THE EDUCATIONAL HORIZON

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

CANADIAN TEACHERS' FEDERATION NEWS
by J. A. S. Williams

Things Required To Build Up A Profession

1. Well-trained Teachers.
2. Good initial salary.
3. Sick Leave benefits.
4. Small turn-over of teachers in Profession (good tenure).
5. Future economically secure (good pension).
6. Good physical conditions (buildings, equipment, etc.)

Teacher Supply

The enrolment at teacher training institutions in the various provinces is as follows:

British Columbia	623
Alberta	895
Saskatchewan	900
Manitoba	445
Ontario	1633
Quebec (Protestant)	170
Quebec (Catholic)	5515
New Brunswick	280
Nova Scotia	407
Prince Edward Island	61
Total	10,929

Lay teachers (female)	4548
Lay teachers (male)	219
Religious teachers (female)	267
Religious teachers (male)	481
Total	5,515

Under normal conditions, P. E. I. requires 100 teachers yearly in training. We are, therefore, short 39 for a normal requirement. However, considering that we have this year had issued 80 permits, together with Third Class teachers, Prince Edward Island has a shortage of considerably over 100 teachers. In the profession, too, as an abnormal condition, we have a high percentage of our teachers married women, who have been urged by their various districts to give of their time to try to help out in this serious situation. In this latter class are 114.

DON'T UNDERESTIMATE THE POWER OF THE TEACHER

Dewey wonders what licked him. Some say it was Labour. Others say it was his own smug complacency. There were other factors. Here's one of them: Drew Pearson of the U. S. A. on June 21, 1948, reported in part as follows:

"At a Governors' Breakfast, Dewey started lambasting the teachers' lobby for Federal Aid. He said it had flooded the country with falsehoods and he urged that the governments start a counter-offensive—We'll call an executive session and exclude the press. Teachers' propaganda is the biggest lie since Adolph Hitler."

Pearson goes on to say that Dewey proposed that two publicity experts be hired at $50,000 a year to start with full-page advertisements, combatting the teachers' propaganda. Later, Mr. Pearson said, "While I have high regard for Mr. Dewey on most other issues, he has not been able to see that the education of American youth is more important than balancing the budget." Mr. Dewey was again reported to have referred to the teachers' lobby as "damnable blackmail and Hitler's tactics." Surely, he doesn't have to wonder what licked him. The National Education Association and the teachers of the United States can tell him.

It is well for us to remember what influence we have as teachers. Our influence is never wholly absorbed in one classroom or in one generation. One of our greatest responsibilities as teachers lies in the way we acquire and use our influence. Our influence today is bound to have a tremendous bearing on the work and lives of our pupils tomorrow. Our influence upon other teachers and the influence of other teachers upon us is certain to become a powerfully important factor in our professional lives and theirs.

Be sure that it is a true and wholesome professional influence. After what happened to Dewey, don't let anyone under-estimate the power of the teacher.

(Taken from The Manitoba Teacher)

JUNIOR RED CROSS (Continued)

It is a world-wide movement from which children are learning:

1. To promote their own health and that of others. 2. To develop the essentials of good citizenship and national friendliness.

The children elect their own officers and carry out their own activities under supervision of the teacher. Membership is open to all school children who care to practice the health games and to help other children who need help. No progressive community, no well organized school, no thoroughly equipped teacher can afford to be without Junior Red Cross in the classroom as an adjunct to education. Junior Red Cross places in the hands of the teacher an invaluable aid to hygiene by providing free of charge for the school room a series of health posters embodying the rules of the health game, pictures of proper posture, healthy foods and simple laws of sanitation. It provides health plays and literature for use of teachers and pupils.

It introduces into the classroom the only Canadian magazine for Canadian children, a publication in which health, art, nature study, citizenship, literature and history all make their contribution to interest the child.

It links the classroom with the nation, and with the world through its programs of exchange portfolios which bring together Junior Red Cross groups throughout the world in a scheme of international school correspondence.

The self discipline imposed by membership in a J. R. C. branch and the practice of health rules and good citizenship lead to a more ready obedience and courtesy shown both in the home and in the school room.

The interest in health and health habits results in cleaner schools and greater care of school buildings and property. All Red Cross Juniors are pledged to practice the rules of the health game, and forms setting forth these rules are supplied to all school rooms where Junior Red Cross is organized. School gardens and school lunches are a part of the Junior Red Cross programme.

There is no obligatory membership fee, the pledge to observe health rules and serve other children less fortunate than themselves constitutes membership in Junior Red Cross, but money raised by the Juniors through special efforts is devoted to the support of the Junior Red Cross. It gives free treatment to sick and crippled children whose parents cannot afford to pay for their care.

Children of all nationalities and creeds are cared for as patients of the Junior Red Cross, which knows no distinction of nationality, creed, class, colour or religion. The organization of Junior Red Cross in the classroom is simple, its growth is spontaneous through the interest of the pupils. Its activity is maintained by the enthusiastic co-operation of its own members, the boys and girls of today who are our citizens of tomorrow.

The teacher we believe to be the greatest force outside of the home, and in many cases the teacher is more influential than the home in developing good citizens. We know from our experience in Junior Red Cross work that teachers have been a tremendous factor in recent years in inculcating good health and health conscience in children.

This is proving to be of inestimable value in making healthier and happier men and women. It is most difficult to develop good health habits in adults but easy in children, because a child is receptive and willing to believe. The school is the logical place to teach children these good health habits because in many homes the parents are insufficiently informed or interested in developing them. If the child be taught to keep his body functioning properly and learns how to ward off preventable ills and the simple measures to adopt when ill, he is sure to be a healthier, happier child and will likely be a better happier citizen.

I believe that in the years to come the whole personnel of public health works will profit by a public spirit which received its first stimulus through the work of the Junior Red Cross. Millions of children have been taught to regard health as an ideal, as an instrument of service, as an obligation of good citizenship. They are not following their code because adults made them follow it. They are following it because millions of other children are following.

We advise every teacher in P. E. I. who has not yet developed a Junior Red Cross Society in his or her classroom to start one at once, just as an experiment. Let us remember the object of the Junior Red Cross is "Good Health", "Good Citizenship" and "Service for Others." It is the children's own show. They are proud of the fact that they are members of a world-wide organization. We wish you success in your great work. Keep health and work. The world needs your help. But don't put it off. Join now.

DRAMA FESTIVALS FOR SCHOOLS

We hope you have read the advertisement, announcing a drama festival for all the schools of Prince Edward Island, which appeared in The Guardian of The Gulf on Saturday, Feb. 26th.

The sponsors of the Drama Festival hope many schools will participate in the Drama Festival this year.

Drama, as some one has said, "is an instrument not only for washing the soul of the daily dust' but also is a means of spurring the intellect and bridling the emotions. In a harnessing together of the intellect and the emotions, there may be developed the faculty of imagination." As a subject for study it is extremely satisfying as it can cover such a wide range of subjects and fill the need for a useful recreational and educational activity for such a large number and variety of people.

Plays are not just make-believe, they are a revelation of the thoughts and emotions, the affections, the hypocrisies of the passions and struggles of man.

The study of Drama is a study of emotions, how to stir them, how to control them, how to sway them.

Then there is the whole field of effective speech, including as it does articulation, enunciation, inflexion and modulation. Our speech could be greatly improved by study under competent instructors or by following instructions obtainable in books on the subject.

In order that a play may be successful, we must have co-operation and team play in a cast between each of the actors. There must be also co-operation between all members of the production staff. Here is where we as a community or members of a club have a great opportunity of learning how to work together.

The Drama Festival needs your support and guidance. There is a great field waiting to be cultivated.

Our educational bodies should be made to realize what they are missing in not developing drama in our schools.

The community theatre gives opportunity for creative recreation. It is essentially a democratic institution.

Let those of us, who realize the possibilities of Drama, assist all persons wishing to participate in the Drama Festival which takes place in April.

HOW OUR PARLIAMENT CAME TO BE

The Canadian Parliament in its present form was set up by the B. N. A. Act of 1867. However, its roots go much farther back. For its beginning we must turn to the early parliaments of England, their struggles with the crown, their fights for free speech and for all those other "privileges and immunities" which the speaker of the Canadian House of Commons still formally claims from the King's representative at the opening of each Parliament at Ottawa.

It was not till the reign of Edward the First that the word Parliament (from the French "parler" —to speak) was first used in an English Statute to describe the Great Council. That was in 1275. Those early parliaments were very different from the parliaments of today. When they came to have a House of Commons, the Commons were representative only of a limited class. Six centuries of evolution and struggle had to pass before parliamentary democracy as we know it today came into play.

Today the honour of being elected to Parliament is eagerly sought. But when modest traders were first chosen by English towns as their representatives in Parliament, many did not take the trouble to go. The journey was tiresome and expensive. Yet despite difficulties, the early Parliaments soon discovered their power. Kings had to have money to wage wars and they had to go to Parliament to get it. And the Parliaments made their grants of money conditional on the redress of grievances.

In 1621 when James the First commanded the Commons to abstain from discussion they bluntly told him that "the liberties, franchises, privileges, and jurisdictions of Parliament are the ancient and undoubted birthright of the subjects of England—and the making of laws and redress of grievances, which daily happen within this realm, are proper subjects and matter of Council and debate in Parliament."

When Charles the First sought to prevent the Commons from drawing up a protest by commanding the Speaker to adjourn, two members of the House prevented the adjournment by holding the Speaker in the chair. Doors were locked and the Commons passed their resolution. Then Charles the First himself went to the House to arrest five members whom he accused of treason.

"The divine right of Kings" was finally destroyed when Charles was executed. Then came the Civil War, the Commonwealth under Cromwell as Protector, and then the Restoration of Charles the Second. When the restored Stuarts showed the same dictatorial traits as their predecessors, they were driven from the throne, and Parliament chose new rulers: William and Mary of Orange. However, before allowing them to take the throne, Parliament made them sign the Bill of Rights of 1689 which, among other things, lays down that the "freedom of speech and debates or proceedings in Parliament are not to be impeached in any court or place out of Parliament.

Thus bit by bit the Parliament of Westminster established for itself freedom of speech. Gradually it became the taxing power. Gradually it became the supreme legislative authority of the nation. And, as the Canadian Parliament inherited the rights and privileges of the British Parliament, the Parliament at Ottawa today has three main functions:

1. To control the manner in which taxes are to be levied and public moneys spent.
2. To consider legislation and to pass laws.
3. To provide a forum where public grievances may be discussed and remedies found.

JOHN WESLEY 1703-1791

He was born at Epworth in Lincolnshire; his life covered almost the whole of the 18th century. At Oxford he gathered about him a little society for prayer and study and charitable work, called Methodists. His work: Clergyman of Church of England; went to America as missionary to Indians at fifty pounds a year. Best work was done in England where he went about on horseback preaching and organizing work of the Methodist Society; preaching usually five times on Sunday; spoke to large crowds and moved them to paroxysms of religious fervour. (b) Value of his work: Did much to change the whole outlook of the nation, softened a hard age by his teachings; taught new standards of life; influenced the Church of England to promote social reform such as better religious education, abolition of slavery, and the care of children; his followers were led to avoid evil practices as smuggling and selling of votes.

LORD SHAFTESBURY (1801-1885)

He was an outstanding social reformer, reserved, shy and melancholy and deeply religious; devoted his life to the relief of the poor and suffering in factories and mines. In 1833 his efforts resulted in a Factory Act which forbade children under 13 years to work more than 9 hours a day; boys and girls 13 to 18 were not to work more than 68 hours a week; no one under 18 to do night work. In 1842 a Mines Act was passed forbidding all women, girls, and boys under 10 to work underground. The next step was the "Ten Hours Act" of 1847 which prevented women, boys and girls under 18 from working more than 10 hours a day; it was due largely to Shaftesbury's efforts. He "visited cellars, garrets, gin places, beer-houses, gaming-houses, and every resort of vice and violence" to gain first-hand knowledge of the poor. He helped found "schools" for very poor children. Many were helped to learn a trade or to emigrate. An Act passed for better care of lunatics was known as Shaftesbury Act. A Public Health Act of 1848 gave powers to a Board of Health to improve sanitary conditions, drainage, and water supply. Shaftesbury sat on the Board; he roused public opinion on such questions as housing reform. When he died, he left an England that was a better, more charitable country in which to live.

MODIFIER GAME

The participants are paired off. Each selects a short descriptive passage from a class Reader or literature text and writes it out with double spacing between the lines and with the most effective modifiers omitted. A space the approximate length of the missing modifier should be bracketed off, and in the space some direction should be given such as word, phrase, clause, the preposition or the conjunction which introduced the modifier, or whatever the players decide is best. Each pair then exchange papers and the individual players write in their suggestions in the lines above the bracketed spaces. The answers may be read aloud, followed by a reading of the original version.

ADVERB GAME

A student names a verb — spoke for example—and everyone in the class tries to compose a sentence using a different adverb describing spoke: He spoke angrily. It is a good idea to have someone at the board writing the adverbs for subsequent examination. Here are a few for a beginning: looked, walked, entered, worked, sang, replied.

THE SHOP OF GHOSTS

1. Explain: "Nearly all the best and most precious, you can get for a halfpenny." Answer: Nearly all the things that are of most real value in this world can be bought for very little.

2. Had Chesterton really come to the end of his dream when he entered the shop? Answer: No. The toys had become toys again but his dream had only changed in form.

3. Explain with relation to the context. "Very often indeed (in my case) it is bumping into a man. Answer: Very often, Chesterton goes along in a day dream and is only brought back to realities by bumping into a man.

4. Write a note on each of the characters: Dickens, Richard Steele, and Ben Johnson, showing why Chesterton should introduce these as old friends of Father Christmas. Answer: Dickens in all his writings showed himself a loyal supporter of the Christmas spirit. In his "A Christmas Carol" he pled for the retention of the Christmas spirit in our business and private lives. Richard Steele in a number of writings, praised and pleaded for better practice of the Christmas spirit. Ben Johnson wrote a number of songs which paid tribute to the spirit of Christmas as celebrated in Old England.

5. What conclusion did Dickens' Ghost and the author come to regarding Father Christmas? Answer: That Father Christmas had always seemed to be dying but would live forever.

NEWFOUNDLAND (Continued)

There is no local processing or smelting iron ore in Newfoundland, and the principal markets have been the steel industry at Sydney, Nova Scotia, and, save for wartime interruptions, Germany. Since the war substantial quantities have been marketed in the United Kingdom.

The lead-zinc-copper deposits of the Buchans area have contributed to Newfoundland's mineral exports since the opening of the mines in 1927. The ore body now being worked is limited, and failing future discoveries, may be exhausted during the next decade.

Fluorspar and limestone, used by the aluminum and steel industries in Canada and the United States, are produced by smaller mining developments. With the exception of limestone, all mineral output in Newfoundland is exported.

The resources of Labrador have not yet been thoroughly surveyed, but there are large deposits of high-grade hematite ore in the area bordering on Northern Quebec, huge water-power potentialities nearby at Grand Falls (which is much higher than Niagara), and substantial stands of timber. The tourist industry, too, may have possibilities of development both in Newfoundland and Labrador.

Newfoundland is Britain's oldest colony. There are innumerable lakes, about one-third of surface being water; largest lakes, Grand and Red Indian. Climate milder than that of the other provinces of Canada; fogs frequent. Over 90% of adult population are engaged in fishing. Railway mileage, C. 905.

FUNCTIONS OF WATER

Though many factors are essential to plant growth, perhaps the most important is water. No other plays so many roles. It dissolves plant food in the soil; carries these solutions to and through the plants; supplies hydrogen and oxygen which combine with other elements to form sugar, starch, oil, plant tissues, and many other compounds; keeps plant cells distended, thus enabling them to perform their functions; regulates the temperature of plants (and incidentally of the air) by transpiration from the foliage; and carried food constituents and soluble plant products from part to part inside the plants for storage, assimilation or growth.

In addition to the amounts assimilated, a constant current of water must be maintained from the

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This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to Millar MacFadyen, 812 Felling St., Charlottetown.

Rev. Warren L. Langille, of Amherst, has been carrying a double load in the United Church Mount Allison Campaign for $400,000.00 opening (which opened) March 6 in the Maritime Provinces. He is not only Chairman of the Cumberland Presbytery which has an allocation of $18,000.00 but is Secretary of the general campaign committee which with the assistance of Mrs. Stella DesBarres and the staff of the Alumni Office at Mount Allison has organized the effort.

The Road to the Market

... also leads to the bank. For both market and bank are essential to good family living.

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