

THE EDUCATIONAL HORIZON

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

A UNITED STATES OF EUROPE

On September 10, a resolution was adopted by six West European foreign ministers which a draft constitution for a United States of Europe should be ready in six months.

The United States of Europe would be a confederation of six countries—France, West Germany, Italy, Belgium, the Netherlands and Luxembourg—preserving their sovereignty in all matters except those specifically delegated to the common parliament. Questionnaires are to be sent to the six asking for details on what powers they would be willing to cede.

The plan to set up a two-house parliament. The lower house would be filled by direct elections in the six countries. Upper house members would be elected, or nominated, by the participating governments.

The U.S. of Europe, the European arm of coal-steel pool are all made up of the same six West European countries. The Council of Europe includes these six, plus nine others (one of these is Britain).

Education is Everybody's Business. Plan now for Canadian Education Week. (March 1st to 7th, 1953).

The Foreign Minister of Russia is Andrei Vishinsky.

Fisheries Minister Mayhew was appointed as Canada's first ambassador to Japan. Canada is the third largest nation in the world. The largest is the U.S.S.R. and China is the second largest.

be given. They all use the wrong type of motivation. They are evangelistic pleas that attract too few of the right type of recruits to the profession. Such being our recruiting practices, can we afford to be selective?

Selection

"If we assume that there is no crisis in education that should be corrected by statesmanlike planning, there is no need to do much about selection because selection will counteract the effect of recruitment upon which so much money is being spent. There are too few teachers, more are needed, of course. If matters may be corrected only by inducing all and sundry to take up the work of teaching, why decrease the number of candidates for the profession by applying selection procedures? We are to select from today's applicants only those with adequate qualifications, the present teacher shortage would be greatly aggravated.

"Do we need proof of this statement? One bit of evidence may suffice. The Province of Alberta

for several years around about 1940 required all candidates for teacher training to write extra Grade 12 examinations, one psychological, testing intellectual capacity, the other testing proficiency in mathematics and science. The Department of Education intended to use these tests to select able candidates for teacher certification. Because hundreds of schools were without teachers, the Department of Education was never able to make use of the test results. The seriousness of the situation was revealed when an analysis of both test and answer papers showed that in both mathematics and science, the scores of these future teachers, who later directed the learning of nearly one-half of the Province's elementary school pupils, were as follows: on factual items dependent upon memory of text material, whether understood or not, 79%; on language items in mathematics and science, 48%; on understanding of general principles and interpretation of relationships, 17 per cent.

um—used for cooking utensils; 4. Iron—used for stoves, boilers and fireplaces.

(b) Conductivity of heat in matter varies.

(c) Silver, which conducts heat more readily than any other metal, is used as a standard to measure the heat conductivity of other substances.

(d) A good conductor is one that permits heat to readily pass through it by conduction.

(e) In general, metals are good conductors of heat and non-metals are poor conductors.

(f) Common metals in order of their conductivity: 1. Silver—too expensive for general use; 2. Copper—used in automobile radiators, coils in water heaters, boilers, cooking utensils, etc.; 3. Alumin-

parents' affection they will often advertise the fact by aggressive behavior. This is true where the mother and father quarrel a lot, where they don't agree on discipline, where they are not consistent in discipline from day to day, where the parents play favorites, where the parents are indifferent to the child, or where they have rejected the child or are harsh with him.

So, when a child manifests aggressive behavior like bullying, boasting, wildness and toughness he is holding the distress signal. Then it is time for parents and teachers to ask: "What is he trying to tell us?"

The same is true of lying and stealing. They always indicate something wrong underneath. What is the child really trying to say? Sometimes it's a bid for attention from his parents, teacher or own age group. Sometimes it means that he isn't getting enough sense of achievement through schoolwork or sports or hobbies.

The shy child, too, is trying to tell his parents and teachers that something is wrong. He is not handling life's problems well. He is giving up and withdrawing from the battle. Intelligent parents and teachers ask themselves what shyness means. Does it mean that they've been too harsh with the child? Does it mean they've made so many of his decisions and coddled him so much that he hasn't had as much experience as other children of his age and so doesn't try to handle situations as he should? The bullying, boasting child is at least trying to solve his problem and to say that something is wrong. The shy, withdrawn child has given up the fight. We should be far more concerned over the shy child than the aggressive child. He may be less of a nuisance but the outlook is far more serious.

It is well to remember that there is a language of behavior. Parents and teachers should continually ask themselves "what is the child trying to tell us?"

Lower Fort Garry was built on the Red River in Manitoba by Scottish stone-masons in 1831-33.

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Served With Noted RCAF Precision Squad

LAC. A. Lloyd MacDonald, R. C.A.F., Moncton, son of Mr. and Mrs. Theodore MacDonald, Covehead, is visiting his wife and two children, Charlottetown.

Joining the R.C.A.F. in May, 1951, LAC. MacDonald has been stationed in various parts of Canada including Ottawa, Toronto, Calgary, Portage La Prairie and Moncton. He was a member of the Services Precision Squad along with another Islander, Bar W. Carmody, which performed at the Canadian National Exhibition, Toronto, and later formed a Guard of Honour at Ottawa on the visit last year of Queen Elizabeth and the Duke of Edinburgh.

LAC. MacDonald is a graduate of the Vocational School, Charlottetown, where he received instruction in carpentry. It was his training in the night classes that qualified him as a tradesman in the R.C.A.F. He retains a keen interest in the Vocational School which is under the supervision of C. Ralph MacLean and spoke appreciatively of the training he received.

The Precision Squad in which he was fortunate in being chosen as a member, was made-up of Navy, Army and Airforce personnel. Following intensive training they made numerous public appearances including the C. N. Exhibition. They performed a rifle drill which on one word of command they continued to execute movements for eight minutes.

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COASTAL ISLAND

Lulu Island at the mouth of the Fraser River in British Columbia is 13 miles long with a maximum width of six miles.

LONDON (CP)—Among rare exhibits at a stamp show at the Kensington Science Museum is a flown cover valued at \$7,000 from an unsuccessful attempt to fly the Atlantic from Newfoundland in 1919.

FILL IN THE BLANKS

1. The highest mountain peak in North America is _____.

2. The highest mountain peak in Canada is _____.

3. The width in degrees of the North Temperate Zone is _____.

4. When it is 9 A.M. at Montreal, it is _____ A.M. at Charlottetown and _____ A.M. at Winnipeg.

5. Canada's most valuable export is _____.

6. The three largest nations of the world are _____.

7. The country which leads the world in the production of wool is _____.

8. The oldest mountain range in the world is _____.

9. The longest river in the British Isles is _____.

10. Port Alfred is situated on the _____ river.

11. The greatest coal exporting town in the world is _____.

12. Iron, gold, nickel and other metals are found in _____ rocks.

13. The highest mountain peak in Canada is _____.

14. In what country is _____.

San Martin a national hero—? 15. The most thickly populated country in Central America is _____.

16. In one city the time is 8 P.M. In another city the time is 10 P.M. The first city is (east—west) _____ of the second city.

17. The highest navigable lake in the world is _____.

18. The great spring wheat state of the U.S. is _____.

19. _____ invented the process of vulcanizing rubber.

20. The new President of Mexico is _____.

21. The new Premier of B.C. is _____.

22. Emperor Haile Selassie has just added to his empire the Italian colony of _____.

23. The new leader of Egypt is _____.

24. The oldest existing newspaper is _____, first published at Oxford in 1665.

25. The condor is a _____ found in _____.

FOODS AND HEALTH—(Continued)

Vitamins: 1. Promote health; 2. Are contained in foods we eat; 3. Prevent certain diseases.

(a) Cooking of foods—meat and vegetables.

(b) Cooking destroys parasites and disease germs.

(c) Cooking makes food more palatable and digestible.

(d) Some minerals and vitamins are destroyed or lost in cooking.

Digestion

(a) It is the process by which foods are changed into material which are dissolved and can be absorbed.

(b) Mechanical part: 1. Breaking up the food by the teeth. 2. Mixing saliva with food by the teeth and tongue. 3. Churning of food by the stomach.

(c) Chemical part: 1. The action of digestive juices on various nutrients which make them soluble; 2. The juices are produced by the organ of digestion as follows:

Mouth—Salivary glands, saliva; liver—bile, pancreas—pancreatic juice; stomach—gastric juice; small intestine—intestinal juice.

VII. Good eating habits: (a) Facing life with a pleasant attitude; (b) Eating slowly, chewing food well; (c) Avoid overeating; (d) Avoid eating between meals if it interferes with your appetite at mealtime; (e) Avoid unpleasant emotions at mealtime—they interfere with digestion; (f) Avoid excessive use of sweets, sodas; (g) Drink about six glasses of water per day.

MATCH

Adobe
Juarez
Hidalgo
Hacienda
Pulque
Torrilla
Frijole
Tamales
Sombbrero
Serape
Fiesta.

(1) A large ranch; (2) a celebration; (3) Corn cakes; (4) the Abraham Lincoln of Mexico; (5) house building material of the poor; (6) a mixture of beans, spices and corn meal—looks like a sausage; (7) an article of clothing; (8) George Washington of Mexico; (9) beans; (10) a large hat common in Mexico; (11) a volcanic mountain; (12) a Mexican drink; (13) mining anthracite coal; (14) West Virginia, canning oysters; (15) growing peaches; New York, Virginia, 16, raising peaches; (16) growing cranberries; Maryland; New Jersey; (17) mining soft coal; (18) raising grapes; Pennsylvania, Delaware.

CAUSES OF SLOW GROWTH OF NEW FRANCE

(1) The early colonists belonged to the younger sons of the nobility and to the adventurous, all of whom were unsuitable as settlers in a new land.

(2) The emigration of women was not encouraged.

(3) The Iroquois made inroads on a colony and thus checked immigration.

(4) People in France were not anxious to go where they were likely to be frozen or scalped.

(5) Very little had been spent on the defence of the colony or on the provision of properly trained soldiers. The English colonists threatened the colony by Kirk's capture of Quebec and the destruction of the French fleet caused much concern.

(6) The colony was so far from France that it was difficult to keep in touch with the motherland.

(7) The Jesuits had already established their missions and did not want settlers to disturb their work among the Indians. The fur-traders also wished to be left alone to avoid competition. Both had their eyes on the Indians and would have New France merely a combined mission station and trading post.

(8) The national character of the French was too adventurous and romantic to allow them to settle down to the humdrum settlement on the land.

HEAT

Heat is a form of energy, and all other forms of energy may be converted to heat.

Sources of heat:

(a) The sun: 1. Directly or indirectly the sun is the source of nearly all the heat that we receive; 2. Attempts are being made to make harnessing of solar energy practical; (3) Fuels contain stored energy from the sun.

(b) Chemical action:

1. Combustion: (a) This is the source of heat that we control at will; (b) Other chemical action produces heat. (1) Example—when lye is added to water heat is liberated.

(c) Electrical energy:

THE LANGUAGE OF BEHAVIOR

All children have common emotional needs. Their main emotional needs are: (1) to feel successful; (2) to feel that they belong; (3) to feel loved and accepted; (4) self-respect; (5) economic security; (6) freedom from extreme fear; (7) freedom from intense feelings of guilt.

The above needs are not entirely distinct from one another but from the organic needs. Very frequently the child's behavior is the result of an attempt to satisfy two or more of his physiological or psychological needs. These needs are present, in varying degrees, in all children.

Each child tries to satisfy his needs in his own way. It is a mistake to expect him to always know why he is doing the things he does. Insisting that he must always explain his behavior, when he may not be aware of the cause, can only make him more uncomfortable than he was before. We must stop asking the child, "Why did you do that?" and ask ourselves "which of his basic needs was he attempting to satisfy by his behavior?"

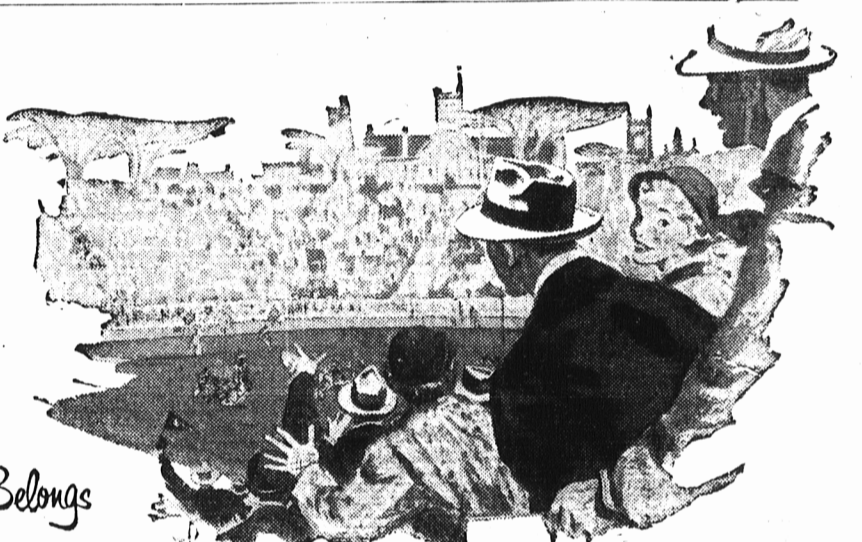
When a baby cries violently or a long time-anxious parents try their best to interpret what the cry means. All during his childhood and adolescence he continues to tell parents a host of things by his behavior and by his behavior only. There's a language of behavior but few of us have the eyes to see or the ears to hear.

When a child displays behavior like boasting, bullying, disobedience, temper tantrums, shyness, over-sensitiveness, and lying and stealing he is trying hard to tell us something is wrong. Often, instead of listening to this language of behavior, we are annoyed by it and punish it. Sometimes that stops him from saying something is wrong, and the difficulty remains uncorrected. At other times he tries to tell his parents or teachers in a new way and meets with no better success.

If children feel insecure in their

THE GREY CUP FINAL

Seconds to go—game over... and across the crowded stadium excited fans cheer the winner in the Canadian football championship... the Grey Cup Final—one of Canada's sports classics.



VARIETIES AND DISEASES OF POTATOES

Bliss Triumph, Ganso, Chippewa, Early Epicure, Green Mountain, Houma, Irish Golden, Katahdin, Kennebec, Keswick, McIntyre, Netted Gem, Pontiac, Sebago, Sequoia, and Warba.

Diseases of potatoes that affect the foliage are late blight, early spindle tuber and powdery scab.

RECRUITMENT AND SELECTION OF TEACHERS

(Address delivered by Dr. M. E. Lazerte to the thirty-first convention of the C.T.F. at Winnipeg, August 13, 1952).

The recruitment and selection of an adequate number of teachers to staff the public schools is today a major problem throughout Canada, the United States and many other countries. The school's are unsuccessful in their competition with business and industry for personnel. Fluctuating birth rates, changing immigration policies, variations in age-groups, populations and other factors affect at all times the man-power available for the country's work. At any given time there is competition among all employing bodies for available man-power.

The higher the wages or salaries offered and the better the living and working conditions provided for the employed, the greater the success in attracting workers to any given vocation. In today's crisis in education with its large teacher shortage, which is becoming ever more serious, all the factors mentioned have their effect in keeping teachers' ranks depleted. There is a shortage of man-power; business, industry and the armed forces are attracting both men and women to employment; immigration is on the upswing; school populations are increasing; salaries of teachers continue to be relatively low and living and working conditions are less attractive than those provided by business and industry to persons of the socio-economic group from which teachers ordinarily come.

"In spite of the facts mentioned, what is being done and what can be done in the recruitment and selection of teachers depends upon the kind and amount of schooling the State wishes to provide for its children, upon the definitions of the public unconsciously accepts for the terms "teacher" and "teaching", and upon the resulting prestige of the teaching profession—not that the prestige by individual teachers but the prestige which, is the result of the work of past years, comes today to teaching as one of the established professions.

Current Practice

"We shall take a brief look at current practice, list a few assumptions in which this practice appears to be rooted and suggest solutions for the problems of recruitment and selection in harmony with the goals which at present satisfy government and the public. Here are a few of the facts: There are in Canada about 30,000 classroom teachers at present and growing shortage of about 10,000, while nearly 10,000 certificated teachers have no more

than a Grade X education and several thousand classes are being taught by elderly housewives who, along with others equally unfamiliar with modern classroom practice, are merely 'helping out' in an emergency.

"The situation is so uncritically accepted that the Canadian public has come to believe that almost anyone can teach school and that, when the school door is open, business is going on as usual. Unfortunately, these assumptions are far from true. Although no teacher can teach effectively more than 30 pupils, class enrolments in thousands of instances range from 35 to 45. Fifty-five per cent of the pupils who reach Grade VII leave school before completing Grade XI. In spite of our modern, lenient promotion policies that tend to advance children from grade to grade on the basis of age and social and personality status rather than educational attainment, a large percentage of Canadian children is retarded on an age-grade basis. Of each 100 teachers trained and certificated during any 10-year period, approximately 40% only are in the profession at the end of the decade. During the current year, the number of teacher trainees is wholly inadequate to meet the needs of the schools.

"How are these facts to be explained? Must we not assume, first, that many parents and rate-payers are not aware of existing conditions; second, that the Provincial Governments responsible for providing schools and teachers are either satisfied with low standards all along the line or have developed an attitude of defeatism believing the problem of public education to be one they cannot solve satisfactorily; third, that present methods of financing education are failing to provide the money required to maintain a respectable minimum standard of education across Canada and that taxation systems must be revised; and fourth, that our governments have a continuing faith in short term measures for selecting, training and certifying teachers, short term measures that have been used continuously and unsuccessfully ever since our provincial systems of education were organized. If we continue to believe that sometime, in some unforeseen manner, the crisis of education will pass, that Canadian standards are satisfactory and that no new positive, forward-looking policy of teacher recruitment, selection and training is necessary and overdue, we can probably keep all classroom doors open and carry on as at present, by relying upon short term measures such as those now to be enumerated.

MEASURES USED TO AID RECRUITMENT

are frequently reduced or eliminated. Bursaries are given to attract as many as possible of the high school graduates who can meet minimum entrance requirements. Radio programmes, personal letters to high school graduates and addresses before parent-teacher groups are used to influence students. Many of the influential persons doing the recruiting are appealing to other people's children rather than to their own sons and daughters who have, in most instances, chosen as their life work vocations with more social prestige, more remuneration and greater opportunities for worldly success than would come to them in the teaching profession. Additional examples of these recruiting measures need not

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