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J. H. BROWN, Man. Ed.

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WESTERN PATRIOTISM

According to Western Canada newspapers, the movement inaugurated by the Western Grain Growers Association under which grain growers should devote the proceeds of an acre of land to patriotic purposes, has secured a great response. Not the least astonishing feature of the movement is the fact that farmers of German, Austrian and Roumanian nationalities contributed just as freely and willingly as did those of British, Russian and American origin. Early estimates as to the number of acres of crops that would be donated were about 1000 but these estimates have been greatly exceeded, farmers having already agreed to devote the proceeds of 1,635 acres. The popularity of the movement is shown by the fact that several farmers have agreed to give the proceeds of more than one acre; and every confidence is felt by those in charge that before the season closes, the total number of acres donated, will reach a very large figure.

MUNICIPAL IMPROVEMENTS

Almost without exception the municipalities of Canada are passing through a period of financial strain, when local improvement work has been curtailed and the strictest economy must be exercised.

Following that of the Dominion comes an explanation of the Provincial system, then of the municipal. Then the procedure of Law Courts is described, and 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 school. 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, indicates 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 up in the pupil's 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's 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

Canada has reached the stage when municipalities should have available a Bureau of Municipal Research, as part of a Department of Local Government in each Province. The need of such a source of information is urgent. Municipal government and municipal engineering are being conducted in too haphazard a manner for the general and permanent public good. This Bureau should deal with such questions as the testing of materials and the adoption of standards. These standards would be based upon the practical requirements. For instance, while a business thoroughfare with heavy traffic requires a certain surface material and depth of foundation, a residential street with a minimum of traffic does not demand the same wear-resisting surface nor sustaining foundation. In like manner, also, sidewalk standards should be adopted suitable to traffic requirements.

The question is a large one. Millions of dollars of the people's money are being spent annually and the credit of municipalities is being pledged to carry out work of a supposedly permanent character. In the hope that it will prove satisfactory, in the absence of any definite information to the contrary, advice or prejudice in favour of certain materials cannot be offset. No doubt if more accurate data were available, the money now spent on many of these improvements could be made go much farther by more judicious selection of methods and materials.—Conservation.

Interesting Papers Read at
Teachers' Institute, Bathurst

Address by H. H. Stuart on "The Study of Civics."—W. C. Haines, on "The Teaching of History."

THE STUDY OF CIVICS

[An address by Principal Henry Harvey Stuart, of Douglastown, N. B. Superior School to the United Teachers' Institutes in Bathurst, Sept. 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 intelligibly 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 rest.

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 at last we have a book to guide us in teaching the subject.

The text is very thorough. It first considers the world as a whole, then dividing it into Powers, 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.

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FIRE ALARM SYSTEM

We believe the time has now come when this town should have an adequate system of fire alarm. The fire department is made up of as good a class of men, capable for such hazardous work as could be found in any town, and the apparatus is as good as will be found in any other town the size of Newcastle.

There is only the one thing lacking, and that is a proper and up-to-date system of fire alarm. When an alarm is sounded by the old bell system, much valuable time is lost by the firemen in not knowing exactly what direction they are to go by the time they reach the fire station. The time lost here, as everybody knows, is the very most important of all, for the result of a fire, good or bad, is determined nine times out of ten by the quickness of the response by the firemen.

It is not necessary to go into a big preamble about this great need, for everybody will admit its need, and it remains for the Town Council to take the matter up, in the interests of the firemen, as well as of the ratepayers of the town, and take it up with the ultimate intention of bringing it to a focus. If the town is to grow, matters of such importance as this must grow with it.

and bridges, street lighting, the town water system etc., can all be made starting points for lessons in Civics. The very fact that the child in school leads him to question why, and from that question he can be led to understand something of our school system. So in all grades, Geography lessons incidentally overlap into 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 the 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 public have the text? Not later than Grade VII. For if he doesn't complete the text in Grade VII he chances 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-informed citizen of more menace 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 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 a responsible for much of our political trouble.

The wide-spread 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.

Yet Athens is made interesting, with the subject matter of "fact lore." We get down to "fact lore." We all know that it is nearly impossible to teach history to younger children without story telling to make the subject interesting, but I have known teachers to place so much emphasis on the stories that, as the pupils advance the FACTS pass from memory, altogether, leaving only unconnected stories.

The introduction of Civics in schools is a great help in arousing interest in the study of history. A state, a nation, a monarch, a parliament, legislation, carrying out of laws, levying of taxes, etc. are no longer abstract things to the pupil but he finds that such things apply to his own country, as well as countries studied in history. A knowledge of such things should always be the beginning of history; but a great many of us consider subjects as being important only when text books are published and become part of our courses of instruction by order of the Board of Education.

It is important, also, to note the bearing and forbear, to labor and to turn up points of history, as for example, in our history of England, we find the coming of the English, the Norman Conquest, the reigns of Elizabeth, William III and George III as times around which great events have centered which tended to the building up of the present great British nation.

Mr. Fearon says: "Dates are to history what the multiplication tables are to arithmetic." This, undoubtedly, is going too far. We find that one fact of the multiplication tables is just as important as any other. For example, it is just as necessary for one to know that 5x4 equals 20 as that 7x6 equals 42. Not so with dates in history. No one would consider the year 1870 as important as the year 1867 as far as our history of Canada is concerned. Nevertheless, I find that dates are of benefit in keeping events fixed in the mind. The problem is to know what dates should be learned and those that are of little importance. Dates should always be learned with the events. The two then bear a relationship in the mind, each helping the other. A date without a knowledge of the event is of little value. We study a date, realize its importance and then remember the date. It is a bad custom, that of giving long lists of dates to pupils to memorize. If lists of dates are made, it is a great

help to the pupil to have the important dates in heavy type. The fact that it shows up in the list at once impresses it on the mind of the pupil.

Geography should always go hand in hand with history. It is absurd to expect young students in history to remember voyages, routes of march, etc., without a map to trace them on. Children start history before they have a clear idea of geography outside their own province. Not only does the pupil learn the route much more quickly by using a map, but when learned by this method he has a much clearer conception than if he had memorized it from a history. If it were a case of discarding one text book, the history or the geography, by all means let it be the history. As the pupil advances and makes himself more familiar with geography he can often follow a route mentally, but we should always know that he is capable of doing so before doing away with the maps.

Another interesting method to be employed is connecting certain periods of history with the lives of noted men. How many children have an excellent idea of English at the time Robin Hood lived, from reading stories of that famous hero? So by laying the history aside at times and giving interesting talks on the lives of various men, history is no longer a burden to the pupil, but an interesting story. Also we may get excellent results by encouraging the reading of historical books. How easily a boy remembers the life of Charles Edward after reading "Bonnie Prince Charlie!" It is no trouble to find scores of books on the lives of men whom we wish our pupils to take special note of. We shall be surprised ourselves to find how the facts relating to the history of an age, will cluster around the life of a great man. By the reading of books on such characters we note, too, the intellectual movement of the age which produced them and the influence they had on the thought and policy of the age which followed. Certainly one cannot be expected to devour a whole library, but if the teacher makes or makes notes of passages as he happens on them in his various readings, he will, in a short time, gather a great deal of material.

Nor should we overlook the necessity for so teaching as to inspire our pupils with a true love and admiration for the country in which we live and for the institutions by which we are governed. True patriotism we should try to instill in our pupils and show them that ours is truly "the land that freemen till," "The land where, girl with friends or foes," "A man may speak the thing he will."

Whole Outlook
For Allies Best
(Continued from page 1.)
"Today there has been no change in the situation on our front."
"During the last seven days our aircraft have been very active. Seventeen air combats are reported, in only one of which a British machine was shot down. A German machine was brought down inside our lines. Yesterday attacks were made on the railway in the hostile area. The main lines are known to have been damaged in fifteen different places. Five, and probably six trains were partially wrecked and the locomotive sheds at Valenciennes were set on fire. Considerable interference thus has been caused to the German railroad organization."

Weaver's Siding School Standing
Grade III—Miss Urquhart
Grade II—Hugh Co'ford
Grade I (a)—Ester Colford, Mary J. Colford, Gordon Colford, Lawrence Colford (b)—Johnny Nolans, Kathleen Colford, Russel Urquhart, Mary Hogan, Helen Colford, He'na Simons, Evangeline Veno.



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The Union Advocate has always been noted as a medium that reaches the right people, and during the past few months hundreds of new names have been added to its subscription lists. This means that the advertising message it carries home will come to the notice of more people who are in a position to buy than ever before—satisfying itself and satisfying the advertiser.
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COLUMN ON PAGE 3

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