

Widening Educational Horizons

Our feature this week is an article on discipline written by Lt. Col. L. W. Lowther, Principal of Prince Street School, Charlotte-town. We hope many will read it though we do not expect that all will agree with it, our ideas of discipline are so varied today. Never-theless who should know something about discipline better than a teacher, of experience like the writer.

DISCIPLINE

Discipline is training. Its purpose is to express obedience and secure control—first control by the parent or teacher, eventually, self-control. It is an essential foundation stone in the educational structure, because of apathy or indulgence, the results are unhappy.

Many of the so-called progressive schools made this mistake and soon found that their pupils were not really learning anything except bad habits. Children like security and they are happiest in a classroom where good order is maintained. They like a teacher who means what she says and says what she means, who has few rules but enforces them, who is the same yesterday, today, and in the same way tomorrow. This consistent firmness tempered by kindness and patience does not mean that all are treated alike.

An experienced teacher knows that each pupil must be handled as an individual, that his background and personality must be considered, and that the means used to enforce obedience or correct wayward conduct must be correspondingly varied. Here the teacher must be very careful that no suggestion of unfairness or favoritism results from the varied treatment. Have the same obedience for all, but use good judgment in dealing with each offence.

Experience is the best guide in the matter of what rules are necessary. They should be as few as possible, easily understood, readily enforceable. Avoid adding specific punishments—remember you want the punishment to fit the individual, not the crime. Avoid "or else" threats, and unfiled threats.

Punishment only enters the field of discipline when it is necessary for enforcement of obedience and control. Probably two little is better than too much, but the teacher must not shrink from even corporal punishment when it is absolutely necessary as a last resort.

"Spare the rod and spoil the child" was an excuse too often used in the past for cruel unnecessary punishment, but that does not mean that the old adage is false. In some cases the rod speaks the only language the child understands. As a general rule, if all know that it means will be used if all others fail, it will be found rarely if ever, necessary. Judicious praise, encouragement, personal interest, are much more useful and potent than the teacher's hands.

"Nothing succeeds like success" our teachers should keep this in mind, particularly when applying the discipline of study. This is the most important part of school discipline. Firmness in insisting that the daily lessons are done, that errors are corrected, that poorly done exercises are rewritten, must be the teacher's watchword.

To set a high standard and encourage each to measure up is inspiring, and helps to develop valuable habits of study.

School discipline then is concerned with reasonably good personal conduct, with acceptable social behaviour, and with the inculcation of habits of study. Teachers, while exercising leadership and command must avoid arrogance and ever remember "to walk humbly".

It is so necessary to be patient to seek to lead rather than to coerce, to strive by example and persuasion to accomplish the purpose for which schools exist, namely, to bring out the best in each pupil while pruning away those parts which mar and waste. This is the role of discipline.

starts itself in the future. If it starts new aggression, it can expect that relations with the U.S.A. will become more troubled. For example, U. S. Secretary Dulles has warned Communist China that grave consequences would result if it resumes the war in Korea or actively enters the war in Indo-China.

This Asiatic nation is likely to pose many problems for the West in coming days.

INDIA

India's first well to produce crude oil on a commercial scale went into operation in February. The British-owned Assam Oil Co. Ltd. has been given the right to prospect for oil in Assam State. The output from this well—the deepest ever to be drilled in India—has been estimated at 20,000 gallons daily.

Indo-China

On March 15 strong Communist-led Viet Minh forces drove toward the heart of the Big French Union fortress of Dien Bien Phu. They are said to have lost 1,500 men in the furious fighting. The savage attack then gave way to two days of quiet.

The Viet Minh troops massed outside the fort are believed to be redeploying, bringing up fresh supplies and recovering from shock of their tremendous losses. The French command expected a renewed output from this well—the deepest ever to be drilled in India—has been estimated at 20,000 gallons daily.

Australia

Australia has announced a new uranium strike, this time in the New England District of New South Wales. Added to previous finds, the new strike raised Australia's hopes of becoming the world's largest producer of the strategic metal.

United States

The shooting of five Congressmen in the House of Representatives on March 1 placed the entire Puerto Rican problem under serious scrutiny. The problem has been troublesome since 1941, when Puerto Ricans first started coming to the U. S. in large numbers. The shots were fired by New York members of the Puerto Rican Nationalist party—a small group pledged to independence for the Caribbean commonwealth.

The people of Puerto Rico itself were as much upset by the attempt to kill U. S. lawmakers as were the people of the U. S. A.

HOW ARE YOUR PUBLIC RELATIONS?

The Teacher and the Community.

There was once a school teacher in a small American village who cut quite a swath among the local yokels. Physically he was rather repulsive—lank, with huge ears, and a long snipe nose, he looked like a displaced cornfield scarecrow—but that is not his discredit. What can be charged against him is that in his social life he ignored the men of the community and devoted his time to the ladies, gathering grapes for them, drinking tea with them, giggling cooly with them in the churchyard. In the classroom he was unjust, and brutal; in the parlour he was gallant and elegant.

His name was Ichabod Crane and his public relations were abominable.

The problem is with us still; how to create good public relations in the community.

According to a recent Gallup poll, teachers are rated high in public esteem—higher than ministers, doctors or lawyers. Despite this heartwarming assurance, many teachers assume that the community looks upon them as a third sex,—that the populace is split into teachers and people. Perhaps we are too egocentric in our thinking. "I can't go into that hotel or people will talk," a teacher may say, but she doesn't talk about the doctor or the dentist or the baker when they go into it. Neither will the community talk in a derogatory manner about teachers who conduct themselves as decent citizens and who are suitably proud of their profession.

Teachers can—and usually do—live as free from public censure as other workers do. Self respect may not prevent all carping criticism, but it will make them immune to it. No community expects teachers to be perfect, and, like other occupational groups, they have considerable scope to express their eccentricities.

They may lack that conversational spark which leads to free and stimulating discussion. Certainly if they avoid all controversy and make excessive custom the guardian of the tongue, they are rather apt to be rather colourless associates. Teachers, on the other hand, may feel that other people will not be interested in their classroom activities. If questioned and led to talk about school, they frequently do so in such a guarded manner that it becomes a most uninspiring topic.

Doctors' talk shop, housewives talk shop, bankers talk shop, why shouldn't teachers? Teaching is a lively and fascinating profession, and we should be eager, as well as prepared, to inform the public that our class-rooms are not only interesting places to be in, but also centres for many kinds of public services.

To deal effectively with children, one needs to be a warm-hearted, sincere individual; the same applies in relationships with the adults of the community. Teachers have no occupational need to be diffident about making overtures of friendship.

Says one teacher: "An engineer I know makes friends wherever he goes, mainly because he likes people and assumes that they like him. As teachers we should emulate him—if not to make our lives more complete, then for the sake of our professional public relations. Whenever I am stuck for conversation I recall some humorous incident which has occurred in school. I might mention that a grade nine pupil wrote about the 'Merchant of Venus' in a test. Such a remark can lead to anything, depending upon the person to whom you tell it. He might reply, 'Some merchandise' and that's good for a laugh, but nothing else. Or it might lead to a discussion of the deplorable spelling used today. All parents like to discuss modern theories of education, and it is surprising how much information you can gather listening to some parents' theories on education. Try it. You may be surprised—I am every time."

All teachers, but especially those who have been in the same community over a period of years should realize they are public relations representatives for their profession. People will not condemn or talk about their eccentricities or their personal life, but will praise or condemn the overall picture they represent in the community.

"Long ago," an off-island teacher relates, "my father bought three Essex cars over a period of several years because the only local car salesman was a Hudson Essex dealer. My father hated Essex cars, but he was beloved by the community because his car attitude exemplified the community attitude. I met a teacher recently who buys his car insurance from his local agent. He would save money by another plan, but he figures that the extra money he spends buys a good deal of good public relations, not only for himself, but for all the teachers in his town. In other words, the 'I'll get it for you wholesale' way is not always the best way. It is the people of the community who support teachers' salaries. If the salaries and prestige of the profession are to improve, the teacher must support the taxpayer. We are told: 'Do unto others as you would be done by.' It seems to apply over and over again."

The teacher in a large city school seldom has the opportunity to meet every parent of the children he or she teaches. Teachers may live in a different part of the city from the school, may have friendships with people living in a different area or a different atmosphere. Public relations, as a result, are far more complicated. In such cases the Home and School Association has accomplished much and should be used by the teachers as a public relations vehicle. Executives of the Association usually do their best to bring parents and teachers together, and through-going participation by the teachers in Home and School activities is beneficial to themselves as well as to the Association.

There seems little doubt that when good teachers live in the community in which they teach, good public relations will largely be achieved by natural and informal methods. The more involved organization of the large city demands a more elaborate set-up, and city locals must not be blind to the problem.

Another facet of the problem is public relations within the profession. There are many ways of solving it. One teacher comments: "I know one principal who gives parties at his home for his teachers throughout the year. They are pleasant affairs, with non-teachers mixed in, and improve public relations among the teachers as well as with the people of the community."

This suggests another consideration: Teachers can often give their fellow teachers' morale a boost. Conversely, a teacher who is inconsiderate of his colleagues can hurt many feelings and spoil public relations.

Murray River and Vicinity

Miss Marion MacKenzie, Charlottetown, spent the holiday week-end at the home of her parents, Mr. and Mrs. John MacKenzie.

Mr. Rankin Keenan, Murray River, spent the holiday week-end with his parents, Mr. and Mrs. Ford Keenan, Pictou Island, N. S.

Mr. and Mrs. John MacLeod and children Debra, and Gordon, New Glasgow, N.S., spent the holiday week-end at the homes of their parents, Mr. and Mrs. Ernest MacLeod, Murray River, and Mr. and Mrs. Robert Glover, Gurnsey Cove.

Master Laurie MacDonald, Charlottetown, was a holiday visitor to Murray River, visiting with his former school-chums.

Mr. and Mrs. Lloyd MacLeod and daughter, Karen, Dartmouth, N.S., spent the holiday week-end

at the home of their parents, Mr. and Mrs. Gavin MacLeod, Murray River, and Mrs. Bell, Iris.

Mr. Roy MacLeod, St. John, N. B., was a recent visitor to Murray River guest of his sisters, Mrs. Bazil MacLeod, and Mrs. Jack Ferguson.

Miss Annie MacLeod, Charlottetown, spent the holiday week-end at the home of her parents, Mr. and Mrs. Gavin MacLeod, Murray River.

Mr. and Mrs. Roland Gunlac, St. John, N.B., spent the holiday week-end at the home of Mrs. Gunlac's mother, Mrs. Clara Porter, Murray River.

Mr. and Mrs. Murray MacKinnon and son of Charlottetown, spent the holiday week-end at the home of their parents, Mr. and Mrs. J. L. MacKinnon, Murray River, and Mr. and Mrs. Kenneth Beck, Murray Harbour.

Miss Esther Ferguson and Mr. Vernie Vickers of Dartmouth, N. S., spent the holiday week-end at the home of Miss Ferguson's parents, Mr. and Mrs. J. A. Ferguson, Murray River.

Mr. and Mrs. Noel MacNevin of Dartmouth, spent the holiday week-end at the homes of their parents, Mr. and Mrs. W. F. MacLeod, Murray River, and Mr. and Mrs. MacNevin, Charlottetown.

The Misses Lois and Norma Nicolle of Halifax, spent the holiday week-end at the home of their parents, Mr. and Mrs. Lealand Nicolle, Murray River.

Mr. Robert Acorn and Mr. Paul Kays, Charlottetown, spent the holiday at the home of Mr. Acorn's grandparents, Mr. and Mrs. John MacInnis, Murray River. While

here Mr. Kays caught a lovely two pound trout in the dam.

Mr. Lester Nicolle of Kingston, N.S., spent the holiday week-end at the home of his parents, Mr. and Mrs. Clarence Nicolle, Murray River.

Mr. and Mrs. Stanley Oram and young son spent the holiday week-end at the home of Mrs. Oram's sister, Mrs. Royal White, Murray River.

Mr. Ivan Munn of Glace Bay, N. S., spent the holiday week-end at the home of his father, Mr. Sydney Munn, Murray River.

Miss Levinia MacLeod, Charlottetown, spent the holiday week-end at the home of her parents, Mr. and Mrs. Ernest MacLeod, Murray River.

Alfred Porter who is with the R.C.N. in Halifax spent the week-end at the home of his mother, Mrs. Clara Porter, Murray River.

Mr. and Mrs. William Hodgson and son Michael, Miss Jeannette Giddings and Mrs. Kenneth MacQueen of Moncton, N.B., spent the holiday week-end at the home of Mrs. Olive Giddings, White Sands.

Miss Annabell Bruce who is employed with the Bank of Montreal is spending her holidays at the home of her parents, Mr. and Mrs. John D. Bruce, High Bank.

Mr. Ken MacLeod, Charlottetown, spent the holiday week-end at the home of his father, Mr. W. F. MacLeod, Murray River.

Mrs. Leon Buell and sons Wade and Clayton, Gladstone, have taken up residence in Murray River in the home of Mr. Alex MacDonald.

Dr. and Mrs. Stirling Giddings

Monday, May 31, 1954

and family Charlottetown were holiday visitors to Murray River visiting with the Doctor's mother, Mrs. E. G. Giddings and also with Mrs. Giddings mother, Mrs. Jane Cook.

Mr. and Mrs. Ray MacLeod, Bradalbane, spent the week-end at the home of Mr. MacLeod's mother, Mrs. M. M. MacLeod, Murray River.

Miss Sadie Porter, St. John, has returned to the home of her mother, Mrs. Clara Porter, Murray River.

George White who is with the R.C.N. in Halifax spent the holiday week-end at the home of his parents, Mr. and Mrs. Fred White, Murray River.

Miss Bertha MacLean, Summerside, spent the long week-end at the home of her parents, Mr. and Mrs. John W. MacLean, High Bank.

Marshall MacLeod who is with the R.C.N. in Halifax spent the long week-end visiting at the home of his parents, Mr. and Mrs. Ernest MacLeod, Murray River, and also with his wife and family who live in Murray Harbour.

Murray River was a busy place over the long week-end. Many people from all parts of the island and also from the mainland were visiting the scene of the recent fire which levelled so many buildings on the corner known as Cook's Corner.

Messrs Cyril and Vernon MacLean, Charlottetown, spent the week-end at the home of their parents, Mr. and Mrs. Peter MacLean, Murray River.

Mr. Percy Sharam has returned to his job with county construction Co., after spending the past week, helping Mrs. Sharam clean up after her big loss in the recent fire.

Mr. and Mrs. Walter MacLeod and family Halifax, spent the long week-end at the home of their parents, Mr. and Mrs. Bowles, Dover and Mr. Malcolm MacLeod, High Bank.

Wives And Mothers Better Employees

MONTREAL. (CP)—Wives and mothers are better employees and are more contented in their jobs than single women, Dr. Ralph C. Collins of Rochester, N. Y., chairman of the American Psychiatric Association's committee on industrial psychiatry, said Thursday.

Married women derive great job satisfaction from the feeling that they are supplementing the family budget. They had less neurosis, less psychosomatic illness and usually less absenteeism than other workers.

He said women seem to thrive on doing both housework and an office or industrial job.

"Men who try to do two jobs by taking on additional work after regular office hours are usually no good in either place but the average woman is a better worker when she's handling two jobs," he said.

A woman employee's one drawback comes when she rises to supervisory positions, he said.

"Few women want to work for other women and men don't want to work for women either. They usually argue that 'men are fairer' or 'women are so petty'."

Mr. and Mrs. Walter MacLeod and family Halifax, spent the long week-end at the home of their parents, Mr. and Mrs. Bowles, Dover and Mr. Malcolm MacLeod, High Bank.

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