

THE EDUCATIONAL HORIZON

-A SATURDAY FEATURE-

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

MANNERS

Involvement with character education is the teaching of good manners. Manners have been described as minor morals. Whether or not, as some claim, there has been a decline in good manners in recent time, the development of manners has always been considered the function of the school. The prevalence of good or bad manners in a school is a criterion of the character education which is in progress in it. The home cannot be counted upon to do that which is required in the establishment of good manners. The pupils from less fortunate homes are subjected to induction to more cultivated modes of behaviour. The pupils from good homes should not deteriorate in manners under the influence of the school environment.

Pupils should understand that the foundation of good manners is sympathy and consideration for the feelings of others. Good manners spring from the inner character; they are not an affection nor a veneer. By social tradition certain forms of behaviour have been established as good manners and pleasing to others; other forms of behaviour have been established as bad manners and displeasing to others. The pupils should know what these approved forms of behaviour are, so that his social contacts may be pleasing to himself and to others, and that he may avoid the humiliation which springs from the display of ignorance. No list, however, can provide for all situations, and teachers will find further opportunity for training their pupils through the incidents which occur in the school. In manners and in character education generally, the old dictum says: Be what you would have your pupils become.

COMMON ERRORS IN ORAL AND WRITTEN LANGUAGE

- Wrong number: "We was growed for 'he grew'." "He dove for 'we were'." "The flowers look pretty." "There's three books." "There are three books."
- Use of past participle for present participle: "They have went for 'they have gone'." "She has come for 'she has come'." "They have did for 'they have done'." "Has broke for 'has broken'."
- Use of past participle for present tense: "I seen for 'I saw'." "She done it for 'she did it'." "Similarly rung for rang, sung for sang, and was there for 'was there'."
- Use of present tense for past tense: "He give me a book for 'he gave me a book'." "The horse run away for 'the horse ran away'." "He come up to us for 'he came up to us'."
- Confusion of conjugations: "He knowed for 'he knew'." "He for 'you have to go'."

WILLIAM HARVEY (1587-1657)

He was an English physician, the discoverer of the true theory of the circulation of the blood. He entered Cambridge University in 1593, and about 1599 he proceeded to Padua, then the most celebrated school of medicine in Europe. He took the degree of M.D. and returned to England in 1602. He settled in London, was admitted as a fellow of the College of Physicians, was elected physician of Saint Bartholomew's Hospital and in 1615 was chosen lecturer. His views on the circulation of the blood were formally given to the world in his *De Motu Cordis et Sanguinis in Animalibus*, published at Amsterdam in 1628. In 1633 he was appointed physician extraordinary to James I, and in 1632 he became physician of Charles I. He was present at the battle of Edgehill and afterwards accompanied Charles to Oxford. Here he was elected physician of Merion College, an office which he lost on the surrender of Oxford to the Parliament.

WESTERN FRONT

On March 22nd, Patton's forces crossed the Rhine, and by evening of March 23 had established a solid bridgehead about 10 miles south of Mainz. By nine P.M. that same day, four Allied armies were reported across the Rhine. Field Marshal Montgomery's Twenty-first Army group, comprising four Allied armies, succeeded in having its British Second and Canadian units drive 8 miles north of Rhine, to the Isel River, while its U.S. Ninth Army units smashed to within 10 miles of Essen. Patton's Third Army was reported fighting in Frankfurt-on-Main on March 26. From March 27 to March 31, the Allied armies drove into Germany very quickly. The U.S. 7th took Mannheim March 29. On the 31st, the American 8th was only 20 miles from the Rhine. On April 1st, the U.S. First and Ninth linked up at Lippstadt, near the Rhine. The British entered Münster on April 2nd. April 3rd Münster fell. Kassel was captured by April 9. The British Second Army penetrated the great port of Bremen, linked some units with the U.S. Ninth for an attack on Hanover and Brunswick. The Ninth had also fought into Zulpich. The British entered the Ruhr. The Canadians had captured Dillingen and seized a bridge across the Danube. The British 2nd drove into the suburbs of Hamburg and an armoured column captured Buxtehude.

ITALY

On April 6, in a surprise along the Ligurian coastal highway, the Fifth Army advanced to outflank Monte Polgort, some 19 miles south of the naval base of Spezia. On the Adriatic end, the Eighth Army seized four islands in the Gulf of Comacchio Lagoon and cleared the last German from the sandspit between the lagoon and the sea. April 7, Monte Pragliotti was captured as the Fifth moved closer to Massa. On April 8, British Eighth Army captured American troops, spearheading the Fifth Army's drive on Spezia, captured Monte Belvedere. The Eighth continued to make small gains. On April 9, the preliminaries of the big push appeared to be under way.

THE NAMES OF PLACES THAT HAVE BEEN IN THE NEWS

- Massa, city, Tuscany, Italy. 26 m. N. W. of Pisa; center of Carrara marble industry; paper, olive oil. Pop. C. 39,000.
- Ferrara, city, archbishop, see. 11-12 m. S. of R. Po; cathedral and other fine churches; celebrated school of painting; 15th-18th cent.; birthplace of Ariosto, Tasso, and Guarini; population C. 108,000.
- Modena, city, Italy. 23 m. W.N.W. of Bologna; university; observatory; manufactures leather, silk, metal ware, vinegar. Population C. 91,000.
- Spezia, city, Liguria, N. W. Italy, on Bay of Spezia; chief Italian arsenal and naval station; docks and shipbuilding yards; electrical machinery; exports olive oil. Population C. 110,000.
- Reims, in, Marne, France. 85 m. E.N.E. of Paris. Was prosperous town when Caesar invaded Gaul. French Kings were crowned here; associated with Joan of Arc. Important woolen and wool-and-silk manufactures; also glass, lin-
- oleum, chemicals, machinery, paper manufactured; headquarters of champagne industry. Important. Pop. in Pop. 98,000.
- Mainz, in, Hesse, Germany, on R. Rhine; below influx of R. Main; busy river port; presses and machinery. Furniture, leather, chemicals, headquarters of Rhenish wine trade; printing, bookbinding; birthplace of Gutenberg, who invented movable type. Pop. 109,000.
- Essen, in, Rhineland, Prussia; centre of Ruhr coalfield; large iron and steel works (including Krupp's), agricultural machinery, important cash registers, textiles, cigars, breweries, great railway centre. Pop. 470,500.
- Emm, in, W. Prussia, Germany, on R. Lohr. 7 m. S.E. of Coblenz; thermal springs; silver and lead mining. Pop. 7,000.
- Hiv, Germany; flows N. through Westphalia and Hanover, entering North Sea by two mouths separated by a bar. Length, 200 miles.

Borkum, E. Frisian Isl.; belongs to Prussia; low and sandy; summer resort. Area, 12 sq. m. Pop. 3,000.

Münster, cap. of Westphalia, Prussia; cathedral; univ.; cotton, linen, machinery, leather, furniture, pianos; distilling, brewing; wood carving, printing. Pop. 106,000.

Gotha, in, W. Thuringia, Germany; manufactures sausages, shoes, sugar. Pop. 46,000.

Zutphen, in, Gelderland, Holland; tanneries, paper, and oil works; trade in grain, lumber; Sir Philip Sidney killed here in 1586. Pop. C. 19,000.

Erfurt, in, Saxony, Prussia, on 000.

R. Gera, 65 m. S. W. of Leipzig; famous cathedral; flower seeds, flowers, and vegetables; dress stuffs; machinery; chemicals; brewing and dyeing. Pop. 138,000.

Nordhausen, in, Saxony, Prussia, 32 m. E. of Göttingen; has R. C. Cathedral; manufactures chiefly beer and spirits. Pop. 35,000.

Bologna, (1) Prov. of Italy between R. Po, and Apennines; wheat and maize largely grown; Area 1,465 sq. miles. Population 642,700. (2) Cap. of above; two leaning towers; univ. (11th cent.); great railway centre; sausages, macaroni; sugar refineries; pop. C. 240,000.

MATCHING

- In the space before each word in the first column write the word, or group of words, in the second column that is similar in meaning.
- Retrospect. 1. Clearly seen.
 - Circumnavigation. 2. Tiring.
 - Counterbalance. 3. Looking back in thought.
 - Obvious. 4. Equal up or even up.

THE EMIGRANT TRAIN (True-False)

- If a statement is true, write T in the space before it; if it is false, write F.
- The emigration official was a timid sort of man.
 - People on the emigrant train sat in whichever coach they desired.
 - The emigrants were slow in getting on the train.
 - Coaches on the Union Pacific were very comfortable.
 - A great personage on an American train is the new-boy.
 - The passengers slept in upper and lower berths.
 - Health rules were strictly enforced on emigrant trains.
 - The conductor was a Jack-in-office.

ICHABOD (True or False)

- A search was made for Ichabod.
- No trace of him was found.
- The head of the headless horseman was a pumpkin.
- Everybody was said about his disappearance.
- Bones acted as if he knew more than a little about the Headless Horseman and Ichabod.

CHAMPLAIN

- Complete the following:
- During his youth Champlain served in the French _____.
 - During his first visit to Canada in 1603 Champlain explored the _____.
 - In 1604 he helped to found a colony in _____.
 - In 1608 he returned to the St. Lawrence River on the old site of _____ he founded the city of _____.
 - The Indians were the friends of the French while the _____ Indians were their bitter enemies.

MATCH (Exercise in History)

- Brebeuf. 1. Hero of the Long Jesuit Missionary.
- Stadacona. 7. Explored by Champlain on his first trip to Canada.
- Hochelaga. 8. Discovered the St. Lawrence River.
- Richelieu. 9. Helped Brebeuf build the Huron Mission at St. Joseph.
- Ottawa. 10. Established many industries in Canada.

THE GEOGRAPHY LESSON

Every lesson in geography has three phases as follows: (a) The approach; (b) The activity; (c) The testing.

Provision must also be made occasionally for drill and review so that the skills and appreciations already obtained may be strengthened and the foundation laid for the further interpretation and appreciation of new material. The approach of a member of a class can contribute something (a scene, a picture, a book, or a bit of native material) advantage should be taken of this by the teacher. It is through the children's suggestions that the best approach is made.

The Problem Method is effective in teaching geography. Choose only problems which are interesting and purposeful - problems which the children wish to solve. The geography lesson should be a period of investigation rather than a text-book recitation.

The Inquiry Method. This method may be used effectively in the junior grades. It is the method by which typical studies of geographical areas throughout the world are made in Grade IV. The Topical Method. This is the

NEW JAPANESE CABINET

On April 5, Premier General Kuniaki Koiso and the entire Japanese cabinet resigned. The Premier and cabinet admitted their lack of power to stop the Allied advance. Emperor Hirohito ordered Admiral Baron Kantaro Suzuki to form a new Japanese cabinet.

DEFINITIONS (Words Divisions of Biological Study)

- Biology is the study of living things.
- Anatomy, study of the details of the structure of plants and animals.
- Bacteriology, study of bacteria how they live and how they affect other things. Botany, study of plants. Cytology, study of the details of cells and protoplasm.
- Ecology, study of the relations of plants and animals to their environment. Embryology, study of the earliest stages in the development of plants and animals.
- Genetics, study of the heredity of plants and animals. Hygiene, study of ways of preserving health.

PREVENTION OF ACCIDENTS

- Every year many people are injured or killed in accidents which occur in their own houses. Many safety committees suggest rules such as these:
- Place lighs above dark stairways; (2) Anchor small rugs so that they will not slip; (3) Use a step-ladder and not a chair to climb on; (4) Put matches, poisons, and sharp utensils, as knives

A GALA DRESS (Literature)

Try to form an estimate of the character of the three principals, "Lisbeth," Emily and "Matilda." Notice how these characters are developed. We do not understand any one of the ladies properly until the second last paragraph and do not understand Matilda until the very last. Note how rapidly the plot moves when the author is not telling us anything which is essential to the story. Example: "The festivities were nearly over, the dinner had been eaten, down too. I guess we'd better walk round a little and then go home."

1. Do you regard their pride as sinful or noble, or affected, or pathetic? It is pathetic.

2. As the story opens, what opinion do you begin to form of the two sisters and their relations with each other? When does your opinion begin to change? At first we feel that the two sisters are a rather quarrelsome pair and do not get along well together. The exact spot at which one's opinion begins to change depends to some extent on the reader, but I think that everyone will have begun to change their opinion with the last paragraph on page 494: "Set right out in the face and eyes of the neighbours!"

3. What are your first feelings toward Matilda Jennings? Does she gain your good will or sympathy at the end? We at first feel rather antagonistic to Matilda and perhaps somewhat disgusted with her. At the end of the story we must feel that she was not such a bad sort after all.

4. Does the "superiority" of Lisbeth and Emily lie in birth or in character? Their superiority lies in character. This is clearly shown when they are contrasted with Matilda and especially the way they treated Matilda at the last.

This Department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be addressed to Millar MacFadyen, 1-2 Pelting St., Charlottetown.

SHOES

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Wood-Carr Nuptials

The Zion Prebyterian Church, Charlottetown, was the scene of a quiet wedding on Saturday, May 5th when Helen Beryl Carr, R.N., daughter of Mr. and Mrs. R. D. Carr, Brockley, became the bride of Mr. Frank Wood, RCNVR, Toronto. The Rev. Carlisle Webster officiated.

The bride, given in marriage by her father, entered the church to the strains of the wedding march played by the church organist, Mrs. Johnson.

The bride wore an exquisite floor length gown of white jersey and net with shoulder length veil which fell from a coronet of Orange blossoms. She carried a bouquet of American beauty roses. The bride was attended by Miss Elaine Gorrell, R.N., who wore a full length gown of pink tulle and carried a small bouquet of pink and white carnations.

John Gordon, RCNVR, supported the groom.

During the signing of the register, Miss Kay Royston sang "I'll Walk Beside You."

After the ceremony a reception was held at the Charlottetown Hotel. The bridal table was centred with a three tier wedding cake. The Rev. Mr. Webster proposed the toast to the bride and groom.

Out of town guests were Mrs. F. Wood, Toronto, mother of the bride and Mrs. Ross Carr, Saint John, N.B.

The bride's travelling costume was fawn with brown accessories. The happy couple left for Toronto on a short honeymoon, followed by the best wishes of their many friends.

Men, Women Past 40 Take Special Tonic Tested by Doctors

Feel New Normal Pep, Vitality Be Thrilled - or Don't Pay a Cent

Thousands of weak, tired, worn-out, old men and women over 40, who have lost their zest for life, who feel like a "very little country," who have no native mammals of any kind, there are plenty of them, and plenty of sunshine, but they have no snakes, scorpions, or marabos - and no millionaires.

NO MILLIONAIRES

CATHERINE England - (CP) - W. J. Jordan, N.W. Territory Commissioner, says the dominion is a "very little country." "We have no native mammals of any kind, there are plenty of them, and plenty of sunshine, but they have no snakes, scorpions, or marabos - and no millionaires."

Out Our Way

By J. R. Williams



Our Boarding House With Major Hoople



JOE PALOOKA



BRINGING UP FATHER

By George McManus



TIPPY AND "CAP" STUBBS

By Edwin



TILLIE THE TOILER

INCOGNITO IMPOSSIBLE!

By Webster

