

THE EDUCATIONAL HORIZON

-A SATURDAY FEATURE-

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

ART IN EDUCATION

The ideal of education today is too often a narrow functional conception of life. That is very well; we realize an urgent need in a distraught era of specialisation to require the student to seek a practical education and to prepare for a definite vocation. We must recognize that this tendency of industry education is inevitable and at the same time we should do all in our power to counteract its evil influence upon character and disposition. And what are these evil effects? Think of the specialist with his single-track mind and limited outlook, which distort his general vision, make him a blind and ineffective member of society, and deprive him of keen appreciation and vigorous enjoyment.

Now that we have seen the malady what panacea shall we prescribe? To counteract the evils of vocational training and of intellectual specialisation in general, it is necessary to cultivate not merely the intellect but in a far greater degree the sensibility. That is, we must cultivate a proper appreciation and a reverence of the fine arts. There are three methods of approach to this study: First, from the subjective activity involved in the appreciation of art; second, from the objective standpoint concerned with the work of art itself; and third, from the historical point of view. "What is wanted, then, is a drawing out of habits

of aesthetic understanding—the habit of art is the habit of enjoying vivid values". And the only way to develop and train the habits aesthetic apprehension is by means of the appreciation of poetry, music and the fine arts.

Now the appreciation of the fine arts is the most objective, the most practical and the most valuable shown in two ways: This may be the importance of the fine arts in the general culture of the nation, and in the second place there is the fact that in the fine arts you have spiritual sensibility in direct contact with matter. In the fine arts the concept and the medium are one; there is no symbolic language; you cannot conceive your work of art except in the terms of a solid and tangible material. On the other hand music and poetry are created in the mind and they must be communicated through a bridge of symbols (either notes or words). In the fine arts, then, must be the truest course. Only in this way can we learn enjoyment of the past and appreciation of the modern and only in this way can we rise above the ugliness resulting from the Industrial Revolution. Then when we have travelled this path and attained something of our aim, we may feel sure that art will dominate for art is the way of life.

E. R.

TEACHING HAD ITS DANGERS

There are peculiar dangers involved in every occupation and profession. Tailors and shoemakers are apt to become hump-backed or round-shouldered, and dentists are likely to have bunions. In addition, painters are afflicted with "painter's colic"; Burnshaws of steel usually die with consumption. Watch-repairers become squint-eyed and technical aviators squint-minded. Politicians are liable to be radical and rich men are likely to remain too conservative. Surgeons may become addicted to gin. Clergymen sometimes lose the taste for innocent amusement and overlook the values of this life in preparing for the next.

The teacher likewise is exposed to dangers and should exercise constant vigilance against them. In the case of the teacher the ultimate form of ailment is the ultimate form of ailment. He determines questions of law and fact. In the course of the day he decides probably as many questions as any state or nation. Now the great danger is that he may become dogmatic and opinionated.

It is possible that this may not produce dogmatism or stubbornness but it certainly tends to do so. His judgments must of necessity be prompt if not precipitate, and hence an incautious teacher, in his intercourse with men, is prone to decide all questions—questions involving commerce, industry, war, questions social, national, or international—in as summary a manner as he does in his own classroom.

Against all narrowness in the range of thought or speculation we must constantly guard. We must prevent our minds from becoming microscopic and pedantic. We must try to enlarge the mind and to gain that amplitude of view which will assimilate the operations of the class-room to the grandest affairs of life, instead of contracting the grand affairs of life to the narrow dimensions of the class-room. By keeping touch with the business and professional men of the community, the teacher may avoid generalizations and through increased knowledge concerning the progress of the great and busy world, his mind will receive a centrifugal impetus, which will increase its diameter without increasing the eccentricity of its orbit.

Mr. Editor:—What is needed today among educators is the desire to develop individuality among those among and for whom they work. And often the best material that comes to hand appears to be and consequently is treated as of indifferent quality.

The rougher the block may be and the more gnarls there may be in it, the more beautiful it is when it comes under the lathe. The experienced workman will carefully examine every feature of the timber before he sets the machinery in motion because he is well aware that a false application of the chisel may cross the grain of his wood and spoil its symmetry. If this be true of the labour bestowed on a mass of wood, that its individuality may be preserved and appear as its chief beauty, is

it not incumbent on those of us charged with the education of children to exercise similar care, when dealing with what may seem to be rough and gnarled youngsters?

Let us save the individuality of our pupils and make the most of them for their benefit and our lasting credit.

Yours truly,
A TEACHER

Mr. Editor:—You have succeeded in developing a most helpful department in this "Educational Horizon" and I follow with interest the various thoughts on education expressed. I taught for some years and discovered that "The Problem, the all-prevailing all-over-shadowing Problem, in teaching, is 'The Parent. Weekly, sometimes daily, was my ingenuity taxed to its utmost to meet, and if possible, to vanquish the indifferent parent, the inconspicuous parent, the meddlesome parent, the proud parent, the proud parent, the irate parent, the ignorant parent, and the enlightened parent."

As a former teacher, and now a mother, I try to help my children all I can with their work and endeavor to support the teacher's views and methods as I hear them from my children. No good can come of going contrary to the teacher and we only add to her already considerable task by doing so.

Faithfully yours,
READER

Mr. Editor:—Would you listen for a little to the words of a garrulous old teacher who lives hundreds of miles from your red shores? Many a day as I sit resting my bones and smoking my pipe, I take up this paper and read "The Educational Horizon" till my eyes become tired. Then I lie back and dream of the beautiful little island, a natural Paradise, which might be more of a paradise but for its melancholy neglect by its teachers. Yesterday I read with a mixture of pain and pleasure, a poem by Pedagogue who gave it the modest title of "Verse and Worse". I revelled in the picture of the tranquil, intimate countryside that I once knew so well. But I was unhappy to note that to the rural teacher "the District votes, as pay, a supplement of thirty cents a day."

What makes me still sorer is that the people of Prince Edward Island are aware that their teachers are underpaid and under-privileged and yet move neither hand nor foot nor tongue in their behalf. Still the welfare of the teachers is the welfare of the province. In a large measure, people know and are what their teachers have taught them. The teacher is the keystone of the educational arch. So much depends on him. To him is largely entrusted the molding of the thoughts and aspirations of the children, who will demonstrate tomorrow in their citizenship the quality of their teachers. So it may be truly stated that a Democracy is strong or weak directly as the teachers of that Democracy are strong or weak. Remember, a teacher is a guide who must help the child to learn how to live, not how to make a living.

I have taught in this land many

years—how many I cannot remember, but enough to know that the mission of helping children to learn how to live is a high one. And if I had not known it, I should have been reminded continually by parents who require a teacher's services with respect and a living wage. At home the people seem to mutter incoherent words about raising the professional standard before increasing the pay. Here our educational authorities say that it is futile to hope for a higher standard until the teacher's worth and importance is recognized by payment of proper salaries and guaranteeing economic security. That sounds like good logic. Again, the people grumble because men and women use teaching as a stepping stone to another profession. Teachers, the male ones at least will make teaching their life's vocation when they receive the sympathy, prestige and remuneration that they deserve. Under the present set-up that incentive is lacking. Thus splendid men and women are driven into other fields and the remainder who stay are destroyed, mind and soul, by disinterest and neglect. Oh! false, false, economy!

Forgive me, sir, for rambling but my thinking is not so direct as it used to be. I have tried to set down, though laboriously, the painful truth as seen from the eyes of a former Island teacher who can observe your problem in the perspective that distance lends. I do not write in spleenetic fury nor subscribe to the radical views of some youths. That ill befits my years. Nor do I impose the experience of pompous age upon you. I write on behalf of the teachers of whose ranks I was; I plead for the welfare of Bonnie Island children; and, above all, I send this word from afar because of the love I bear my native land. Prince Edward Island, look to your teachers!

ISLANDER ABROAD

Teaching is an art, and the true teacher is an artist. Childhood is her material, the school-room her studio, the facts of science and the incidents of school life are the finished picture. How delicate and sensitive the material, all instinctive with the subtle mysteries of life! And how keen the perception of moral beauty, and how rare the skill of her who would spread upon the canvas all the surpassing loveliness of the human soul! The material and the tools are at hand, but it requires the teacher's artistic touch to

HAD HELP

Teacher (looking over Teddy's home-work)—"I don't see how it's possible for a single person to make so many mistakes."
Teddy (proudly)—"It wasn't a single person, Teacher. Father helped me."

Correspondence

D.T. — "Entrance Examinations for the Past Ten Years" is not yet ready. As soon as available one free copy will be mailed every Federation member. We hope to have these within a week now and as soon as received they will be put in the mail.

J.R.G. — England is a great manufacturing country because (1) she has abundant supplies of coal, (2) large supplies of iron and copper, (3) fine harbours and navigable rivers, (4) a large merchant marine, (5) many colonies to which to sell manufactured goods and from which to purchase raw materials, (6) guarded routes have mechanical genius.

Lancashire is the centre of the cotton industry because (1) Liverpool and Manchester are convenient ports, (2) it has available coal supplies, (3) it has a humid atmosphere suitable and necessary for cotton manufacture.

B.G. — "When all at once I saw a crowd
A host of golden daffodils."
All is an adverb in this clause because it modifies the adverb phrase at once.
"His comrades bent to lift him."
To lift is an infinitive used adverbially to modify bent. Him is the direct object of "to lift."

A.J. — The Torrid Zone is the belt between the Tropics of Cancer and Capricorn and is 47 degrees wide. This area is also termed the Tropics.

M.E.G. — The relative pronoun that should be used instead of who or which: (a) after superlatives, (b) after the interrogative pronoun who, (c) after the adjectives same, all, any, none, and (d) after two antecedents, one requiring who and the other which. Examples: (a) That is the best horse that I have ever seen. (b) Who are here are gone. (c) The boys and the dogs that we saw went into the woods.

E.M.D. — Either bien or beaucoup may be used before a comparative but bien is usually found. Beau coup is very emphatic. The subjunctive always follows avanti que.

O.A.M. — There is no such word as alright. It should be "all right" The plural of Mary is Maries.

The status of the teacher becomes in the last analysis a criterion of civilization itself. That nation is great and destined to endure which adds to its other sources of strength the presence of a teaching force respected, well-rewarded, fully trained, and free.

M.G.E. — The St. Lawrence Waterway Scheme is a proposal to connect the Atlantic with the Great Lakes by constructing canals sufficiently to allow the passage of ocean-going ships drawing up to 25 feet of water.

A.A. MacL. — Government representatives in Canada include: United Kingdom and Northern Ireland, Sir Francis L. C. Ploud, K.C.B.; United States, Hon. Norman Armour; France, M. Raymond Chirac; Japan, Hon. S. Gato; China, Mr. Hsiki Chow.
Radium is the most expensive of all metals. It is worth \$70,000 a gram, the same weight of gold being 70 cents. It is derived from

Help Appreciated

The pupils of Miss Jean Ross, class 8 of Prince Street School have received the following letter of acknowledgment which speaks for itself.

Miss Dorothy Keeping, Secretary, Red Cross Club, Prince Street School, Charlottetown, P. E. I.

My dear Dorothy: Your letter of May 13th reached me this morning. I want to thank you and the pupils of Grade 8 very much indeed for your most generous contribution to the children in the flooded area of Western Ontario. I shall see that your gift is applied to the purpose you specify.

Miss Browne, the National Director of Junior Red Cross, wishes to add her thanks to mine and to say that she appreciates very much indeed your thoughtfulness and sympathy towards the children whose homes were damaged by the recent disaster.

Yours Very Sincerely,
J. L. BIGGAR, M. P.
National Commissioner.

AMATEUR RIDER INJURED
WORCESTER, England.—P. Herbert, amateur rider, was rushed to hospital when thrown from his mount the other day. One rib broken, another splintered and a punctured lung were extent of his injuries.



Here's why Harry V. Kegel bought a Nash Lafayette "400"

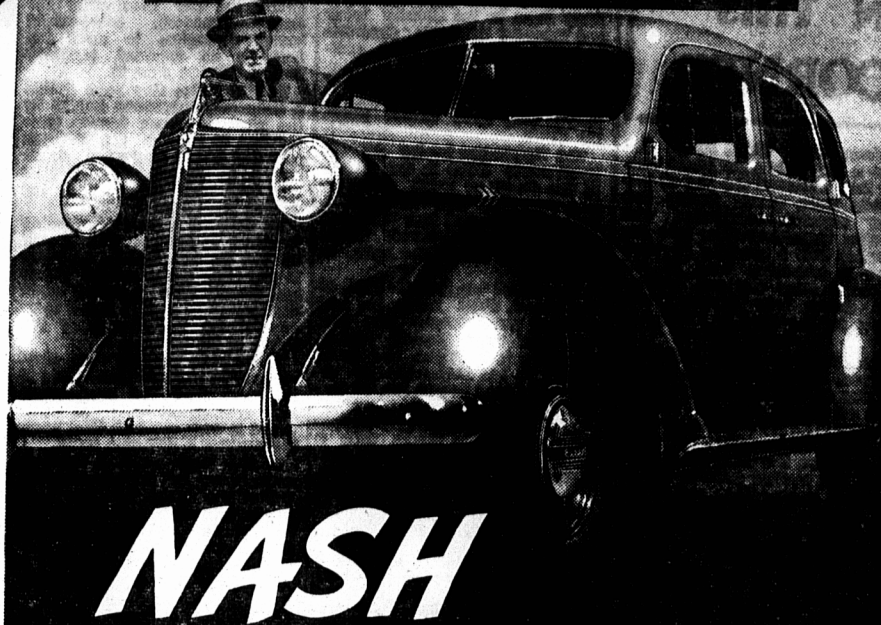
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Established 1752

The following is the introduction taken from the 1937 McKim's Directory of Canadian Publications. If the reader will turn page 26, he will find that the expression used as the title to this foreword is an actual quotation from the book itself. In the context where it appears, it is the terse and inconspicuous statement of a routine detail. Its significance lies in the fact that it takes us back to the year that marks the beginning of Canadian journalism.

The Royal Gazette, the official organ of the Nova Scotia Government, is Canada's oldest living periodical. And by a strange coincidence it began publication in the same place (Halifax) and in the same year (1752) as the first Canadian newspaper.

That particular newspaper, published by John Bushell, failed to survive. But another new paper, started just twelve years later in Quebec City, is still rendering faithful service to the people of its community, six days of every week, despite an age of 173 years!

Associated with it as the only other survivor from the Eighteenth Century, is a Montreal daily with a career that dates from 1778. In a country as young as Canada, one does not expect to find many individual business enterprises with a history going back as far as 1850. Yet the Canadian publication industry can boast of ten daily newspapers, seventeen weekly newspapers, three religious periodicals and one magazine, all still in active operation, that had their beginnings earlier than the middle of the last century. That makes a total of 31 publications, each of which is 87 years old or older. And if we are to begin the honour roll at 60, there would be less than 204 publications that would qualify, 199 of them being in Eastern Canada, the part that was settled first.

Figures such as these testify more eloquently than words to the splendid manner in which the press of Canada has continuously served our country. The publishing of a periodical is essentially a form of public service. Newspapers serve a community interest. Other publications serve one or other of many class interests. Only as such serves well the particular interest it has chosen to serve, has it a chance to survive. The fact that 199 of the 1159 periodicals published in the five eastern provinces claim an age of 60 or more, constitutes a record of useful and faithful public service of which the press of Canada may well be proud.

record of useful service, both to the advertiser and to the public, that is the proud boast of the Press of Canada.

As the oldest advertising agency in Canada, A. McKim Limited are glad to pay this tribute to a press with which they feel themselves intimately acquainted, having grown up with it over a period of 49 years.

BELFAST—S. J. Banks, Cliftonville player, didn't let pleasure interfere when Ireland met Scotland in an amateur soccer international game. He stayed at school, tuning up for examinations.

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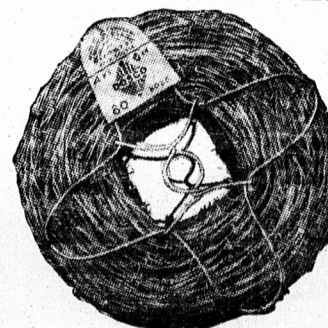
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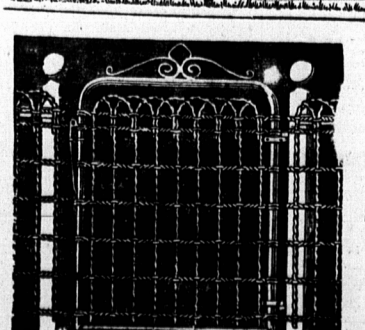
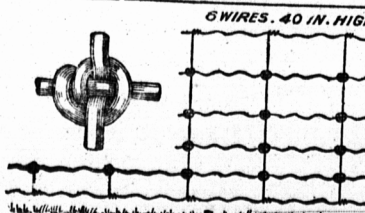
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