

THE EDUCATIONAL HORIZON

-A SATURDAY FEATURE-

Presenting News And Views Of Interest To Teachers And All Others Seeking Improvement In Educational Matters

CAN SCHOOL BE A PLEASANT PLACE?

Life should be a journey of joy, filled with love and romance and happiness from start to finish. And perhaps no phase of it should be more pleasant in the experience than school days. Do our pupils come to school because they like to come? Do they perform the assignments because they like to do so? Will they look back in later life upon the happy experiences they had in our classrooms?

Most of us would hesitate to answer these questions. Now there is Mary who evidently finds school life delightful; but then, Mary is bright mentally and preparing lessons is but play to her. She is naturally amiable and sociable, so that she has made many friends. But here is Jack whose mind is not so quick, who never seems to grasp an idea fully, and who is moody and quick-tempered.

We decide that this happiness ideal is impossible. Children may as well learn to read as last that schooling is a "rate of tears" unless one happens to be born with talent.

Now surely it lies in our power to ameliorate this condition to some extent at least. With an enthusiastic, optimistic teacher the primary child should find the processes of learning to read, spell and calculate thrilling in themselves up to the end of Grade 8, and this even apart from the delights of such extras as nature study, hygiene, physical exercise, companionship and play. It is at this point, when one has been a senior pupil that lessons are likely to drag. It is now that the discoverer that he hates history and geography and that arithmetic is a puzzle, literature a maze.

What should we do about it? Force him to swallow his medicine even if it does come up again and again? Too often the teacher has

no other recourse. His reputation depends upon the number that pass the Entrance Examinations. Jack's father doesn't think about whether Jack is happy at school or not so long as he is able to say: "My Jack is getting on all right. He passed the Entrance Exams."

And so this cramming process continues. Jack is kept in. Larger amounts of unrelated facts are stuffed down him until he hates the teacher, hates school, hates books, and at the first opportunity gets a job and thanks his lucky stars that this wretched part of his life is over and done with.

Can we remedy this situation? Yes, if we are independent enough to teach for true development in our pupils and not for examinations. When we find a pupil grasping the necessary work slowly let him take his time; see that he does his best, encourage and approve; but above all see to it that he is happy.

We know there are many parts of the curriculum that would be much better relegated to the waste basket. The wise teacher can see that they are so disposed of instead of cumbering the memory of the children with that which is quite unrelated to life and mercifully forgotten as soon as examinations are over.

Some day, perhaps, we shall have a practical curriculum related to the life of the child and a system of grading which will depend upon some simple and practical test of intelligence. Then pupils will be working happily dealing with ideas they understand and for which they can find direct and practical use.

In the meantime let us relate the work as much as we can to the child's after life; let us try to stimulate his powers of observation, but over and above everything else, let us endeavor to teach him the duty of being happy and of making others about him happy too.

REFORMS DURING VICTORIAN ERA

I. POLITICAL

The Chartists' Demands:

1. Vote by ballot.
 2. Every man should have a vote.
 3. Members of parliament should be paid.
 4. Electoral districts should be equal.
 5. M.P.'s should not be required to hold property.
 6. There should be annual general elections.
- 2nd Reform Bill passed by Disraeli gave right to vote to practically all the laborers of the industrial towns and cities.
- Ballot Act passed by Gladstone. All votes should be cast upon unsigned papers and be secret.
- 3rd Reform Bill passed by Gladstone gave the rural laborer the right to vote.

III. SOCIAL

Penny Postage established - 1840.

Previously postage was costly for any but wealthy people.

Rowland Hill suggested that letters should be posted "in little bags called envelopes" upon which a penny stamp should be placed.

The Postal System—a gift to the civilized world.

Education Act 1870 established a system of national education under the supervision of elective school boards.

Railways, post-offices, telegraph, telephone, newspapers, gas and electricity, photography, electrotyping, chloroform, ether, antiseptics, trade unions.

Baron Lister made wonderful improvement in surgery, particularly in preventing blood-poisoning.

II. ECONOMIC

Corn Laws imposed a sliding scale of duties upon foreign grain brought into England. As the local price went down the duty increased, and vice versa.

Anti-Corn Law League was formed by Richard Cobden, John Bright and Richard Villiers. It agitated for free import of grain.

Potato Famine in Ireland helped to bring about the

Repeal of the Corn Laws by Sir Robert Peel (effect 1849)

Removed all duties on imported grain.

IV. RELIGIOUS

The Jews were given the right to vote and to hold public offices.

Baron Rothschild was allowed to take his seat in the House of Commons.

LETTER TO THE EDITOR

Mr. Editor:

As a former teacher and School Inspector I am naturally interested in things educational and follow with enjoyment the opinions expressed through the columns of the "Educational Horizon." I think you have chosen well in naming your department because "Horizon" suggests the ability to explore in all directions in seeking the true path of progress.

I have found that motives play a very large part in the control of children in school. If we can control the child's will, we can control his actions. We can control his will, if we control the desires which control his will. Since the motives to which the will has become accustomed to respond in childhood and youth will become

the motives of the man or woman, we should appeal to the very highest motives it is possible to arouse, and not be satisfied with such as we would not care to see in our men or women. I would rank school motives from lowest to highest like this:

1. Fear of punishment.
2. Hope of reward.
3. Desire to excel.
4. Desire for approbation.
5. Desire to do right.

Only the last is worthy to rule in human conduct.

Continue the good work. Mr. Editor. This is a greater contribution to educational advancement in this province than you may suppose.

Very sincerely,
KINGS COUNTY

Correspondence

M.B.A. — If the verb expresses a continued action, such a sentence is rendered in French by the present indicative and "depuis" thus: "I have been sick for a week" becomes *Je suis malade depuis huit jours*. "They have been speaking English for many years." *Its parlent anglais depuis beaucoup d'ans*. But this rule is not followed if the action has been completed: *Je ne l'ai pas vu depuis longtemps*.

R.G.D.—The climate of a locality depends upon its latitude and altitude chiefly, though other factors that modify to some extent the climate of a place include: (1) the direction of prevailing winds; (2) the nearness to large bodies of water; (3) the proximity of large bodies of land; (4) the presence of forest areas; (5) nearby ocean currents; (6) nearby mountain ranges; etc.

Climate is the average condition of the weather from year to year. Weather has to do with atmospheric conditions for much shorter periods like a day, week, or occasionally a month.

D.G. — Page 295, Ex. 4. Find the volume of the four spheres. The sum of three of these will equal the fourth.

R.T.T.—The rulers of the countries you mention are as follows: France—Albert Lebrun, President; Belgium—King Leopold III; Italy—King Emanuele III; Sweden—King Gustaf V.; Norway—King Haakon VII.; Holland—Queen Wilhelmina; Denmark—King Christian X.; Bulgaria—King Boris III.; Roumania—King Carol Albania—King Zog I.

A.J.M.—The plateau of Iran is divided politically into Afghanistan, Persia, Baluchistan, Armenia, and Azerbaijan. The plateau is subject to extremes of climate. The Caroline, Pelew, Marianne, and Marshall Islands, all formerly belonging to Germany, are now ruled by Japan.

Chidley Cape is the northern extremity of Labrador. Lake Eyre is in Southern Australia. Inverargyll is on Foveaux Strait, South Island, New Zealand.

C.R.M.—Teachers are the natural prey of so often one of these approaches us and invariably we have been selected to be the recipient of a free set of

volumes—just for advertising purposes. Their methods vary little; their designs are the same. May we urge that unless you really want the books that you say so definitely in the very beginning of the interview. Don't worry about the salesman's feelings in the matter. He is not worrying about yours.

B.A.—Measure of space is usually expressed by the Accusative, as *Fossa ducentos pedes longa* but sometimes by the Ablative, as *Hiberna duobus millibus passuum aberant*.

The Accusative and Infinitive is used as subject of Impersonal Verbs and as object of verbs of declaring, perceiving, knowing, thinking, or believing. Beginning with the word that construe the Accusative as a Nominative; and the Infinitive as a finite verb of the same tense, as *Caesarem amare constat*. It is well known that Caesar loves *Caesarem Amavisse scimus*. We know that Caesar has loved.

A.G.G.—The Conditional in French is merely the future viewed from the past. The term Conditional, as you suggest, is open to some objection.

Words like *porte* are considered as having two syllables, although ending in what is called a mute. This final e is really slightly pronounced. This word would be divided into syllables thus, *por-te* (See Rule 3.)

M.E.—Day, month, and century are not abstract nouns. An abstract noun is the name of a quality, condition, or relation having no real existence apart from the objects that possess them.

NOTE

At last the booklet entitled "Matriculation Examinations for the Past Ten Years" has been completed. During the next week one copy will be sent free to all members of the P.E.I.T.F. Non-members and students are referred to the local on page three of this issue.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcome and should be addressed to G. E. Hart, Charlottetown.

MODERN EXPERIMENTS IN GOVERNMENT

—Communism in Russia

The great catastrophe of 1914-18 resulted in the creation of several new states and almost universal changes in government. Thrones tottered and fell, upper houses of parliaments disappeared or lost their influence, and many Jack Labourers emerged from the serfdom and tyranny of centuries to take his place with the ruler of the world. At last the nonentity of a thousand years was recognized. After the Treaty of Versailles the working classes began to play a part in politics, to discuss ideologies to champion labour unions, socialism, or communism. Across frontiers sped the cry "Workers of the World, unite!" The spark which Karl Marx had struck half a century before had now no need of tanning; for hard on the heels of the World War strove the grim forces of Socialism and its radical offspring, Communism. Revolution followed in their wake.

It struck Russia first. No need to tell of Nicholas II, autocrat of all the Russias, who ruled by the grace of God, who flogged and imprisoned and executed, who hampered all reform, who reduced the peasants to eating straw from the roofs of their houses. No need to tell of millions of Russian troops mangled by a weak, corrupt, or treacherable government, nor of tyrannical officers, nor of starving cities. But it came at last—the Romanoff crashed; the socialist in power. They believed that business should be carried on by the government for the common benefit. They favoured liberty of speech and of the press, the right to strike, and universal suffrage. But there were others who wished more sweeping change, a war to the death with the capitalist. Very soon, then, the communist superstitious, the socialist, and all over Russia, soldiers and workmen, were set up. Two leader came back from

exile, Lenin and Trotsky. These captains of the Bolshevik or "majority men", abolished private property in land and capital and set up a communist system with the government seat at Moscow. Here came the elected representatives of the local and provincial soviets to the All-Russian Congress. The constitution declared that "The Russian Socialist Federated Soviet Republic considers work the duty of every citizen of the Republic, and proclaims as its motto: 'He shall not eat who does not work'."

After a regime of five years the Bolshevik discovered that they had to run the industries which they had nationalized. Many necessary manufactured articles could not be secured in government stores and factories. Thus they were forced to swallow their communist pride and to adopt a New Economic Policy, under which they employed foreign engineers to assist in the development of their industries, and invited foreign capitalists to develop their mines and oil wells. All went well. When Lenin died in 1924, Joseph Stalin became Secretary-General and carried out the newly formulated programme. But dissension arose in the ranks when Trotsky and many others raised clamorous objections to the "new capitalists."

After weeks of debate the Soviet government exiled Trotsky and his associates. Today Trotsky, an exile in Mexico, gives vent to bitter criticism of his former country.

In 1929 the Soviet government floated a large loan and proceeded on a "five-year industrialization programme". New factories have been built, hydro-electric plants erected and old enterprise accelerated. Much has been accomplished but in order to carry out the programme the Republic has been forced to extend the campaign another five years.

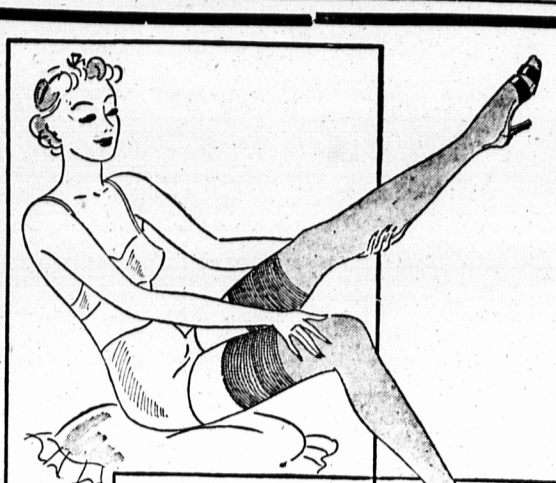
DITTY DOGGEREL

In a Souris schoolhouse long ago, on a morning late in May, a teacher faced his class and asked them to make them pay. "Now what boy put that mouse-trap in my pocket?" "Answer me!" He clenched his fists and stared around with some expectancy. But no one spoke a single word, nobody took the blame; no youngster the teacher volunteered to give the name so the teacher then produced the strap and made this startling speech: "Boys, I'm going to whip you every one. A lesson you'll teach." Twenty-four boys stood up in line, and the teacher went to work; twenty-three boys now standing there but the teacher does not shrink. Twenty-two boys look gloomy as the strap descends with force; twenty-one has begun to shake (it is the draught of course). Twenty small boys more frightened grew as the

last limps to his seat; nineteen boys gaze longing through the window to the street. But of the rest I need not tell, I'll hurry on to state that when the master neared the end sweat trickled down his pate. His energy was spent, his anger gone, his arm was sore; he wished he hadn't started, that there wasn't one boy more. And as he whipped the second-last, and the boy began to howl, he formed a plan to ease his arm, and fished out after all. And so he put this proposition to the final youth—"You tell me who it was and you'll go free, now that's the truth."

"Go free? O boy I really may? If I but tell the name?" "Yes, yes," the master answered, "come now, tell me, I'll not blame." "Well then," the boy responded, "I'm the one who put the trap in your pocket, and I hope, sir, that is where you'll put the strap."

—ELEPHANTOSIS.



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BOOKS—ART—MUSIC

Continued from page 8
It is a book which cannot fail to make us aware of the "humanity of ancestors."

The development of character writing and of biographical writing in the seventeenth century assisted in the birth of the English novel. The essays of Bacon and Dryden, the diaries of Pepys and Evelyn, the eloquent and artistic prose of Sir Thomas Browne, Walton, Bunyan and Milton are all notable achievements in the growth of literature. And the witty satiric comedies of Sir George Etherege, Whycherly and Congreve truly reveal the merit and license, crudeness and vulgarity of the period.

Recent books dealing with this period are three volumes of biography of Pepys and "England of Charles II" by Arthur Bryant, "These White Hands" by Warwick Deering, "Restoration Carnival" by Maurice Bethell Jones, "And So To Bed" a comedy by J. E. Fagan and "Rare Poems of the XVII Century" an anthology of charming but little known poems, edited by L. Birkett Marshall.

As long as men are false and women vain,
Whilst gold continues to be virtue's bane,
In pointed satire Whycherly shall reign.

John Evelyn
Whycherly's "The Country Wife" was revised in London last fall, two hundred and sixty three years after the original production. It played at the Old Vic, a theatre supposedly devoted to Shakespeare, and it has since come to New York with the American actress Ruth Gordon in the leading role.

On the appearance of "The Country Wife" in London P. O'D. wrote to the Toronto Saturday Night... the whole performance... goes smoothly and swiftly, and with an ironic gaiety and charm of which the secret seems almost to be lost on the modern stage. It is immoral, it is coarse, it is anything you like, and it is a delight from beginning to end. Sad that this should be so! I blush as I write. But what would you my master? Truth will out. I loved it."

Art in England in the seventeenth century was of indifferent quality but in that century, in 1697, was born the first English artist of consequence—Hogarth. He painted life as he saw it and, like Whycherly, his power of satire was keen. He was a satirist of manners and in his "Baker's Progress" the careers of many young men of the time were eloquently expressed—just such young men, and just such careers, as the brilliant but dissolute Earl of Rochester many of whose letters are included in "Postman's Horn". One of the most charming of the e was written to his wife, the Countess of Rochester, on receipt of sketches of her drawn by his little son—"I received three pictures and am in a great fright lest they should be like you... I never saw a chin smile before, a mouth frown, or a forehead mump. Truly the artist has done his part (God keep 'im humble) and a fine man he is if his excellencies don't puff him up like his pictures..."

Starch is being sold in the form of cubes to enable a person to measure accurately the amount to be used in laundering.

SPECIAL!! 98c

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- Silver Tea Pot Tile
- Silver Bon Bon Dish
- Silver Candle Sticks
- Silver Flower Dish
- Pyrex Loaf Pan
- Pyrex Casserole
- Set of 3 Refrigerator Dishes
- Set of 5 Bowls
- Glass Cream and Sugar Set
- China Cream and Sugar Set
- China Flower Vase
- Set of 2 Pictures
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- Green Glass Flower Bowl
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- Earthen Biscuit Jar
- Bronze Book Ends

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the world of music in England," had as much natural genius as any composer of any other period, but his music is for the most part buried in almost impossible antique forms. The most famous examples of his sacred music are the Coronation Anthem, the Bell Anthem, and the "Te deum and Jubilate" in D.

BIG STATE ELEPHANT
RANGOON (CP)—A tuskless, nine feet tall, bought for \$4.00 in Siam, arrived here enroute to Mysore State, where it will become a state elephant. It marched 300 miles through forests, rivers, swamps and mountains.

as road accidents, according to Lord Herder, the King's physician, addressing an Empire conference on the care and after-care of tubercular patients.

MONKEY BUSINESS
LUCKNOW, India (CP)—Popularity of money-gland treatment has made export of the animals a lucrative business. From the United Provinces alone more than 100,000 monkeys are exported annually.

EFFECTIVE CO-OPERATION
Foreman—What are you doing? Bob?—Helping Jim. Foreman—What's Jim doing? Bob—Nothing.

ONE-MAN STRIKE
NAPIER, N. Z. (CP)—William Wood barricaded himself in a store here saying he would stay there until his wages were increased. It was not long before he reached an agreement with his employers.

T. B. TAKES BIG TOLL
LONDON (CP)—Tuberculosis claims six times as many victims

MEN WHO BATTLE WITH NATURE

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