

POOR COPY

### Campbellton Graphic

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Campbellton, N. B., Oct. 14th, 1915.

#### REPORT NOT CORRECT

Some time ago a report was in circulation here that R. D. Young and Jas. Cantwell had been discharged and were coming home. The Secretary of the Patriotic Fund received word from Ottawa to this effect, but as there seemed no reason for such an action he wired the Militia authorities asking details of the matter. This has now been received and the department admits that an error has been made and that it was another R. D. Young, altogether who had been discharged.

It is unfortunate that mistakes of this kind should occur, but when we remember the number of men involved in the war it is not to be wondered how slips of this kind should happen. From the last reports Gunner R. D. Young is still doing his bit with the battery and all his friends feel satisfied that his work will be satisfactory in that sphere.

#### THE TIMBER QUESTION

The Chatham World hits the nail squarely on the head when it says that a classification of the timber lands now that the timber limits have been fixed for a term of years, is nothing less than a waste of money. That is if the object of the classification is to find out the value of the different lands and place a price upon them. If the object is to be the scientific treatment of these lands so that their value may be conserved and steps taken to guard the forest wealth of the province from useless waste, the sooner the classification is completed the better.

The great cost of a proper classification would hardly be justified at the present time unless it were intended to consider the framework done by Chief Butler Berry as merely a temporary arrangement, that may be properly adjusted when a bona fide classification is carried out and this practically means the cancellation of the leases as they were given the lumbermen a short time ago. In view of the Government's recent action in cancelling the stumpage agreement made at the time the leases were under consideration, it would not be surprising if the Government's next step would be the cancellation of the leases, while the money paid in on their account would be held, pending a complete and proper classification of the lands. Unless some such action as this is taken, the Province will never get reasonable return for what has been given the present holders of timber licenses.

#### LET US HAVE ENGLISH

(New York Sun)  
This is the season for the opening of schools and colleges, and for that reason a humble plea for the English language may not be out of place. We make it shrinkingly, and with deferential regard to the profound teachings of Professor Brander Matthews, who proclaims the grand principle that "everything goes". According to this "enlightened" authority language is made of the people, by the people and for the people, and hence what the people say is good and should therefore be admitted to academic society.

At this time the people call a man a "guy," a woman a "skirt," and a dog a "mutt". Other samples of the speech of the people are not essential. The truth is that few can say anything in the old-fashioned direct way. All have become so accustomed to the use of slang that the common speech is no longer common; it is become a curiosity, relegated to the obscure haunts of the "highbrows" and treated with scorn by the workers of the world. While this undoubtedly gives much joy to Professor Brander Matthews, it

saddens some old fogies, who mourn the departure of earlier and more elegant ways of speaking, as they mourn the decadence of earlier and better manners. Perhaps the two were unrelated, but they were at least companions.

Is it not probable that if the young ceased to call their elders "old guy" or "geezer," to refer to other people's mothers as "skirts" or "rags" and generally began to lift their terminology toward levels of a decorumless figurative, if more possible, they might also improve their manners? At any rate is there any overwhelming reason why the youth of this time should be almost wholly unacquainted with the plain English tongue and unable to say the simplest thing except in slang? It is a matter worthy of the consideration of those teachers and professors who may perhaps not agree with the Columbia sage that "everything goes."

#### RED CROSS APPEAL FOR HELP

FOR THE WOUNDED SOLDIERS

To the Editor of The Graphic:

Sir,—I have received the following cablegram from the Marquis of Lansdowne (who from 1883 to 1888 was governor-general of Canada) in his capacity as president of the British Red Cross Society:

"I beg to inform you that the British Red Cross Society and the Order of St. John, in view of the great demands upon their resources, both in France and in the Near East, have decided to make an appeal throughout the Empire by street and other collections on October 21. The money received from this appeal will be devoted entirely to the suffering of our wounded soldiers and sailors from home and overseas at the various seats of war. From all parts of the King's dominions we have already received generous assistance in our work, but in the increase of British and overseas forces at the front, there is a corresponding increase in our expenditure, and we shall be truly grateful to you if you will help us by organizing an appeal and sending us the proceeds for the objects I have named. I shall be greatly obliged if you will kindly communicate the foregoing to your government. Their Majesties the King and Queen and Her Majesty Queen Alexandra are giving us their gracious patronage, and I trust that you also will be able to see your way to help."

(Signed) "LANDSDOWNE,"  
"President of the British Red Cross Society, 83, Pall Mall, London."

I have also a telegram from His Royal Highness the Governor General, signifying his approval and endorsement of the appeal. I would request the members of the legislative assembly of the province of New Brunswick, the mayors of the cities and towns in the province, the wardens of counties, and also the officers of all philanthropic societies, to co-operate in this work. The services of the ladies should especially be secured, and also the denominations to interest themselves in the success of this appeal and to give it publicity in their churches at the services on the 17th of October, inst. It will be noted by the above cablegram that the appeal of the British Red Cross Society is for "street and other collections" and the day fixed is "October 21". While it will be desirable to carry out these suggestions as far as possible, and secure uniformity throughout the Empire, it will be quite proper for any one who wishes to aid the cause, to do so in any way that is most convenient. Cities, towns, and smaller communities can each make arrangements regarding the collection as they consider will best secure the object aimed at in their locality.

It has been decided that the money collected in this province will be remitted by the Lieutenant-Governor direct to the British Red Cross Society. Any information needed will be gladly given by Mayor Frink of St. John, who is president of the Provincial Red Cross Society, or the treasurer, Lady Tilley, or can be obtained by communicating with my office at Fredericton, JOSHUA WOOD,  
Sackville, (N. B.), Oct. 9.

After clinging to a stump in the rapids of the Susquehanna for more than four days, Charles P. Andst, of Bainbridge, Pa., was rescued by Harry H. Kraut, in a motorboat. Andst endeavored to cross the river in a row boat, but upset. He was holding the stump with a death grip when Kraut discovered him.

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#### THE STUDY OF CIVICS

(An address by Principal Henry Harvey Stuart of Douglastown, N. B., Superior School delivered at the Teachers' Institute at Bathurst, September 25, 1915.)

There is no more important subject than Civics on the public school curriculum. Its recent inclusion is a most favorable sign of the times, and the teacher who truly loves his country will do his best to present the subject intelligently to his pupils.

The prescribed text (R. S. Jenkin's Canadian Civics) is an admirable one covering nearly all the points of importance and giving suggestions whereby the wide awake teacher is enabled to supplement the text. The aim of true Education being the development of good citizens, it follows that the study of Civics is absolutely necessary to that end, and that we have a book to guide us in teaching the subject.

The text is very thorough. It first

#### GENERAL INTELLIGENCE

The peak of Tenerife casts a shadow on the ocean fifty miles deep.

Copper is produced in 19 States and Alaska; the ore in all except five States contains gold.

Shaving was introduced by the Romans, and the first shave was a ceremony of initiation to manhood.

One child in every four dies before it is six years of age, half dies before 16 is reached, and only one in 100 lives to be 65 years old.

Electrically speaking the average man uses up each day about 2.2 kilowatt hours of energy in motion, muscular action, mental exertion and heat radiation.

One grain of radium will so fertilize seven hundred tons of soil that grain will grow with great rapidity. Radium and radon, raised in this soil grow to six times their usual weight.

The Y. M. C. A. spent thirteen millions of dollars in their work in the United States last year. There are 620,000 members.

The U. S. Department of Agriculture scientists have decided that the moon has no effect on growing vegetation.

Nearly 11,000 women have entered police service in Italy. They have been put through special training and are in uniform.

Glass windows were first used in private houses in England in 1180.

An ant can carry a grain of corn ten times its weight on its own body, while a man or a horse can carry a burden of only their own weight.

Great Britain takes from the North Sea enough fish to supply twelve pounds each year to each inhabitant.

A Canadian military officer who also keeps a clothing store declares that the war has caused an increased chest expansion among his patrons. He explains it on the ground that men are mentally and physically preparing for service.

The Allan Line Steamship Company, Limited, have taken out a writ for \$20,000 damages against the S. S. Kansas in the Admiralty court, Montreal, claiming that the above mentioned ship was due to them, owing to the S. S. Kansas colliding with the R. M. S. Pretorian on the morning of September 15, between Cape Dogs and the mouth of the River Saguenay.

The inscription on the tomb of Pope Pius X. is as follows: "Pope Pius X.—poor and rich—meek and humble of heart—fearless defender of the Catholic cause—true to his program to renew all things in Christ—died piously on August 20, in the year of our Lord, 1914."

Thomas Line, the college butler and verger at Eton, is retiring owing to the infirmity of old age. He has been in service at Eton for 62 years and has held his present position for the past 32 years.

When King Edward and Queen Alexandra last visited Eton, his Majesty spoke to Line under the Clock Tower, and inquired how long he had been at Eton, remarking, when Line told him, that it must be a record. Line naturally has recollections of many famous men. He is in his 79th year, and his wife is still living.

dividing it into Civics, great and small and noticing their different kinds of government. Then our Empire is similarly treated. The constitution and government of the Dominion of Canada is considered pretty exhaustively and in a manner to rivet the child's attention. The existence of political parties is explained, and the intricacies of political platforms, conventions and other meetings, the manner of selecting and nominating candidates, the way of voting, etc., are laid bare, and the duties and powers of each department of government are described.

The Chapter on Taxation and the National Debt is a good one. Its discussion of the tariff, protection, and Free Trade is unbiased, and the way in which our government raises its revenue is made plain.

Following that of the Dominion comes an explanation of the Provincial system, then of the municipal. Then the procedure of Law Courts are described, then the Educational system, and the book closes with a few well chosen words on the duties of the citizen.

No adult should fail to read the text book, and no parent should allow his children to be deprived of its lessons in life.

The question arises as to when and how to teach it. No particular time being assigned, Civics is presumably authorized for all grades. The inclusion of Civics questions in the High School and Normal School Entrance Examinations this year indicate that pupils who do not study it in Grade VII, or Grade VIII, at the latest, will suffer by not doing so.

Civics can be taught in all grades, even the first. In this case we should not follow the order of the text, which begins at the outside and works towards the centre, the proper course when beginning with one of the higher grades, but should begin with what comes under the pupils own observation, working from that outwards to matters more general and abstract.

Children of Grade I have seen a policeman and have some idea of what he is for. Starting with what the child already knows the Teacher can easily lead him to understand who appoints and pays the policeman and assigns his duties. The little fellow's knowledge of roads, and bridges, street lighting, the Town Water system, the fire department, and other starting points for lessons in Civics. The very fact that the child is in school leads him to question why, and from that question he can be led to understand some of the duties of our school system. So in all grades.

Geography lessons incidentally overlap with the domain of Civics, as the geography of no country or district is complete without references to its stage of civilization, government and power and its peculiar institutions. Long before the Civics text is in the pupil's hand, he should have learned much about the District School system; how County and Town Councils are elected and how Municipal taxes are levied and spent; how a citizen votes at School meetings and in County, Town, Provincial and Dominion elections.

When should the pupil have the text? Not later than Grade VII. For if he doesn't complete the text in Grade VII, the chance is that, due to the fact that the great majority never pass that grade, he'll never complete it, and that he'll be thrown on the Country an ill-fortuned citizen of more means than value to the body politic. Most citizens object to paying taxes, not, let us hope, because of inherent unwillingness to bear their fair share of the public expenses, but because they do not understand how the taxes are apportioned and why so much is needed, or because they mistrust that they are not fairly apportioned or impartially collected.

Failure to understand the real difference between direct and indirect taxation is responsible for much of our political trouble.

The widespread ignorance of the rules of debate, or of parliamentary procedure, which rules are taught in our Civics text, prevents intelligent expression of opinion at many public meetings.

The average citizen, knowing little or nothing about Taxation, the principles of our political parties and the complexity of government, is easily deceived regarding the conduct of public affairs. Teach the child Civics and you take a long step in the direction of overcoming this helplessness of many voters.


Our democracy, in so far as our government is a democracy, is on trial. If it is to last, we must have an educated people. In Ancient Athens, the system of education was so perfect that the time came when it was a matter of indifference whether the officials were elected or chosen by lot; as most every citizen was qualified.

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Yet Athens fell gloriously, Why? Well, her citizens were all well-trained, but who were her citizens? No woman was a full citizen, and girls were not given the opportunity of obtaining the same education as a boy. Women being kept in inferiority and ignorance, the mental and moral and even the physical stamina of the man finally deteriorated. And a very large proportion of the men, being slaves, got no education at all, except manual work and were accorded neither political nor civil rights. With these two handicaps Athenian civilization, the most glorious of the ancient worlds, broke down and passed off the stage. Had Athens, in time, given equality of opportunity to ALL her people, her history might have been very different from what it is.

That nation will finally triumph which spends most money on, and takes most interest in, Education; if that Education be not only material but moral and spiritual as well. Democracies must learn to bear and forbear, to labor and to wait, hence their citizens must be wise.

Great national resources, a numerous population and unlimited wealth will not avail to save from destruction the nation that has not developed good citizenship. Ignorance is as dangerous to us as it ever was to the dead civilizations of former days.

Medical supervision of schools is authorized in every New Brunswick district and in operation in none.

Compulsory attendance at school may be enforced by all districts, but it is not, Why? Some people, ignorant of the principles of Civics, are indifferent to their children's Education, and make no struggle against the conditions that allow or compel them to leave school too early. Others, who know the fatal effects of ignorance, and have the power to remedy the conditions that breed it, encourage the disregard of the law and frown upon any honest attempt to enforce it, because its non-enforcement enables them to obtain child labor cheap and thereby made great gain for themselves.

As the ancient democracies went down, largely because they denied equality of opportunity to a portion of their people, so must our institutions crumble and our power pass into other hands unless we see that all the boys and girls of our land have an equal opportunity in life—that no necessities of their parents that can be relieved by the State are allowed to stand between them and a good education—that they obtain the Education that will enable them not only to think clearly but to actually do things—that none be allowed to enter upon the duties of life unskilled.

But the question arises: If all are

trained in citizenship and become skilled workmen, who will do the hardest and dirtiest work hitherto done by the ignorant and unskilled? This question is easily answered. The hardest and dirtiest work; the door of which is now the poorest paid and least respected, could be disposed of in any one of three ways. Let each citizen do his own share, or let it be done by turn, or let the hardest and dirtiest work be accompanied by the highest pay and, if necessary, the highest honor. Let each child be taught that manual work is an honorable as any other and that the best citizen is he or she that is of most use in the community.

While the whole school curriculum is of value, and few, if any, subject could be profitably dropped, Civics is an essential study that cannot be neglected without seriously endangering the stability of the nation and inviting disaster.

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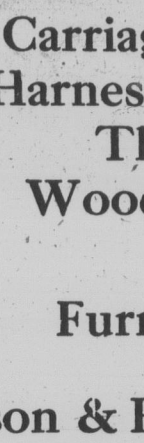
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