

# WIDENING EDUCATIONAL HORIZONS \$644,000 Out Of \$925,000 For P.E.I. Goes To King's

**DO YOU KNOW** that the advantages of the larger administrative unit are:

(a) Assessments and tax rates become more equalized over larger areas.

(b) The number of one-roomed schools can be greatly reduced.

(c) Consolidated, central, regional and rural high schools may provide diversified programs at junior and high school levels.

(d) Educational opportunities may be equalized for rural and urban children.

(e) Improved services in health, physical education and library are generally provided.

**THE GIFTED CHILD IN THE RURAL SCHOOL**

BY DR. S. R. LAYCOCK, TEACHER AND PSYCHOLOGIST (Continued from last issue of Widening Educational Horizons.)

**GUIDING THE DEVELOPMENT** In the history of the education of the gifted, there have been three chief methods of promoting their intellectual development. These are:

- (a) acceleration through the grades.
- (b) enrichment of the curriculum, and
- (c) special opportunity or major work classes.

We shall consider these from the standpoint of the rural school. **ACCELERATION** One method of dealing with the gifted has been to allow them to proceed through the school grades as rapidly as their abilities and achievement would permit. In the urban school this method has usually been limited to an acceleration of not more than two years. Otherwise, the gifted youngster is soon out of step with the other members of his class, first of all, physically, and secondly, emotionally and socially. He is, therefore, unable to compete in motor activities, and emotionally he may be a seven-year-old in a group of pre-adolescents, or a ten-year-old preadolescent among a group of teenagers who are physiologically and socially more mature than he is.

In the rural school where the gifted child lives, works, and plays to a large extent with the same group no matter what grade he is in, this problem is not so acute. Indeed it has always been the case in the rural school, that the gifted child has saved from utter boredom and futility through listening in on the work of the more advanced classes. There is not, therefore, the same objection to the acceleration of the gifted in the rural school. Such youngsters may move ahead in the elementary school at a very early age, he can fit into the high school where he will be almost entirely with adolescents. In the case of one very gifted girl about whose education I ventured to offer advice, it seemed the least of the evils to send her to high school at nine years of age. However, very special safeguards were set up. That this experiment was successful is attested by the fact that she is now a very gifted and very well adjusted citizen of this city. In any case, a greater measure of acceleration is usually possible in the rural than in the urban schools.

**ENRICHMENT** If we lived in an ideal world where no class had more than twenty-five pupils and where every teacher was well qualified both professionally and academically to enrich the curriculum for gifted children, this method would seem to be the best answer. This does not mean giving the gifted child merely more of the ordinary curriculum nor does it mean giving him work which is thought to be a general mind sharpener. Rather it means broadening the base of the child's activities to meet his needs for larger units of work and for the stimulation of his creative abilities.

These gifted children should be given the enrichment of their curriculum should give them the background of knowledge, attitudes, and habits of thought and work which will enable them to make their best contribution in the field they eventually choose.

Long ago Leta Stetter Hollingworth suggested that, to make their best contribution to human life and progress, gifted individuals needed to study various aspects of the history of man's achievement in such areas as food, clothing, shelter, health, sanitation, education, law, government, social institutions such as the family, penal institutions and welfare agencies, war, and religion. All of these lend themselves to being developed as large projects specially suited to the interests and abilities of gifted children.

Let us take the topic of food for example. Leta Hollingworth in her book, "Gifted Children," outlines a unit on this subject starting with the food of primitive man and proceeding through the discovery of fire and cooking down through a study of food customs to modern problems concerned with the adulteration and preservation of food. His unit can be expanded to be a very comprehensive one if library facilities are available.

So far as the rural school goes, limited library facilities may make it necessary to deal with units in the history of civilization through a few books or even one book. The book "Black on White," The Story of Books gives a preadolescent a general overview of books from the living book of the minstrel down through writing on stone, on parchment and papyrus to the modern book published in its tens of thousands. Similarly "Turning Night into Day," The Story of Illumination, and "What Time is It? The Story of Clocks," would give pre-adolescents a quick review of man's achievements in these fields. In the same way books like "The Story of Skyscrapers," The Romance of Engineering, The Romance of the Merchant Ship, "Wheels and Wire-The Story of Communication, Automobiles from Start to Finish," The Story of Bridges, would give gifted children a connected story of man's progress in these areas. Then there are books concerning man's fight against the elements, such as Paul di Krieff's "Microbe Hunters, Hunger Fighters and Men Again at Death."

In like manner gifted children would be greatly interested in and would profit by books dealing with the history of education, the history of the attempt to deal with crime and delinquency, the family as a social institution, the story of the religions of the world, and the history of the care and treatment of children. It seems we tend to underestimate children's interest in such matters. If I may be pardoned for giving a personal example, I have been very much surprised to find that even children as young as six and eight years of age listen regularly to my television program on child development which is aimed entirely at adults.

Obviously the whole field of social studies with its multitude of fine books dealing with the story of other lands and other peoples presents excellent opportunities for enriching the curriculum for the gifted child either through enlarging the scope of his regular classwork or as a supplement to it. Travel books and other travel material can also greatly stimulate the gifted child.

Aside from units in the history of man's achievements in solving

the problems of his world, biography offers an excellent field for enriching the curriculum. To make their maximum contribution gifted children need to know how careers are made and they need ideals of sustained effort against odds. Obviously, too, since most gifted children love reading, their interest is relatively easy aroused in the works of Dickens, Scott, and even Shakespeare at ten years of age.

**ENRICHING LIFE** I mention books first of all since reading may be one of the most practicable means of enriching the curriculum for the gifted children in the rural school. If the teacher has more than twenty pupils and these in several grades, the chances of him taking active steps to enrich the curriculum for the gifted child in other ways is not great. The first thing to do, therefore, is to make every effort to provide as much suitable reading material for the gifted children as can be made available. This can be done in a variety of ways. A few rural schools have fairly good libraries. In some of the provinces, larger school units have travelling libraries which come into the school and are available to the pupils. One province has travelling libraries as a part of the provincial library system or as an extension of the provincial university. Still other provinces have open-shelf libraries from which the gifted child can secure books. The teacher must be first of all aware of the library resources available and then stimulate the child to use them.

However, aside from libraries there is much free material available to the resourceful teacher. Indeed every good teacher is always on the still-hunt for such material. In pioneer days many a gifted child received considerable stimulation from Eaton's catalogue and other advertising material. There are three or four sources of free material. The first consists of provincial and city tourist bureaus and the travel material available from railway and steamship companies. Reasonable requests for such material are usually met. Then industrial firms produce a wide variety of free material such as "The Romance of Chocolate, The Romance of Rubber, The Travels of a Rolled Out, The Story of Rayon, The Imperial Oil Review, and the C.I.L. Oval are free magazines which would be of great interest to a gifted child. Then there is the considerable body of free material available from government departments of health, welfare, mines, natural resources, and agriculture. Another source of free material lies in private individuals who may be friends of the teacher and who would gladly pass on their copies of magazines for the use of rural children. These may include copies of "The Canadian Geographic" Magazine or "The National Geographic."

**NEED HELP** The rural teacher needs help in becoming aware of the source of free material. In the little booklet on helping the gifted child which I have already mentioned, there would be concrete information as to interest the gifted child in such material.

The gifted child can also be encouraged to carry out investigations of his own or to make collections of his own. The rural child has the laboratory of nature at hand. He can study soil erosion or wild flowers or weeds or insects or rocks or grasshoppers. He can even experiment in developing good live stock or growing better flowers or better vegetables or better wheat. He can see the heavens at night as the city child cannot and can learn about the planets and the stars. And he can make reports on his observation and his experiments.

One of the real problems of the gifted child in the rural school is that he, like other human beings, needs recognition from others. The teacher has the difficult problem of seeing that the gifted child receives recognition for his achievements without at the same time, arousing jealousy in the other pupils.

Scheffe has listed suggested enrichment activities under four main headings—school and Community, Service Activities, Activities Integrated with Group Projects, Independent Activities, and Creative Activities. Some of the suggested activities can be adapted for use in the rural school. Certainly every effort must be made to provide opportunities whereby the gifted child is able to contribute to the group activity of the classroom and to do so without robbing the other pupils of their opportunity for growth and development. The gifted child may have an important share in planning such school projects as the Christmas concert, a school newspaper, a hobby show, or a school picnic. If he has special gifts in art he may work on posters or display cards. Or his interest in creative writing of both poems and stories may be stimulated. The gifted child may have a major share in a Red Cross drive. He may be given special duties even to the extent of helping the teacher teach or tell stories to younger children.

He may write stories to a pen pal in a foreign country or in another province. He may make reports on his visits to the nearby town or city. He may learn to use a typewriter if one can be borrowed. He may learn to use the movie projector if there is one in the school. He may, if he is musical, play instrumental accompaniment for class singing. He may originate rhythms, dances, and dramatizations. He may learn to make puppets. And so on the resources available and the interest and ability of, firstly the gifted pupil and, secondly, the teacher. The latter can most readily arouse the interest

of the gifted child in areas of his own knowledge and enthusiasms.

**SPECIAL CLASSES** The third method of dealing with gifted children lies in the area of special classes for such children. These are obviously impracticable in the rural school unless the number of pupils is small and it is possible to put the gifted child in a class by himself. This has obvious disadvantages since it is apt to increase the isolation of the gifted pupil and, in addition, it will not give him practice in working and

(Continued on page 11)

In the Public Works estimates recently tabulated at Ottawa, it is pointed out by T. J. Kickham, M.P., that out of a detailed total for Prince Edward Island of \$925,000, Kings County is to get \$644,000 for various projects.

These include a frost proof warehouse at Georgetown with a vote of \$300,000 for the coming year and an estimated cost that will eventually

go as high as \$1,000,000. Also a federal building at Souris with an initial estimate of \$100,000 to cover cost of site, preparation of plans, specification and foundation. Smaller estimates for Kings County are for wharf extension at Granby's Pond (\$26,000) and improvements at St. Peter's Harbour, (\$20,000).

Bank savings in Australia are estimated at \$2,450,000,000, equal to \$265 per capita.

**GOOD RECORD**

No one was killed or injured on schedule or charter flights in Norway in 1954 and 1955.

**BURIED UNDER IGLOO**

TORONTO (CP)—Bob Ryan, 12, was pinned under blocks of snow for more than an hour Friday night after his play igloo caved in on top of him. He was pulled out frightened but unharmed after a newspaper carrier - boy, Murray Kaufman, 12, heard cries for help and went for assistance.

**AUSSIE SAVINGS**

Bank savings in Australia are estimated at \$2,450,000,000, equal to \$265 per capita.

**GOOD RECORD**

No one was killed or injured on schedule or charter flights in Norway in 1954 and 1955.

**RUPERT HUGHES HAILS NEW 4- AND 5-TRANSISTOR ZENITH HEARING AIDS!**

Famous author-playwright praises performance of Zenith's five great new models engineered to meet every type and degree of correctable hearing loss, for as low as \$50

All of the five outstanding new all-transistor Zenith models except the super-powered "Regent" are so small and light they can be worn in a woman's hair or under a man's necktie, and operate for about 104 weeks!

Year after year, the great Zenith crusade grows... bringing ever greater benefits to the hard-of-hearing! Much more than just lower prices... more than just new operating economies! Zenith also brings the most advanced, proven technical developments in the industry... finer quality, greater power and total clarity... new convenience... smaller size, lighter weight!

See your Zenith Hearing Aid Dealer. His name is listed in your classified directory. Or write to Zenith Radio Corporation of Canada, Ltd., Dept. DSBR 1165 Tecumseh Rd., E., Ont., for free literature and local dealer list.

**ZENITH HEARING AIDS**

By the Makers of World-Famous Zenith TV and Radio Sets

**SEE, HEAR, THESE FIVE NEW ALL-TRANSISTOR ZENITH HEARING AIDS**

1. New "SO-X"—Tiny, finest quality, 4-transistor Zenith, at less than 1/4 the price of most other comparable makes! Outstanding performance at the unbelievable low price of only \$50!
2. The CRUSADER—Smallest, lightest in Zenith history! Full-powered; 4 transistors, 8-watt, remarkably clear response; 4-way finger-tip tone control. Operates for about 104 weeks!
3. New ROYAL—Finer than ever, with new Zenith Phone Magnet, for ease in telephoning. First time in-a hearing aid this small!
4. New "7B-X"—New with handy 2-way Sensitivity Control Switch, ideal for those with mild hearing loss... "softens" response.
5. The REGENT—For extremely severe hearing impairment. Five transistors, two transformers. Smaller than many, but actually provides 20 to 40 times the electrical power output of the average hearing aid.

Only a physician is qualified to diagnose your hearing problem. Don't risk your delicate hearing mechanism in "examination" or "testing" by any hearing aid salesman or dealer.

**MID-WINTER SALE**

**W. A. POOLE & CO.**

**LOWER MONTAGUE**

**FEBRUARY 7 — FEBRUARY 11**

**GROCERIES**

Dates, 2 for 27c

Seedless Raisins 25c

Seedless Raisins, 2 for 35c

Molasses, qt. 33c

Rolled Oats, pkg. 55c

Peas, 2 for 29c

Wax Beans, 2 for 25c

Tomato Juice, 28 oz., 2 for 35c

Lard, 2 for 38c

Shortening 25c

Jello Puddings, 3 for 25c

Sugar, 10 lbs. 82c

Icing Sugar 2 for 25c

Milk, 6 for 89c

Mixed Candy, lb. 35c

**DRY GOODS**

Red Label Combs 5.89

Red Label Shirts 2.59

Red Label Drawers 2.59

Blue Label Shirts 3.59

Blue Label Drawers 3.59

Men's Fleece Combs 2.69

Boys' Fleece Lined Combs 1.79

Men's Zipper Overalls 4.79

Men's Lined Smocks 4.98

Men's Lined Pants 4.49

Men's Walker Overalls 4.49

Men's Sweaters 3.98

Men's Heavy Shirts 2.49

Men's Winter Caps 1.69

Boys' Caps 39c

Men's Hose and Mitts at Special Prices

Ladies' Nylons 99c

Men's, Ladies' and Children's Footwear clearing at Special Prices.

Stanfield's Yarn 27c

Stanfield's Yarn 2 oz. 33c

Baby Yarn 33c

Set of Dishes, 45 pieces 12.00

Flannelette Blankets, pair 5.49

Print Cotton, yard 39c

Pyrex and Glassware, Enamel and Tin Ware, Fancy Cups and Saucers, Stamp-ed Mats, Ladies' Underwear, Children's Underwear, Ladies' and Children's Hose, Sweaters, Bandanas, Pyjamas, Towels and Pillow Cases.



**Accepts Ayrshire Ribbon**

C.D. Graham, Deputy Minister of Agriculture for Ontario, presents the Carnell Ayrshire Challenge Ribbon to Neil A. Matheson, M.P., who received the ribbon on behalf of Col. S.C. Oland, Halifax at the annual meeting of the Canadian Ayrshire Breeders Association.

Photo by Jim Rose.

# The Eastern Guardian

**SLIGHTLY INJURED** — Edna Ann Nicholson, Montague, suffered a slight concussion in a fall on the ice at the Montague ice sports held in the rink Friday night. Miss Nicholson is under doctor's treatment and is at present resting at her home.

**WOMEN'S Institute** at Mrs. George Nicholson's, Tuesday night.

**Curling Today At Montague**

Curling schedule at Montague rink today:

7 p.m. Clarkson Shield.

East ice - J.S. DesRoches, I. Phillips, R. Martin, L. Marshall vs. Geo. McIntyre, A. Wightman, H. Smith, C. MacDougall.

West ice - H. MacGregor, G. Jardine, R. Hamilton, C.A. Shaw vs. A. Sullivan, Dr. Inman, R. Machon, M. Jackson.

9 p.m. Pepler Trophy.

East ice - At MacDonald vs. P. Sinclair.

West ice - B. Johnston vs. Dr. McIntyre.

**PISQUID EAST**

Mr. and Mrs. Floyd Jay were visitors in Covedale Road, Tuesday evening, attending a shower in honor of Mrs. Jay's brother-in-law and sister, Mr. and Mrs. Hessel Corney.

Mr. and Mrs. Wallace Woolridge were guests of their daughter Mrs. Russell Myers and Mr. Myers Peakes Road, Wednesday, January 25.

Miss Flora Woolridge, Charlottetown, spent Thursday at the home of her parents, Mr. and Mrs. Wallace Woolridge.

Miss Juanita Jay, Charlottetown, spent the weekend with her parents, Mr. and Mrs. Edward Jay.

Mr. Howard Kelly was a visitor in Charlottetown, Saturday, January 28.

Friends in this vicinity will regret to hear that Mr. Earle MacDonald, Lorne Valley, is a patient in Montague Memorial Hospital and hope for a speedy recovery.

Mr. and Mrs. Floyd Jay were visitors in Charlottetown, Saturday, January 28.

Mr. Guy Jay, Charlottetown, spent the January 28, weekend at the home of his parents, Mr. and Mrs. Edward Jay.

**THE COURSE OF LIFE**

I walked beside a beautiful stream, Lost in the magic of a daytime dream, On a soft green hill I lingered a spell, Where the evening shadows softly fell.

I heard the waves as they rippled along, Filling my ears like a sweet, sweet song. Then they joined the river so merrily And dashed away in the restless sea.

When came the end of this summer's day, I sat and watched the sun's last ray. And o'er me came a flood of thought, Of cherished things the darkness brought.

Our youth is like this beautiful stream, We laugh and play and idly dream. Until Time's fast fleeting tide Decides the course on which we ride.

Yes, ride along we surely must And live our lives with humble trust. Like stream and river joyful be, As we drift o'er Time's uncertain sea.

—Lena Vessey (Formerly of Montague)

**YEO THEATRE MONTAGUE**

Mon - Tue Adm. 30 - 46 incld Prov. A. Tax

**The Beachcomber**

Color — Robert Newton - Glynis Johns.

Adventure on the high seas.

Tense drama — Unusual and Thrilling

Also cartoon and short subject.

**CLOSED MON. - TUES. - WED.**

**GRAND OPENING**

**THURSDAY MORNING 8.30 A.M.**

The public are invited to view this beautiful store Wednesday night from 7-9 p.m., but the store will not sell anything during this period.

**GO-OP SUPER MARKET**

AN ISLAND STORE OWNED BY ISLAND PEOPLE

BIG ENOUGH TO SERVE YOU - NOT TOO BIG TO APPRECIATE YOU

FREE DELIVERY - PHONE 8557 - FREE CUSTOMER PARKING

**CAPITOL — TODAY - TUES. - WED.**

"M-G-M picked a million-dollar cast and packed a hit parade of songs, magnificent spectacle and dazzling costumes into one true love and romance that will remain 'Deep In Your Hearts' forever!"

"ONE OF THE GREATEST MUSICALS EVER PRODUCED IN OUR DAY AND AGE."

**M-G-M's FINEST MUSICAL!**

Stars! Musical Color! Plus eye-dazzling sets and costumes making a truly wondrous entertainment spectacle of love and romance — to remain "deep in your heart" forever!

**DEEP IN MY HEART**

COLOR

Starring **JOSE FERRER** and Guest Stars **WALTER PIDGEON** & **JANE POWELL**

**MERLE OBERON** **PAUL HENREID** **ROSEMARY CLOONEY**

**HELEN TRAUDEL** **DOE ANDERSON** **GENE & FRED KELLY**

**YAMARA TOUNMANOVA** **PAUL STEWART** **JANE POWELL**

**ISOBEL ELSON** **WILLIAM OLIVE** **VIC DANOWE**

**JAMES MITCHELL** **ANN MILLER** **CYD CHARISSE**

**HOWARD KEEL** **TONY MARTIN**

**EXTRA: NEWS**

Prices for this engagement have been set by the film producers. They are as follows: Matinee: Children 25c; Adults 50c. Evenings: All Tickets 75c.

THESE PRICES INCLUDE THE TAX

"BE SURE YOU COME TO THE EARLY SHOW AND ENJOY A SEAT FOR THIS GREAT MUSICAL SHOW"

Show Times Mon., Tues. and Wednesday 3:00 - 5:00 - 7:00 - 9:00

**W. D. GILLIS Co. Ltd.**

DIAL 3776

Sold in any quantity. Prompt Deliveries — Courteous Service.

**Eczema Itch**

If itchy, stinging, burning, itching, blisters, oozing, scaling, crusty skin, freckles, spots, itching, or Athlete's Foot worry you, try Eczema Itch. Works fast to stop itching, soothe, soothe, soothe. In 1 minute, it kills many germs, soothes the skin, and relieves itching. Itching, burning, stinging, itching, blisters, oozing, scaling, crusty skin, freckles, spots, itching, or Athlete's Foot worry you, try Eczema Itch. Works fast to stop itching, soothe, soothe, soothe. In 1 minute, it kills many germs, soothes the skin, and relieves itching. Itching, burning, stinging, itching, blisters, oozing, scaling, crusty skin, freckles, spots, itching, or Athlete's Foot worry you, try Eczema Itch. Works fast to stop itching, soothe, soothe, soothe. In 1 minute, it kills many germs, soothes the skin, and relieves itching.