THE EDUCATIONAL HORIZON

—A SATURDAY FEATURE—

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

THE GOVERNMENT'S REPLY

On Thursday, February 19th, the Salary Committee of the Prince Edward Island Teachers' Federation met with the government. The Committee in line with its policy, as previously expressed to the government in briefs and supplementary briefs, emphasized the need of immediately adopting a graduated scale for teachers in Prince Edward Island. It was pointed out that only in this way could teaching become a profession in Prince Edward Island and Prince Edward Island be in a position to make some real progress in the educational field. An estimate of the additional cost of adopting a graduated scale was submitted to the government. In presenting these costs several different plans were discussed. The one most favored by the Federation was the original one submitted by the P. E. I. T. F. to the MacMillan Commission. This plan has the following advantages: 1. It provides for an initial increase, which we feel is just and necessary at the present time, where the costs of living is higher to everyone and when our new teachers have to take more academic and normal training than previously. 2. It provides for an increase after two years. This would probably help to hold in the profession those who have begun teaching recently and who feel that they are especially adapted to this particular work. 3 It provides for the maximum increase by the end of ten years thus engendering in beginners the hope that they may obtain a living wage before they are too old to enjoy it.

However, all the plans have a very decided advantage over the present system which makes no provision at all for experience and when the government adopts some system of a graduated scale, as we feel sure it will at the next session of the legislature, it will make one of the most progressive steps in the history of Prince Edward Island. Only if the teaching profession is placed on a sound basis can Prince Edward Island hope to have a solid educational system. Now is the time to make the right turn. The Prince Edward Island government is to receive $72,000 more annually than it received formerly. As the premier intimated a portion of this amount is to be set aside for the teachers. Let us hope that this portion will be generously supplemented from the local treasury and that the teachers of Prince Edward Island will at long last receive a small measure of justice.

G. EDISON MacDONALD,
President of P. E. I. T. F.

LANGUAGE

Pronouns and Antecedents

Write in the blanks below the pronouns he, his or their. Select the pronoun that agrees in number with the word for which it stands.

1. Every one of the primary pupils kept ——— eyes fixed on the teacher who was attempting to explain the meaning of the word faith.

2. Several of the children raised ———hand(s) when she asked the class to name two objects she held up.

3. Both Jim and Bill called out in———loudest tones, "A peanut and a cup!"

4. The teacher placed the peanut under the cup. When she asked how many had seen what she had done, every child raised———hand.

5. "Where is the peanut?" she asked one of the boys slouching in ———seat.

6. "Under the cup," many of the pupils interrupted, too eager to wait for ———teacher's recognition.

7. "But you can't see the peanut," explained the teacher. "Each of us must do———best to understand anyone who believes something——— cannot see has faith."

8. Neither Jim nor Bill wanted the teacher to know that——— understanding of the word faith was as hazy as ever.

9. Therefore, when the teacher asked for a volunteer to explain the meaning of the word faith, both boys raised———hands.

10. "Either Bill or Jim may give me———answer," she said.

11. Neither could think for awhile but each of the boys and girls had trouble repressing———giggles when Bill stated, "Faith is a peanut under a cup."

Pronouns and Antecedents (rules)

1. A pronoun should agree with its antecedent in number. The noun for which the pronoun stands is called its antecedent.

If the antecedent of the pronoun is singular the pronoun must be singular. If the antecedent is plural the pronoun must be plural.

The boys (antecedent) were practising new plays for their (pronoun) football game.

Each (antecedent) had to work out his (pronoun) particular task.

The pronoun you is used with both singular and plural antecedents.

2. Each, every, either, neither, this, that, one and another take singular verbs. Therefore the pronouns that stand for these words must be singular.

(Write illustrative sentences)

3. Several, many, all, both, and few take plural verbs. Therefore the pronouns that stand for these words must be plural.

(Write illustrative sentences).

4. When the antecedent is made up of singular subjects joined by either-or, neither-nor, the pronoun should be singular, with singular subjects joined by both-and, the pronoun is plural.

(Write illustrative sentences).

Pronouns and Antecedents (Test)

Cross out the incorrect pronouns from the following parentheses.

1. One cannot expect to find out what (his, their) knowledge is without taking an intelligence test.

2. Many students and professors have been credited with clever "digs" which express (his, their) irritation over apparently stupid questions asked.

3. One of the professors at Harvard is said to have expressed (his, their) disgust over the question "What would you do if you were lost in the woods?"

4. "Everyone knows that (he, she they) might sit on a stump and chew (his, her, their) fingernails," said the professor, "but it would probably be smarter to look for the moss on the north side of all the Ph. D.'s who strained (his, their) brains writing the examinations."

5. Both teacher and pupil contributed (his, her, their) bit to classroom fun in a high school class recently.

6. Neither Miss Smith nor Jack intended to display (his, her, their) wit.

7. If anyone asked you to name the five zones, what would you tell (him, them), Jack,? asked Miss Smith.

8. Several in the class held up (his, her, their) hands but the teacher waited for Jack's answer.

9. Not one of the boys expected (his, their) football captain to be able to name even one of the zones.

10. Everyone clapped (his, their) hands when after deep deliberation, Jack answered, "Temperate, intemperate, war, postal, and O."

Shall and Will

I shall go home tomorrow. (Simple futurity.) We shall be glad to assist you. (Simple futurity.)—He will meet you, and show you the way. (Simple futurity.)—Since you wish it, I will deliver the message immediately. (Promise.)—If you wish us to sing for you, we will do so. (Promise.)—She shall go to Harvard, if she wishes to go. (Promise—I will deliver the message immediately whether you wish me to go or not. (Determination.)—Oh! I supposed you did not want to do so, but you shall. (Determination.)—I know he does not want to take a vacation, but he shall. (Determination.)

Interrogative form.—Shall you be satisfied?—If it does not rain shall you be sure to go?—Will she call with her sister?—Shall you give this immediate attention? Condition beyond the control of the will.—I shall be satisfied if she calls on me while in the city.—We will (willingness) go; but if it rains, we shall get wet.—She will be obliged to go with her sister.—I shall be obliged to give this immediate attention.—I shall be satisfied. Note. Condition beyond the control of the will is expressed by "shall" in the first person and by "will" in the second and third persons.—Note: "Unless it rains, we shall be sure to go."—Shall in the first person, and "will" in the second and the third persons are used to express simple futurity.

Should and would. Rule — Use should (or shall) to express a condition beyond the control of the will, and note that the auxiliary which is required in answer must be used in the question. Would is required in the third person, both in the question and in the answer; thus: "How would he like?"—"He would like."

1. How should you like to go automobiling?

Answer: I should like to go automobiling.

2. How should you like to go abroad?

Answer: I should like to go abroad.

3. How should you like to travel around the world?

Answer: I should like to travel around the world.

4. How should you like to visit the planet Mars?

Answer: I should like to visit the planet Mars.

Article As a Modifier

The article (a, an, the) is grammatically construed as modifying the noun (or pronoun). In such sentences as "An old fox jumped the fence, the article would be parsed as a modifier of fence, an instead of a being required because of the intervening adjective beginning with a vowel sound.

REPETITION OF ARTICLE

(THE A, AN)

The following are the rules that govern the repetition of the article:

Rule 1. When two or more nouns following each other denote the same person or thing, the article is not repeated; but when the nouns denote different persons and things the artile must be repeated before each noun, and a plural verb must be used.

Nouns that denote the same person:—The editor and publisher of the magazine is a very able man.

Nouns that denote different persons:—The editor and the publisher are very able men.

Rule 2. When two or more nouns following each other do not denote the same thing, but are so closely associated in thought that they may be considered as forming a whole, the article is placed before the first noun only, and a singular verb should be used. Ex.—The pen and ink is here.—He has a new horse and buggy.

Note.—If, however, for the sake of emphasis, the article is repeated before each noun, then a plural verb must be used. Thus, "The pen and the ink are both here;" "The bread and the butter are both on the table," etc.

Rule 3. When two or more nouns are compared, the article is not repeated if the nouns denote the same person or thing; but if the nouns denote different persons or things, the article must be repeated before each noun. Ex.—He is a better writer than the former editor. (Nouns do not denote the same person.) He is a better writer than speaker. (Nouns denote the same person.) Note.—"He went his way a sadder and a wiser man." This may be used for the reason that it adds emphasis to the expression.

Rule 4. When a singular noun is modified by several adjectives, only one article must be used if the noun denotes but one object; but if the noun denotes more than one object, the article must be repeated before each noun.

One object. A black and white dress.—A red, white and blue flag.—The yellow and white cottage is the one I mean.

Two or more objects. A black and a white dress.—A red, a white, and a blue flag.—The black and the white cottage are both for rent.

Rule 5. When a plural noun is modified by two or more adjectives only one article must be used, and that is placed before the first adjective only. Ex.—The first and second chapters of the book are very interesting.

Note.—If the noun is singular, the Rule 4 is applicable. Thus, "The first and the second chapter are very interesting.

Special use of the Article. The article the is placed before reverend and honorable when reference is made to persons bearing these titles; thus: "The Reverend (or The Honorable).

Silent Reading Test

(Grades IX and X)

Read each selection carefully and then choose the correct statement.

(1) More food in proportion to weight is required by young people than by older people. The former are growing and must build many new cells as well as replace those used up, while the latter need only to repair torn-down cells. Age is an important factor in the amount and kind of food consumed. Since young people are usually more active than adults, they require more energy-producing food.

1. Age is an important factor in the amount and kind of food selected by people.

2. Young people, because they lead active lives, require more energy producing foods.

3. Young people require a larger amount of food in proportion to weight than older people.

4. Young people need to build many new cells in growing.

(2.) In our modern life, many of us stay indoors a great deal, which fact makes the problem of keeping well more complicated than it was when people spent most of their time outdoors. Buildings and houses must be properly heated and ventilated if the body is to be kept in its best condition. Many persons do no hard physical work; therefore, it is necessary for them to obtain exercise after working hours. The strain resulting from the increased speed and tension of life in the modern world requires us to pay careful attention to all our bodily needs.

1. Buildings must be properly heated and ventilated to keep the body in its best condition.

2. Because they do no hard physical work, it is necessary for many people to obtain exercise after working.

3. The problem of keeping well is more complicated in our modern indoor life than it was when people spent most time out of doors.

4. Because of the "speeding up" of life in the modern world, it is necessary to pay careful attention to our bodily needs.

(3.) There are over 120 million people in the United States. The human population of the world is nearly two billion. This large number of human beings is only a small ing things on the earth. We are fraction of the total number of livtold that 150,000 kinds of trees, shrubs, and herbs, 450,000 kinds of insects, and 650,000 kind of animals are known at the present time. We cannot even estimate how many individual plants and animals exist. The number and variety of living things on the earth are beyond our comprehension.

1. There are nearly two billion people in the world.

2. The number and variety of living things on earth are beyond our comprehension.

3. Human beings make up only a small part of the total number of living things on the earth.

4. The number of individual plants and animals cannot be estimated.

(4.) Highway robbery in colonial days was practically unknown. Although some crime existed it could be handled readily by local constables. A marked contrast exists between the old days and the new in the matter of crime. Today notorious criminals use the larger cities for their main hide-outs. Formerly bandits fled to the fastness of the hills and mountains; today they escape into the underworld of a big city. Large forces of police are therefore required to protect the lives and property of citizens.

1. Highway robbery seldom occurred in colonial days.

2. Bandits formerly fled to the hills and mountains.

3. Large forces of police are necessary today.

4. A very great contrast exists between earlier times and today in the matter of crime.

CURRENT AFFAIRS

THE CHARTER OF THE ATLANTIC

1. "Their countries seek no aggrandizement, territorial or otherwise;

2. "They desire to see no territorial changes that do not accord with the freely expressed wishes of the people concerned;

3. "They respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them;

4. "They will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

5. "They desrie to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

6. "After the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own bounndaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

7. "Such a peace should enable all men to traverse the high seas and oceans without hindrance;

8. "They believe that all of the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which theaten, or may threaten, aggression outside of their frontiers, they believe, pending the estbalishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will like wise aid and encourage all other practicable measures which will lighter for peace-loving peoples the crushing burden of armaments."

British Cabinet. Winston Churchill, ever since his return from America, was censured for fighting a delaying action on his own Parliamentary front. The public demanded changes to meet the rising defeats and retreats. Thus beleaquered, Churchill gave way. The War Cabinet was reduced from nine to seven. Two rising political figures came to power.

Sir Stafford Cripps, advocate of closer relations with Russia and in recent weeks regarded as one of Churchill's few rivals, was named Lord Privy Seal and Leader of the House of Commons. A brilliant intellectual, Cripps once earned $100,000 a year at the bar. His political tendencies, however, were so Leftist that he was expelled from the Labor Party in 1939 for advocating a united front with the Communists. Later he became ambassador to Moscow.

Oliver Lyttleton, 48-year-old industrial, a Conservative, came into politics in 1940. He was made Minister of State supervising production, supplanting **Lord Beaverbrook,** who was shifted to Washington as a coordinator of United Nations resources.

Despite the criticism that the portfolio of Defense should be divorced, and placed in the hands of one whose whole energy and time would be devoted to the task of defense problems, **Mr. Churchill** kept the portfolio of Defense.. **Clement Attlee,** Socialist leader, became Dominions Secretary, retaining his rank as Deputy Prime Minister. Three of the inner Cabinet stayed where they were: **Lord President** of the Council **Sir John Anderson,** Foreign Secretary **Anthony Eden,** and Labour Minister **Ernest Bevin.**

Out of the general Cabinet went five Ministers: **Arthur Greenwood,** Laborite Minister without Portfolio; **Lt. Col. John T. C. Moore-Brabazon,** Minister of Aircraft production; **David Margesson,** Minister of War; **Lord Moyne,** Colonial Minister and House of Lords Leader; **Lord Reith,** Works Minister.

Sir James Crigg replaced Margesson, **Viscount Cranborne** followed Lord Moyne. **Lord Portal** succeeded Lord Reith. **Hugh Dalton** became Board of Trade President, with **Viscount Wolmer** succeeding him as Economic Warfare Minister. **Col. John Jestyn Llewellin** replaced Lt. Col. John T. C. Moore-Brabazon.

Chiang Kai-Skek the negotiator. China's 56-year-old generalissimo and India's 73-year-old pacifist prophet met in Calcutta during February's last week to discuss the fate of 738,000,000 people —one-third of mankind, subjected for future exploitation by the Japanese.

The barrier of language was overcome by Mme Chiang Kai-Skek, who speaks English, and has knowledge of Occidental ways. What conclusions were reached remain a secret but Chiang's motives in visiting India were political and military.

Chiang undertook to convince **Ghandi,** and **Pandit Jawaharlal Nehru,** leader of the All-India Congress, that their policy of passive resistance and unswerving demands for absolute independence from Britain could only open the way for the Japs.

Chiang appealed to Britain to grant "real political power" to India and at the same time urged the Hindus to show "utmost exertion" in the cause of freedom. London in return intimated that she was willing and ready to grant new powers of autonomy to India. The obstacle to such a move may come from India herself. The nation's Moslems, 77,000,000, have consistently opposed a Hindu-dominated free India and demanded the creation of a separate Moslem state.

The Japanese have rendered the Burma Road impractical because the **Rangoon-Lashio railway,** feeder of the Burma Road has been cut. Chiang, seeing the possibility, had set thousands of coolies hacking out an alternate route from Chungking **to Fulin.** Chiang's primary motive in visiting Ghandi during the month of February was to persuade the Indians to complete the stretch from **Fulin to Sadiya** and **Margherita in Assam,** rail heads of the Eastern Bengal railway which leads to Calcutta. Until the Chungking-Fulin-Sadiya-Margherita road is developed, the Chinese will remain dependent for military supplies from Russia (Lend-Lease) over the Sinkiang Trail, which also serves the new Allied route from the Persian Gulf of the Caspian Sea.

D. E. I. The Japanese have yet to capture Java, the last area held by the Netherlanders in Far East. Whether Java, will survive depends largely on the aid given to the Dutch by the British and Americans.

Java is the fourth largest in the cluster of the 3000 islands which forms the Netherlands Indies. It is 622 mi. long and 121 mi. It supports 48,000,000 people, of whom only 200,000 are Europeans. It is important commercially because of its soil which yields: **rice, tea, coffee, sugar, kapok, quinine, oil,** gold, manganese, and sulphur.

The capital of the Indies is **Batavia.** It is hot, damp, and bustling, and its half-million inhabitants include all the races of the whole.

On the eastern side lies **Surabaya,** guarded by Madura Island forts. It is the sole major naval base left to the Allies on the western Pacific front, and by today's report (Mar. 5) the Japs have crossed the Island to the south coast thus severing communication between Batavia and the naval base. Southeast of Batavia, in the flat of the mountains, lies Bandoeng. This modern city is the nerve centre of Allied resistance. There are the headquarters of the Dutch Army under **Gen. Hein ter Poorter**—and possibly Wavell's while he was Supreme Commander in the Southwestern Area. Wavell has returned to India to assume command of the forces defending Burma and India.

A report issued March 4, stated that mass movement of the main officies and foreign assets of Netherlands in the East Indies to the Netherlands West Indies was taking place. By the sudden move the Netherlanders were preparing to abandon, for commercial purposes at least, all their principal colonial possession except those in the lee of the United States, and to establish new operational bases in case Java should fall.

Burma. British forces have lost the west bank of the **Sittang River** near its mouth in the **Gulf of Martaban** and the Japanese have reached **Waw,** half-way between the Sittang and Pegu (north-east of Rangoon) and 69 miles by road from the semi-deserted capital of Rangoon. A two-lane paved highway flanked with flat rice lands leads from Waw down to the Burmese Capital. The loss of the west bank of the Sittang River deprives the British of them strongest natural position

The Japs are massing heavy forces 50 miles north of Waw and only 10 miles from the Burma Road to China. Archibald Wavell has returned to Burma on the insistence of the Chinese and Indians. India promised closer cooperation providing strong leadership was provided.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to H. Lawton, Charlottetown.

BRIDGES IN THE OLD LAND

At Bellacorrick, in Northern Ireland, the river is spanned by a musical bridge. Its parapets are surfaced with local marble, and when a piece of stone is brushed along they produce a series of notes in melodic sequence, similar to a xylophone. The "music" can be heard miles away, for it is amplified by the wide arch below.

Among the most remarkable English bridges is one over the canal estuary at Wadebridge, Cornwall. Its fifteen arches were raised on bales of wool, yet they have stood erect for more than 500 years.

Bales of Wood

Owing to the shifting sands in the estuary every sort of normal foundation failed. Then, just when the builders were despairing of their task, somebody suggested laying the stone piles on bales of wool. Strangely enough, this did the trick, and the old bridge has never required any serious repairs since its erection.

The curious Bridge of Spite, in Linton, Yorkshire, is very wide at each end, but too narrow at the middle to alow the passage of a vehicle. The story goes that a rich spinster wanted to bridge the stream and asked the local farmers to share the cost. Not one of them would give a penny. So the lady built the bridge at her own expense, and in a way that the farmers' wagons would get wedged if they attempted to use it.

Another Yorkshire bridge recalls a true love story. This is the Beggar's Bridge at Gleisdale. A poor lad named Tom Ferris fell in love with the socal squire's daughter, but to keep secret meetings with her he had to wade or swim across a deep stream. Later on Ferris made good in business at Hull. When he returned home to claim his bride he built the Beggar's Bridge so that other youths in the village might not share his own experience.

In the Middle Ages most bridges had little chapels on them so that way farers could rest and pray. One of these bridge chapels survives at Rotherham and it has had a most eventful history. In Queen Elizabeth's day it was converted into almshouses, later into a town jail, and much later, into a tobacconist's shop. But the tobacconist was bought out in 1913, when the chapel reverted to its original use.

The oldest bridge in the British Isles is Postbridge in the wilds of Dartmoor. This has been standing at least 4,000 years, but not a stones is missing from it. It is similar to many primitive footbridges that once stood on Dartmoor and Exmoor, and which were built by prehistoric farmers for the use of their sheep.

FISH PUDDING

(Serves 4)

One pound haddock filet, 1 1-2 cups milk, 2 tablespoons butter, 1-2 tablespoon of flour, 1 teaspoon salt, 1-8 teaspoon white pepper, dash of nutmeg.

Wash and dry fish Put through food chopper. Add seasonings and flour and grind again at least three times. Add milk and melted butter. Pour into buttered baking dish, top with bread crumbs and bake at 350 degrees for 30 to 40 minutes, or until quite firm.

Hold that Sugar, says Gracie

MOVIE STAR OFFERS NEW FORMULA

Visiting in Canada, the inimitable English movie star Gracie Fields offers a new tip to hostesses who are eager to help their country by saving sugar. Here's Gracie's formula: 1. Ask the guest if he'd like one lump or none. 2. If he insists on more, grab the sugar bowl and hold it safely out of reach. 3. Tell him he's too sweet to need sugar anyway.

To Those Convalescing After Severe Illness

After many severe illnesses or serious operations the patient is very often left in an extremely weak, nervous, run-down condition.

To all those convalescents who need some kind of a tonic to stimulate and build up the weakened system, we would recommend Milburn's Health and Nerve Pills to assist them back to health—happiness again.

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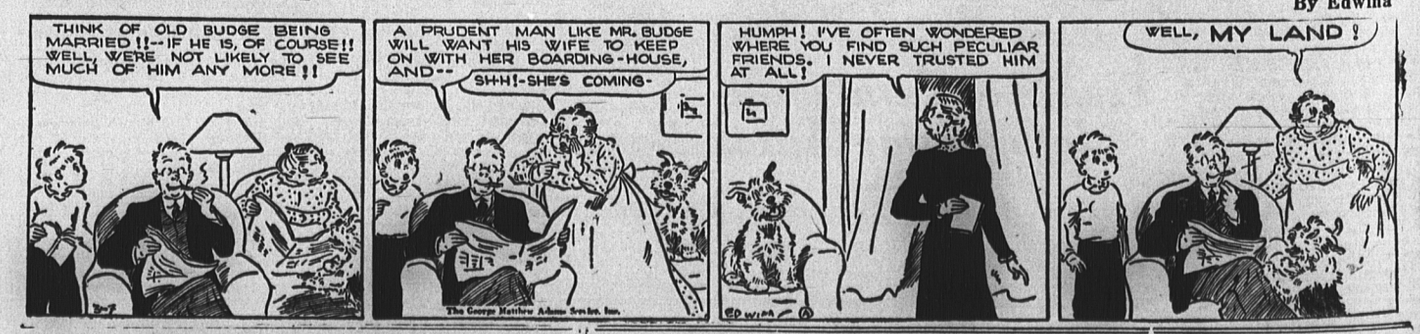

TILLIE THE TOILER—MILITARY ETHICS!

By Westover