

# Widening Education Horizons

This issue of Widening Education Horizons has a foreword written by Mr. Edward MacPhail, Supervisor of Correspondence Instruction, Department of Education.

This article brings before the reading public the type of work that is carried on by this department and the opportunity that is available for children who are unable to attend school.

Appended to Mr. MacPhail's foreword is a letter received by him from Mr. Harvard H. Ellis, Director of Putnam Technical School, Putnam, Conn. Mr. Ellis is a former Islander, born in O'Leary, P.E.I. It is gratifying to note that the correspondence course put out by our Department of Education under the supervision of Mr. MacPhail has received such favorable comment from the Putnam Technical School, Connecticut, of which Mr. Ellis is director.

### Correspondence Instruction

The Correspondence Study Branch of the Prince Edward Island Department of Education provides correspondence instruction in all the regular public school subjects for Grades I to X, inclusive.

Each of the courses is based on the "Programme of Studies" for the public schools of Prince Edward Island. Each, except in the case of the lower grades, is written in the language of the average boy or girl in the grade for which the course was prepared and each uses the same books that are used in the public schools.

### Correspondence Instruction is available for the following:

1. Pupils living in districts that have no teacher employed.
2. Crippled and sick children.
3. Isolated pupils.
4. Older pupils (over compulsory school attendance age) who are needed at home and wish to continue their studies.
5. A correspondence course in Latin is available for any pupil in the province who wishes to study that subject.

The cost of the correspondence study course to pupils is one dollar per month, but is sent free to all crippled children. There is no charge for the course in Latin.

Pupils are enrolled for correspondence study on the recommendation of the Supervisor of Schools. Teachers and parents who wish to have a pupil enrolled should therefore apply to their local Supervisor. If he approves of the application the course is then mailed direct to the parent. Application forms may be procured at the Department of Education or from any of the School Supervisors.

Correspondence courses could prove very helpful to teachers as a guide in the classroom and are available to the following:

- (a) The course for any grade will be mailed on application to all older teachers who have recently returned to teaching, and to all teachers who have not had professional training.
- (b) The course for Grades IX and X will be mailed on request to any teacher in an ungraded school.

Dear Mr. MacPhail: You will perhaps recall the writer's visit at your office last August. I just want you to know that I have not forgotten my promise to write you and forward one of our School catalogs.

Head of our Social Studies program submitted the following comments regarding your correspondence course materials:

"In looking over the Correspondence Study Courses prepared by the Department of Education, Charlottetown, Prince Edward Island, I was impressed by the immense amount of patience, care, and understanding of the problem which have gone into the preparation of these courses.

"Where intimate teacher-pupil contact is lost, the students' interest will often lag. However, these courses show, through their skillfully constructed questions, problem solving situations, and broad activities that students' interest has been uppermost in the minds of the writers. Remarkable too, are

the courses for their broad scope. "I feel that these courses compare most favorably with any of our primary and secondary school curricula."

The foregoing also expresses my opinion and might also say we find these materials valuable as models for developing individual instruction sheets in connection with our several Vocational Courses.

Wishing you a Happy New Year and prosperity in all your good works in Education,

Yours very truly,  
H. H. Ellis, Director  
Putnam Technical School.

### UNITED STATES - SPANISH CO-OPERATION—(Continued)

The Debate. Americans in general approve any plan that can strengthen the U.S. against the danger of Communist attack, but some have doubts about the value of the agreement with Spain.

The Political Question: There are two points of view on the political question that crop up in any discussion of Spain. Those who dislike Francisco Franco, head of the Spanish government say: "Franco won his way to power by revolution against the Spanish Republic, in a war that lasted from 1936 to 1939. He rules as a dictator. During World War II, he kept up good relations with the Nazi dictator, Adolf Hitler. Although he did not actually enter the conflict, he did praise Hitler in speeches. The U.S. should have nothing to do with him."

As the "New York Times" says, the U.S. fought World War II to defeat fascism, but now it is making an agreement with a fascist government. If there had been any chance of overthrowing the Franco regime, the "Times" declares, that chance is now gone. The newspaper continues: "As the U.S. strengthens the Franco government's military forces, it strengthens its grip on the country, and its economic aid will have a similar political effect. Surely the highest purpose of American policies is to defend democracy against all totalitarian forces, fascist as well as communist. If this be forgotten or overlooked in the process of making agreements with Franco, the cause of liberty will suffer grave damage."

Those who favor the agreement with Franco Spain reply in the following manner:

"It is true that Franco won the right to govern by revolution. In doing so, however, he wiped out Spanish communist and other radical groups which had been working with Russia. If Franco had not taken over the government, Spain might be a communist nation today. The U.S. should be thankful this is not the case. The Spanish regime may not be a democracy such as the U.S. but it may be necessary for Franco to govern with a rather strong hand for the time being. If the U.S. helps him to improve the living conditions of his people, Franco may turn to more democratic ideas in government."

"Some people think it is fine that the U.S. works with the communist dictatorship in Yugoslavia, because it happens to be anti-Russian, but they are against Franco. There is far more reason for working with Franco who has always been a bitter enemy of Russian communism. The thing to decide is whether working with Franco is in the U.S.'s own interest. The U.S. government decided that co-operation with Yugoslavia was justified because it gives added strength against Russia. Co-operation with Franco is also justified, for bases in his country can add further strength to U.S. defence."

U.S. Allies: A good many Englishmen, Frenchmen, and others approve the U.S. agreement with Spain. However, many others in the European countries allied with the U.S. disapprove of the agreement.

Frenchmen, critical of co-operation with Spain say, for example: "The new agreement means that the U.S. does not believe that Germany and France can be held against Russia. The U.S. shows that it plans to withdraw into Spain and let Russia occupy

France and Germany if a war starts". A belief that this is the case is causing French morale to drop. It would be wiser for the U.S. to spend more money strengthening its present allies such as France rather than Spain.

Spain against Red China: A lot of British leaders are also critical of U.S. co-operation with a "fascist" government. Supporters of the Spanish pact answer their English critics in this way: "Many of the same British leaders who are so indignant about Spain, favor the idea of admitting communist China to the UN and of trying to get along with her in general. Red China is not only a dictatorship but it has been waging war against the U.S. and her allies. Spain on the other hand has been living in peace with her neighbors."

The above are among the arguments for and against the U.S. military-economic agreement with Spain. The debate is certain to continue for a long time to come. (To be continued)

### THE EVERGLADES (A bit about Florida)

Florida is mostly flat with a low sandy shore. At the southern tip are a number of islands known as the Florida Keys. These are coral formations and interesting, but by no means the most interesting feature of Florida.

Most of the southern part of this peninsula is covered by a dense swamp. It is known as the Everglades. Even to this day their depths are little known. In them live animals who are almost untouched by civilization. They alone know the way through the mangroves that grow upon the mud and water. Legend has it that many of these paths are really tunnels under the high arched roots.

Strange stories are told of a peculiar religion of these tribes. They are supposed to be serpent worshippers. However, since so little is known about them, probably many of the stories are imaginary.

The animal life of the Everglades is interesting. Here wallow great alligators. Here also live giant frogs. At least they would seem like giants to us. They are such good jumpers that they have developed great hind legs which are very good to eat. As a result men go into the margin of the swamp and catch these frogs. The legs are sent to New York restaurants to be eaten.

Imagine yourself in a flat-bottomed boat polling your way along through the dark waterways. The trees meet overhead making the light eerie and dim. Trees must be marked as you go or you may never return. There is no path or waterway that runs in any given direction but just one murky pool leading out of another one. Here and there are little patches of ground higher than the surrounding swamp. It is on these that you may catch the frogs but you will have to be smart or they will jump far out into the middle of the pool or sink out of sight.

Although the deepest of these swamps are in Florida they occur also in other parts of the southern states. The bayous at the mouth of the Mississippi are almost as thick and dark. Others are found in the Carolinas and Georgia. There has been some attempt to drain some of them but without any great success. Most of them remain as they were at the time of de Lion mysteric and impenetrable.

### Learning About Vowels

1. (a) Underline the first vowel in each word below.

(b) Write L after each word below, if the first vowel has a long sound as—o in word note.

Write S after each word below if the first vowel has a short sound as—o in the word not.

music \_\_\_\_\_ came \_\_\_\_\_ spell \_\_\_\_\_ killed  
happy \_\_\_\_\_ rock \_\_\_\_\_ monkey \_\_\_\_\_ due  
cot \_\_\_\_\_ strutting \_\_\_\_\_ nature \_\_\_\_\_ village  
until \_\_\_\_\_ ate \_\_\_\_\_ husband \_\_\_\_\_ mother  
pinned \_\_\_\_\_ fringe \_\_\_\_\_ thinner \_\_\_\_\_ sick  
strength \_\_\_\_\_ won \_\_\_\_\_ shadowy \_\_\_\_\_ blossom

### Learning about Antonyms

Antonyms are words that are

opposite in meaning. The word HOT is the opposite of the word COLD. HOT is the antonym of COLD.

In the sentences numbered 2, below, write an antonym for the underlined word in 1.

1. The market place was very noisy.
2. The market place was very quiet.
1. They went out of the village to a large pool.
2. They went out of the village to a small pool.
1. Her mother was a strong woman and did not mind the hard work.
2. Her mother was a weak woman and did not mind the work.
1. They were proud of their eldest son.
2. They were proud of their youngest son.
1. At last the elephant was very clean.
2. At last the elephant was very dirty.

Underline an antonym in each row to match the first word in that row.

- Row:
1. narrow \_\_\_\_\_ thin \_\_\_\_\_
  2. wide \_\_\_\_\_ heavy \_\_\_\_\_
  3. rapid \_\_\_\_\_ slow \_\_\_\_\_
  4. river \_\_\_\_\_ race \_\_\_\_\_
  5. far-off \_\_\_\_\_ southern \_\_\_\_\_
  6. bright \_\_\_\_\_ shining \_\_\_\_\_
  7. fast \_\_\_\_\_ dull \_\_\_\_\_
  8. high \_\_\_\_\_ low \_\_\_\_\_
  9. up \_\_\_\_\_ long \_\_\_\_\_
  10. cold \_\_\_\_\_ ice \_\_\_\_\_
  11. hot \_\_\_\_\_ soup \_\_\_\_\_
  12. dry \_\_\_\_\_ frozen \_\_\_\_\_
  13. wet \_\_\_\_\_ ground \_\_\_\_\_
  14. pretty \_\_\_\_\_ soft \_\_\_\_\_
  15. beautiful \_\_\_\_\_ ugly \_\_\_\_\_

### British Universities Summer Schools, 1954

For 1954 Summer Schools are offered at Oxford, at Stratford-upon-Avon, and at the two capital cities of London and Edinburgh.

British Universities have combined since 1948 to organize annually a special programme of Summer Schools providing primarily for the needs of post-graduate students from the universities of America, Europe, and the British Commonwealth. Fifteen to twenty-five nationalities are usually represented at each course. Although the courses are mainly intended for post-graduate students, including teachers in universities and schools, applications are carefully considered from others with suitable qualifications. Special undergraduate students in their last two years at a university.

The schools will last six weeks and are recognized for credits at American universities. Lectures, tutorial work, and opportunities to visit places of interest will be features of each course.

Fees, for full board, lodging, and tuition for the six weeks, are between £63 and £72. A limited number of scholarships are offered by the British Universities and the British Council.

### UNIVERSITY OF BIRMINGHAM—

SHAKESPEARE AND ELIZABETHAN DRAMA—Eighth annual Shakespeare Summer School—July 3-August 14. Fees £70 (approx. U.S. \$197.75).

### UNIVERSITY OF LONDON:

ART, LITERATURE, AND MUSIC IN ENGLAND IN THE 17TH AND 18TH CENTURIES—As the literary and artistic centres of England in the classical period, London preserves in its buildings, galleries, and records essential material for study of these centuries. July 12-August 20. Fees £63 (approx. U.S. \$178).

### UNIVERSITY OF OXFORD:

POLITICAL AND LITERATURE IN THE 20TH CENTURY—A study of British political development since 1900 and of English literature in this century, with special reference to the impact of social and political forces on the literature of the period. July 2-August 13. Fees £72 (approx. U.S. \$203.40).

### SCOTTISH UNIVERSITIES—

to be held at the University of Edinburgh:

THE DEVELOPMENT OF MODERN WESTERN CIVILIZATION—History, literature, ideas. June 28-August 7. Fees £72 (approx. U.S. \$203.40).

For full brochures and further information, apply to:

Dr. J. F. Leddy, Secretary of the National Conference of Canadian Universities, University of Saskatchewan, Saskatoon, Saskatchewan, or

The Secretary of the Summer School at the Universities of Birmingham, Edinburgh, London, or Oxford.

### British Universities' Summer Schools

Until two years ago I had never heard of the Summer Schools organized by the British Universities for overseas students. Quite by chance I was told about one of the courses; this led me to make further inquiries, with the result that for the past two summers I have availed myself of the opportunity to attend a Summer School in Britain, a year ago at the University of Oxford, and during this last summer, at the University of Edinburgh. It has been a source of such satisfaction and happiness in each case that I should like to pass on some information to oth-

ers who may never have heard of the possibility of a thoroughly enjoyable and profitable summer, quite different from the usual round of travel and sightseeing in Britain. And, from the fact that each summer only one other person besides myself came from Canada, I judge that Canadians do not have information about these courses or they would be there in larger numbers.

The courses are open to university graduates. During the past summer they were offered by four universities, London, Oxford, Birmingham and Edinburgh. The course at the University of London was on economics; the one at Oxford dealt with modern political trends and modern culture. At Edinburgh it was a history course, "The Development of Western Civilization", stressing the modern rather than the ancient aspects of this matter. The University of Birmingham gave a course on Drama and the Theatre, and, I suppose to get the proper setting, they gave it at Stratford-upon-Avon, not Birmingham.

The term in each University lasts six weeks, but, if it is impossible to attend for the full time, fees may be paid to cover only half the course, the first three weeks or the last three weeks. Many who are pressed for time will avail themselves of this. The fees include the cost of tuition, meals, and a room in a University residence, and in the case of Edinburgh numerous trips to places of interest in Scotland at the week-end. The fees in all the Universities are extremely low, partly because they give all this at an absolutely nominal cost and partly on account of the rate of exchange which puts everything at a low cost for people from North America. The lectures are given by various men, all of them outstanding scholars in British Universities, specialists in different fields of study.

The courses are conducted in the regular routine of "term" time with lectures and tutorial groups. The numbers in these groups vary according to the University; in Oxford the groups were small, consisting of from five to eight persons; in Edinburgh they were much larger. There is no examination to write at the end of the course; one can get a statement of attendance at lectures if one desires it.

This covers a bare outline of what the courses involve but it by no means the most interesting part. It may sound absurd and I might be thought rather sentimental and extravagant, but I can honestly say that each of my two summers, the one at Oxford and the other in Edinburgh, has given me a new outlook, a new stimulation, a broader point of view, a much better understand-



MARCHING TOWARD FREEDOM—Anti-Communist ex-Red Army soldiers carry signs and banners as they march to freedom at Panmunjom, Korea. After a final chance to choose repatriation, these ex-POWs elected to take up a new life in South Korea and Formosa. Only 31 North Koreans, and 49 Chinese, out of a total of 22,000 prisoners, declined the UN offer to enter South Korea. (NEA Radio Telephoto)

ing of people and world affairs, preservative slang. "You see what makes them tick." Then someone might ask who go to these courses. A great many were Americans from various states with the most amazing divergence of language or should one say accent? With the others, they constituted an international group. In Edinburgh there were students from Germany, France, Italy, Switzerland, New Zealand, Australia, Nigeria, India, Japan, Spain, and other countries. They all spoke English, some well, others not so well; it is surprising in how many countries English is taught in the schools. So all were eager to talk and to exchange ideas. It was most interesting, for example, and strange also, to hear a secondary school teacher from London (England), a graduate of Cambridge, discuss the bombing that she experienced during the last war with a German secondary school teacher who had got her Doctor's degree in her own country. Last year at Oxford in a small tutorial group of six persons to which I was assigned, I found that a very mild, white-haired gentleman had been an officer in Hitler's army. One of the friends I made last year, a Mohammedan girl from Baghdad, was in Oxford again this summer and it was very pleasant indeed to see her again. For in this academic world, religion and race and colour are no barrier to the sharing of ideas and the forming of friendships. It all seemed like a fine adventure into an almost unknown world.

Continued on page 16

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