



**ARMY MISSILE SEEMS CLOSE TO MOON**

Nope, and not a composite photograph either. This striking shot of an Army Lacrosse missile high over southern New Mexico happened to catch the daylight moon in the background. The apparent enormous size of the moon in relation to the missile is because of the long, 96-inch focal length lens in the Army camera, which "pulled in" the background. The moon actually is still its normal 239,000 miles away. (AP Wirephoto)

**EDUCATIONAL HORIZONS**

**Seek To Keep In Touch With Parents—Discreetly**

As reported in a previous issue of Educational Horizons we shall publish a series of articles on the revised Code of Ethics of the Prince Edward Island Teachers Federation. The first article—the Teacher—Pupil Relationship—was prepared by Miss Joan Aylward, teacher at Spring Park Elementary School. This week Miss Anne Walsh, teacher at Queen Square School, deals with the Teacher—Parent Relationship.

In Mr. Grindlay's summary of the findings of the Committee appointed to review the Code of Ethics, among other things, he lists the following:

1. The teacher will seek to establish friendly and cooperative relationships with the home and
2. Provide parents with information that will serve the best interests of their children, and
3. Be discreet with information received from parents.

As a follow-up of this, I should like to enlarge briefly on these basic truths.

**SOCIAL ASPECT**

A teacher in viewing a class is often prone to judge parents by the appearance of the child they send to school. In a group of twenty-five or thirty children there is naturally a wide diversity of ability, personality, parents and environment, and it is difficult for the teacher at times to see all sides of the picture. One child, let us call him Jimmie, comes to school with books in perfect condition, assignments carefully attended to, clean in person and dress, and a general air of confidence in his ability to cooperate in whatever may present itself in the classroom program for that day. Naturally in the eyes of the teacher he is the child of ideal parents.

We may find the reverse of this picture in Johnnie, who enters the class with no assurance of his successful participation in what may confront him during his school day. His books are soiled, dog-eared, and often missing. Although his mental capacity may be normal, his home work is slovenly done, perhaps not done at all. His appearance and clothing leave much to be desired. In contrast to Jimmie's alertness, Johnnie is tired and weary, and not terribly interested. In our estimate of Johnnie and his fitness for school work, we are inclined on the surface, to censure the parents for their apparent lack of interest in their child.

But let us go further and look

behind the scenes. The first boy comes from a home where there is more than enough money for

their needs. They can afford to dress him well, see that he has the required books, and a comfortable room in which to study. The mother or father is at hand to give assistance if needed. He keeps regular hours and gets plenty of sleep.

Johnnie, in contrast, may come from a family with little of this world's goods. The mother or father has to take a night

job to help finance the upkeep of the home. The father, left with the charge of the household, is sometimes unable to cope with the necessary family discipline, and, hence, the children, like Topsy "just grow." They are either out late or up late, and are unable to do satisfactory work the next day. The parents are usually doing what they can to

carry on under adverse circumstances. In looking at these two extremes of environment, we see how essential it is for teachers to be fully aware of the background of all their pupils. Often after a visit to some of the homes, we are amazed that the product we get from them is as good as it is. With the need for better housing, the prevalence of alcohol, and the lack of means—to say nothing of the broken homes—we are inclined to think that the time some children spend in school, is the happiest part of their day. We should try to make up to those children what is deficient in their home life. Rather than criticize the parents for the lack we find in their children, let us cooperate with them, and help them if at all possible.

So much for the social aspect of teacher—parent relationship.

**ACADEMIC ASPECT**

Now, let us look at the academic side of school life in relation to teacher—parent. Most of us will agree that all parents are pleased if their child shows satisfactory progress in school. This is more or less an established fact. But we know from experience that this is not always obtainable. When a pupil commences to lag, contact the parents immediately, if possible; do not complain of the apathy or indifference the pupil shows towards work, but, rather showing a desire to help, point out where the pupil is not keeping in step with the rest of the class.

Perhaps, after a conference with the parents, you will find that his falling behind is due to some physical cause—poor eyesight, low blood count, difficulty in hearing—which is found in six per cent of the children—not enough sleep, or perhaps the work has got ahead of him, due to something he does not understand further back. The teacher, having

found out if she can assist in any way, can sometimes solve the difficulty by helping the pupil individually through the day. Between you and the parent often an improvement in conditions can be accomplished, resulting in a more satisfactory pupil.

**WILL CO-OPERATE**

We will agree that this does not cover one hundred per cent of the parent-teacher relationship; but it is pleasing to know that, in many cases, parents will do their best to cooperate and endeavor to carry out any suggestions the teacher may put forth. Do not wait to contact the parent until the child is so hopelessly behind that he is unable to carry on in that grade. Rather keep in close contact with the parents, and the reward will be well worth the time expended. Early in the year, if you find a pupil altogether unfit to carry on in his particular grade, notify the parents at once. Most parents, if approached with a desire on your part to help, are reasonable, and will agree to his being transferred to a lower grade, or arrange to have outside tutoring, in an effort to iron out the pupil's difficulties.

Lastly, the confidence parent or pupil places in a teacher, should be zealously guarded. It is inadvisable to discuss with the parents the short-comings or behaviour patterns of their boy, the boy being present. Nothing so thoroughly undermines the trust a pupil should naturally place in his teacher or parent, as to know he is being discussed adversely, or to have his misdemeanors exploited. Rather, let us try, by combined effort to work together, keeping in mind, at all times, that the ultimate goal is the welfare of our pupils, and thus establish an harmonious teacher—parent relationship. This department is conducted by the Prince Edward Island

Teachers' Federation. Contributions are welcomed and should be sent to the general secretary, Estelle Bowness, Box 518 Charlottetown.

**Aerial Ladders Used In Rescue**

QUEBEC (CP)—Firemen used aerial ladders to rescue 12 persons from a burning four-storey rooming house in the Uppertown district early Saturday. No one was injured but one woman was given treatment for shock.

It was the second three-alarm blaze during the night. Earlier men and trucks from 10 stations rushed to a blaze in the St. Malo industrial district which destroyed a men's clothing store, a connected warehouse and a combined pool room and restaurant.

**Winnipeg Wants Subway System**

WINNIPEG (CP)—A three-route subway system, 23 miles long and costing more than \$265,000,000, has been recommended for Greater Winnipeg by a Toronto transit expert.

In a report to the Greater Winnipeg Transit Commission, Norman A. Wilson recommends an immediate start on the project, aiming at completion by 1961. The spider-like system would comprise three interlocking U-shaped routes. The transit commission, in releasing the report, said it had accepted the proposals in principle and hopes to start the first section of the subway within five years. First, however, approval would have to come from the Greater Winnipeg municipalities.

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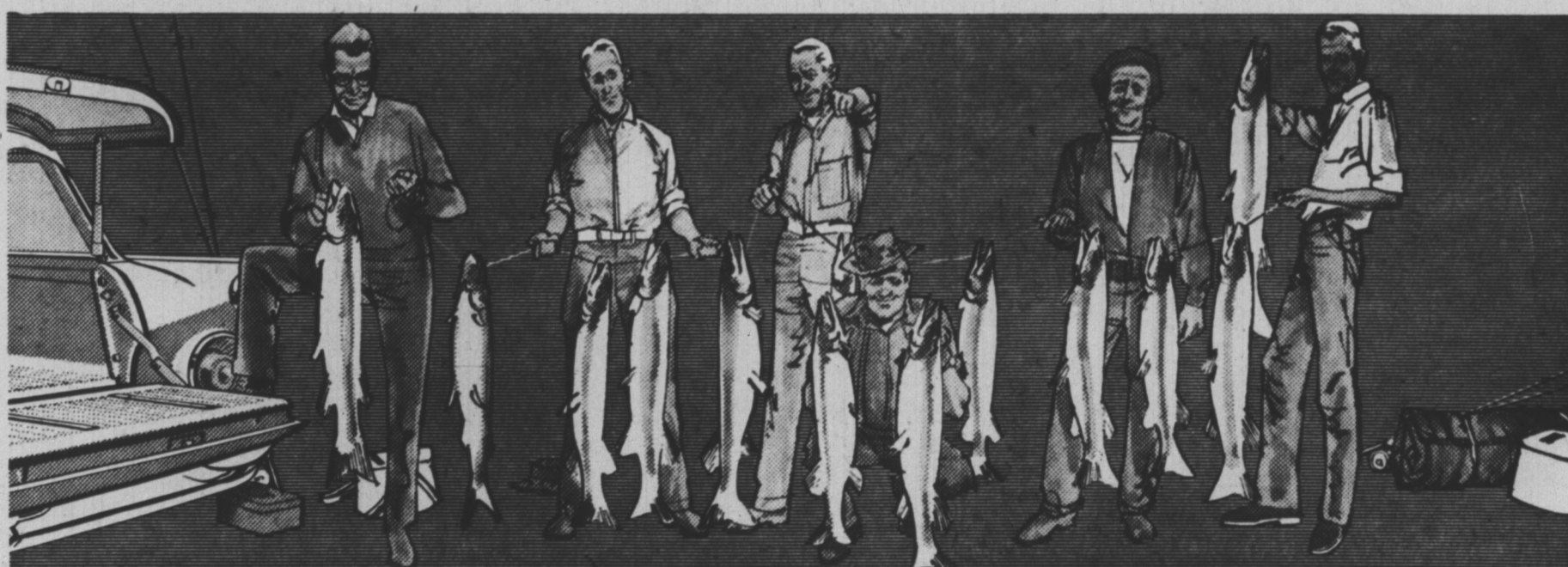
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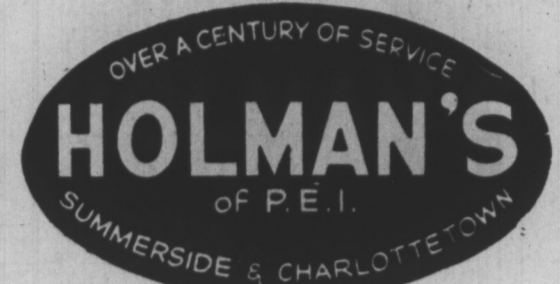
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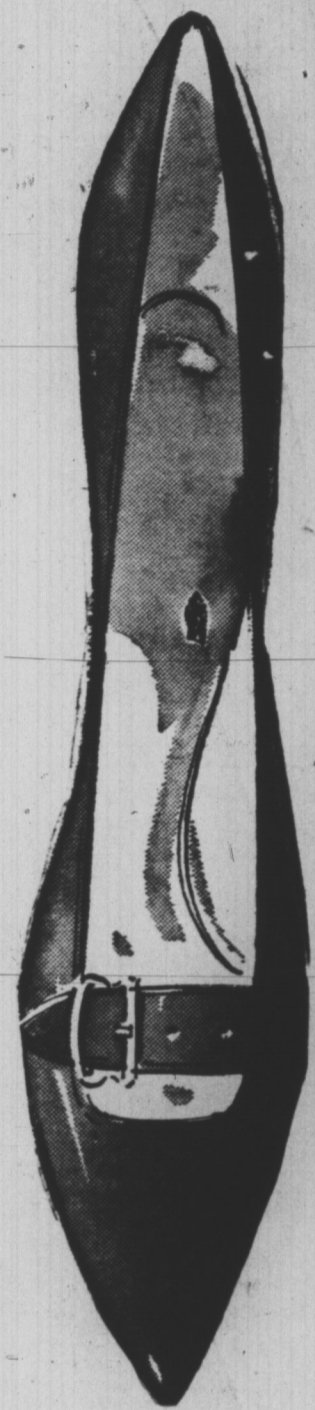


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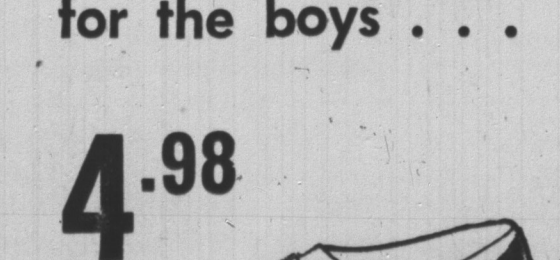
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