THE EDUCATIONAL HORIZON

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

THIS IS EDUCATION WEEK

The purpose of Education Week is to encourage Canadians to examine their educational system, discuss it and help in its development. Criticism by parents, ratepayers and teachers, provided it is sincere and based upon accurate information, can make a very valuable contribution to our schools, our teaching methods and the effectiveness of education in today's changing world.

The purpose then of Education Week is to focus the attention of all citizens on the important business of education. Our schools are what we as parents and citizens make them. The more we know about education — its achievement and its current problems—the better we shall be able to contribute toward its improvement.

Education is Everybody's Business. It is indeed everybody's business to see that our children get the best possible education that we are capable of giving them. Your interests, your ideas, your active participation are vital to the improvement of education in Canada. The home, the church, the farm, industry and commerce, management and labour, all have responsibilities in this continuing process.

Education Week should be an opportunity for teachers, parents and other interested citizens to have a mutual understanding, and work for the welfare of society's greatest asset—its children. It offers such co-operation as will promote the interests of the child in all his relationship. Obviously both the teacher and the parent have the welfare of children as their ultimate objective. Therefore, there must be discussion, exchange of opinions, and co-operative action based on mutual understanding and sympathy if we hope to have Education Week gain its objective.

Whatever sort of program is planned, the one thing that must be borne in mind is that the main purpose of the operation is not for show, nor for entertainment only, but to awaken a greater educational interest in the public mind. Plan a program that will arouse public interest and stimulate the parents to do more and demand more for education.

Let us try to make this Education Week the most productive ever.

It is the school's function to demonstrate to individuals the processes and possibilities of the solution of problems by groups to prepare pupils for life in society.

MORNING ON THE LIEVRE

The Lievre flows from the north into the Ottawa River a few miles below the Capital.

The poem presents us with a scene typically Canadian, and notwithstanding some obscurities of expression, in part accounted for by the difficult nature of the rhythm, in part by the somewhat strained effort to produce an effect identical with that of a picture by suspending the sense until the details are filled in, and partly, it must be admitted, by an incompleteness of expression, the main features stand out with sufficient distinctness.

The breaking of day is announced by a jay screaming where the mists rise and hang over a wooded gorge, like vapour from a gigantic forge. Otherwise the silence of the forest and stream is unbroken, save by the silvery drip of the water from the paddle blades. The mirror-like surface of the river gives back the purple gray of the mists which hang above—as far as the distant bend, where the forest shadows lie in dream-like stillness on its surface.

All at once, this silence is broken with startling suddenness by the flurried rise of a flock of wild ducks out of the reeds, where a little stream joins the main river.

Matins—Morning songs.

Skirts of mists — Refers to the drooping fringes of the mist.

Silvery drip—Refers to the sound as well as to the colour, of the drops of water, as they fall on the surface of the stream.

Crystal deep of the silence. "Deep" here is a noun, "crystal" an adjective; the expression means simply "the deep unbroken silence." Crystal is transferred from air and water to the silence.

Shear away. Take an oblique direction; to slip or move aside.

Meet and plight. Represents the forest and stream as lovers plighting their troth.

The muskrats. They live in shallow streams, or sloughs, where they feed on small fish and roots of marsh herbs and grasses. They are said to be especially fond of the roots of the sweet flag.

THE DANUBE

The Danube River drains a large part of Europe. This river is not "beautiful blue", as the famous waltz would have it, but yellow as a result of the mud it carries. Its delta in the Black Sea is about a thousand square miles in area. Like other large rivers, the Danube is filling the sea with sediment brought from far away. In this case the sediment comes from the Alps and the Carpathian mountains and from the valleys and plains along the way.

One inch of rain on one square mile of land is equal to about seventeen million gallons.

The solar system can continue to exist as a family only through the force of gravity.

The amount of material in the sun is more than seven hundred times as great as that of all the planets, comets, planetoids, and meteors combined.

Cooling of the air is the chief cause of condensation and precipitation.

HOW PEANUTS BECAME IMPORTANT

Dr. Washington Carver, one of the important scientists of the past generation, spent his life discovering and creating new plant products. Although he grew up in the Middle West, he went South to teach in one of the large colleges for Negroes.

He saw at once that many of the Southern farmers, particularly Negro farmers, were poor and unhappy because they were putting all their effort and money into raising a single crop: cotton. When the crop failed, or when prices were very low, they suffered severely.

Dr. Carver taught the farmers of the cotton belt the value of raising a second crop. He recommended the peanut as a second crop. He thought that the peanut would be good for food, and he knew that it would enrich the soil. But soon the farmers had heeded Dr. Carver's advice so thoroughly that more peanuts were being raised than could possibly be eaten.

It was then that Carver set out to find new uses for the peanut. He is said to have made more than three hundred products from the peanut.

Peanuts are better for the soil than cotton because they grow on their roots bacteria which add nitrogen to the soil. Each crop of peanuts thus acts as a fertilizer for the soil. Unfortunately you can't eat soil, and people were tired of eating peanuts. Carver, however, did not lose his faith in the peanut. He studied it in the chemical laboratory. He took it apart. He put it together in new ways. We now have butter, flour, soap, shaving lotion, breakfast food, cosmetics, high-protein cattle rations, salad oils, wood stains, dyes, and many other useful products — all derived from the peanut.

In the democratic school the child must be given an enormous amount of practice in thinking for himself. Our schools are what we make them.

MATCH

1. Buenos Aires; 2. Agave Americana; 3. Tagua nuts; 4. Soroche; 5. The desert of Atacama; 6. Lake Ascotan; 7. British Guiana; 8. Mate; 9. Llanos; 10. Chile; 11. Quebracho; 12. Hacienda; 13. Castanha; 14. Loreto; 15. Vanadium; 16. Matto Grosso; 17. Tonka; 18. Chuquicamata.

1. Mountain sickness; 2. Famous for its nitrate beds; 3. The location of the largest killing and freezing plant in the world; 4. Borax is found here; 5. Alpargatas are made from this; 6. The chief source from which buttons are made; 7. Stands second among the countries of the world in the production of copper; 8. Ranch house; 9. The aluminum factories of Quebec derive part of their bauxite from here; 10. A South American drink; 11 Plains north and west of the Orinoco; 12. Tarnin is extracted from this; 13. Coal is mined here; 14. Is mined west of Cerro de Pasco; 15. A product of the Amazon; 16 The fruit of the serrapia tree; 17. Copper is mined here; 18. The plateau of western Brazil.

Underline the meaning you think is closest to the word in brackets.

1. (Subtle) (a) artful; (b) yielding; (c) evasive; (d) underground.
2. (Somnambulist) (a) one who believes in dreams; (b) a musical instrument; (c) one who walks in his sleep; (d) a student.
3. (Redundant) (a) beyond the normal; (b) deficient; (c) devious; (d) buoyant.
4. (Harbinger) (a) a counsellor; (b) a clerk of the court; (c) a forerunner; (d) a hermit.
5. (Pedagogy) (a) medical science; (b) the science of teaching; (c) routine examination of learning.
6. (Ameliorate) (a) to destroy; (b) to improve; (c) to tear apart; (d) to run down slowly.
7. (Ubiquitous (a) Ugly; (b) being contrary of mind; (c) being everywhere at the same time; (d) single-mindedness.
8. (Proviso) (a) a conditional clause in an agreement; (b) the act of being discreet; c) an unexpected concurrence.
9. (Omniscient) (a) all-powerful; (b) all-knowing; (c) capable; (d) dangerous.
10. (Garrulous) (a) trusting; (b) credulous; (c) talkative; (d) easily deceived.

TROUBLESOME WORDS

Avocation, vocation — An avocation is something aside from one's regular calling. A vocation is a person's regular business or calling.

Alternative, choice — Alternative means the choice between only two things. Choice means option, or the thing chosen.

Character, reputation—Character is what one really is. Reputation is what one is thought to be.

Lot, number—Lot denotes a distinct part or parcel. The word does not mean a great number.

Majority, plurality — A majority is more than half the whole number. A plurality is the excess of votes received by one candidate over those received by the next highest, and is not necessarily a majority when there are more than two candidates.

Requirement, requisites, requisition—A requirement is something required by a person or persons. A requisite is something required by the nature of the case. A requisition is an authoritative demand or official request for a supply of something.

System, order, method — System denotes not merely a law of action or procedure, but a comprehensive plan in which all the parts are related to each other and to the whole. Order denotes the fact or result of proper arrangement according to the relation or sequence of the matters arranged. Method denotes a process, a general or established way of doing or proceeding in anything.

Centre, middle — Centre is applied to circular or spherical bodies. It means a point. The middle is a line, or a space, and is less definite than centre.

Ability, capacity—Ability means the power to accomplish something. Capacity means the power to receive training or instruction.

CORRECT WORD USAGE

Strike out the incorrect word in the following exercise.

1. They had not thought of its being (he, him).
2. No one would think of its being (I, me).
3. The winner at first seemed to be (she, her).
4. These are the men about (whom, who) I spoke to him yesterday.
5. They all knew (him, he) to be a man of high ideals.
6. I need a man (who, whom) will stick through hard times.
7. Between Harry and (I, me) there existed bonds of deep friendship.
8. Either a dog or a wolf has left (his, their) tracks here in the snow.
9. The committee has given (its, their) approval to your request for more time.
10. Every policeman has to use (his, their) judgment in dealing with children.
11. No one thought of (my, me) making the team.
12. They were unhappy over (my, me) resigning from my position.
13. I know about (their, them) having difficulty to find a house in which to live.
14. They will not buy tickets (without, unless) you do too.
15. This orange tastes (sour, sourly).
16. The news spread (swiftly, swift) over the community.
17. (Most, almost) every summer he (stops, stays) a week or so with us.
18. A few firm words might (learn, teach) him to behave more courteously.
19. Trust his wise (council, counsel, consul). He is a man who thinks.
20. The (principal, principle of the High School was a man of high (principals, principles).

POSITION OF THE ADVERB

Adverbs, like other modifiers, should be so placed that they will clearly express the meaning intended, hence should be placed next to the word or words that they modify.

Never put between a word and its modifiers anything that can steal the modification. Thus, in the sentence, "I should like to see you very much", very much is so placed that it modifies to see, whereas it should be so placed as to modify should like; thus, "I should like very much to see you."

1. When an adverb modifies the meaning of an intransitive verb, it should generally follow the verb; as "They walked slowly."

2. When an adverb modifies the meaning of a transitive verb, it generally precedes the verb because the object follows it, although in short sentences the adverb may follow the verb as, "He willingly gave her all the apples for which she asked. "He wrote the letter carefully."

3. When an adverb modifies the meaning of a verb phrase in the active voice, it follows the first auxiliary; but when it modifies the meaning of a verb phrase in the passive voice, it immediately precedes the principal verb; as, "He will surely have forgotten it by that time." "The matter can be easily adjusted."

KITIMAT

In May 1952, the government approved a bill giving the Canadian National Railways the authority to begin immediate construction of a Terrace-Kitimat line (40 miles long). When this line is completed in 1954, it will not terminate at a little village but will service a new city and a huge plant which will ultimately be the world's largest aluminum smelter.

When this line was first surveyed in 1908, aluminum was still a relatively unknown metal. For it was only in the year 1886 that Charles Martin Hall, a young scientist working in the woodshed back of his Oberlin, Ohio home, finally solved the chemical puzzle that removed aluminum from the precious metal category. Scientists had long known that the earth had locked in her bosom great quantities of the light, strong corrosion-resistant metal. The problem had been to extract it on a commercially feasible basis.

Even at the turn of the century the early aluminum pioneers were trying in vain to sell the metal at one dollar a pound. A gamble was taken that if enough hydro-electric power could be obtained for electro-metallurgical Hall process the price could be lowered enough to enable aluminum to compete with other materials.

The Hall process requires great amounts of electrical power. First at Niagara Falls, then at Shawinigan Falls on the Maurice River the aluminum makers found the power they needed. Then the Saguenay River was the magnet that drew them into Northern Quebec and led to the construction at Arvida of the world's largest single aluminum smelter, a city which now has 12,000 inhabitants, and the chain of powerhouses that comprise the mighty Saguenay hydro-electric system.

Now the Aluminum Company of Canada is preparing to produce aluminum on Canada's west coast. Because the decision was made to proceed with this truly fabulous engineering project the Terrace-Kitimat line will finally become a reality. The aluminum industry is constantly edging toward the far fringes of civilization due to its reliance on almost unbelievable quantities of electrical power. In the wilds of British Columbia engineers have evolved a plan which will harness previously wasting waters and develop this power potential for the large scale production of aluminum.

Government of B. C., aware of the aluminum industry's continuing world-wide search for low cost power, invited Alcan, as the Aluminum Company of Canada is known, to survey sites in the Western Province in 1947. By late spring of 1948 the first small group of Alcan engineers flew into the interior over the rugged mountain peaks, majestic glaciers and deep valleys.

Their objective was a preliminary examination of two prospective drainage areas within reach of tide water, for use of hydro-electric power sites. Both were located in the vast expanse of rugged terrain north of Vancouver. The first, known as the Chilco area, was abandoned after a preliminary survey, largely because of its importance to the sockeye salmon industry. In the Tweedsmuir Park area about 350 miles north of Vancouver, prospects were brighter. Here engineers found what they were looking for; within a 50-mile area there was water enough to turn the generators, a long drop to a powerhouse location and a site at tide water where a plant and town could be built.

Looking for the first time upon the wilderness that was Kitimat, 75 miles south of Prince Rupert, the engineers might have been discouraged. But adequate space existed for the construction of wharves, a smelter and a town.

The general proposals, arising from the initial survey roughed out in the Vancouver survey offices faced engineers with numerous alternatives. The plan eventually selected involves damming the presently wasting waters of the Nechako River System, which flows north eastward to the Fraser River, thereby raising the elevation of the tributary lakes to the westward and forming a large reservoir of water.

This dam will force the water to backtrack until it comes against mountains where a 10 mile long tunnel is being blasted through solid rock. The water will then tumble down 2,600 feet through shafts in the rock to generators in a powerhouse to be constructed within the mountain itself.

A transmission line will carry the electrical energy generated here overland to the smelter at Kitimat 50 miles distant.

The dam on the Nechako River, a massive structure of rock about 300 feet high, will be sealed by a blanket of closely compacted soil. The base of the dam will occupy a space of 13 hundred feet along the bottom of the river.

One of the aspects of development which has fascinated both engineers and non-engineers throughout the world is the location of the turbines within a cavern hewn from solid rock. This cavern, 1,400 feet within the recesses of the mountains will be about 1000 feet in length, 80 feet wide and more than 100 feet high. Three main reasons influenced the decision to build the power plant within a mountain: (1) It will not be subjected to landslides; (2) It is less vulnerable to possible attack from air; (3) It makes the arrangement of the very high pressure pipes leading to the turbines more feasible.

The new railway will run through extremely difficult terrain. Terrace is on the present C.N.R. Northern main line and is about 95 miles southeast of Prince Rupert, northern terminus of the line. An expensive crossing of the Skeena River must be made three-quarters of a mile east of Terrace. The line will then continue across flats and up to the valley of the Lakelse River. It will follow the Lakelse to height of land. Here it will pick up the original 1908 survey line and follow it, with minor variations down to the Kitimat site through the valley of the Wedeene and Kitimat Rivers.

APPIAN WAY

The oldest and best of all the Roman Roads, leading from Rome to Brindisi by way of Capua. This "queen of roads" was commenced by Applius Claudius in 313 B.C.

ST. MARY'S CONVENT

The following is the semi-annual honour roll for St. Mary's Convent, Souris:

Grade XI—1. Frances Campbell, Eleanor Clinton; 2. Patricia Peters, Lucetta MacDonald; 3. Anne M. MacDonald, Delmar Aitken, Grace Seaman, Joyce Stead.

Grade X—1. Catherine MacPhee; 2. Ruth MacIntyre; 3. Bernice MacLean.

Grade IX—1. Peggy Mullally; 2. Joan MacIntyre; 3. Marie Mossey.

Grade VIII — 1. Maureen Wood, Joyce Cheverie, Audrey Mullally; 2. Margaret McLaren, Florence Bushey; 3. Helen McPhee, Dorothy Poole.

Grade VII—1. Doreen Cheverie; 2. Betty MacIntosh; 3. Ann McIntyre, Anne McInnis.

Grade VI — 1. Joan Stewart Frances Clinton; 2. Sylvia Cheverie, Peggy Campbell; 3. Anne Marie Gallant.

Grade V—1. Alice Clinton, Jean Mooney; 2. Claire Gallant, Anne M. MacPhee; 3. Lorraine Peters.

Grade IV—1. Frances Campbell Ester Carter, Vera Whitty, Genevieve Mooney; 2. Betty Paquet Paula Peters, Irene Malone, Margaret C. MacDonald; 3. Joan MacPhee, Jessie Wright, Margaret Clinton.

Grade III—1. Marina Boylan; 2. Elaine Cheverie, Phyllis Whitty; 3. Gertrude MacDonald, Helen Wright.

Grade II — 1. Cecelia Cheverie, Joanne Peters; 2. Roma MacPhee, Margaret MacPhee; 3. Connie Clinton, Carol Anne Power.

CORONATION CANDY

ST. JOHN'S, Nfld., (CP) — The 90,000 school children in Newfoundland will each receive a half-pound box of candy bearing the picture of Queen Elizabeth as a Coronation memento. Each classroom will also receive a photograph of the Queen while Coronation scholarships are planned by the provincial government and the city of St. John's.