

THE EDUCATIONAL HORIZON

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

TEACHERS' FEDERATION NEWS

By J.A.S. Williams

WHAT'S COOKING IN THE C.T.F.?

In our last issue of the Educational Horizon, you may recall that the above-named report from the C. T. F. office in Ottawa divided the business of the Federation into three parts: v. Presently cooking; Simmering; and In the Larder.

Having completed the first part in our last issue, today let us conclude the other two.

First, what is simmering in the C. T. F.? Reciprocal Exchange of Pension Credits, Interprovincial Certification (Dominion Certificate); Federal Government Liaison; and Reserve Building Fund. The joint C.E.A.-C.T.F. committee appointed a year ago to look into this matter of exchange of pension credits disappeared from the picture at the C. E. A. convention in Winnipeg last September with little progress to be reported. At the last annual convention of the C. T. F. in August a Federation committee was appointed to study this question and report at the 1949 meeting in August. Each province selected one member for the committee, of which Mr. Winston Davies of Ontario is chairman, and Lieut. Col. Leo F. MacDonell representative of this island province. E. A. directors have asked their Research Council to give some thought to what may be done regarding reciprocal superannuation. The Council proposes asking a graduate student at the Ontario College of Education to undertake this study. C. T. F. is being kept informed and we are being invited to assist and co-operate.

Secondly, with regard to Interprovincial Certification, the joint committee of the C.E.A.-C.T.F. has also ceased to function. As in the case of pensions, an Interprovincial committee was appointed by the Canadian Teachers' Federation to study the matter. Again, each province has appointed a representative member. Mr. Stanley Fowler of Saskatchewan is chairman, and Miss Estelle Bowness is the island member. The Canadian Education Association is treating this question in the same way as Interprovincial Pension Credits. Thirdly, liaison is made with the Federal Government through various departments of government on behalf of Canadian teachers as a whole or provincial groups who have specific problems which can be more easily solved by personal approach than by much correspondence.

Finally, as a fourth item simmering in the Reserve Building Fund. The C. T. F. are building up a fund for the purchase or construction of a suitable building in Ottawa for the permanent home of our Canadian Teachers' Federation. Such a building will have educational centre in keeping with the capital plan. P. E. I. has already made part payment of its three-year plan, having donated five hundred dollars of its dollar-per-member fund. Next year, 1949-50 will see the final part of our obligation. Although our amount is apparently small (seven hundred dollars), yet we make the same proportionate dollar-per-member payment as do the other provinces. In the Larder are laid the following for future work: A more effective relationship with the World Organization of the Teaching Profession (W. O. T. P.); an improved information service with an adequate staff; a National Pro-

fessional Magazine; A National Bureau of Educational Research; A Canadian Council of Education representing practising teachers, administrative officials, trustees, etc.; Teachers' Employment Bureau; a greater measure of control over the entrance to our profession. With regard to the above questions for future consideration, we sincerely invite the comments of our teachers. What ideas can you offer to make our now influential C. T. F. still more useful to our great country? Should we not all be proud as teachers that we all (yes, every teacher in P. E. I.) belong to such a powerful influence for the education of our children across this far-flung and extremely rich Federation of provinces? Again, we invite your very careful study of the last two Horizons to realize more fully what is cooking, what is simmering, and what is in the larder of our national Federation, of which you form no insignificant part.

There has recently come to the P. E. I. T. F. office a report of the thirteenth meeting of the Saskatchewan Educational Conference held in Saskatoon, November 6, 1948. The conference theme was "The LaZerte Report". You may recall that this is the report made by the C. E. A. on the Status of the Teaching Profession. Attending were representatives of the Department of Education, the College of Education, the School for the Deaf, School Superintendents Association, Saskatchewan Public School Board, (as well as various other provincial Boards). Teachers' Association, University of Saskatchewan, the School and Home, and various other organizations representative of all important provincial interests. In fact, a complete cross-section of the citizenry of Saskatchewan was present. Dean LaZerte, himself the chairman of the Committee who made the report, discussed the report. The matters discussed were: The function of the school; teacher training; standards in the teaching profession; teacher supply and demand; the economic status of teachers; living and working conditions; presentation of the teaching profession; the teacher in relation to the community; high school students' views of their teachers; teachers and teaching as seen by men in business, industry and the professions; and finally, views of the school trustees.

Thus, you see that the problems of the teaching profession were discussed very broadly in scope. The Saskatchewan Educational Conference is to be sincerely congratulated upon their very fine attempt in trying to bring before the general public the serious situation confronting the education world in not being able to attract to the profession of teaching the right kind of students in sufficient numbers. It is to be earnestly hoped that our national teachers can arrange such a meeting to be as capably conducted by those of Saskatchewan. It is only by such an attempt can the most properly grasped by the who should be fully cognizant of the question. Some time later in January, we hope to secure from the C.E.A., a sufficient number of copies of the report for study by our Island Teachers' Executive. As yet, the report has not been available to the public.

ALGEBRA

The word "algebra" first appeared about A. D. 850 in an Arabian work called "al-jabr wal muqabalah" written by al-Khwarizmi. "Al-jabr," from which "algebra" is derived, may be translated as the restoration and refers to the fact that the same number may be added to or subtracted from both sides of the equation; "al-muqabalah" means the process of comparison and in some writers it was used in connection with the combination of similar terms into one term. The mathematical interest of the Arabs ran high. In the seventh century religious enthusiasm had banded these nomadic tribes into a conquering, flourishing nation. Enormous fortunes demanded mathematical manipulation. One historian cites a rumor of a merchant whose annual income was about seven million dollars and a

Christian Doctor of medicine whose annual income was about fifty thousand. These fortunes gave them the necessary leisure time for culture and learning. Algebra may be described as the greatest short cut in mathematics. It is a method of thinking symbolically about numbers and number relations. Using the blank spaces for the answers write expressions which will represent the following:

1. The cost in cents of d dozen pencils at c cents per dozen
2. The number of pounds of nails in a keg which weighs p pounds, the gross weight (nails and keg) being b pounds.
3. The distance in miles travelled by an automobile in t hours at m miles per hour.
4. If a man drives m miles in h hr., what is his average rate in miles per hour?

THE CURRICULUM

Almost any book which could be read served as a textbook in the early school. Books of any kind were scarce and those of a type suitable to beginners were unobtainable. There was no authorized course of studies; and the teacher who was able to give his pupils an elementary knowledge of the three R's was considered an excellent teacher, provided that he also instilled quietness and submissiveness in his charges. This condition existed for a long period, and no uniformity of textbooks was reached until 1877. Before the passage of the Public School Act, the transfer of pupils from one school to another was very difficult. Edward Manning, Chief Superintendent of Education, authorized a course of studies and allowed no unauthorized texts to be used. This action caused great tumult, but time has proved it to be essential to educational progress. The curriculum has varied only slightly from its inclination to

ward academic studies. It has been enlarged, particularly in the urban schools, by the addition of manual training, music, dramatics, painting elementary science, practical agriculture, and minute traces of household science. Rural schools are almost altogether unaffected by these innovations and little attention can be given to the further development of talents and faculties until the larger unit of administration comes into being. An important step in the changing of the curriculum was the emphasis less the cultural element, was made in 1946 when Latin was made an elective. If a course of studies for the advanced grades is not sufficiently flexible, many of the pupils will only those who intend to go to college. Such a system, which provides for only one type of student, is certainly not a democratic machine which eliminates all who do not conform to its stereotyped

ADULT EDUCATION

In 1936 study clubs were organized by the Adult Education League to assist the people of the province during the period of economic adversity. That the innovation was welcomed by the populace is shown by the fact that over 4000 members enrolled in the first year. To serve the people in this endeavor for self-improvement, the Provincial Government took over a regional library system which had been begun in 1933. The most widely discussed subjects have always been those of an economic nature.

The benefits resulting from the formation of such discussion groups have included the organization of Credit Unions and of marketing and producing associations and the development of co-operative buying. A regional library demonstration was set up in Prince Edward Island in 1933 by the Carnegie Corporation of New York. This demonstration was a three-year experiment, which was paid for by the Carnegie Institute. During the period of experimentation the regional library system had proved to be of such value to the people that the provincial government then became its promoter.

A GAME OF PRINCIPLES

Principal may be a noun or an adjective. It means chief—as adjective or as noun. Principle is a Noun and means a rule of right conduct or a fundamental truth or law. It is never an adjective. Fill in the blanks in the following using principal or principle.

1. The ——— reason. 2. The interest was paid on the ———. 3. The high school ———. 4. The ——— office. 5. The basic ———. 6. A person of high ———. 7. The ——— is responsible for his agent's acts. 8. The ——— speaker. 9. The ——— said that no ——— was involved. 10. The ——— of law invoked. 11. The ——— offender. 12. He paid the ——— at the bank. 13. A meeting of several ———. 14. His ——— mistake. 15. The ——— of the invention.

EXERCISE IN GEOMETRY

Use the correct ending to complete each statement.

1. If the three angles of a triangle are equal to each other, each is an angle of (a) 30 degrees; (b) 50 degrees; (c) 60 degrees.
2. Through a given point not on a given line the number of lines which can be parallel to that line is (a) three; (b) one; (c) two.
3. The part of a theorem which states what is to be proved is sometimes called the (a) proposition; (b) hypothesis; (c) conclusion.
4. Each side of a regular hexagon is one sixth of the (a) sum of the interior angles; (b) sum of the exterior angles; (c) base angles; (d) perimeter.
5. If a triangle has three equal angles, an exterior angle is (a) equal to an interior angle; (b) twice an interior angle; (c) half of an interior angle; (d) one third of an interior angle.
6. The analytic method in geometry is a method of (a) writing proofs; (b) discovering a plan of proof; (c) drawing figures; (d) proving originals.
7. Two angles which have their sides respectively parallel are (a) equal; (b) supplementary; (c) acute; (d) either equal or supplementary.
8. The sum of the angles around a point in a plane is equal to (a) a pentagon; (b) 180 degrees; (c) two straight angles; (d) two vertical angles.
9. A polygon in which the sum of the interior angles equals that of the exterior angles formed by extending the sides, in order, is a (a) quadrilateral; (b) triangle; (c) pentagon; (d) hexagon.

A BROKEN FRIENDSHIP

The poet tells how a friendship can be broken off between two people through bitter words and pride. In this case, though the two were no longer friends, they never found anyone else who could replace the lost friend.

1. The prevailing mood of the poem? What features of the poetry contribute to this feeling? By the wording, repetition and rhythm and the meter the whole poem seems to be cast in a minor key.
2. What caused the friendship between Roland and Sir Leoline to end? Through the action of widespread gossip and the fact that each was too proud to admit he would believe evil whispered to him. 3. Did they forget one another? No. Their spirits still longed for each other. What a teacher is tenacious more than the books the working, repetition and rhythm but when you please. Character consists in little acts honorably performed.

JOHN RIDD

novel writer? Although Blackmore wrote a number of novels his fame as a novelist rests entirely on "Lorna Doone" which is a masterpiece and so far superior to any of his other novels that they have almost been forgotten.

1. What word best describes John Ridd? Honest.
2. What other two words added to this makes your description complete? Simple, straightforward.
3. What is the usual feature about the history of Blackmore as a

SAMUEL HEARNE

He was an employee of the Hudson's Bay Company, chosen because of his knowledge of navigation and surveying, to lead an expedition in 1770 to investigate Indian tales of mineral wealth in the north west. Travelling with a party of Indians, he spent 18 months exploring the barren lands; from Fort Prince of Wales west, then north to the mouth of the Copper-

LORD STRATHCONA

He came from Scotland as a youth to seek employment with the Hudson Bay Company. When the Pacific Scandal was at its height, it was Sir Donald Smith's (Strathcona's) attitude which forced the MacDonald government to resign. When this government came back into power, the contract to build the C. P. R. was awarded to Sir Donald Smith, and Sir George Stephen. They were given ten years in which to build this transcontinental railway and they completed this great task long before that period had expired. When the first North West Rebellion broke out, Donald Smith was sent

GEOGRAPHY

In Column I are some incomplete sentences. The endings for these sentences are in Column II. In the blank after each of the incomplete sentences, write the letter that stands for the correct ending.

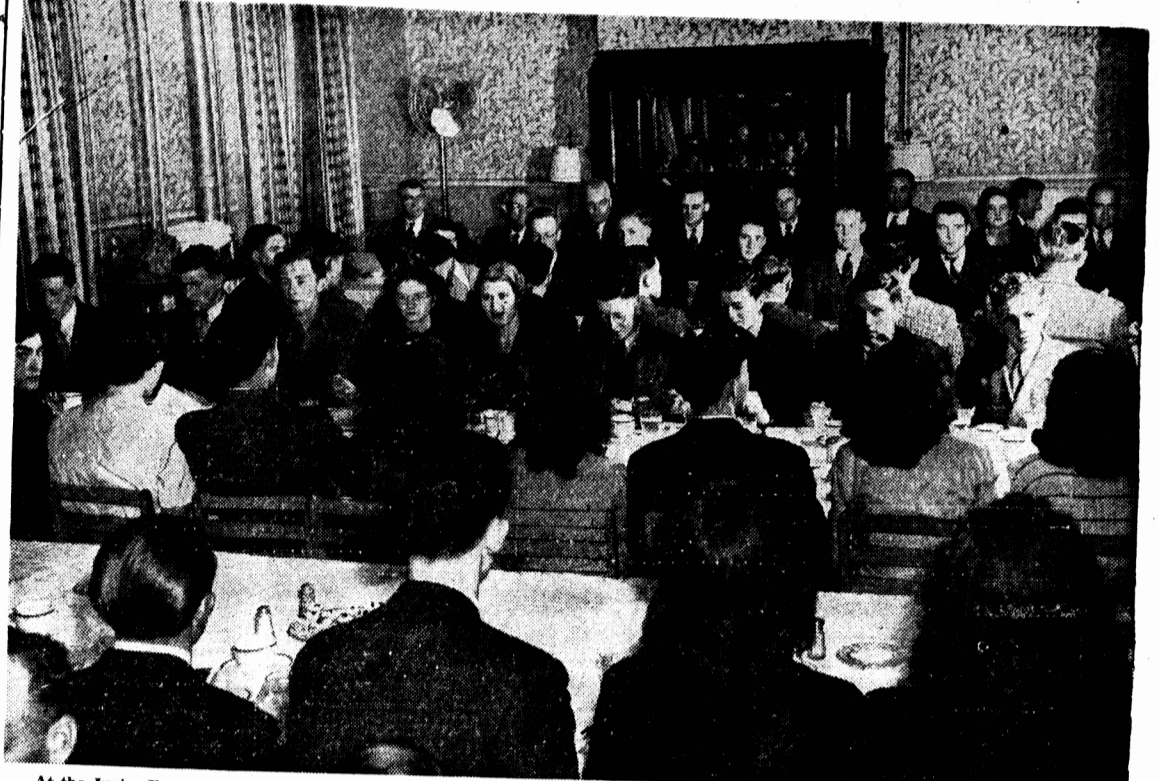
Column I—

1. In Greece the farmers live in villages on steep, rocky hills because ———.
2. Hills can be used for pasture lands for sheep and goats because ———.
3. Goats are valuable animals in Greece because ———.
4. The people of Greece seldom have any butter because ———.
5. Most of the houses in Greece are made of stone rather than wood because ———.
6. Grapevines and olive trees grow well in Greece because ———.
7. In some parts of Greece there are miles and miles of grape vineyards on the hillside because ———.

Column II—

- A. As they have long roots which reach moisture deep in the soil.
- B. All lands that border the Mediterranean Sea are said to have a Mediterranean climate because ———.
- C. The good land is saved for farming.
- D. The climate is so much the same along the sea.
- E. These animals are good mountain climbers.
- F. There are no forests to supply wood.
- G. They supply the people of Greece with milk, cheese and meat.
- H. Few cattle can be raised on the rough, rocky hills.
- I. A canal has been dug across this narrow neck of land.

Junior Farmers Short Course Activities



At the Junior Farmers' Banquet at the Queen Hotel, a few of the 120 guests. Seated from left to right at the head table in the extreme background: R. C. Parent, Supt. Experimental Farm; Hon. W. F. A. Stewart, Minister of Agriculture; S. C. Wright, Agricultural Representative; J. D. Moore, guest speaker; Don Anderson, past president; W. R. Shaw, Deputy Minister of Agriculture; Helen MacDonald, Johnston's River and Gene Gorman, Director of Extension Department, St. Dunstan's University.—Photo by Saunders.



"Hon." William Cairns, leader of His Majesty's Loyal Opposition, addresses the Mock Parliament. Speaker Eric MacPhail, New Haven; Sgt.-at-Arms Joseph Beagan, Johnston's River; and the Clerk, Miss Rose O'Hanley, St. Peter's together with the Front Bench of the Opposition are also shown in action. The scene is taken at St. Dunstan's University where the Junior Farmers' Short Course was held.—Photo by Saunders.



Hon. W. F. A. Stewart, Minister of Agriculture, the first Honorary President of the Prince Edward Island Junior Farmers' Federation with the 1949 officers and executive. Reading from left to right: front row: Ralph Baynor, Mt. Herbert sec-treas; Helen MacDonald, Johnston's River; Lloyd Martin, William Cairns, Erecrow, vice-president; Back row: W. F. A. Stewart; Don Anderson, St. Peter's, first past president; Vance Bridges, Orwell; Orwell Morrissey, East Loyalty; Elmer O'Hanley, St. Margarets; Gordon MacLeod, Bridgetown, directors. Other directors not in photo: Margaret Murphy, Augustine Cove; Hattie Hooper, North Milton; Jean Baker, Elm—Photo by Saunders.

PENAL REFORMS

Reformers: John Howard (1726-1790) devoted his life to making prison life more humane; regarded as the father of the movement for prison reform by lecturing and writing he tried to rouse public opinion so that parliament would be forced to remedy the terrible state of affairs of the prisons. There were many evils: dark unventilated, undrained rooms with nothing in them but a little dirty straw, bread and water was the only food given prisoners, water for washing was seldom provided, fever and small-pox were common; all kinds of prisoners were chained together, young boys with hardened criminals.

Sir Robert Peel was persuaded to pass an act, in 1825 which ordered that prisons be kept clean, and prisoners be supplied with food and clothing and at the same time inspectors were appointed to enforce the Act. It wasn't much but it was a beginning. When Peel became Home Secretary he followed Elizabeth Fry by trying to reform the criminal laws. Between 1823 and 1827 he had 250 of these old savage laws repealed. Stocks, whipping posts, etc., were abolished; the number of crimes punishable by death was reduced to about a dozen, and the terms of imprisonment for other crimes were shortened. At the same time he organized the London Police Force to replace the old feeble night-watchmen. Soon "bobbies" nicknamed after Sir Robert became familiar figures throughout the country. As a result crime gradually decreased.

DOMINION CABINET

Prime Minister—Rt. Hon. Louis St. Laurent.
External Affairs Minister—Hon. L. B. Pearson.
Trade and Commerce—Hon. C. D. Howe.
Agriculture—Hon. J. G. Gardiner.
Veterans Affairs—Hon. M. F. Gregg.

Labour — Hon. Humphrey Mitchell.

Public Works — Hon. Alphonse Fournier.
National Defence — Hon. Brooke Claxton.
Postmaster-General — Hon. Ernest Bertrand.
Mines and Resources — Hon. J. A. MacKinnon.
Transport — Hon. Lionel Chevrier.
Health and Welfare — Hon. Paul Martin.
Finance — Hon. Douglas Abbott.
National Revenue — Hon. James McCann.
Fisheries — Hon. Robert Mayhew.
Secretary of State — Hon. Colth Gibson.
Solicitor-General — Hon. Joseph Jean.
Justice — Hon. Stuart Garson.
Reconstruction — Hon. R. H. Winters.
Without Portfolio — Hon. Wishart Robertson.

COMPOSITION

1. Good writing partly depends on understanding the principles of good writing.
2. A composition is well organized when its facts and ideas are properly placed at the beginning, middle and end.
(a) Grammar is the study in which ways, words are related to

each other in the sentence.
(b) It is the study of forms and endings given to words to show relationship.

We must remember that grammar ends with the sentence. Grammar is to be used not just memorized. Knowledge of the sentence is the most important part of Grammar.

SHORT RULES OF ARITHMETIC

How to find the cost of a load of hay. Multiply the weight by one-half the length in feet by the height in feet, and that again by the breadth in feet, and then again by 8, and cut off the right hand figure. The result will be the number of bushels.
How to find the price per hundred when sold by the ton. Multiply the price in dollars per ton by 5, and the result will be in cents per hundred pounds.
The Canadian Expeditionary Force totalled 619,636 during the First Great War, with 425,589 actually going overseas.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to Millar MacFadyen, 612 Felling St. Charlottetown.

COMMUTING IN LONDON

Trains, trams and buses in London are estimated to run 900,000,000 miles a year — more than three times the distance to the sun and back.

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