the fate of Quebec; (11) The gallant French leader in the Seven Years War; (12) The treaty that made Canada British; (13) The Treaty that made Acadia British; (14) The "fighting governor" of New France; (15) The "founder of New France"; (16) The founder of New Orleans; (17) The "discoverer of New France"; (18) The weak French Intendant who hampered Montcalm in his work.

HOW TO STUDY

(a) One of the main reasons why pupils do work below their ability is that they do not know how to study.

(b) Hints on how to study—

1. Physical conditions: (a) Sufficient sleep, (b) proper food, (c) correction of physical defects (d) plenty of exercise.
2. Surroundings—
3. Quiet place to study, (d) Regular place to study, (e) Equipment at hand, (f) Freedom from interruptions.
4. Study Schedule—
5. Regular time to study, (b) Definite time allotment for each lesson, (c) Most difficult subject studied first, (d) Place on schedule for systematic review each night.
6. Concentration—
7. An attitude of confidence in yourself, (b) Avoidance of "puttering around" begin at once, (c) Use will power.
8. Take hold of the lesson—
9. Knowing the aim of the lesson and having a reason for studying it, (b) Give the mind a rest between subjects so as to allow your lessons to become "set", (c) Appreciating the unity of the lesson, (d) Value of studying the lesson as a whole first, (e) Value of reviewing lesson as a whole end of study, (f) Value of making an outline, (g) Grasping main points of lesson, (h) Fallacy of "cluttering up" the mind with useless details, (i) Special use of outline plan.
10. Memory an aid to learning—
11. Try to understand what you are attempting to memorize, (b) Memorize by wholes instead of parts, (c) Reading aloud rather than silently when memorizing.

Suggest Problems—

1. Make a daily schedule for a week to see what time goes.
2. Discuss these schedules at the end of week to see where your time goes.
3. Those with too much time spent on recreation.
4. Those which are well-balanced.

PARALYSIS CASES

HALIFAX, Oct. 8 — (CP) — Four more cases of Infantile Paralysis have been reported in Nova Scotia during the last three days. Dr. P. S. Campbell, chief medical officer in the province announced today.

The outbreaks were in Richmond, Inverness, Shelburne and Digby Counties. However, the Health Officer said the total number of paralytic cases in the province was decreasing.

SLEEP AND AWAKE REFRESHED

If you don't sleep well — if nights are interrupted by restlessness — look to your kidneys. Your kidneys are out of order and failing to cleanse the blood of poisons and waste matter — your rest is likely suffering, too. At the first sign of kidney trouble turn confidently to Dodd's Kidney Pills — for over half a century the favorite kidney remedy. Easy to take. 114

Dodd's Kidney Pills

THE JUNCO

SONG: Practically none. A soft twitter, and a crisp "tip" to give the alarm in danger.

Nest: Do not nest in Canada. Catskills and northern New England.

Flight: A short whistling flight—the whole flock together.

Food: Mainly insects and weed seeds.

Habits: Always seen in flocks. They often come close to the house or barn hunting for insects, or may be seen among roadside thickets, or on the ground near evergreens. They are quiet, unassuming both in appearance and manner—our best known winter bird.

W. C. T. U. NOTES

THANKSGIVING FOR FREEDOM

You that have faith to look with fearless eyes Beyond the tragedy of a world at strife, And trust that out of night and death shall rise The dawn of ampler life:—

Rejoice, whatever anguish rend your heart, That God has given you, for a price less dower To live in these great times and have your part In Freedom's crowning hour.

That you may tell your sons who see the light High in the heaven, their heritage to take:—"I saw the powers of darkness put to flight! I saw the morning break!"

—Owen Seaman, quoted in the New Zealand White Ribbon.

Island Boy Serving With R. A. F. In Malta



P.O. I. C. Cowan, son of Mrs. H. C. Cowan and the late Leif Cowan of Lower Montague, P.O. Cowan, who was posted to Ferry Command, landed in Great Britain in the latter part of April and has since served in Malta.

On Thanksgiving Day our imagination picture that first Thanksgiving celebration in 1621 by the Pilgrim Fathers. The year before they had risked the perils of the ocean in their ship the "Mayflower," and they had worked hard to establish their settlement in America. During the winter almost half of them had died from famine and disease, but friendly relations had been made with the Indians, a number of buildings put up, and although their six acres of barley and peas were only partially successful, their twenty acres of corn yielded a bountiful harvest. Governor Bradford proclaimed a special season of thanksgiving, and in the lovely Indian summer weather the men went out to the woods in search of wild turkeys, pigeons and partridge. Their Indian friends brought deer to the feast, and the red men joined with their white brothers in the general festivities. Religious services were held, and gratitude to God for all His goodness was expressed in prayer and hymn. Edward Winslow, who was three times Governor of the Colony, wrote to a friend an account of this first Thanksgiving.

"Our corn did well; and God be praised we had a good increase of Indian corn. Our harvest being gotten in, our Governor sent four men on fowling, that so we might, after a social manner, rejoice in the gather after we had gathered the fruit of our labors. They four in one day killed as many fowls as with a little help besides, served the company almost a week, at which time amongst other recreations we exercised our arms, many of the Indians coming amongst us, and amongst the rest, their greatest King, Massasoit, with some ninety men, whom for three days we entertained and feasted; and they brought out and killed five deer which they brought to the plantation and bestowed on our Governor, and on the captain, and on the others. And although it is not always so plentiful as it was at this time with us, yet by the goodness of God, we are far from want, that we wish you partakers of our plenty."

At Thanksgiving time, we too, should remember "the goodness of God" and it might be a very worthwhile plan for us to write down those things for which we are thankful. No two lists will be exactly the same, but most of us would mention homes and loved ones, work to do and strength to do it, books and music and gardens, our church or country, and the community in which we live. This year we are forced to look beyond our own shores and we will remember with loving gratitude all the

WARNING

TO ALL CITIZENS OF PRINCE EDWARD ISLAND

You are hereby required to acquaint yourselves with Air Raid Precautions Regulations as published in the Royal Gazette of Prince Edward Island under date of June 6th, 1942, of which the following is especially brought to your attention. Regulations Nos. 4 and 5 refer to general lighting restrictions, and read as follows:

"Within the areas aforesaid, no person shall hereafter between sunset and sunrise, allow any unattended premises, ship or vehicle, in his occupation or under his control, to emit any light, nor shall any such person show or maintain any external lighted sign, or any other external lights, unless the same be under constant control of some competent person, nor shall any person make or maintain any fire wherefrom the light or flames or sparks may be externally visible unless such light or flames be immediately extinguishable by some competent person in charge.

"Provided, however, that anti-burglary lights in any bank or business premises shall be permissible by certificate of the Director of Police Services, but they shall be at all times so shaded that no window, door or other aperture in the exterior may emit any direct beam of light and only the necessary minimum of light within shall be visible from without."

YOU ARE ALSO WARNED that all vehicular traffic must park immediately during an emergency or practice blackout unless equipped with the regulation light screening as approved by your Local Controller of Police Services.

INFRACTIONS OF ANY A. R. P. REGULATIONS WILL BE PROSECUTED ACCORDING TO LAW.

H. H. COX, Chairman, Civilian Defence Committee, Prince Edward Island.

Dated at Charlottetown, October 8th, 1942.

records show a rise of 47.7 per cent right inside the Grounds at Camp Halifax, badly over-crowded and poorly equipped to house its tremendous influx of inmates from outside, reports a juvenile delinquency increase of 333 per cent.

When fathers go to war and mothers are left with full responsibility for the guidance and control of their children it is not surprising that at times things go wrong. At such times there is greatest need for active co-operation on the part of organizations such as Big Brothers, Big Sisters, Boy Scouts, Girl Guides, Y.M.C.A., Y.W.C.A. and interested service clubs.

A contributing cause in the present situation is undoubtedly a serious letdown in the teaching and practice of high moral standards in the home of the country. "Let the Sunday School and Church do it" appears to be the slogan in too many homes. Unfortunately the Church and Sunday Schools are not getting the young people as they once did, nor is it likely they will unless parents generally show great willingness to co-operate.

Meanwhile in the face of this situation a direct responsibility rests upon all citizens to give their aid when ever opportunity offers, not only in setting a right living example to youth, but in lending a helping hand to them in the right living direction.—Calgary Herald.

POTATO FACTORY BUSY

GRAND FALLS, N.B., Oct. 8 — (CP) — A newly established potato starch factory here is operating day and night. About 500 tons of starch have been shipped to the various parts of Canada. Farmers received \$1 per barrel for off-grade potatoes. A potato dehydrator plant is expected to be ready for operation Nov. 1.

THE PETAWAWA WAR PROJECT

The building will be situated

BRINGING UP FATHER

YES—MR. JIGGS! THIS IS THE LATEST INVENTION FOR AIR-RAID ALARMS—AS SOON AS A SIREN SOUNDS—THE SHREKING NOISE VIBRATES IN TH' RECEIVING HORNS—RELEASING THE SPRING—TURNING THE BEED BEEHIVE—AND PLACING THE OCCUPANT ON HIS FEET—

WELL—IT'LL TAKE MORE THAN THE MORE THAN THE SIREN TO PUT ME ON MY FEET—THIS IS GRAND!

TIPPIE AND "CAP" STUBBS

DID TH' KITTY CHASE YOU, TIPPIE??

NOW LOOK HERE, CAP STUBBS! YOU'D BETTER HURRY AND FIND A HOME FOR THAT CAT, OR—

POOR KITTY!

GEE!

GRAN'MA—GRAN'MA—WE'VE GOT TO FIND HOMES FOR—FOR—SIX CATS!!

TILLIE THE TOILER

DON'T WORRY ABOUT TILLIE GOING TO HONK, SHE CAN'T WHEN SHE'S A WAAC

OH, NO! HERE'S THE PICTURE OF A SOLDIER WHO GOT A FURLOUGH TO ACT ON BROADWAY

MR. MULLERS, I'VE ORDERED A BOUNTIFUL REPAI FOR US

IT TAKES TIME TO GET A CAB IN THIS TOWN AT THIS HOUR

I DON'T RIDE IN CABS. HERE'S A PRIVATE CAR I'VE ORDERED

DID YOU ORDER THE MOON, TOO?

