

THE EDUCATIONAL HORIZON

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

THE TEACHER'S CREED

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy doeth the man shall reap.

I believe in the curse of ignorance; in the efficacy of schools; in the dignity of teaching; and in the joy of serving others. I believe in wisdom reserved in the manly as well as in the pages of the printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the school-room; in the home; in daily life and in the world.

I believe in laughter; in love; in

faith; in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities; in the future and its promises; and in the divine joy of living. E. O. Grover.

He that loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, and an efficient comforter. Errors, like straws, upon the surface flow; He who would search for pearls must dive below.

Our greatest glory consists not in never falling, but in rising every time we fall.

4. The main thought of this paragraph is: (a) Length of nights and days; (b) The North Pole and the sun; (c) Northern Hemisphere; (d) Earth's axis.

II. The diseases caused by fungi and bacterial growth can be controlled by careful tilling of the soil, by proper aeration of infected soil, and by fumigation to destroy the germs. The successful farmer is glad to let science help him fight the enemies of his plants.

1. Soil is often infected with tilling, science, germs, fumigation.

2. The results of science can be applied to enemies, plants, science, agriculture.

3. Copy one word in the above paragraph meaning supplying with air or gas.

4. The main thought of this paragraph is: (a) Plant diseases; (b) aeration of infected soils; (c) how science fights plant diseases; (d) fumigation of germs.

A High School student, who doesn't do homework, has as much chance as a woodpecker making a nest in a concrete telephone pole.

THE CANADIAN PACIFIC RAILWAY

One of the conditions upon which British Columbia, on July 1st, 1871, entered Confederation was that within ten years a railroad should be completed binding the Pacific Province to Lake Huron.

The Government had at first intended to build the line itself, but afterwards decided to employ a private company. The Government was accused of dishonesty in connection with the granting of the contract. Sir John A. Macdonald and his government went down to defeat and Alexander MacKenzie and his party took over the reins of government. MacKenzie would hear of nothing but a government-owned line and offered to British Columbia a wagon-road and telephone line, and a railroad to be built as finances permitted.

British Columbia was not satisfied with this and threatened to withdraw from the Dominion. However, another election resulted in the return of Sir John A. Macdonald and his party.

The new government immediately set about to carry out its bargain with British Columbia. The C. P. R. Company was incorporated

in 1880, its chief members being Sir Donald Smith and Lord Mountstephen.

Never did financiers more boldly stake their all upon the hazard of success; never did politicians plan a bolder enterprise in bolder confidence. The government turned over to the company 700 miles of government built line, and gave \$25,000,000 in cash and 25,000,000 acres of land. The land grant was lavish but it was valuable only as the railroad made it so.

The line was pushed rapidly along the rugged shores of Lake Superior, over the tangled mass of rock and lake and wilderness between Lake Superior and Winnipeg, across a thousand miles of prairie where there was not an inhabitant save the buffalo and the Indian, and a few hundred equally savage hunters, through the Kicking Horse Pass, through Rogers' Pass, in the Selkirk which was discovered only in 1883, when the railway was already at the base of the mountain, then down the valley of the Fraser, and so out at last to Burrard Inlet, an arm of the Pacific, where now stands Vancouver.

THE SASKATCHEWAN REBELLION

The Saskatchewan Rebellion (1885) was due to the building of the C. P. R. The Indians in Saskatchewan saw with dismay the vanishing herds of buffalo and when government surveyors appeared and began surveying their long ribbon-like farms into 160-acre blocks, they were ready for war. Some local men saw the danger and sent representatives to the government, but no attention was paid to them. At last in despair a deputation was sent to ask Louis Riel to come back.

The first intimation of trouble came when a party of Mounted Police were repulsed at Duck Lake. The rebels were given representation in Parliament; 3. Attention was directed to the West; 4. There was a deepening of national sentiment; 5. The Mounted Police force was increased.

war path under their chief, Big Bear. There was one massacre of whites at Frog Lake.

Col. Otter attacked some Cree Indians under Poundmaker at Cutknife Creek and was repulsed with loss. The rebels were successful at Fish Creek but immediately after this the rebel camp at Batoche was stormed and Riel was captured. He was tried on a charge of treason and hanged at Regina along with Big Bear and nine other Indians.

A general Indian uprising was thus averted and good resulted as follows: 1. The Indians were given full title deeds for their land; 2. The North West Territory was given representation in Parliament; 3. Attention was directed to the West; 4. There was a deepening of national sentiment; 5. The Mounted Police force was increased.

THE COTTER'S SATURDAY NIGHT

This poem is one of the greatest and best that shorter English poems. It is a classic of Scotch Literature and should receive much careful study. Pay particular attention to all explanatory notes so that you may understand what each word means. Read the poem carefully until you can understand it all without referring to any of the foot-notes. Then read aloud in order to catch the somewhat sad but homely strain which runs through the poem. Note how well this brings out the feelings of the tired farmer after his day's work is done.

This poem requires much preparation, otherwise the first reading may degenerate into a dictionary game. There are a large number of words unfamiliar even to the pupil who has read Scotch poems and stories.

Where is Scotland? What stories have you read of Scotland? ("Scottish Chiefs" might be given here and you could use your opportunity to have one pupil tell others of William Wallace). What picture of Scotch life have you got from these stories? probably rather martial one—stories telling of fighting for Scotch independence to help Bonnie Prince Charlie—border warfare between Scotch and English. Burns' "Cotter's Saturday Night" will give you another picture of Scotch life.

Have you any Scotch people in Canada? Do you know any? How do you distinguish the Scotch from the other nationality (Tartan, speech —). What Scotch words have you learned from your reading? Make chalk-board notes of words; question as to where the words have been met. A number will have been learned from Scotch songs—some of Burns' songs. Just say "That is one of Burns' songs", whenever that is the case. Sir Walter Scott will have contributed some. Don't be afraid to talk generally about these authors and what they have written as you are collecting your vocabulary. Have the words used to illustrate their meaning or given in connection with line or context where they are met. You may find these words among your list: braes, bonny, sea, fu', mon, balrns, hams, blaw, etc.

There will be other words that perhaps you can introduce in some of the lessons. It will be meaningful and that will add to the general understanding of the poem when

you first read it, e.g.: "Burns will give you another picture of the Scotch life. He will take you to the little farmstead or cot, the Cotter's, a rather lonely or isolated little cottage on the moor. What is your picture of a Scotch moor? It's a November evening and the wind blows cold and sighs about the little cottage. What would you guess that word to mean? What word do we use in English that is very similar? (You need hardly interrupt your story as you introduce some of these words beyond asking for the substitution of the English meaning for the Scotch word). The day's toil is over, the farmer or cotter leaves his plough, and takes his homeward way through the gathering dusk. Presently he sees a gleam of light from his own angle (N.B. for inside his little cot is a scene of warmth and happiness) etc."

Do not prolong this introduction to the point of weariness. Try to keep your pictures true to the poem and the treatment in keeping with its spirit.

Discuss the following questions: (1) How does the close of a Scotch November day compare with ours? (2) What does the welcome tell you about home life? (3) How does the mother spend her day? The older children? Have there ever been times in Canada when the home life resembled the cotter's? (4) Describe the supper. (5) Why is the mother satisfied with Jenny's young man? (6) Why is luxury a contagion? How did luxury affect Rome? (7) How may the patriot and the poet bard be said to combine to inspire a country? (8) What stanzas leave the clearest pictures in your mind? (9) How does the home life of this cotter's family vary in which this life of the Scotch peasant seem to you superior or inferior to your home life? Do this family seem happy? Can you understand why? (10) Would you have any right to think that Burns had read Gray's "Elegy"? Are there any indications throughout the poem that Burns, although a farmer, was also a reader? Are you as familiar with the Bible as Burns was? (N.B. "stacher" seems to be such a good word to indicate the unsteady gait of the "welder" day when the time zone difference is greater than the time to midnight. Example: In Manila (zone 20) at 11 a.m. Wednesday, it is 9 p.m. Tuesday in Chicago (zone 6). Zone 20 minus zone 6—14 hours. Time difference is 3 hours before midnight of the preceding day or 9 p.m. Tuesday in 22° W. Example: In Honolulu (zone 130) it is 10 a.m. N.Y. minus 5 1/2 hours time difference is

TIME ZONES OF THE WORLD

World time is based on the rotation of the Earth on its axis at 15 degrees of longitude per hour or 360 degrees in a day. Standard Time Zones were established to facilitate transportation, communication, and civil administration.

To find time difference between two zones, subtract the number of the lower zone from that of the higher zone. Example: New York is in Zone 7, Honolulu is in Zone 130; the time difference is (130 - 7) or 123 hours.

The higher numbered zone has the later hour (or day) and the lower zone has the earlier hour or day. Example in New York (zone 7) at 10 a.m. it is 4:30 a.m. in Honolulu (zone 130). 10 a.m. N.Y. minus 5 1/2 hours time difference is

4:30 a.m. Honolulu.

There are always two different calendars in your mind? (9) Just say "That is one of Burns' songs", whenever that is the case. Sir Walter Scott will have contributed some. Don't be afraid to talk generally about these authors and what they have written as you are collecting your vocabulary. Have the words used to illustrate their meaning or given in connection with line or context where they are met. You may find these words among your list: braes, bonny, sea, fu', mon, balrns, hams, blaw, etc.

There will be other words that perhaps you can introduce in some of the lessons. It will be meaningful and that will add to the general understanding of the poem when

Prince of Wales College, First Year



Back Row (left to right): Donald Clark, Edgar Jones, Lewis MacDonald, Wendell Brown, Frank Currie, John Trowsdale, Harold Jones, Willard MacLeod, Allison Mutch, Robert Vatcher, Ray Connolly. Second Row: Harry Cook, Charles Frizzell, Douglas Cameron, James Cameron, Leith Thompson, Baird



Back Row (left to right): Ruby Drummond, Harold Leigh, Keith Brehaut, Donald Trainor, Hazen Hogg, Shirley Dennis. Second Row: Marjory Huestis, Bernice Lewis, Roberta Sutherland, Eleanor Minchin, Dorothy Dewar, Viola Munn, Jean Mac-

Cadets Report For Summer Training



Four Naval Cadets from Dalhousie University were among the 26 Cadets to report at H. M. C. S. "Stadacona" over the weekend to commence a 18 weeks summer training schedule with the Royal Canadian Navy. Grouped together in their cabin at "Stadacona", the Dalhousie Cadets are, left to

right: Cadet T. F. Clahone, third year electrical student from Bedford, N.S.; Cadet D. J. Glendinning, first year English, of Toronto; Cadet G. H. Fitzgerald, third year business of Montreal and Cadet E. R. Jardine, of Charlottetown, P.E.I., second year English. (RCN Photo)

of 15 degrees, extending 7 1/2 degrees on each side of the central meridians, and the central local mean time is used for all places within that zone. The first and most easterly Canadian division (not including Newfoundland) known as the Atlantic Time includes the territory which is 7 1/2 degrees each side of the sixtieth degree of longitude. The standard for the entire zone is the local sun time of Halifax (four hours behind Greenwich Time). (To Be Continued)

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

NEW GLASGOW W. M. S.

The Auxiliary of the W. M. S. of New Glasgow held its regular April meeting at the home of Mrs. Gordon Laird. Miss Ella Mreps was leader of the devotional period, using the theme "Christ Is Risen", she was assisted by Mrs. Chalmers Laird, Mrs. Gordon Laird and Miss Elsie Laird.

Hymns sung were, "Alas And Did My Saviour Bleed", "Go to Dark Gethsemane", "The Son of God Goes Forth to War", "O'er Those Gloomy Hills of Darkness", and "Nearer My God To Thee". Mrs. B. Andrew was organist.

Miss Anna Stevenson read a poem, entitled "Why". Miss C. Donald offered prayer. Correspondence was read from the supply secretary, also from the press and temperance secretaries. Miss Millar Orr as herald gave a reading. Mrs. G. Laird gave a reading on Christian Stewardship. "Jesus said—feed my lambs."

Friendship secretary report was one card sent, two replies of thanks, and eight calls were made in homes and three in hospital. Next meeting invited to the home of Mrs. Chalmers Laird when the following will be in charge: Leader, Mrs. W. J. McLeod, prayer, Miss Anna Stevenson, study book, Mrs. Foster Sellar, lunch, Mrs. Millar Orr. Meeting closed with the Mizpah Benediction. Receipts for the

Collection \$1.05; thankoffering \$8.35. Members were invited to Mrs. R. W. Stevenson to quilt.

A meeting of the Ladies Aid followed with the president in charge. Meeting opened by singing a verse of a hymn. Roll call answered by eight members and one visitor giving the price of a get well card, which amounted to 90 cents. Mite collection 55 cents.

A donation of cotton was received from Eaton's also a letter was read from Simpson's, saying there would be a parcel following. Secretary to write letters of thanks for same. Treasurer reported \$112.70 raised during the past year, with a balance on hand of \$24.82. Money was raised in various ways, such as a travelling apron, egg day, staging a play, etc.

Mrs. Andrew to invite Kensington play. The newly appointed president is Miss Anna Stevenson, and secretary, treasurer, Mrs. W. J. McLeod. Meeting was brought to a close by singing remaining verses of hymn. Refreshments were served by the hostess, assisted by Mrs. Andrew.

more candy for your money

These pure, delicious caramels... smoothly coated with Ganong's fine chocolate.

ask for Ganong's new 10¢ roll

... your biggest value in quality as well as size!

Nationalists Urge Aid From The U.S.

TAIPEI, Formosa, May 6 — (AP) — Chinese Nationalist spokesmen urged appeal for new United States aid today, contending their island of Formosa was Asia's best bet to stem the Communist tide.

They addressed their plea to a party of 21 American press, radio and magazine correspondents brought to Formosa under Nationalist auspices for a special tour.

Declaring that \$10,000,000 a month from the United States would meet Nationalist military and economic needs, K. C. Wu, governor of Formosa, exclaimed, "You're fighting Communism—it's no use hiding the truth."

The \$10,000,000, he said, would be only about three per cent of what the United States is spending to oppose Communism in Europe.

Norwegian Ship Asks For Aid

HALIFAX, May 6 — (CP) — The 600-ton Norwegian vessel Hillevaag, drifting helplessly with a damaged propeller in iceberg-infested waters 90 miles off Southwest Greenland, sent out an urgent call today for assistance.

The Air Force Search and Rescue headquarters here said reports from the 65-year-old vessel did not make clear whether she was caught in grinding ice floes. It was believed the 36 persons aboard, including members of Victor's French expedition to the Greenland icecap, were not in immediate danger.

LOOSEN STIFF JOINTS EASE SORE MUSCLES!

You must remember that Nerviline is not only pain-relieving, but very penetrating. It quickly absorbs and assists in subduing inflammation rapidly. Rub Nerviline into the affected area frequently. Nerviline is considered by many athletes as almost indispensable as a "muscle-rub." Men whose work requires severe or prolonged muscular exertion find Nerviline an excellent rub for strained muscles and tendons. As an all-round liniment for general family use, and for the relief of vague pains of the rheumatic type, rely upon Nerviline for relief. Get your 35¢ bottle from your druggist today!

"Just like Dad and Mom"

Chipman Knit HOSIERY

for all the family

IN EACH SENTENCE CROSS OUT THE INCORRECT FORM GIVEN IN BRACKETS

- The (effect, affect) on the family of my announcement was most surprising.
- My brother was (all together, altogether) (to, too) polite to be normal.
- Father (always, all ways) comes to my rescue and (effects, affects) a victory for my side.
- "Yes, you are (a likely, an apt) student in (math), agreed Dad. "But just (leave, let) me remind you that you are usually (to, too) busy to help Miss Brown (accept, except) on days when Mary helps (to, too)."
- I (could, of, have) hurled a plate (my brother, but the days) scarcely (never, ever) come out ahead in battles with him. I restrained myself.
- The other evening, sure enough, he asked me if it would be (alright, all right) for Mary to borrow my bicycle.
- I burst (bursted) out laughing in his air of seriousness.
- These trees we shall (horde, hoard) until we have made (mettle, metal), (axis, axes) sharp enough to cut a (bord, board).
- I shall keep (won, one) (ore, oar, o'er) to put (ore, oar, o'er) the mantle to remind me of (our, hour) adventure.
- When we have (groan, grown) old and gray, we shall (ring, rings) (tiers, tears) from the (eyes, eyes) of our friends with the (tall, tale) of our (crews, cruise, cruse) to the desert (alsis, Tll, isle).
- (flans, fleas) at the (cite, site, sight) of a sun, but we shall be unarmed.
- After (berrying, burying) the beast, we shall (exorcise, exercise) our (muscle, mussel) by pulling up trees by the roots (routes). Be friendly in disagreement.

READING TEST

I. Have you ever wondered why some days were longer and some shorter? The earth's axis is inclined 23 1/2 degrees from the perpendicular. Now when the North Pole is inclined toward the sun, the days in the Northern Hemisphere are longer than the nights; and when the North Pole is inclined away from the sun, the days are shorter than the nights. If the axis of the earth were perpendicular, the