

THE EDUCATIONAL HORIZON

A SATURDAY FEATURE

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

THE C. T. F. NATIONAL POLICY (Continued)

by J.A.S. Williams

Professional Training and Status

1. Teachers should be accorded the right to become candidates for election to office, whether municipal, provincial or federal, without prejudice to their engagement or continued engagement.

2. Teacher training and certification should be established in all provinces, the membership of which will include representation from the provincial teachers' organizations.

3. All teachers must have professional training.

(a) Elementary school certificate should require not less than Junior Matriculation or High School Graduation and two years of professional and further academic training.

(b) The High School certificate should require a university degree or its equivalent and one year of professional training.

(c) The ultimate aim is that all teachers shall hold a university degree.

4. Professional standards should be sufficiently uniform between the provinces to facilitate the acceptance of certificates by all provincial authorities with a minimum of additional training.

5. Every teacher in a publicly supported school should be a member of the respective provincial organization and the collection of fees of the provincial associations should be made by deductions at the source.

6. The opportunities for teacher exchange should be promoted and extended.

7. A teacher should have security of tenure and should not be dismissed except for cause, subject to appeal before a Board of Reference.

8. Provincial organizations affiliated with the Canadian Teachers' Federation should have official representation on public bodies, especially those concerned with curriculum, teacher certification, and teacher pensions.

9. The prescribed statutory minimum salary in all provinces should be on the same principle.

(a) Such schedules should establish a compulsory floor below which the salary of any teacher may not fall.

(b) Such schedules should constitute a basis upon which government grants towards teachers' salaries are paid.

PROFESSIONAL TRAINING AND STATUS

Each provincial organization should adopt and enforce a code of ethics to ensure high standards of professional service among its members.

Adopted at Canadian Teachers' Federation convention August, 1946.

CONDITIONAL VERB PHRASES

These are formed by the auxiliaries "should" and "would" followed by the infinitive. They are found in conditional sentences which imply that the condition is not fulfilled or doubtful; thus:

1. "If I had money I should or would give it." 2. "If I had (or had had) money I should or would have given it." 3. "If I should have money I should give it." 4. "If I were to have money I should give it."

In all such conditional sentences the verb is in the subjunctive, and the phrase with should or would are called conditional verb phrases. Should and would are past tense.

On Sept. 1, a plebiscite was held in Greece on the return of the monarchy. Results showed that the Greek voters in a ratio of approximately 2 to 1 were in favor of the return of their king, George II. King George II left Greece in April, 1941, after the Nazi army had crushed Greek and British resistance. King George's return comes after a long period of internal as well as external strife. In order to understand a bit better the present situation, it is necessary to have a more thorough knowledge of Greece's immediate past. The first thing that should be noted is that for more than 13 decades political conditions in Greece have been exceptional and for 34 years have constituted a state of emergency.

From 1821 through 1844 Greece was engaged actively in a struggle for liberation which found expression in constant wars and revolutions. In 1812 Greece plunged into a new war against its old oppressor, Turkey.

1812 found Greece drawn into Balkan war. 1814 she entered World War I. At the end of World War I Greece and Turkey made war again. Afterward Greece was plunged into a country-wide revolution. In 1946, another revolution took place. From 1822, when the Greek Army and 150,000 Greeks were hurled from Turkey, until 1938 when Gen. John Metaxas introduced a rigid dictatorship, Greece had seven Parliamentary elections and three plebiscites. Changes of government became frequent. Several military dictators appeared. In 1913, King George I was shot. In 1917, King Constantine was forced to abdicate, and in leaving, he took the crown prince, George, with him. Constantine was succeeded by his second son, Alexander. Three years later, after Alexander had passed on, Constantine returned. After holding the throne for less than two years, he died. George II replaced him and was forced to vacate both the throne and Greece the following year. From 1928 to 1932, Venizelos and his Liberal Party ruled. In 1933, a minor revolution occurred. After 18 months of revolution, a plebiscite was held. King George II returned. In less than a year, General Metaxas imposed his Fascist-like dictatorship. In 1940 Italy attacked Greece. Then in 1941 King George went into exile. As a result of the long period of Nazi occupation, the Greek partisan groups found themselves at odds one with another. In 1944, the British tried to help the Greeks in the setting up of a new coalition Greek Government. After a short period of co-operation, civil war broke out.

Now that King George has returned, he finds the most urgent problem facing him is the political and economic turmoil in his country. With Greece torn between the ideologies of East and West, it is evident that the man who once said that being a King was his "totten job" will have his troubles.

W. A.

THE SALTNES OF THE OCEAN

The rivers which flow into the ocean have dissolved various salts from soils and rocks over which their waters have come; and these are left behind when the water of the sea is evaporated, so that they accumulate from age to age and make the ocean salt. In fact there are many other salts besides common salt in the ocean.

The saltness of the sea varies little from point to point, though it is somewhat diluted where riv-

EXERCISE IN HISTORY

State whether true or false. The British Constitution developed very slowly. 2. In England the King without Parliament is supreme over all persons and in all cases. 3. The Prime Minister is responsible for the policy of the cabinet. 4. A bill must be presented three times in Parliament before it goes to the King for signature. 5. Two hundred years ago most of the people in Britain lived in large cities. 6. The English of two hundred years ago were fond of sports. 7. The people of London were very refined and well-mannered in the 18th century. 8. Nov-

els were unknown in the 18th century. 9. The English began to excel in sculpture and even in painting during the 17th century. 10. Walpole would not stand for his subordinate ministers in his cabinet. 11. The war of Jenkins's Ear was brought about by the opposition in order to defeat Walpole. 12. England entered the War of the Austrian Succession because of a treaty signed many years before. 13. The results of the rebellion of 1745 were very detrimental to Scotland. 14. British arms won many victories in the war of the Austrian Succession.

TESTS (The True-False Type)

The true-false test is a very simple one. The examiner writes down or reads aloud a number of statements, the more the better, and the examinee is requested to label them true or false. History offers a splendid field for statements. No other subject is so vast and rich in this regard. But at once two questions arise, the one logical the other psychological. The first of these questions is "Can't the examinee guess his way through any test? Does he stand a fifty-fifty chance even though he knows absolutely nothing about one single item on the bill-of-testing? Examinees are sometimes asked to label as yet somewhat contradictory, but the weight of opinion seems to be that his guessing will do him no good, but may do him considerable harm. But there are at least two ways of neutralizing the effect of guessing.

The first way is in the system of scoring, and the second is in the mode of presentation. R minus W is the simplest formula used in scoring, where R means the number of items right and W means the number of items wrong. How does this simple formula neutralize the effect of guessing? Suppose there are one hundred items on the list. When the foliage is severely spotted the fruit is small or the crop reduced for one or two years. Conditions which favour severe scab development on the foliage also favour spots to develop on the stems of leaves, blossoms, or fruit, resulting in partial defoliation and excessive dropping of the fruit.

During the early part of the season the spots are most prevalent at the calyx end, but towards harvest may be found on any part of the fruit. The characteristic feature of the young spot on the fruit is the torn or ruptured cuticle bordering a dark olive-green lesion.

The spots frequently enlarge and unite, thus forming extensive scab areas and in such cases cause a decay or cracking of the fruit. Late season infections on the fruit are sometimes known as "pin head" spots, due to their small size. These appear shortly before harvest. They are frequently followed by storage scab. Ten to twelve weeks' storage may be necessary before storage scab symptoms appear. The disease is first found on the under surface of the leaves early in the season as a result of infections from the spores formed in the over-wintering leaves on the ground. It develops later on the upper surface of the foliage in mould-like patches as a result of infections from the early lesions. All parts of the blossoms and their stems are susceptible to infection, and it is not uncommon to find the disease causing a heavy drop of blossoms and young fruit. The lesions on the flower parts are not as conspicuous as those on the leaves.

Improve your English

Say: 1. Mother and I had a good talk. 2. They were the ones. 3. All went except him. 4. Between you and I. 5. No one but me. 6. He did it. 7. It was easy for you and him. 7. It was I. 8. The letters were filed by her and me. 9. John and she went to town. 10. Whom do you think I saw? 11. Was it he? 12.

It's just we who are to go. 13. He gave it to the two of us boys. 14. He told us girls to go. 15. He can't do it. 16. He was in the car. 17. Whom is he speaking about. 18. Bob and I are going. 19. If only each will do his part. 20. Let us go somewhere.

APPLE SCAB

The most prevalent disease of the apple which the Canadian orchardist has to contend is undoubtedly scab or black spot. The disease causes blemishes which not only reduce the commercial value of the fruit, but also the storage life of the fruit. When the foliage is severely spotted the fruit is small or the crop reduced for one or two years. Conditions which favour severe scab development on the foliage also favour spots to develop on the stems of leaves, blossoms, or fruit, resulting in partial defoliation and excessive dropping of the fruit.

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BLACK KNOT OF PLUMS

"Black Knot" of plums is undoubtedly the most serious disease affecting plums. It also attacks cherries. In N. B. and P.E.I. black knot has been responsible for a great reduction in the acreage of plums. Black Knot can be economically kept in check. The most important means towards this end is the pruning out of all knots and that a dormant spray is essential. The cutting out of knots is the prime essential, spraying being merely of an auxiliary to pruning. Pruning must be done very carefully and thoroughly, otherwise failure is bound to result. When spraying, all parts of the tree should be drenched with the spray material.

The characteristic symptom is the black knot or gall found on twigs and branches. The knots are first found as swellings in late fall, or, more commonly in early spring. As growth continues, the swellings crack open and a yellowish-brown granular substance fills the crevices. As the season develops further, the swellings increase and the irregular knot-like growths become more pronounced. Shortly after the granular substance referred to appears the surface of the knots become covered with a light green, velvety pile, on the surface of which are borne the summer spores of the fungus causing this disease. Towards fall the knots become dark in colour and go into the winter condition perfectly black. In the following spring a different spore form, the so-called winter spore is disseminated, which mistakes the disease that season and produces more swellings and new knots.

THE NAMES OF SENATORS FROM P. E. I.

1. Hon. John E. Sinclair; 2. Hon. P. McIntyre; and 4. Capt. Brewster John A. MacDonald; 3. Hon. James Robinson.

NAMES OF MEMBERS OF THE FEDERAL GOVERNMENT FROM P. E. I.

Prince County—Mr. J. Watson; Kings County—Mr. MacLure; Queens County—Mr. Lester Douglas; Kings County—Dr. Grant.

PREMIERS OF THE PROVINCES OF CANADA

Premier of P. E. I.—Hon. J. Walter Jones. Premier of Nova Scotia is Hon. A. L. MacDonnell. Premier of New Brunswick is Hon. J. B. McEwen. Premier of Quebec is Hon. M. Duplessis. Premier of Ontario is Col. George Drew. Premier of Manitoba is Hon. Stuart B. Garson. Premier of Saskatchewan is Hon. T. C. Douglas. Premier of Alberta is Hon. E. C. Manning. Premier of British Columbia is Hon. John Hart.

This Department is organized by the Prince Edward Island Railway Federation. Contributions are welcomed and should be addressed to: The Department, P. O. Box 100, Charlottetown, P. E. I.

THE WINDS OF THE WORLD

The general circulation of the atmosphere may be best studied by disregarding those smaller differences of temperature and pressure about the earth and its atmosphere as a whole, considering only those larger differences which are in constant operation. In the great oceans of the world the water is constantly moving in a very systematic manner, and we call this system of movements ocean currents. The Gulf Stream, the Equatorial Current, the Japan Current, sometimes called Kuro Shivo Current, and others may be likened to great rivers of water moving systematically on their courses in the ocean.

There are greater rivers of air in the atmosphere than any in the oceans, and they move on their courses with equally systematic precision and in obedience to fixed laws, which we may in a measure understand.

The air river at the bottom of which we live is broad and deep, extending in width from Florida northward nearly to the North Pole. It flows from west to east circling the globe and its name is the Prevailing Westerlies. The other air river in this hemisphere extends southward from latitude about 35 degrees nearly to the equator. Its name is the Northeast Trade Winds. In the southern hemisphere there are two similar air rivers, one extending southward from latitude about 35 degrees nearly to the South Pole with its current, like its counterpart in the northern hemisphere, flowing from west to east, circling the globe. It is also called the Prevailing Westerlies. The other air river in the southern hemisphere extends from about latitude 30 degrees northward nearly to the equator and flows from the southeast toward the northwest, hence the name Southeast Trade Winds. The dividing line, or bank between the air rivers in each hemisphere belts the earth at about 35 degrees north and 30 degrees south of the equator.

NATURE STUDY (Primary Grades)

Fire is used for steam power and by blacksmiths. Ask the pupils if they have seen a blacksmith at work. 1. Does he use a fire? Yes. 2. What kind of a fire has he? A coal fire. 3. Why does he use coal? Coal gives more heat than wood. 4. Why does he use red hot coals? To heat the iron. 5. How do we get steam? By heating water. 6. What uses has steam? It is used for running machines. 7. How do they get steam for power? By boiling water.

A blacksmith could not work without the help of fire which heats his iron. We also would not have steam power if it were not for fire as fire gives us steam by heating the water.

Kinds of fuel. We have different kinds of fuel in this country, but the most used is coal. Coal is found in the ground and after many years coal is formed. It is the same with all fuel. 1. What is fuel? It is anything that we can burn to give us heat. 2. What kinds of fuel do we know? Wood, coal, oil, gas. 3. Where do we get wood? We get it from trees that grow in the woods. 4. What are the best kinds of wood for fuel? The hardwoods. 5. Where do we get coal? Coal is stored away in the earth. 6. What are people called that get coal? Miners.

Summary: There are four main kinds of fuel, namely wood, coal, gas and oil. Wood is found in the woods in the form of trees. Coal, gas and oil are stored in the earth and have to be mined before we can make use of them.

TO YOUTH (Literature)

Mathew Arnold wrote the poem "Rugby Chapel" from which this selection is taken in honour of memory of his father. He thought of the people of this world as travellers trying to climb a rough road up a steep mountain. Along this road were many dangers and the climbers had to overcome many hardships. As they travelled many of them became tired and lost courage, but a few were leaders who encouraged the timid and helped the weak. When things became hardest and most discouraging these leaders appeared: "Then in such hour of need of our fainting, dispirited race, Ye, like angels, appear, Radiant with ardent divine!"

Note the glorious picture contained in the lines: Radiant with ardent divine! Beacons of hope, ye appear! Langour is not in your heart, Weakness is not in your word. Weariness not on your brow. What effect have true leaders on the rank and file?

The true leaders remove fear, renew inspiration, revive the tired and worn, re-inspire the brave and hardy, and lead the way to the boundless city of God. On to the end of the great sea of life for at the end we will find the City of God. The great sea of life means continuous life, generation after generation until the day when this world will become the City of God.

NATIONAL TEMPERANCE

(Continued from Page 3)

About forty years ago she was such a pretty young girl. Her eyes were brown and happy. Her hair was brown; her cheeks were rosy and she was always laughing. That was because she was happy.

She lived in a pretty white house in a pleasant village with a kind mother and father. They thought she was "top" too.

The teacher in the red school house thought she was "top" too. She was so clever and always head of the class. She soon was ready for High School. How they watched for her every Friday she had to go away to town and stay all week, you see. Betty, for that was her name, would come running, in saying "Mum! I smell something good for supper. Mum, I am hungry for your good cooking, Mother!" Her mother would smile and feel so happy. Four years' now she was ready to study how to be a teacher!

But Mother was not so well and she was always laughing. More money. We have plenty and it is all yours. Stay home with your mother and me."

Betty stayed and helped her mother. "That year a new school teacher came. He couldn't get board anywhere, so when he urged them to take him, Betty's mother said he might come."

He was a nice young man and soon liked Betty. What good times they had! After a time, he said he wished he might be a doctor, then, do so much good in the world. He said he and Betty could be married and she would be a doctor's wife and he would be a doctor's wife.

However, he didn't have enough money for such a long course of study. Betty's mother and dad decided to help him so they lent him money, because they liked him and believed in him.

While he was away, Betty studied too. She took a course in business so that she would be a help to him. A very proud day came! John graduated in medicine at the head of his class. He won a gold medal, too.

Betty was so happy. She sang all day, as she worked on her pretty mother. Her mother worked too, and took a position to help her. They were a little bit happy again. Then Betty met Jim. He soon decided he would like to marry Betty and work for her and her mother. They were all three very happy once more.

"Your mother will always be cared for," said Jim. "Dear Mother!" said Betty, "she has been!"

Then came the War! "I must go," said Jim. "I must go." "Yes, dear, I know" said Betty. "Don't worry! Mother and I will get along." But Mother had had one shock too many. She was paralyzed, but Jim had to go. Betty went along with her work, caring for her mother and wee Jack, trying to be brave.

For three years she managed, then one night she went out to post a letter to Jim. Maybe her brown eyes were dim with tears; maybe she was just too tired to notice the big car swerving at her. She was carried in to her house. The driver was sober, now, very sober. She died before Jim could get home.

Now, poor Jim works silently for his sickly, helplessly lying in her bed. Strangers care for her, strangers care for the pretty little house. Happiness is gone.

Was Alcohol a friend to that family? Now, boys and girls, would you like to do this? Find, put out, and paste in the book, four true stories showing how alcohol harms homes today. You will find them in newspapers and magazines. Bring them along next Sunday!

W. A.



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