THE EDUCATIONAL HORIZON

—A SATURDAY FEATURE—

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

TEACHERS IN WARTIME

We are passing through one of the gravest crises in the history of our country. Every man, woman and child is in duty bound to contribute his or her maximum effort towards final victory. It is a time of sacrifice and increasing sacrifice on the part of all loyal citizens. In this gigantic task teachers, too, have their part to perform. Nor should we minimize the part we play. True, we may not be required, for the moment, to shed our blood in the cause, although some in the line of duty, in other lands, have already done so, but we must not forget the sacred obligation we owe, at this time to society.

Let us put forth our very best efforts in our daily work in the classroom, not only in endeavoring to furnish the pupils with the educational foundation necessary to enable them to take their proper place in society, but we must also strive to develop young men and women with healthy bodies and of strong moral character inspired with the determination to build a better world order on the ruins of the old.

Let us never forget that we have a definite place in the scheme for victory and that the future welfare of our country depends in great measure on the work we as teachers are now doing.

Realizing the importance of our work and the unique service we are rendering to society in these critical times let us therefore resolve to stick to our posts even at the cost of financial sacrifice, until such time as our government calls us to some task where we are more needed. Let it not be said that any child suffered from lack of an adequate education because any teacher shirked his or her responsibilities.

J. R. MacDONALD,
Gen.-Sec'y, P.E.I.T.F.

ANNUAL CONVENTION OF C.T.F.

The annual convention of the Canadian Teachers' Federation was held in Toronto during August. Increased Federal aid for education was the main topic of discussion. It was the unanimous opinion of the delegates that the time had arrived for this issue to be brought directly to the attention of the Dominion Government. A committee was established to study the feasibility of sending a mass delegation of persons interested in education to Ottawa some time soon. We feel convinced that our Federal Government must assume some of the responsibility of educating our children, if they are to continue to receive that calibre of education which is necessary for the proper functioning of a democratic state. Dr. E. A. Corbett, director of the Canadian Association for Adult Education placed before the delegates to the C.T.F. the advantages to be gained by the establishment in the future of a central bureau of education in Ottawa. He said it would serve as a clearing house for numerous bodies interested in education. Much of the discussion had centred around the shortage of teachers and teacher's salaries, or the lack of them. Today our teachers are essential workers in the war program. It is of primary importance that the education of our youth continue, shorn of the frills, but with no depreciation of the standard. It is on youth and its training that the future production will depend. Accordingly, it is just as necessary for the teacher to stay at his or her job as it is for the factory worker or the scientist to stick with his. In channelling technical men into war work the Wartime Bureau of Technical Personnel has recognized this fact. It has encouraged teachers of all kinds to stay at school. Teachers have been leaving their jobs in great numbers. Many have volunteered for military service, men and women. But many others have gone into war work and Government service, not because they did not appreciate the importance of the work they quit but because they got better paid for serving their country in other ways. Any useful worker is worthy of his, or her, hire. If it is fair to ask, or force, teachers to stay at their jobs in the interests of war production, some attention should be given to their sacrifice, a sacrifice they can avoid by doing other essential work. True salaries have increased noticeably this year due to the scarcity of teachers and better economic conditions. But as one of the delegates to the C.T.F. said, "No teacher charged with the responsibility of educating the children of Canada should be called upon to justify the request for a basic salary of one thousand dollars." This is just a brief outline of the discussion which took place at the C.T.F. conference in Toronto. A more detailed statement will be given at our annual convention next April.

ENGLISH

GENERAL OBJECTIVES

Composition:

1. To teach the pupil to express his thoughts correctly and efficiently in speech and writing.
2. To stimulate interest in oral and written expression.

Grammar:

1. To teach those phases of grammar that will assist in carrying out the aims of the composition course.
2. To provide the student with standards for criticizing his own written or oral speech.
3. To encourage the pupil to value good English and to take pride in improving his speech and writing.
4. To give the pupil an understanding of the structure of his mother-tongue.

Reading and Literature:

1. To create and foster a love of good literature as a source of present and future enjoyment.
2. To develop skill in oral and silent reading.
3. To enrich the student's life by leading him to respond to the intellectual, emotional, and imaginative stimuli of various types of reading.
4. To extend the range of the student's interests and understanding by means of vicarious experience through reading.
5. To develop a critical but tolerant understanding of human behaviour in relation to society and its problems.

Spelling and Word-Study:

1. To develop in the pupil the ability to spell all the words he has occasion to use.
2. To enlarge the reading, writing, and speaking vocabularies of the pupil.

Handwriting:

To develop legibility of handwriting.

Note: To find the number of cubic feet in a log mutiply one-fourth of the average circumference by itself and multiply the product obtained by the length, which will give the contents in cubic feet.

EXERCISE IN BRITISH HISTORY

After each name in the following list write the number of the description which best fits the name:

Descriptions: 1. Centre of Transvaal gold field; 2. Transvaal president who led the opposition to the British before the South African War; 3. Wealthy British South African who worked for a united "British South Africa"; 4. Led the "raid" on Johannesburg in 1896; 5. Boer soldier-statesman, first premier of the Union of South Africa; 6. Missionary-explorer of Central Africa; 7. Dutch farmers in South Africa; 8. To travel by ox wagon, emigrate; 9, Boer name for foreigner; 10. Boer name for troops of fighting men; 11. Won back the Soudan for Egypt; 12. British statesman who gave the Boers their independence in 1877; 13. Leader of the Dervish revolt in the Soudan; 14. Gallant British leader, killed by the Mahdis followers in Khartum; 15. Town at junction of Blue Nile and White Nile.

Names: Boers —, Louis Botha—, Commandos—, William Gladstone —, General Gordon—, Dr. Jamesson—, Johannesburg—, Khartum—, Herbert Kitchener—, David Livingstone—, Paul Kruger—, Mahdi —, Outlanders—, Cecil Rhodes—, Trek—.

THE HOME FRONT

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service centre for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forebearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace."

President Roosevelt addressing the National Institute on Education and the War, August, 1942.

A GEOGRAPHICAL PUZZLE

Supply geographical names for the words in brackets:

1. (A city in Italy) went to visit (a river of Siberia); 2. (The city of Italy), being used to a warm climate, dressed herself in (an island of Scotland), with a jacket of (one of the Channel Islands), and she wore and (Italian city) hat. (The river in Siberia) wore a (city of Russia) cloak and a (cape of Nova Scotia) cap. The weather was (the southern part of Ireland), but also (a country of South America). So the two, guest and hostess, ran (a cape in North America) to get warm. They took some very brisk (plains in Russia), and then, for lunch, ate an (island in the Pacific) and (a city in Italy). At dinner they had a (river in South America) to wait upon them. They had (a strait of Australia) and (a cape of Massachusetts) for the first course. After that (a country of Europe) cooked in (another country of Europe). For dessert they had (a river in Africa) and (a river in Michigan). Everyone drank a cup of (an East Indies Island). And then, though some people might think it (an island in the English Channel), they all ate (some islands in the Pacific Archipelago). Then (the city of Italy) bade a gracious (cape of Greenland) to (the River of Siberia) and went home no more to (chief city of Italy).

Answers: Florence, Lena, Rome, Farewell, Philippines, Scilly, Java, Raisin(s), Cod, Bologna, Negro, Bass, Sandwich, Leghorn, Jersey, Mull, Astrakan, Race, Chile, clear, Sable, Turkey, Greece Steppes, Orange(s).

SWEATER CARE

Take care of your good, all-wool sweaters, even if a little out-dated. They may be hard to replace. Sweaters that are in daily use should be folded and laid away in a drawer or a shelf. Hangers are taboo for sweaters, since hanging causes stretching and loss of shape. When not in use, have sweaters cleaned or washed and store in mothproof containers.

Ready-made stick-on soles are available for repairing worn galoshes and overshoes and vulcanized patches may sometimes be used for fixing snags in rubber boots.

DIRECTED NUMBER (ALGEBRA

GENERAL OBJECTIVES

1. To develop, through elementary Algebra, an understanding on the part of the pupil of directed number and of its uses as applied to mathematics.
2. To extend the pupil's ability in the use of the fundamental processes with algebraic symbols.

Specific Objectives:

1. Ability to understand directed number (positive and negative number).
2. Ability to add, subtract, multiply, and divide using directed number.
3. Ability to arrange the terms of expressions used, in ascending or decending order according to the powers of a chosen symbol.
4. Ability to remove simple brackets.
5. Ability to use directed number in evaluating an algebraic expression.

Teaching Procedures:

1. Use such devices as the following to illustrate directed number:—

a) A thermometer (above and below zero).

(b) A debt (a minus quantity).

(c) A bank deposit, or withdrawal.

(d) Dates, 55B.C., 1942 A.D.

2. Teach the pupils to add vertically two or more Algebraic expressions including the following types:

(a) $4a3 \text{ -|- } 5a2b \text{ — } 4ab2$
$a3 \text{ — } 6ab2$
$5a2b \text{ -|- } 2ab2$

(b) $2\text{-}3a2 \text{ — } 1\text{-}4a \text{ — } 1\text{-}5$
$1\text{-}2a2 \text{ -|- } 3a \text{ -|-} 1\text{-}10$

(c) $6(a\text{-|-}b) \text{ — } 3(k\text{-|-})$
$5(a\text{-|-}b) \text{ -|- } 7(k\text{-|-}1)$

3. Teach horizontal addition (collecting like terms).
Example 6a — 5b -|- 3b — 2a —2b=

4 Teach the use of brackets in addition problems.

5. Teach subtraction as an addition process leading to the rule. "Mentally change the sign of each term in the subtrahend and then add."

(a) 6 (b) 6 (c) —6 (d) —6
2 —2 —2 -|-2

Using the examples above, ask the following questions:

(a) What must be added to 2 to give 6? (ans. 4).

(b) What must be added to —2 to give 6? (ans. 8).

(c) What must be added to —2 to give —6? (ans. —4).

(d) What must be added to 2 to give —6? (ans. —8).

The results above may be obtained by changing mentally the sign of the subtrahend and adding the two terms:

6. Include the following types in subtraction problems:

(a) $a2 \text{ — } 5a \text{ — } 6$ (b) o
$2a2 \text{ — } 3a \text{ — } 2$ a—2b

(c) 5a — 2b
-|-3r

(d) $5(c.|\text{-}d) \text{ — } 7(m\text{-}p)$
$\text{—}2(c\text{-|-}d) \text{ -|- } 8(m\text{-}p)$

7. Teach the use of brackets in subtraction problems.

8. Establish experimentally the following rules for multiplication:
(a) "The rule of signs."
(b) "The rule of exponents."

9. Teach the following types of multiplication problems.
(a) A monomial by a monomial:
(I) (2a) (3a)
(II) (Xa) (Xb)
(b) A binomial or a trinomial by a monomial:
(I) 3a (2a — b)
(II) —4x2 (2x2y -|- 3xy2—2y3).

10. Teach the pupils to multiply by inspection such examples as the following: (1) (a—b) (2a—3b) (2) (a-|-b) (a—b) (3) (a-|-b)2, (4) (a—b) 2.

11. Include some simple common and decimal fractions as coefficients in the above Nos. 9 and 10.

12. Establish experimentally the following rules for division:
a) "The rules of signs."
(b) "The rules of exponents."

13. Teach the following types of division problems:
(a) A monomial by a monomial
(1) 6a3 (2) Xa
2a Xb
(b) A binomial or a trinomial by a monomial:
$9a2 \text{ — } 6ab \text{ — } 3a$
—3a
(c) A binomial by a binomial as:
a2 — b2
a — b

14. Teach that the expression within the brackets is to be regarded as one number.

15. Explain that expressions containing brackets may illustrate any one of the following:
(a) Addition — Example
(3a—b) -|- (a—4b)
(b) Subtraction — Example
(6xy -|- 3y2) — (2xy — 2y2)
(c) Multiplication — Example.
3m (m—n)

16. Teach the removal of brackets.

17. Give the pupils practice in evaluating expressions such as may be found in the equation work of this course.

Note: In an expression where more than one mathematical operation is required the order is as follows:

(a) Simplify any expression in brackets.

(b) Perform any multiplication or division operations.

(c) Perform any addition or subtraction operations.

GRAMMAR

There are three kinds of subordinate clauses—

The Noun Clause, the Adjective Clause and the Adverb Clause; and these are defined as follows: — 1, a Noun clause is one which does the work of a Noun in relation to some word in some other clause..

2. An Adjective-clause is one which does the work of an adjective in relation to some word in some other clause.

3. An Adverb-clause is one which does the work of an adverb in relation to some word in some other clause.

Note: The same clause may be a Noun-clause in one content, an Adjective-clause in another, and adverb-clause in another. Example:

(Where the man was buried) is still unknown. Noun clause subject to the verb "is."

No one has seen the place (where the man was buried) Adjective clause qualifying the Noun "place".

Without knowing it the soldiers encamped (where the man was buried).

Adverb clause qualifying the verb "encamped."

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to Millar MacFadyen, 8 1-2 Felling St., Charlottetown.

- NEWSY NOTES -

By AGRICOLA

(Continued)

ANOTHER DIVING BEETLE

Most of my readers, at one time or other, have come across one of the "Predaceous Diving Beetles;" big hard-shelled, oval fellows, usually pitch-brown, often with scanty yellow markings on the upper side. Such beetles belong to the genus Dytiscus, and have a family history that is worth considering for a few moments. The eggs of Dytiscus are probably laid under water; at any rate that is where we must look for the larvae when the eggs hatch out. The larva is known as the Water Tiger from its ferocious action against other denizens of the pool, and it has little resemblance to the adult insect. It is an enlarged edition of the mosquito wriggler, and as it is the growing stage of the insect, its appetite is insatiable. When full grown the larva forms a cell in some convenient position (under a board, stone or tuft of vegetation) and there pupates. In due time the beetle emerges, to begin the cycle anew. Just how long the mature insect will live is a matter of conjecture. I read of one that was kept in captivity (in a vessel of water) for three and a half years, on a diet of raw beef; I myself kept one in an aquarium for two years, till it was banished for bad conduct. It killed two stickleback fish by biting their stomachs!

About twenty years ago I sent one of these insects to Ottawa to be identified, and it turned out to be **Dytiscus verticalis Say.** Last year one was sent me from an eastern settlement, and I dentified it as **D. Harrisii Kirby.** During this summer another specimen came in from Oysterbed Bridge, which I supposed to be **D. marginalis Linn;** both identifications were confirmed at Ottawa by the Dominion Entomolgist. So we can boast of at least three known species of those Predaceous Diving Beetles.

THE PLAGUE OF FLIES

The common House-flies have been very abundant the past summer and at the moment of writing, are still fairly numerous. Flies, you may remember, were one of the plagues of Egypt: "grievous swarms of flies into the house of Pharaoh and his servants' houses and . . . the land was corrupted by the swarms of flies." The Coverdale Bible says: "And there came perlous cruell wormes (or flyes) in to Pharaos house, in to his servauntes houses and upon all the londe of Egipte: and the londe was marred with noysome wormes." We are left to conjecture that either maggots or caterpillars were the culprits; in which case the translator might well have used the general term insects instead of flies.

However this may be, the flies can make themselves a nuisance in our day, in spite of screened doors and windows. Several times during the summer the stores ran out of the tanglefoot fly catchers, (since the demand was so great) and for a day or two the insects had it all their own way: when fly spray was used the relief was only temporary and a new lot soon appeared. Poison, I found, was not very effective, because it must be in liquid form, and flies can too easily find something to slake their thirst, in a farm kitchen, without resorting to the poison.

If I had been mentally alert I should have constructed a fly trap, such as was used in the U. S. A. This is essentially a barrel formed of fly-screen wire, and having a conical bottom instead of a flat one; tapering upwards as the bottoms of some bottles do. At the top of the cone is an opening, and the whole rig stands on three feet between two and three inch high. That allows the flies space to crawl under to a strong-smelling bait placed just under the opening of the cone. When they leave the bait they fly upwards, through the opening and are held prisoners in the barrel-like trap. The English had glass traps made on the same principle, and the bait was stale beer; that was something the flies could not resist.

However, I have heard of one hotel that had a fly trap (made of screen-wire) in the yard, near where the stock are housed, and I am told it was very successful.

I have only spoken of flies as an annoyance: the graver charge is that they spread many dangerous diseases; and they should be destroyed by every possible means.

ST. PAUL'S CATHEDRAL (3)

Three years after the Restoration of the Monarchy, the authorities engaged Sir Christopher Wren, the most noted architect of his time, to make a survey of the Cathedral. He reported that the pillars of the portico threatened to collapse and that the tower was leaning. Judging by subsequent events he must have been unaware of the cause of the threatened catastrophe: the cathedral was built on what is practically a sand-bed kept solid by the infiltration of water from several springs. If water is withdrawn by any means, the foundation is unsettled, and in our own day this has caused considerable expense in repairing the present Cathedral.

Wren had scarcely presented his report, when the Great Fire broke out; on Sunday, Sept. 2, 1666.

A short account of this conflagration was given in Newsy Notes not long ago, so that it is sufficient to say that on the Monday the scaffolding round St. Paul's was ablaze; on Tuesday the melted lead from the roof ran in streams down Ludgate Hill, "the very pavements," says John Evelyn, "flowing with fiery redness, so that no hores nor man was able to tread on them," by Friday the whole building had been almost completely destroyed.

Dean Sancroft, the leader of the church authorities, decided that the only course was to clear the ground and build a new cathedral: the Chapter or church council) still had hopes of restoring the old building; while Charles II wanted the cathedral rebuilt by a French architect, one Claude Perrault, who had achieved fame by designing the front and colonnades of the Louvre. Charles seems to have lost faith in Wren, but Sancroft asked him to prepare a plan and though it pleased Charles, and was regarded with great satisfaction by the architect himself, it was rejected by the Chapter. (Divided authority is one of the bugbears which give professional men the headache.) Wren with indomitable ocurage, drew up plan after plan, until he produced one that suited all parties; but he cannily got permission from Charles to make any modificatons he saw fit, in the building during its erection! (of his permission he made great use, so that St. Paul's, as it exists today, differs in many respects from the design originally approved.)

When at first used gunpowder to blow up the walls of the ruined edifice, but an accident caused by an explosion aroused a strong feeling in the City, whereupon Wren abandoned gunpowder in favor of the Old Roman batterng-ram, which was entirely successful. When the ground was finally cleared Wren himself laid the first stone of the present cathedral on June 21, 1675.

Wren said at the time that he was "determined to build for eternity," and because of this he declined to use any of the materials from the old bulding. He spent much time over the foundations, which, as has been stated, presented problems of which he was only partly aware.

The work was considered to have been completed rapidly when, twenty-two years later, the choir was opened for divine service on Dec. 2, 1697. This was the occasion of a Thanksgiving for the Peace of Ryswick. The reigning King, William III, did not attend the service, fearing that there might be Jacobite assassins in the crowd of 300,000 people that lined the streets.

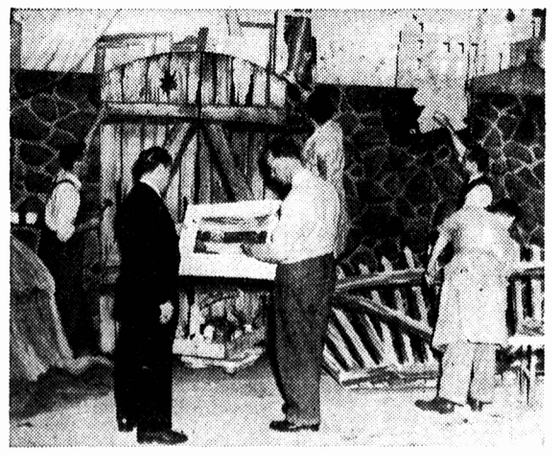
Twelve years later Wren's son laid the last stone of the lantern on the cupola: and the first ball and cross were put up in 1712. So, forty-six years after the Great Fire had destroyed Old St. Paul's, the present magnificent bulding had arisen in its stead. To erect some of the continental churches had taken double or triple the time.

Reading over the old records one finds that Wren had had plenty to worry over. He protested vehemently that the old balustrade round the dome spoiled its effect, but the Committee (whose idea it was) ordered it to be erected. Against his wish they placed the organ above the choir screen—whence it was removed in 1858. An old picture shows that the organ cut off the light and dominated the whole scene. Other features were also causes of dispute; till the Committee "got even" by accusing the architect of corruption and of delaying the work; and finally obtaining power from Parliament to hold back half of his salary till the Cathedral should be completed. His salary was £4 per week! but it must be remembered that money was then about five times its present value.

King George I was suspicious of anybody who had been connected with the Stuarts and readily consented to the Committee's discharging Wren. This took place in 1718, quite suddenly; and the post of architect went to a count favorite who seems to have had few qualifications for the appointment. Wren was then in his eighty-sixth year, and had held the post from the age of thirty-seven. He retired to his house at Hampton Court where he quietly passed away at the age of ninety-one, "as well pleased to die in the shade as in the light." He was the first to be buried in the new St. Pauls, and his simple epitaph says (in Latin) —"If you seek his monument look around you."

Thus we have followed St. Paul's from its earliest appearance in history to the completion of the present Cathedral: but there are many details which must be reserved for next week's Notes.

(To be Continued)



To the Canadian woman, proud of her home whether it is large or small, nothing can so portray the horrors of modern war as a picture of the bombed-out houses of Britain and Europe. Where the Nazi has marched or where Nazi planes have flown shattered ruins mark the spot where families once dined and children once played. To bring this picture home to mothers in Montreal, Swiss-born artist Carl Mangold reconstructs some of the scenes of desolation in occupied Poland, The Netherlands, Belgium and France. Realistic in every detail, the Mangold scenes formed the background for a spectacular Victory Loan production, "The March of Freedom." To prevent similar scenes from becoming common in Canada, the vast audience was told, buy Victory Bonds.

PROTECT SHEETS

Cover corners of wire bed springs with adhesive tape. Then sheets will not catch on corners and tear.

Be sure to have the heels of your shoes repaired before the nails come through and cause ugly little depressions on your kitchen linoleum.

Pans used for baking sponge or angel cakes should not be greased; the batter needs to cling to the sides of the unpreased pan while baking.

An important message to every motorist who has wondered:

How Good Will Tires Be When They're Made With Synthetic* Rubber?

● More than two years ago, hundreds of patriotic corporations and car owners were already making road tests with a new kind of tire. It bore the famous Silvertown name. But more than half its rubber was synthetic . . . B. F. Goodrich Ameripol.

Since that time synthetic rubber has leaped to new importance. A large part of our war effort depends upon this continent's ability to produce good tires from synthetic rubber. The tires we will drive upon after the war may well be synthetic.

Hence the question, "How good will these new tires be?" is a vital one. There are several ways to answer it. Perhaps the best way is to let you read what actually happened when tires made with Ameripol were put to the test of day-after-day driving. Perhaps the best people to tell you are those who owned the cars and did the driving.

The letters quoted here are only a few of many received. We hope that others who patriotically co-operated will understand that space limited the number of statements we could print.

* NOTE: *This advertisement is not intended to give the impression that tires made with synthetic rubber are on public sale. This is not true. And it is not known when it will be true. This is because military needs must come first.*

IMPORTANT: *Canada right now needs scrap rubber of all kinds . . . your old tires, old rubbers, old boots. Turn them over to the scrap collection agencies.*

Aetna Life Insurance Co.—"We put these tires on our Dodge car and ran them for approximately 14,000 miles, at which time they were replaced. As far as we could determine, the tires gave service just about equal to genuine rubber tires."
Rawdon W. Myers, V.P.

Beech-Nut Packing Company—"Altogether we would say that they showed up well, and we would be just as satisfied to buy them as tires of natural rubber."
C. N. Robinson, Director of Purchases

Car Owner—"On November 10, 1940, I purchased four Ameripol tires because I was interested in finding out what value they had and after 27,000 miles of service I was well pleased. They were driven every day over all kinds of roads. They wore as even as any other standard tire and could have been driven at least 10,000 miles further under the present emergency."
S. O. Anderson

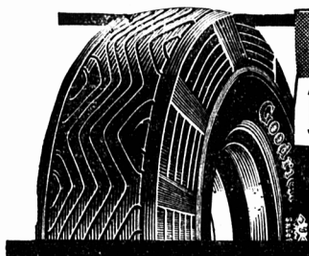
General Baking Company—"The following mileage was obtained on the four tires: 24,333 miles, 24,330 miles, 28,310 miles, 27,035 miles.
"These tires are worn smooth, but no fabric is showing and carcasses appear to be in good condition The earned mileage as above is normal and compares favorably with regular line tires."
Farrar Tilney, Director Purchasing Dept.

General Outdoor Advertising Co.—"To date, these tires have been driven 16,000 miles; and from my inspection of tread wear, they show very little wear, indicating we may expect an additional 16,000 miles' service."
B. W. Robbins, Pres.

Pepsi-Cola Bottler—"I traded the car in, and a doctor friend of mine has since re-traded the car, and we have lost track of it. I had 6,000 miles' service, the doctor had between 4,000 and 5,000, and the tire still looked like new. I would say that the Ameripol tire will give better service than those made of ordinary rubber."
Charles S. Bunch

Petroleum Machine Company—"We bought Ameripol tires and drove them 10,000 miles, at which time they showed only 1-16" wear on the tread. We consider this exceptionally good service due to the fact that they were driven at high speed over all sorts of oil field roads. Their riding quality is equal to rubber."
G. J. Armstrong, Pres.

B. F. Goodrich *Ameripol* Silvertown
THE FIRST TIRE MADE WITH SYNTHETIC RUBBER EVER OFFERED TO CAR OWNERS ON THIS CONTINENT
Introduced June 5, 1940



KEEP THE WHEELS OF VICTORY ROLLING - Buy Victory Bonds

Invest in

VICTORY

● Victory Bonds are the best investment you can make.

In this critical year of the war —when everything depends on an all-out effort —every dollar that Canadians can muster must be a fighting dollar. While they are fighting, they remain YOUR dollars.

Men are fighting and dying for freedom—giving their all that we may remain free. YOU are asked only to LEND your money to back them up.

Victory Bonds are guaranteed by the full resources of the Dominion of Canada. They yield a fair rate of interest. They can readily be sold when you need the cash.

After the war, you will be glad of this money you have saved and loaned to Canada. You can spend it THEN on the things you want.

Buy the new

VICTORY BONDS

J. P. CROCKETT

175 QUEEN ST. PHONE 834