

THE EDUCATIONAL HORIZON

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

THE C. T. F. IN REVIEW

By J. A. S. Williams, B.A.

Secretary's Report (Continued):
Canadian Education Association: Dr. Crutchfield attended the Directors' meeting of the C. E. A. on August 19th, 1946, the convention from August 20 to 23, and the meeting of the Directors on August 23 in Edmonton. Among matters decided upon were the setting up of a National Advisory Committee on Educational Films, the operation of a monthly News Letter to be sent from each Dept. of Education to the office of the C. E. A. A special committee to raise funds for Educational Research was set up.

Canadian Research Committee on Practical Education: The C. T. F. voted \$100 for research in Practical Education. The representatives of industry, commerce, labour, and agriculture made it very clear that they did not expect teachers of Canada to finance this project, but were willing to accept our donation as a token payment. This research will have far-reaching effects on the present courses of study in our primary and secondary schools.

Canadian Federation of School and Home: The annual meeting of the School and Home Federation was held in Sackville, and Mr. D. C. Munroe, our President of the C. T. F. was our representative. (Miss Stetle Bowness represented the P.E.I.T.F. and gave a comprehensive report at the recent meeting of our Board of Governors.)

Canadian Welfare Association: Our C.T.F. was represented at the annual meeting of this organization.

NATIONAL CODE OF ETHICS

NOTES: Unethical practices should be reported to the professional organization. Appeal to the Canadian Teachers' Federation in such cases may be made only on application of the provincial organization.

Provincial organizations should see that steps be taken to acquaint persons training for entrance to the profession in professional ethics.

This Code of Ethics is to be applicable to all members of teachers' professional organizations.

1. The teacher should be courteous, just, and professional in all relationships.

2. A teacher regards as confidential and does not divulge other than through official channels any information of a personal or domestic nature, concerning either pupil or home, obtained in the course of his professional duties.

3. The teacher should strive to improve his educational practice through in-service training and travel.

4. Unfavourable criticism of associates should be avoided except when made to proper officials and then only in confidence and after the associate in question has been informed of the nature of the criticism.

5. Testimonials regarding the teacher should be truthful and confidential.

6. Each teacher should be a member of and participate in his professional organization.

7. A teacher who in his professional capacity is a member of a committee, board, or authority, dealing with educational matters or with teacher training or certification.

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One of the main points arising from the discussions was that a move should be made away from the idea that community service is charity. They maintain that no stigma should be attached to people applying for help.

The Hon. Paul Martin, Minister of National Welfare, outlined the Federal Government's proposals with regard to the national welfare of our citizens:

1. A national health program including grants to extend and assist health measures as well as for research and professional training, and grants for treatment and prevention of venereal disease, tuberculosis, mental diseases and providing for low interest loans for construction of hospitals.
2. Old-age pensions at 70 without means test.
3. Extension of unemployment insurance to cover all employed persons.

The Newfoundland Teachers' Association: This organization was asked to send a fraternal delegate to the present convention. (No delegate was present.)

Assistance to Teachers in Germany and the War Devastated Areas: UNESCO started a campaign to raise one hundred million dollars for the assistance of people in the war torn areas of Europe. The C. E. A. in conjunction with representatives of the C. T. F. in Toronto have started a campaign to collect material badly needed in the schools of these areas.

Provincial organizations are asked to co-operate with their Department of Education in the collection of useful materials.

licensed according to teaching ability and qualifications in three classes: the lowest receiving an annual salary of \$25, and the highest \$50.

The teachers' methods were gradually improved by the appointment of John McNeil as School Visitor in 1837, and two others in 1844, John Ross and Edward Blanchard. These county supervisors realized that the teacher's tasks were far from being light because there were many schools where overcrowding was unbearable. The only factor alleviating this condition was the deplorable rate of attendance. However, not before many decades had passed was this condition removed by the great increase in school buildings throughout the province.

The 300-year-old Dutch rule over the East Indies came to an end with the creation of the Indonesian Republic in March of 1946. Since then, however, the Dutch have not relinquished completely their reins of influence with the result that the Indonesian

Magnets attract pieces of iron and steel. When you bring the north pole of one magnet near the north pole of a suspended magnet, the north pole of suspended magnet swings away. But when you bring the north pole of one magnet near the south pole of a suspended magnet, the south pole of the suspended magnet swings towards north pole. That is like poles of magnets repel one another; unlike poles attract.

Steel is harder than iron, and therefore holds magnetism better than iron. Magnets point north and south because the earth is a magnet. The north magnetic pole was

discovered in 1831 by Sir James Ross. The north magnetic pole is in Boothia Peninsula, just west of Hudson Bay. The south magnetic pole was discovered by Sir Ernest Shackleton in 1909. A compass needle does not always point directly north because the magnetic pole and the geographic pole are 1100 miles apart. In Western Canada the compass points East of true north while in Eastern Canada the compass points West of true north. Lodesone was used to find directions before compasses were invented. It is found north of Lake Superior and is called, today, lodestone.

Eventually, the Reform Act of 1832 achieved a wider representation of the people and put an end to many corrupt practices. A great advance towards Democracy had been made. The reformed Parliament of 1832: One of its first acts was the abolition of slavery in all English colonies. William Pitt was England's youngest Prime Minister and a great reformer.

monarchy, the "Divine Right of Kings" was a thing of the past. James II was deposed by the bloodless revolution of 1688 and William and Mary succeeded to what now became a constitutional monarchy, with limited powers.

and in many ways broadened the people's understanding of each other's problems. The Queen's reign was notable for the prestige and power exerted by great Parliamentary leaders like Disraeli and Gladstone.

He was an Irishman who came to Canada in 1838 and became one of the strongest advocates of Confederation and the development of a Canadian nationalism. His speeches exerted a powerful influence for unity in Canada and the Empire.

Causes 1. The Indians who were settled on the Saskatchewan River thought they would lose their lands.

2. The destruction of the buffalo.

3. The return of Louis Riel's events:

1. The half-breeds defeated Major Crozier at Duke Lake. Fourteen police were killed. 2. Poundmaker and other Indians were defeated at Cut Knife Creek near Battleford by Colonel Otter. Later Big Bear surrendered. 3. General Middleton defeated the Indians at Fish Creek near Batoche not far from Prince Albert. Riel was taken prisoner.

On October 17, a treaty was signed in London by Prime Minister Attlee of Britain and U Nu, Burmese Premier, which gives Burma her independence in January 1948.

An act of Parliament will formally grant Burma her independence and is called the Burma Independence Act. It is her wish. Burmese officials have indicated that they will stay out of the Commonwealth. Burma, with a present population of more than 15,000,000 and an area

of 261,000 square miles, has been under British influence for more than 300 years.

The Burmese Premier declared that the agreement would "form a solid basis for Anglo-Burmese friendship." He said also that Burma would apply immediately for membership in the United Nations. His country, he declared, would claim reparations from Japan for two reasons:

1. Burmese contributions to the anti-Japanese cause; and 2. Japanese damage to Burma.

On October 3, the Netherlands Government announced that Queen Wilhelmina would temporarily lay down her royal power for reasons of health and that Crown Princess Juliana would act as Princess Regent. Wilhelmina was born Aug. 31, 1890, the daughter of the Dutch King Willem III, and succeeded to the throne on the death of her father, Nov. 3, 1890. She did not come of age until 1896, however, and was crowned Sept. 6 of that year. Legislation appointing Princess Juliana as regent will be introduced soon as a joint session of the two chambers of the Dutch parliament.

USE OF SHALL AND WILL

(1) In principal assertive sentences.

(a) When the auxiliary shall is used in the first person, and the auxiliary will in the second and third persons, the phrase expresses simple futurity; and is called the Predictive Future Verb phrase: "I shall go that." (You (of he) will be there. Simple futurity generally before the verb to be.

Simple futurity, when dependent on the action of an antecedent verb as: I will make it thy business to see that you (or he, or they) shall be present. Here we use "shall" in second person and third person.

An uncertainty (after suppose, think, believe, hope, trust, expect, perhaps, doubt, probably, appreciate, use shall in the 1st. person and will in the second and third person.

In interrogative sentences, shall is the proper auxiliary for the first person. In the second and third person the shall and will is controlled by the answer expected.

A Promise (active) I will come, (passive) I shall be punished for this.

Shall in the first person: (1) fortells what is to take place. I shall be in town next week. (2) In a question, it asks permission: Shall I leave the room.

Shall in the second and third persons: (1) Expresses a promise: You shall be recompensed. (2) Expresses a command: You shall pay your bills. (3) Expresses a threat

The qualifications of teachers were raised in 1832 by the passage of the Free Education Act, which provided that all teachers and candidates for teaching were to be examined by the Board of Education. This act set two classes of licenses, the lower receiving £45, and the higher £50. These salaries were paid half-yearly until 1861, when the quarterly payments were begun. Another benefit to our educational system was the arrival of Scotland's John M. Stark, whose chief task was the province-wide improvement of teaching methods and the training of teachers. Mr. Stark was instrumental in the building of a Normal School, whose chief task was the province-wide improvement of teaching methods and the training of teachers. Mr. Stark was instrumental in the building of a Normal School, whose chief task was the province-wide improvement of teaching methods and the training of teachers.

Ontario supplies over nine-tenths of the world's supply of nickel. The mineral deposits around Sudbury, which are among the most valuable in the world, provide not only nickel but most of Canada's copper. They also give Canada world leadership in the production of platinum and palladium, and produces fair amounts of gold and silver. The gold mines

of Kirkland Lake and Porcupine form the second most productive group in the world. Ontario is the greatest mining Province, the wealthiest Province, the greatest manufacturing Province. The population of Ontario is 6,400,000. There are about 10,000 manufacturing plants in Ontario. Queenston is one of Canada's chief peach-growing centres.

TEACHING READING

Prepared by Mrs. L. Ross, Model School

The purpose of sending a child to school is to give him a basic training to fit him for later life. Thus all our school program should be developed toward that ultimate goal, and should promote the mental, social, moral and emotional growth of the individual.

No other subject on our crowded curriculum is so necessary as an effective training in reading. No matter what the future holds, reading will be an integral part of life, whether it serves as the means of earning a livelihood or as an enriching social experience. To teach reading well and thoroughly should be the aim of every teacher.

The purposes of teaching reading may be listed as:

1. To enable the child to recognize, understand and interpret clearly the message of passages read.

2. To deepen understanding and broaden interests.

3. To cultivate desirable attitudes and fine ideals in the building of his personality.

4. To give him the tools to extend his education.

Since no two children are alike, our reading program must be broad and well balanced enough so that all may get the greatest benefit possible from it. Here is the time to re-adjust our thinking along lines of recent findings regarding educationalists. Gone are the days, we hope, when a teacher stood her class in a row, and said: "Open your books. Read at page 108. Next—next" and so on to the end. Then he asked a few questions, blithely said, "Take the next three pages for tomorrow," and with a sigh of relief, ended another reading lesson. Oh, yes, hundreds and hundreds learned to read by this method, but I can't imagine it inculcated much yearning for additional reading.

At the present time there is or the market what are commonly known as "Basic Readers." They are already in use in a number of schools, and other teachers use them as supplementary material. With them go the "Teacher's Guidebooks," which supply lesson plans, ways of presenting the lesson, directions for guided reading, and re-reading, then includes a section of related practice which gives word drill, phonetic exercises and correlated activities. They are truly a gold mine of worthwhile ideas. Even if a teacher were not using the Basic Readers, she might profitably study the Guidebook and adopt it for her present text.

I strongly recommend the use of these Basic Readers, for they are so carefully based upon growing vocabulary and perception that they are no great gaps as in our present scale of readers. Using the "Related Practice" section which helps the child to reason, think and acquire a really surprising command of written and oral English. It would be really astonishing if a teacher, who has never used the Basic Readers, to listen to a Grade III class bring forth such answers. The Prairie Provinces, also cannot be placed in one climatic region in so far as crop practices are concerned. Some parts are too dry for arable agriculture, being suited only to ranching, while other parts tend to approach humid conditions. There is in Canada, an immense region geographically about which as yet very little is known. Any Canadian soil conservation program will have to include many agronomic practices in order to meet these varied, and as yet imperfectly known, conditions.

In a general way, Canada may be divided into three main regions: the five humid eastern provinces; the three semi-arid to sub-humid prairie provinces; and British Columbia. Itself containing many quite distinct climatic zones. But it would be a mistake to group all Eastern Canada into one zone. Dr. Hopkins explains. South-eastern Ontario is something like the corn belt of the United States, with its large acreage of corn for grain and soybeans. It is very different from Northern Ontario. The Gaspé Peninsula of Quebec, or the Maritime Provinces where it is too cool for corn to grow successfully.

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SAFE VACATION SHOULD BE AIM

If you follow these few simple rules, you can have that safe and sane vacation you planned—Take the sun in easy doses —

sunburn is a real burn. Learn what poison ivy looks like—then avoid it. Be sure your water supply is pure. Make certain the milk you drink is pasteurized—If not, pasteurize it yourself. Don't take too much exercise at once—especially if you are not used to it. Learn how to swim, paddle and row. Don't swim immediately after eating. Learn about artificial respiration—you may save somebody's life. Add plenty of salt to your summer meals. Hot weather literally takes the salt out of your body. Most varieties of hard cheese are made from whole milk.

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