

PRINCE EDWARD TO-DAY - TUE. - WED.

ADULT Shows 3:30 7:06 9:00

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LOOK AHEAD TO THE THRILL OF

THE MOUNTAIN HEAD

Towering New Entertainment from Warner Bros! RAYMOND MASSEY - KENT SMITH - ROBERT DOUGLAS - HENRY HULL - RAY COLLINS

TO-DAY - CAPITOL - TUE. - WED.

SHOWING AT 3:30 - 7 AND 8:45



GEORGE RAFT ELLA RAINES - PAT O'BRIEN

A DANGEROUS PROFESSION

with BILL WILLIAMS.

EXTRA NEWS -- TINY TERRORS MAKE TROUBLE

The Neighbors by George Clark



"Nothing to it! I made out my return in twenty minutes and mailed it weeks ago."

THE EASTERN GUARDIAN

AGENTS: MONTAGUE: Harold F. Landry, Albert Aitken, Mrs. Byron Stewart, Miss Harriet Clair. AGENT GEORGETOWN: Waldon Lavers.

The Guardian may be bought at any of the following places in Montague: Miss S. A. Llewellyn; Mrs. Clay, in Georgetown: The Post Office; in Souris: The Snack Bar and E. H. Richards & Son.

FITTED FOOTWEAR at the Montague Shoe Store.

Mr. Ernie Carver, Montague, left for Halifax where he will take up his new job. His friends wish him every success.

MONTAGUE CURLING JUNIOR COMPETITION RESULTS: M. Patterson 8 vs. J. M. MacKenzie 10; E. M. MacKinnon 5 vs. J. M. MacKenzie 6; E. M. MacKinnon 3 vs. H. Fraser 12; J. M. MacKenzie 7 vs. H. Fraser 4. Winner J. M. MacKenzie.

The young people's Society of the Presbyterian Church, Montague, held a social evening in the Manse on Wednesday. There were sixteen members present. The president, Miss Anne MacEachern, presided, and also was convener of the entertainment committee. The devotional period was conducted by Richard Knox and Buddy Fraser. Lunch was served by the lady members.

Despite the increased efforts of the town of Montague officials, once again the Main Street was a flood of water during the recent thaw. Although a few drains had been opened, several others were still filled, and several manholes were frozen over, so that the water spilled over onto the main road, rising to several inches at two particular points, one near the Bison Restaurant and H. L. MacGregor's, and the second on the level below MacDonald Avenue. Both approaches to the bridge were also a sea of water causing a great deal of inconvenience to pedestrians when cars were passing. It is sincerely hoped that the situation will have been improved before the next heavy thaw takes place which may not be too far distant.

MARSHFIELD SCHOOL

Grade X-1, Marjorie Scott; 2, Beth Boswall; 3, Willie Wood. Grade IX-1, Millicent Munn; 2, Faye Mill; 3, Iris Frizzell. Grade VIII-1, Marguerite Munn; 2, Jane Wood; 3, Lilla Strickland. Grade VII-1, Lona Scott; 2, Lloyd Scott. Grade V-1, Ralph Scott. Grade IV-1, Joanne Lilly; 2, Elizabeth Wood; 3, Roddie Munn. Grade III-1, Shirley Scott; 2, Elizabeth Stetson. Grade II-1, Blair Wood; 2, Gordon Stetson. Grade 1-1, Carol MacCallum; 2, Judy Smeburt; 3, Roger MacCallum. Teacher-Doris Underday.

MONTAGUE CURLING

Last week brought to a conclusion a long competition at the Montague Curling Rink with the teams vying with each other for the miniature curling stones donated by the president, Keir Clark. The completed competition is as follows:

1st Section

K. Clark 6, Dr. P. MacIntyre 8, K. Clark 3, G. Gordon 5, K. Clark 10, Dr. Johnston 16, Dr. P. MacIntyre 7, L. H. Poole 8, Dr. P. MacIntyre 5, G. Gordon 8, Dr. P. MacIntyre 3, Dr. Johnston 15, L. H. Poole 3, G. Gordon 10, L. H. Poole 5, Dr. Johnston 9, G. Gordon 17, Winner of 1st section: Dr. L. A. Johnston.

2nd Section

C. Stewart 12, H. L. MacGregor 2, C. Stewart 12, R. W. Beck 4, C. Stewart 12, F. G. MacIntyre 8, C. Stewart 10, A. E. Sullivan 5, H. L. MacGregor 9, R. W. Beck 10, H. L. MacGregor 8, G. MacDonald 7, H. L. MacGregor 8, A. E. Sullivan 5, R. W. Beck 8, G. MacDonald 10, R. W. Beck 6, F. G. MacIntyre 7, R. W. Beck 8, A. E. Sullivan 10, G. MacDonald 8, F. G. MacIntyre 9, G. MacDonald 5, A. E. Sullivan 8, F. G. MacIntyre 7, A. E. Sullivan 17, Winner 2nd section: C. S. Stewart.

Final

C. S. Stewart 10, Dr. L. A. Johnston 5.

AGONIZING PAINS OF ARTHRITIS RHEUMATISM

You can find quick relief with DOLGIN... the easy-to-take, prompt-acting tablets blessed by hundreds of thousands of sufferers from the pain of Arthritis, Rheumatism and Sciatica. Get this safe, reliable product today. There are many substitutes for DOLGIN now being offered, usually at higher prices. Be sure you ask for and get the original DOLGIN Tablets. The letters "D" is stamped on every genuine DOLGIN Tablet for your protection. DOLGIN is sold by all druggists throughout the Dominion. 100 tablets for \$2.50-3.00 tablets for \$5.00. Also available in bottles of 500 tablets. Dolgin Limited, Toronto 16, Ontario.

H. J. MABON OPTOMETRIST

Fitting and Supplying Glasses Etc. MONTAGUE, P. E. I. Office Hours: 10 to 12 A. M. 2 to 5 P. M. by appointment. Office Connected With Drug Store.

If You're TIRED ALL THE TIME It's Dadd's You May Need!

BECAUSE Faulty kidneys let excess acids and poisons waste stay in the system. Backaches, headaches and that "tired-out" feeling often follow. Dadd's Kidney Pills help restore your kidneys to normal action—help you feel better, work better, play better. Be sure you get the genuine Dadd's Kidney Pills, a favorite remedy for more than half a century. You can depend on Dadd's! 157

NAPOLEON and UNCLE ELBY by Clifford McBride



THE EDUCATIONAL HORIZON

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

CONVENTION—1950

The Canadian Teachers' Federation will hold its 1950 Annual Meeting at the Bestborough Hotel in Saskatoon, from August 14 to 17 inclusive.

NEWFOUNDLAND TEACHERS

The Newfoundland Teachers' Association seems to have reached a stalemate in its efforts to obtain a Professional Act and a new pension plan. The new provincial government, faced with many problems, has evidently sidetracked educational matters after an initial enthusiasm which provided increased salary grants and instituted a Provincial University. The Canadian Teachers' Federation wishes Newfoundland teachers success in their efforts to improve their status and hopes that the government will not delay too long the legislation so urgently needed.

A TRIBUTE TO THE UNKNOWN TEACHER

And what of teaching? Ah, there you have the worst paid, and the best rewarded of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but to whom it is dear for its own sake, are among the nobility of mankind. I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chorists wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind." Henry Van Dyke. Let those who have, keep, let those who have not, strive to attain, a high standard of cultivation and scholarship. Yet let us remember that these stand second to certain other things. There is need of a sound body, and even more need of a sound mind. But above mind and above body stands character—the sum of those qualities which we mean when we speak of a man's force and courage, of his good faith and sense of honor. I believe, of course, in giving to all the people a good education. But the education must contain much besides book learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in anyway make up for the lack of the great solid qualities. Self-reliance, the unshakable confidence, the power of accepting individual responsibility and yet of meeting in conjunction with others courage and resolution—these are the qualities which mark a masterful people. Without them no people can control itself, or save itself from being controlled from the outside.—T.R.

LARGER UNITS OF SCHOOL ADMINISTRATION

Larger units (a) give greater educational opportunities to the vast majority of rural children; (b) they tend to eliminate petty interference by irresponsible school boards and parents; (c) they increase the facilities for counselling and vocational training; (d) they provide services of specialists for a greater number of children than do small districts; (e) they give a greater diversity of educational opportunity by setting up composite schools; (f) they provide for better placement of teachers to the advantage of both teacher and pupils. Canadians in all parts of the country have a common interest in the training of children in other parts of Canada. No child should be handicapped from his residence in any specific part of the country.

THE RENAISSANCE

This movement which spread over Western Europe during the 14th, 15th and 16th centuries and which gave to man a new attitude of mind towards knowledge and life. Its outstanding characteristics were: (a) A keen search for truth in all branches of knowledge, and a breaking away from all tradition and authority; vigorous individualism was its keynote. (b) A firm belief in man's capacity for great thoughts and great deeds, and in his duty to develop himself to the full extent of his powers; life on earth should not be regarded simply as a period of preparation for the life to come, but as a time of strenuous endeavour, of pleasure and happiness, a life well worth living for its own sake. Note, too, that the Renaissance is the bridge between medieval and Modern Times. Note also that the Renaissance brought about: 1. The emergence of the individual (in feudal times a man was a member of a group which was responsible for his actions; individual responsibility came with the Renaissance). 2. The birth of modern languages (Italian, German, French) as literary languages fit to be used by poets and scholars. 3. A new type of state—absolute monarchy.

CAUSES OF THE RENAISSANCE

(a) Revival of the study of the literary masterpieces of the ancient world. This revival was the work of the Humanists. From this study came the knowledge that truly great thoughts and deeds had been achieved in the ancient world, and the hope that man could again climb the heights reached in ancient days by the Greek philosophers, writers, artists and physicians. (b) A great impetus was given to (a) by the capture of Constantinople (1453). Why? (c) Italy had rich cities and princes keenly interested in scholarship, art, poetry, therefore Greek scholars went to Italy in large numbers and the Renaissance began in that country. The Renaissance took different forms in different countries, according to the character of its people. (a) In Italy the Renaissance took the form of an artistic and scientific revival. (b) In Spain and Portugal it resulted in an outburst of geographical discovery. (c) In Germany the eager search for truth was directed towards religion and produced the Protestant Reformation. (d) Holland produced a group of excellent painters. (e) England, where the full effect of the Renaissance was not felt till towards the close of the 16th century, gave Spenser and Shakespeare to the world.

HISTORY

1. What was provided by the act of Union? (1841) Upper and Lower Canada were united under one government, consisting of (a) Governor; (b) Legislative Council (not less than 20 members); (c) Assembly (84 members). The Governor to be appointed by the British Government; members of the Council to be appointed by the Governor for life; members of the Assembly to be elected, half from each province. French and English to be used in Parliament; all government reports to be in English with French translation. British Government to control customs duties, religion, public lands, Assembly to control revenue. Union Government responsible for debts of both provinces. Provincial laws unchanged. 2. Who was the first "Governor" after Union? Lord Sydenham. 3. What mistakes did he make? He disregarded the advice of his ministers; did not appoint French-Canadians to legislative council. 4. What act was passed by Sydenham's Government? District Councils Act establishing municipal government with power to build roads, bridges, etc. and levy taxes for schools. 5. What progress was made under Sir Charles Bagot? He appointed La Fontaine, leader of the French party and Baldwin, leader of the Reform party, with members of their parties as his ministers. 6. Who approved? The British Government. 7. What mistake was made by Sir Charles Metcalfe? He made appointment to public offices without consulting his ministers. 8. Who was appointed "Governor" in 1847? Lord Egin.

GEOMETRY

Tell whether each statement below is a problem, a definition, a theorem, an axiom or a postulate. 1. Bisect a given angle. 2. The sum of the angles of an equilateral triangle is 180 degrees. 3. If equal angles are added to equal angles, the sums are equal. 4. Find a point at a given distance from the ends of a given line segment. 5. If the sides of an angle are perpendicular to each other, the angle is a right angle. 6. The bisectors of two consecutive angles of a parallelogram meet at right angles. 7. A straight line segment can be extended to any required length. 8. A quadrilateral having both pairs of opposite sides parallel is a parallelogram. 9. If two parallel lines are cut by a transversal, the alternate exterior angles are equal. 10. If one angle of a parallelogram is a right angle the other angles are also right angles. (Continued on page 10)

Following is a summary of the highlights of the C. T. F. Newsletters for December and January:

FEDERAL AID

Gross expenditures on Education by and through Provincial Governments for Provincial Fiscal Years ending nearest to December 31, 1947:

Table with columns: P.E.I., N.S., N.B., Ont., Man., Sask., Alta., B.C. and rows: Provincial Contributions, Federal Contributions, Total.

Federal expenditure for education for the fiscal year ending March 1948 was \$61,475,845, of which \$33,275,451 was applicable to veterans. Most of the balance was paid to the provinces for vocational and youth training expenditures.

Prime Minister St. Laurent and the Dominion Government are known to be considering possible federal contributions toward raising the general level of education throughout Canada.

While no specific move is looked for at the coming session of Parliament, some developments are possible when the Dominion-Provincial conference on taxation and other problems is held next September or October.

The latest suggestion is that the Dominion should make a considerable sum available to provincial governments by way of an education subsidy. This could be used for the providing of additional salary for primary and secondary school teachers.

Other suggested forms included the establishment of national scholarships for deserving students; increased grants for the construction and equipment of technical and vocational schools; and grants to universities for the expansion of existing facilities. Prime Minister St. Laurent has made it clear that the Dominion government has no idea of invading exclusive provincial jurisdiction in the realm of education. At the recent Dominion-Provincial constitutional conference, there was complete agreement that education would be recognized as an "exclusive" subject within provincial jurisdiction.

Mr. Abel Vinberg of the Montreal Gazette, reporting the Conference on January 14th, says that the decision that education will be kept a provincial matter makes it definite that there will be no change of control, but this does not rule out

SALARIES

Table showing Median Salaries of Teachers 1947-48 (Dominion Bureau of Statistics) for various provinces like British Columbia, Ontario, Alberta, etc.

In comparing these figures allowance should be made for the preponderance of urban schools in one province and the relative abundance of one-room rural schools in another, the differences in length of training time and resultant qualifications of teachers.

Average Income of Canadian Taxpayers in 1947

Table showing Average Income of Canadian Taxpayers in 1947 for various professions like Lawyers, Medical doctors and surgeons, Engineers and architects, etc.

*Teachers are not listed separately but are lumped under the heading—Employees of Educational Institutions. The figure \$2,075 is considerably above the average for teachers in elementary and secondary schools in 1947 since, as in the case of the other classifications, it is the average of only those who earned enough to be liable for income tax.

TEACHER EXCHANGE 1950-51

Because of the revaluation of various currencies, there has been some uncertainty as to the Teacher Exchange program for 1950-51.

Interprovincial Exchanges The Canadian Education Association reports that interprovincial exchanges will be continued in 1950-51 on the same basis as 1949-50. The Imperial Oil Limited grant of \$5,000 for bursaries for interprovincial exchange has again been renewed. The purpose of this grant is to encourage Teacher Exchange as a method of promoting Canadian unity through acquainting teachers with educational practices and economic areas in other parts of Canada. In the current year there are 48 Canadian teachers on interprovincial exchange, each receiving a travel bursary of \$100. Because of the increased popularity of exchange and because of a probable decrease in exchanges with the U. K. and the U. S., there may be more than 50 interprovincial exchanges in 1950-51. If so, there will be a proportional decrease in the value of the bursary. The exact value cannot be known until next spring, but it will probably not be less than \$85.00. This would permit bursaries for 58 teachers, an increase of 10 over the current year.

United Kingdom Exchanges It is possible that the U. K. authorities will limit the number of teachers coming on exchange to ensure that each will have adequate finances. A number of Canadian city boards are giving assistance to U. K. teachers this year, but this is to meet a temporary emergency since the U. K. teachers did not anticipate devaluation. It is doubtful if any such assistance will be given next year, since conditions will be known in advance. It is, therefore, expected that there will be fewer exchanges with the U. K. in 1950-51.

United States Exchanges Exchanges with the United States will be continued in 1950-51, but it must be clearly understood by Canadian teachers wishing to go to the United States that such an exchange will mean a reduction in salary of 10%. Such teachers should have a minimum popularity of \$2,400 throughout the year to meet costs in the United States. Two or three city boards have made up to their teachers the amounts they are losing this year on exchange in that country. This is a temporary measure and will probably not be continued in 1950-51, since conditions will be known in advance to exchange applicants.

South African, Australian, and New Zealand Exchanges No exchanges with South Africa, Australia, or New Zealand will be arranged by the Canadian Education Association for 1950-51.