

## BOOK REVIEWS.

(Miss Ethel Murphy, Moncton.)

## THE STORY OF THE OLD WORLD. (World Book Co.)

An attractive little book with good maps and illustrations. It deals with Greeks, Romans, Europe after the Romans, and American colonization, with an especially interesting chapter on Alfred the Great and the beginnings of Parliament. The method employed is personal—one story after another about great figures, all well told, with enough description to make the scene clear. There is none of that writing down to children, which they hate, so that the book is interesting to anyone.

## THE WORLD WAR FOR DEMOCRACY. (Dominion Book Co, Toronto).

Supplies much-needed information. There is a concise account of the history and present position of each of the invaded countries, Belgium, Serbia and France. The years of unrest just previous to 1914 are taken up—Morocco, Bosnia and the Balkan Wars. There is a good description of the German constitution and of the Empire—"a league between a lion, half a dozen foxes and a score of mice," and the Triple Alliance and Triple Entente are carefully explained. The book closes with an alphabetical list of the great battles with their dates. The illustrations are excellent. It is remarkable that so much information could be packed into one moderate-sized volume and all be so clear.

## THE CHILDREN'S STORY OF THE WAR. Vol. VIII. (Nelson).

The eighth volume of the Children's Story of the War deals with the latter part of 1917—Ypres, Hill 70, the capture of Jerusalem, the Submarines and the Tanks. The introductory chapter is particularly good, stating conditions after three years of war. "How the Canadians won Hill 70 and closed in on Lens," will be read with pride; and most interesting of all is the account of the struggle with the Submarines. The story of the "Belgian Prince" is here, with many others. Pronunciation of foreign names is given in footnotes. It is a book for every School Library.

## NESTS.

Make yourselves nests of pleasant thoughts. None of us yet know, none of us have been taught in early youth what fairy palaces we may build of beautiful thoughts, proof against all adversity; bright fancies, treasure-houses of precious and restful thoughts, which care cannot disturb, nor pain make gloomy, nor poverty take away from us; houses built without hands, for our souls to live in.

## SCHOOL AND COLLEGE

Much sympathy is felt for Miss Ella Thorne, teacher of English in the Fredericton High School, who met with a serious accident in Montreal on Easter Sunday. Miss Thorne was able to return to her home about a week ago, but will not be in condition to resume her school work for a few weeks yet.

Miss Annie L. Taylor has resigned the Principalship of the Smythe Street School, Fredericton, N. B., on account of ill health.

Rev. H. A. Goodwin, of St. John, preached the baccalaureate sermon to the University of New Brunswick graduating class in connection with the encaenia exercises, on Sunday, May 9th, in the Methodist church.

M. O. Maxiner, B. A., has resigned from the Amherst teaching staff and has been succeeded by Miss Viola McLean.

The Rurl Science Bulletin, Truro, N. S., says: The Educational Review is keeping pace with the modern trend in education. Teachers cannot fail to get help from it. The recently appointed editor, Miss McLatchy, is devoting much space to the project method in teaching, to the need of vocational training and to the general community school point of view.

Nova Scotia is planning an "Old Home Summer," for 1924. Each county will be organized and the schools will be called upon to assist in the venture. It is a movement that means much to Nova Scotia.

## TEACHERS' REASONS.

Between the dates March 8th and April 3rd the Literary Digest offered each week a prize of \$50.00 to the teacher sending in the best fifty-word reason why teachers should have better salaries. The successful competitors included representatives from various sections of the United States and Canada. One of our New Brunswick teachers, Miss Greta Bidlake of Upper Coverdale, received the Canadian prize for the week ending March 13th. Her prize-winning argument read:

"The teacher—My mission is bold. I prescribe for mind and body; battle against heredity and environment; build statesmen, patriots, thinkers, artists. In return I receive a pittance, I am forced to struggle against discouragement, live in inferior boarding-houses and exist on bare necessities."

One very brief but pertinent formulation of arguments for the increase of teachers' salaries was given in