

# THE EDUCATIONAL HORIZON

## -A SATURDAY FEATURE-

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

### PERSONALITY - - THE FIRST ESSENTIAL

The most important of all school agencies is the teacher. His manner is the greatest influence in the school. His personality is the thing that counts above all else. He sets the example in cheerfulness, kindness, politeness, neatness, and orderliness; he is their object lesson in poise, self-control, self-reliance, and dignity; he teaches industry, fidelity, and zeal. He exemplifies justice. He encourages, comforts, restrains, guides and controls. His every look, tone and gesture help make or mar human souls.

As a moral force the teacher's influence is exhibited in many ways. It is constantly felt in the classroom. It is found on the playground and the athletic field. It is discovered in each club and social gathering in which the children take part. It guides children in the choice of books, playmates, and friends. It is shown in their conduct on the street and in the home. It lives in the memory and abides in character long after lessons have been forgotten.

The personality of the teacher is the persuasive element to which all else is secondary. Personal influence is greater than authority; it is the teacher's character, not his learning, that inspires and governs. It is not what you know but what you are that matters most in teaching.

Through the contagion of his own personality the teacher awakens and maintains interest. Pupils may laugh at the teacher's opinions but they cannot long resist his personal power. If he is not in earnest, he is already beaten for none are so quick to recognize sham, none so determined to pay in kind as the pupil's he would serve. He must speak and act sincerely and with conviction. Then pupils cannot disregard his teaching because true personality is primarily sincere.

Just what you are and what you do, your mannerisms, your grin,

those many little things that make you different from all the rest, all these are summed up in the word "personality." These distinctions were assigned you by the Creator as best suited to you, just as a particular engine is put in a particular car to get the finest performance. Do not attempt to spoil your individuality by imitating someone whose personality has appealed to you. Bear in mind that there is just one you in all the world - therefore, be natural. Retain your personality.

This natural personality plus unbounded enthusiasm places the teacher at the top of his profession. Nothing else matters where such qualities exist.

Satisfactory results can be secured only in the degree that the teacher throws his whole life into his work. Boys and girls are naturally impressionable and nothing impresses like enthusiasm; when they see a man keen about something, they at once become excited about it too.

The very essence of a good school is in the new teacher. It is not in the course of study, nor in the fine schoolhouse, nor in the large library; it is in the teacher, in his method, in his adaptation to the work of instruction, in his enthusiasm, in his ideals, in his personal worth. A school is the centre of power only when it is in charge of a competent teacher. The school attracts and educates only when it is in charge of an educated and courageous teacher. And a teacher can do his duty to his pupils only when he feels that he was chosen, not because of his political views, not because of his religion, not on account of his relationship to a member of the school board, but because of his qualifications and his real worth as a positive influence for good among the children of the community.

M. A. B.

### Letter To The Editor

Mr. Editor,—  
I have followed with interest the general issues of "The Educational Horizon" and have pondered on the various views presented by your contributors. One letter, that by "Ploughman", while undoubtedly sincere, misses the mark entirely. The writer would have our course of studies so filled with agricultural subjects that boys and girls upon finishing school would be fit to farm. All the other professions, businesses, and trades would be cased to them and in this way "Ploughman" would establish a contented (?) farming populace.

The purpose of education should be more than the mere preparation of a child for a particular job. Its function should be largely, as the term itself implies, "a drawing out" process, an enlargement of experience, an introduction to the world of knowledge which surrounds us all. And in this process the influence of a good teacher is the paramount thing. What matters what course is followed? It is only the means by which the teacher "draws out" the pupil's mind and embarks him upon this new sea of experience.

In the rural district, things that are rural will naturally form the basis for most illustrations in the classroom. In his teachings, our

Lord—the first great teacher of all time—drew his examples from the lives and experiences of those he taught. The intelligent teacher follows this same plan and, since we have in this province many such teachers, frequent reference must be made to farming practices. To say that no provision is made for these important subjects is ridiculous because no good teacher in a rural district could avoid constantly dealing with them.

Let us put first things first. Let us examine into the lot of the teacher. Is he contented and happy? Are we vesting him a supplement that provides him at least the minimum government allowance for his class of license? What encouragement are we offering him in his important work? If our teacher is underpaid and therefore discontented and unhappy, if we add to these burdens criticism and harsh words as is sometimes the case, then no course in the world, no set of texts, nothing can make up to our children the loss they must sustain. So I would say to "Ploughman" the changes in our educational system that are needed first are those that affect the welfare of our teachers.

Yours, etc.,  
APPLE TREE WHARF

### BEATITUDES FOR THE TEACHER

Blessed is the teacher who expects much from his pupils, for he is thereby likely to receive it.  
Blessed is the dumb teacher, for he will save the pupils time.  
Blessed is every teacher who becomes unnecessary.  
Blessed is the voice that is the overflow of a sympathetic heart.  
Blessed is the teacher who is not the slave of a written lesson plan.  
Blessed is the teacher whose criticisms have enough sugar in their foundation to take out the bitter taste.

Blessed is the teacher who examines the foundation before erecting the superstructure.  
Blessed is the teacher who gambles high in "Incentive" stock.  
Blessed is the teacher who uses common sense in framing regulations and has sufficient backbone to enforce them.  
Blessed is the teacher who is human enough to appreciate human shortcomings.  
Three blessed is the teacher whose vocabulary contains more do's than don't's.

### Correspondence

F.A.B.—An infinitive may be used as a noun, an adjective, or an adverb, e. g.  
Noun: To err is human; to forgive is divine.  
Adjective: I have work to do, and he has some lessons to learn.  
Adverb: (modifying verb) He came to see the bear. (Modifying adjective), I am glad to do it. (Modifying adverb), I like you too much to agree to this.

An infinitive may have a subject, or an object, or an adverbial modifier, or any two of three or indeed all three. In the sentence, I want him to leave the house immediately, the infinitive phrase, him to leave the house immediately, is the direct object of want. It is built around the infinitive to leave; which is used as a noun, object of the verb want. Him is the subject of the infinitive to leave house is the object of the infinitive to leave, and immediately is an adverb modifying to leave.

The subject of an infinitive is always in the objective, or, as you say, accusative case.  
R.C.W.—In the sentence "May he succeed in the work," since may expresses a wish, it is rightly classified as a subjunctive verb. In the

M.A.R.—Sorry we cannot give solutions to problems in Arithmetic in these columns. We are turning your letter over to the "Teachers' Aid" for a personal reply.

C.S.—Irish Free State—Governor-General, Donald Buckley; President, Eamon de Valera. Northern Ireland—Governor, Duke of Abercorn; Prime Minister, Rt. Hon. Viscount Craigavon. India—Viceroy, Marquess of Linlithgow. Canada—Governor-General, Rt. Hon. Lord Tweedsmuir; Prime Minister, W. L. Mackenzie King. Newfoundland—Governor-General and Chairman of Royal Commission, His Excellency Sir Humphrey Thomas Walwyn. Australia—Governor-General, Lord Gowrie; Prime Minister, Rt. Hon. J. A. Lyons. New Zealand—Governor-General, Viscount Galway; Prime Minister, Michael J. Savage. Union of South Africa—Governor-General, Earl of Clarendon; Prime Minister, Rt. Hon. J. B. M. Hertzog.

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

er to London is Hon. Vincent Massey.  
Canadian Ambassadors are sent to the United States, (Sir Herbert Marler); France, (Hon. Phillippe Roy); and Japan, (Hon. R. Randolph Bruce).

R.D.M.—The teaching of backward children is a big problem. Investigate the cause of their backwardness. Are you sure there are not physical reasons? Many children are dull and stupid because of adenoids or other growths in nose and throat. Many are apparently stupid because of defective sight or hearing. Look into all of these conditions. If none appear, then look into your own treatment of the child. Are you trying to kindle the torch of his intelligence at the most inflammable point? If he does not like grammar, try nature study, or some constructive work. See if there is not something in which he is interested; and then reach the subjects he does not like through the avenue of the subjects he does like. It requires much patience and thought.

G.R.—The value of growing legumes: (1) They have many leaves and are good for fodder. (2) Their seeds are rich in food materials. (3) They usually have long roots that feed deeply. (4) They take up nitrogen from the soil air and are therefore easier on the soil than cereal or root crops.

J.M.S.—The counties of New Brunswick with their county towns are: Albert (Hopewell); Carleton (Woodstock); Charlotte (St. Andrews); Gloucester (Bathurst); Kent (Richibucto); Kings (Hampton); Madawaska (Edmundston); Northumberland (Newcastle); Queen's (Gagetown); Restigouche (Dalhousie); Saint John (Saint John); Sunbury (Burton); Victoria (Andover); Westmorland (Dorchester); York (Fredericton).

E.M.—The plural of Mrs. is Mesdames and is not abbreviated. Three days of grace is always counted by banks in finding the value at maturity of an interest bearing note.

A.T.E.—There are three kinds of bacteria classified according to shape: (1) bacilli—cylindrical or rod-shaped; (2) cocci—spherical shaped; (3) spirilla—spiral shaped. Joseph Lister introduced antiseptic and aseptic surgery in 1865.

Radium was discovered by Madame Curie in 1910.

M.M.—The "Grand Old Man" was William Ewart Gladstone. "Bonnie Dundee" was John Graham of Claverhouse, Viscount Dundee. The "Wandering Jew," as far as we can learn, has no historical connection. The "Swan of Avon" was Shakespeare.

We have received from the William Neilson Limited, chocolate manufacturers of Toronto, a very attractive booklet describing the production and processing of both sugar and chocolate from plantation to consumer. The book is splendidly illustrated and interestingly written, its author being Professor G. A. Cornish, (author of "A Canadian School Geography" and other similar works). Teachers may receive free copies by dropping a card to the Neilson people at Toronto.

On the 3rd of May the Y.M.C.A. Boys' and Girls' Hobbies Exhibition opens in Charlottetown. Here is a genuine and positive effort to encourage activities that are constructive mentally as well as physically and which tend to round out the

### CENTRAL ROYALTY WOMEN'S INSTITUTE

Mrs. Russel Roper entertained the members of Central Royalty Women's Institute on April 2nd.

Mr. W. C. MacLeod presided and meeting opened in customary manner.

Roll call was responded to by an article pertaining to Agriculture or Home Economics. Minutes were read and signed and reports from committees heard. Sick committee visited sick, taking fruit, and had a plant sent a patient in the hospital. Miss McKay reported school had been cleaned at Easter. Correspondence read.

New committees are: Sick, Miss McKay and Miss Cullen, School, Mrs. Cecil Jenkins and Mrs. Roper. Program—Mrs. W. C. MacLeod, and Miss McKay convener of "Education and Better Schools."

Roll call "A Clause of School Act." The program committee, Mrs. Jenkins and Mrs. Roper, conveners of Agriculture and Home Economics had questionnaires filled out and papers read "The Story of My Garden" by Mrs. Gordon McMillan and "Laws and How to Make Them." Budgeting was also discussed.

Mrs. Cecil Jenkins invited the members to her home for May meeting.

Meeting adjourned and Mrs. Roper served a delicious lunch.

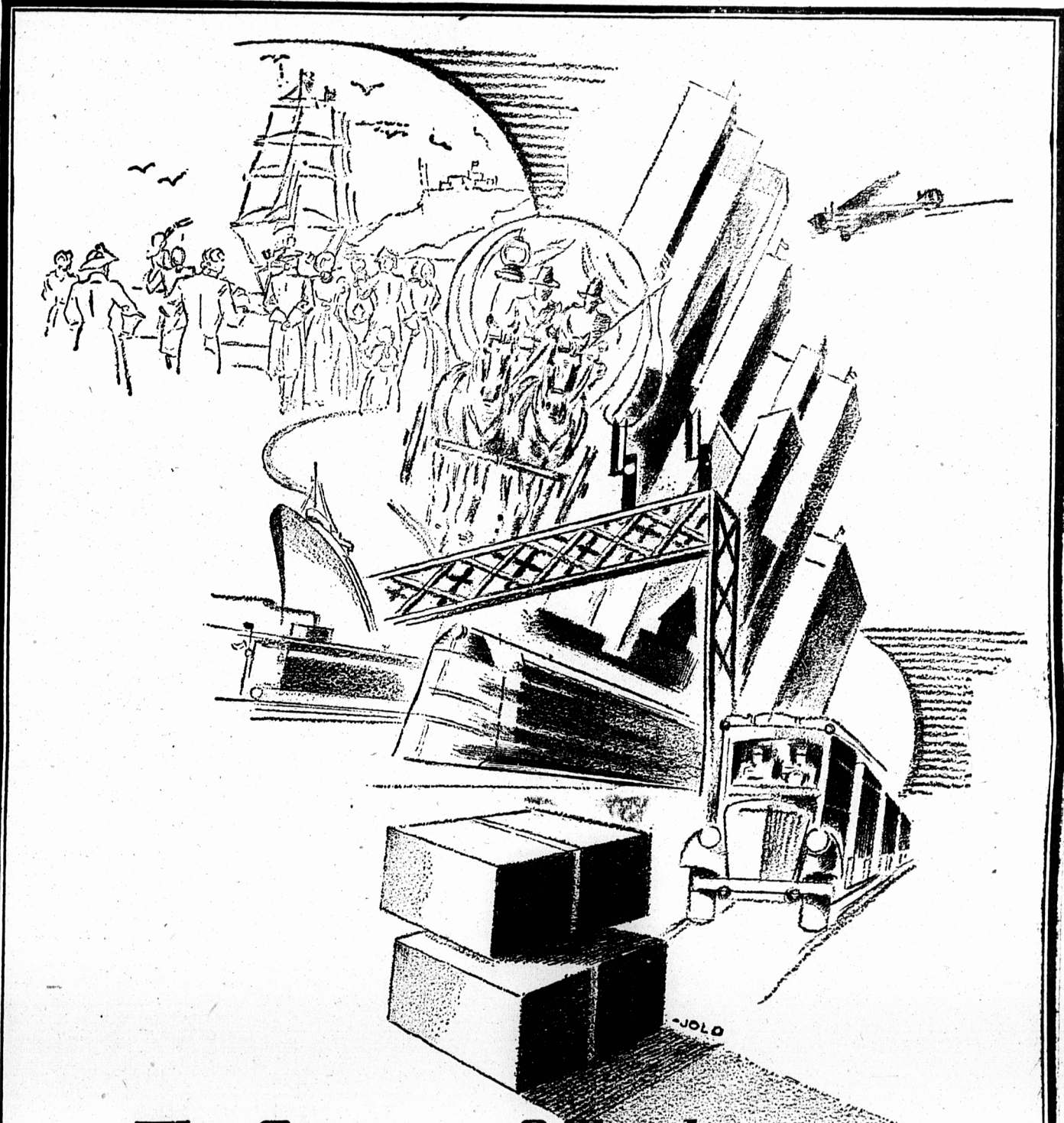
**Wanted—**  
Several mechanically minded young men to prepare for Auto Electrical Engineering. Previous experience not essential, but if given the opportunity must be willing to devote some spare time to preliminary training. Good character and fair education necessary. Must be prepared to travel. Write to British American Institute of Engineering, Bay and Grosvenor Sts., Toronto.

### TEST QUESTIONS FOR REVIEW

- GEOGRAPHY**
- (a) A ship sailed from Yokohama to London by the Mediterranean route. Trace this route, naming five ports of call.  
(b) Name three articles of cargo that would probably be taken on at Yokohama and one that would probably be added to the cargo at each port of call named in your answer to (a).
  - What and exactly where are: Atlatl, Nyasa, Atacama, Tobago, Messina, Nairobi, Constance, Foreaux, Celebes, Mannaar.
  - Compare New Brunswick and Alberta under the following headings: (a) Altitude, (b) Surface, (c) Occupations of the people.
  - In columns, give the source, outlet, and the name of a town or city on each of the following rivers: Indus, Douro, Parana, Tiber, Niger, Garonne, Weser, Menam, Magdalena, Hoang-ho.
- HISTORY**
- Give an account of the explorations of La Salle, La Verendrye, and Sir Alexander MacKenzie, indicating the regions discovered by each explorer.
  - (a) What recommendations did Lord Durham make with regard to responsible government?  
(b) In what respects have the bonds that unite Canada and Great Britain changed since Durham's day?
  - (a) How did Sir John A. Macdonald help to bring about Confederation?  
(b) What additions were made to the railway systems in the Dominion during

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## The Sinews of Trade

In the early days Canadian trade was conducted in its simplest form. There was little money in circulation; settlers exchanged furs and the produce of their farms for simple necessities of local manufacture and rare luxuries imported from abroad.

As the fabulous resources of the country became known, the tide of colonization swept inland. Population increased and trade developed between adjoining communities. Trails became highways; the canoe, bateau and Durham boat gave way to the steamer; the pack horse and wagon were supplanted by the railroad; and a steady stream of furs, timber, staves, wheat and flour flowed toward the ports for shipment overseas.

Each phase of development brought new and diversified demands for commodities and services. Accurate up-to-date news of available goods, of

current prices and markets became increasingly important to consumers, producers and merchants alike.

The newspapers recognized the need and were quick to provide this essential information. Every issue recorded the current fluctuations in prices and supplies, the arrival and departure of ships and all other data of vital importance to trade.

Maintenance of this service and extension of its scope to meet each new development have contributed much to the expansion and prosperity of Canadian trade.

Today the daily newspapers serve Canadian trade more thoroughly and effectively than ever. Every day throughout the country more than two million copies are distributed and read. Their pages provide a complete and reliable guide to markets upon which the business men of Canada depend.

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### CANADIAN DAILY NEWSPAPERS