

PAGES

MISSING

EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

Published Monthly
(EXCEPT JULY)

FREDERICTON, N. B., OCTOBER, 1918

\$1.00 Per Year
(PREPAID)

MRS. G. U. HAY, Proprietor

R. B. WALLACE, Editor and Manager

EDUCATIONAL REVIEW

Editorial Office - - - Fredericton, N. B.

Published by The McMurray Book and Stationery Co., Ltd.

CONTENTS

	Page
Teachers' Salaries	53
Victory Loan	54
Spanish Influenza	54
Channel Tunnel Now a Certainty	54
The Need for Part-Time Education	55
Terms of Peace	56
Notation and Numeration	57
Patriotism of French Women	58
Don't Forget the Grandfathers	59
Selfish Friends	59
Mother Ryder's Goose	60
Readings from Great Authors and Orators	60
Sea Sand	61
The Educational Review	61
Dominion Educational Meeting at Ottawa	61
Canada Food Board	61
History	63
War News	64
The Horse Is a Very Useful Animal	65
In Flanders Fields	66
Books Received	66
Rambling Talks	67
Current Items	68
School and College	68

TO EDUCATIONAL REVIEW SUBSCRIBERS

The Educational Review is published eleven months in the year—on or before the first of each month, except July.

Change of Address—If you change your postoffice notify us at once to change your address, always giving both the old and new address. Your name cannot be found on our subscription books unless you give the name of the postoffice to which journal has been mailed.

Remember that postmasters cannot forward periodicals from one postoffice to another as letters are forwarded.

Date on Mailing Wrapper—The date under the address on the mailing wrapper shows when each subscription expires. Watch this date from month to month and renew promptly.

Renewals—All subscriptions should be renewed promptly. In renewing be sure to give postoffice to which journal has been sent as well as present address, if there is a change.

This paper is sent to subscribers unless a definite order for discontinuance is given.

Legal Notice—Any person who takes a paper or magazine regularly from the Post Office, whether directed

to his address or another, or whether he has subscribed or not, is responsible for the pay.

Subscription Price—One dollar a year, paid in advance, single numbers ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

How to Remit—To secure safety, remittances should be by postoffice money order, postal note, express money order, bank draft, or registered letter. Do not send silver unless securely wrapped. Money in letters not registered is at the risk of the sender. Do not send stamps if it can be avoided.

Advertising Rates—Rates of advertising with statement of circulation will be made known upon request. Our advertising space is limited to the very best in quality. No objectionable advertisements will be accepted. Please mention this journal when answering advertisements.

Address all communications and make all orders payable to

THE EDUCATIONAL REVIEW,

Fredericton, N. B.

TEACHERS' SALARIES

Dr. Carter, Chief Superintendent of Education, in a recent interview given to the press intimated that he was making a study of a plan later to be submitted to the Board of Education as to the best means to stimulate teachers' salaries.

He pointed out the probability that no scheme would meet with general acceptance, and suggested some of the difficulties in the way.

The first of these is the inequalities in assessment and valuation of country districts. In the same parish there are districts paying for schools as high as three dollars and others as low as fifteen cents on the hundred dollars valuation. Surely this is an inequality that should be remedied. It stands in the way of such a scheme as the Nova Scotia plan.

Dr. Carter suggests that there should be at least parish school units instead of the present small districts. He goes further and states that one means by which existing inequalities in district valuations may be helped is by increasing the county fund rate from thirty cents per head of population on the property of a county that it be increased to sixty cents per head. In this way the rich districts would help the poorer ones. He points out at the same time that this increase is needed because of the additional cost of the education of the blind and deaf which is provided from this fund.

Another pressing need for the Province of New Brunswick is a new assessment law by which competent men may be secured as assessors, who will not be influenced by parish politics. They should be entirely in-

dependent men who would not always regard it as their first duty to lower valuations which at present are based on no uniform system and are in a deplorable condition in this province.

It has gone so far that the borrowing power of municipalities has been affected.

VICTORY LOAN

Committees have been appointed and before this issue comes to its readers the work of raising money will have begun.

Teachers and pupils may have a great part in this work by constantly bringing its importance to the notice of everyone and bringing about a right understanding of its objects and the needs of our country.

Our men at the front have accomplished prodigies, and those of us who have not been able to participate directly in the great struggle for our liberties and very existence, have done our utmost to give them that material support so indispensable to a successful outcome.

Let not the good work hesitate. The need is great, we have the ability, the security is all Canada. Our country and men at the front demand it.

Everyone has an influence. Let us exercise it.

SPANISH INFLUENZA

An epidemic of Spanish Influenza is spreading in American and Canadian cities and towns. There were so many cases in Boston in the last week that the drug stores were unable to fill the doctors' prescriptions for 24 hours after they were presented, and so many deaths were caused by it that the undertakers were unable to bury the dead as fast as they were required.

It is reported that there are 600 cases of the disease in Hamilton, Ont., and the schools, theatres and churches of Sydney are ordered closed on account of the presence of the disease in that city.

Many physicians think the disease is nothing more than la grippe, assuming its old time severity. It is their opinion that it is the development of pneumonia which causes so many deaths.

The New York City health department in a bulletin, announces that the so-called Spanish influenza is in reality an epidemic of pneumonia. So far no exact information has been given as to the precise microbe cause, nor its relation to influenza.

The bulletin gives these instructions as to how to avoid contracting the influenza:

Don't crowd, don't worry, don't jam the entrances to railways, theatres and places of assembly; don't put unclean things into your mouth; don't eat or drink in dirty places.

Don't expose yourself to cold or wet; don't over-exert, and avoid all excesses.

Don't go out if feeling ill. Take care—keep fit.

Don't forget to use your handkerchief, covering your mouth when coughing or sneezing.

Don't eat without first washing your hands.

CHANNEL TUNNEL NOW A CERTAINTY

One great engineering work which is almost certain to result from the war is the Channel Tunnel between England and France, which has long been mooted, but which has hitherto remained in the visionary stage. In fact a few years ago there were alarmists who feared that the integrity of the "right little, tight little island" would be imperilled if such an international enterprise were permitted. Such alarmists were oblivious of the fact that use of such a tunnel for purposes of war could be stopped almost with as much economy of effort as the victory of Horatius over the hordes of Lars Porsena of Clusium on the banks of the Tiber.

Many times since the present war began the Governments of Britain and France must have privately lamented that the projected work had not long ago been implemented. The British navy has maintained the "channel ferry" for the armies in France with astounding success ever since the first expeditionary force left England's shores in 1914; but with a tunnel the naval responsibility could have been greatly reduced, and Britain's ability to combat the submarine menace immeasurably increased.

That such a tunnel is quite feasible and offers no unsurmountable engineering difficulties is vouched for by Sir Francis Fox, who was one of the builders of Simplon tunnel. In a recent speech he said that the maximum depth of water between England and France at the projected site did not exceed 180 feet, and that borings covering the entire distance showed that the geological formation was easily workable and similar on both coasts. Problems of ventilation and motive power for trains have all been carefully worked out. All that is necessary is for the Governments of Britain and France to give the authorization and provide for the financing of the project, and a few years will see the tunnel in actual operation.

The economic value of the tunnel is unquestionable, especially as friendly relations between Britain and France are likely to continue for many years to come, and it will be long before relations with Germany will be other than cool. The Allies, it is said, have already formed plans which will divert traffic by the Orient railway line through Germany and Austria to the railroad of France and Italy. With the tunnel completed and in operation, the traveller to the East may get into his train in London and travel by rail clear through to Brindisi, Italy, before stepping on shipboard. The inconvenience of crossing the channel in rough weather will be obviated.

Viewing the matter through Canadian eyes the journey from London to Paris will be as simple a matter as a run from Toronto to Montreal; and a visit to Rome as easy and continuous as the run from Toronto to Winnipeg.

The project has also its sentimental aspects. Sir Arthur Fell, who, speaking in the House of Commons, said that the construction of the tunnel would constitute a convincing symbol of lasting mutual confidence and unity, and a fitting memorial to the Allied struggle for the liberty of the world. With this utterance everyone will heartily agree.—*"Saturday Night."*

The column "Rambling Talks" in the September and October issues of the Review, should be of interest to teachers and a help to them in solving many problems of school life. If any teachers have matters in connection with their work about which they desire information, they should send their enquiries to the Review, and they will be forwarded to the editor of Rambling Talks, who will give them prompt attention.

THE NEED FOR PART-TIME EDUCATION.

Part-time education, as defined by the Federal Board for Vocational Education, is "the giving of instruction during their hours of usual employment to persons who are relieved of such employment during the hours of attendance upon the part-time school." This instruction must be upon such subjects as are designed to increase the civic and vocational intelligence of the pupil.

Under the provisions of the Smith-Hughes Act as administered by the Federal Board a part-time school is one maintained under public supervision or control, for the purpose of giving instructions to persons over fourteen years of age who have entered upon a trade or industrial pursuit, and who are released during working hours to pursue instruction which shall fit them for more active and useful employment in the same or an allied trade or industry in which they are employed. The controlling purpose is to fit the students for better employment in a given trade or industrial pursuit in which they are already engaged, but are upon the lower levels, and with small prospect of advancement without special training.

It is only this kind of a school that one-third of the Federal fund for trade, home economics, and industrial education can be expended at all.

The controlling purpose of all part-time schools draws its administration from the law specifying "increased civic and vocational intelligence," and as one aim may be counted the increase of intelligence in a new vocation.

Primarily, the work is to make each pupil a better

mechanic and obtain entrance into a better occupation than the one in which he is employed.

The Federal Board has taken a broad point of view concerning the meaning which could legitimately be given to the phrase "civic and vocational intelligence." Under this interpretation it will be possible for the States to greatly extend the number, variety and enrollment of part-time classes.

The Federal Board for Vocational Education stands ready to give the greatest latitude to the interpretation of this term, and will consider for approval any plan which will bring back to the school groups of workers between the ages of 14 and 18, or which will take the school to the place where such workers are employed.

Instruction must be designed to meet the needs of persons over 14 years of age who have entered upon employment. This is the one absolute restriction common to the courses of study of all part-time instruction.

Actual trade or industrial productive work must come first, and because of the limited course of study must contain only the points of greatest importance and value to the learner. The long, exhaustive, and detailed courses of the day schools can not be transplanted to the part-time schools. The high lights, not as to difficulty but as to importance for immediate entry into the trade taught, must form the nucleus of every course. As the pupils are unfamiliar with the simple and fundamental manipulative process of the employment to be learned, the related subjects must come later and occupy a place of secondary importance.

It is possible to reach large numbers of boys and girls who, having left the elementary or high school, find themselves in most cases without correct guidance either as to how they shall get promotion or as to how they shall make use of their time in the most advantageous manner, or how they may choose a more advantageous occupation. It is for these young persons that the law provides subjects which will "enlarge their civic or vocational intelligence."

As a rule, these pupils are not naturally interested in learning from books. While many leave school for economic reasons, the majority leave school because formal school work does not appeal to them. They must be approached through actual trade processes and activities and through their interest in advancement.

They are ambitious. The fact that they are dissatisfied with their present employment and seeking entrance to a better affords a fine method of approach to their interest in instruction, and evidences the fact that they are good raw material.

If the local community providing part-time education is to meet a real need, it must carry the part-time education to the places where it can be given most ad-

vantageously to the persons who have entered upon employment.

In the formation of the programme, classes are organized for persons over 14 years of age who have entered upon employment which may be called "trade or industrial pursuit," to fit such persons for a particular trade or employment. This recognizes the necessity for giving particular industrial education to immature workers who have left school at an early age, and who have entered in many instances upon unskilled and low-grade employments in which there are few opportunities for advancement. Evidently these pupils cannot be cared for in trade extension classes and should not be left to wander around from job to job, finally arriving nowhere in particular.

Very many of these boys and girls who leave school at an early age enter upon work which offers little prospect for advancement and requires no special school training for the job according to present standards.

It is possible under the Smith-Hughes Act to organize a part-time school or class which will fit them for useful employment in a really desirable trade or industrial pursuit. The controlling purpose differs but little from the controlling purpose of the day trade or industrial school or class, but the work must be given under different conditions, since it is fair to assume that most of the energy and time possessed by any person who has entered upon employment must be given to that employment, while the all-day school assumes that the entire day can be given to preparation for a trade or industrial pursuit.

The occupations taught must be simple enough to be learned in say 30 to 60 weeks of part-time instruction, or the work must be capable of division into distinct units, each a part of the whole trade in any one of which sufficient skill will ensure steady employment. Thus, a lathe hand, turret-machine operator, ignition and battery repair man, etc., are divisions of the machinists and automobile mechanics trades in which men are employed before they are considered all-round high grade mechanics.

That there is great need for part-time education is too patent for controversy. The drift has been away from the ordinary schools and into the industries long before the war opened up attractive opportunities for work. Lack of interest in ordinary school work; desire to be getting at some occupation where tangible returns may be had, and the spur of family necessity are all crowding the industrial ranks with young people whose equipment is meager. The field is a large one, and the need for part-time instruction is great.—*From an address by C. A. Prosser, director.—(U. S.)*

WATCH THE LABEL ON YOUR MAGAZINE.

TERMS OF PEACE

Seeing the Kaiser and various other bixwigs among the Germans and Austrians are talking about peace, and the failure of the Entente Allies to meet them half way, it is worth while to recall what Mr. Lloyd George specified in January last as terms of peace, and reiterated to the British Trades Union Congress last month as "a just and reasonable settlement." These terms may not be pleasing to the Kaiser and his friends, but let us note that Mr. Lloyd George had at least this credit as compared with them, namely, that he stated what he wants, and that they had not done so. Until Herr Von Payer, the German Vice-Chancellor, made a speech yesterday, the world had heard practically nothing definite from the German end regarding peace terms. The German talk of peace consisted mainly of vague bombast about preserving the life of the Fatherland. Herr Von Payer is really the first German of high official standing to tell us what Germany will do for peace. And what he proposes is that Germany shall perhaps get out of Belgium but pay nothing, shall keep everything else she has gained, and shall also get back her colonies. Well this is more definite from the Huns than anything that has gone before. Does it suit you? Let us contrast it with Mr. Lloyd George's proposition, which was and is the following:

- (1) Complete restoration of Belgium by the Germans and reparation for devastation.
- (2) Restoration of Serbia, Montenegro, and the occupied districts of France, Italy and Roumania. Complete withdrawal of the alien armies and reparation for injustice done a fundamental condition of permanent peace.
- (3) "Reconsideration" of the annexation of Alsace-Lorraine in 1871. In this demand we are with the French democracy to the death.
- (4) An independent Poland, comprising all those genuinely Polish elements who desire to form part of it.
- (5) Genuine self-government on true democratic principles to those Austro-Hungarian nationalities who have long desired it.
- (6) Satisfaction of the legitimate claims of the Italians for union with those of their own race and tongue.
- (7) Justice to men of Rumanian blood and speech in their legitimate aspirations.
- (8) Dardanelles and Bosphorus to be neutralized.
- (9) Arabia, Armenia, Mesopotamia, Syria, and Palestine to be recognized as possessing "separate national conditions."
- (10) German colonies to be held at the disposal of conference and their fate decided with primary regard to the interests of the natives.

(11) Reparation for violations of international law.

(12) The establishment of some international organization to supersede war for the settlement of disputes.—*Charlottetown Guardian*.

NOTATION AND NUMERATION

Amos O'Blenes, M.A., Inspector.

To teach the notation and numeration of numbers above ten a few hundred tooth-picks can be conveniently used.

Get the children to tie them up in bundles with ten in each bundle.

Speak of these bundles as tens.

Ask the children to bring you one ten, three tens, six tens and so on until they clearly understand what you mean by the term tens.

Other objects tied in bundles of ten such as pens, pencils, etc., should also be used to show that the term is of general application. Call the single objects ones or units. Ask a child to bring one ten in the left hand and four ones in the right hand. Have the one ten and the four ones placed on the table in the same order, the one ten on the left, the four ones on the right. Have the figures 1 and 4 placed on the board in the same order, thus—14. Have the children speak of the number as one ten and four ones.

Proceed in the same way with the numbers from 11 to 19 inclusive.

Next place one of those numbers on the board, say 16, and ask the pupil to bring the number which the figures represent in tens and ones. Proceed in the same way with the others. Lead them to see that the ones are always on the right and that the tens are to the left of the ones.

Ask a pupil to bring one ten and no ones. Lead him to see that he cannot place the ten to the left of the ones on the board since he has no ones.

Teach him that we use a figure called nought (0) which means nothing and which may be placed where the ones should be. The one ten would be represented thus—10. To teach the names of those numbers, have them brought in tens and ones and placed on the board in a column thus:

14
16
19
17

Point to the 4 and then the 1 in 14, and pronounce four ten then fourteen. By pointing in the same way to the other numbers the child will name them without assistance.

He may call 15 fiveten and 13 threeten, but you can soon show him that the pronunciation is modified to

fifteen and thirteen, as is also 11 to eleven and 12 to twelve.

Next have the pupils bring the objects and place the numbers on the board from 10 to 19 in consecutive order and read them until they can count to 19.

To teach numbers from 19 to 100 proceed as follows:

Let the pupil bring 4 tens and 3 ones and place the figures on the board in the proper order thus—43.

Place the letter t between the 4 and the 3 thus 4 t 3. Point to them and have the children pronounce from left to right, thus four t three. By pronouncing rapidly they get the name forty-three.

Deal in the same way with the numbers between forty and forty-nine, sixty and sixty-nine, seventy and seventy-nine, eighty and eighty-nine, ninety and ninety-nine.

As with fifteen, thirteen, etc., the numbers between twenty and thirty-nine and between fifty and fifty-nine have the pronunciation modified.

Ask for six tens and no ones. Place on the board thus 60. Place a, t between the six and the nought, thus 6 t 0.

The pupils may read it sixty nought. Tell them that since nought means nothing the nought is not pronounced. Thus the number is called sixty.

Proceed in the same way with 70, 80, etc. Drill on the numbers between 20 and 99 by having them placed promiscuously on the board and read and in each case having the tens and ones which the number on the board represents brought by the pupils and placed in proper order on the table i.e., with the tens on the left and the ones on the right.

Then reverse the order, by having the objects placed on the table in tens and ones and then have the numbers which represent them placed on the board in figures and read.

Next give out numbers without using the objects, have them placed on the board and read by the pupils.

To teach counting from 20 to 100 in consecutive order place in a column:

20
30
40
50
60
70
80
90

and have them repeat, twenty, thirty, forty, etc., until they remember the order for counting. Then have them count any objects referring to the column on the board when necessary. To teach notation and numeration above 100, have the pupils tie ten of the tens in a bundle.

Tie up several of those bundles. Call those bundles hundreds. By suitable questions the pupils can be led to see that since the ones must always be on the right and the tens next to the ones on the left, there can be only one place for the hundreds, that is, to the left of the tens.

With numbers above 999, have them imagine they see ten bundles with one hundred each tied into a bundle making a one-thousand bundle. Deal in the same way with ten thousand and so on through the higher orders. In this way the pupil should be led to see that when ten or more than ten of any one order is to be considered they are tied into bundles of ten of that order making one bundle of a higher order with a new name.

PATRIOTISM OF FRENCH WOMEN

A whole volume would not be enough to tell simple facts of every day occurrence in the French woman's response to the call of her country. At the very first call for mobilization French women answered simultaneously with their men folk, and not once have they failed to "carry on" since that fateful August day. Women of all ranks and of every occupation responded. From the very air of La Belle France they had absorbed as truth that every woman must give ungrudgingly of her dearest and of herself for defence of home and country. First of all they, like the Spartan women of old, handed to each soldier his shield with the message: "Come home with it or on it." Then they turned to the pen or the plough, whichever task they could do best of all those laid down by the departing soldiers. Because she is always her husband's companion and comrade, the French woman is always thoroughly acquainted with the business side of living.

It was not difficult therefore (except for foreboding and anxiety and real terror) to assume entire control of shops, cafes and even of farms, running them to the benefit of the whole community. Fields, vinyerads and orchards were tended, and crops were garnered by the women with scarcely a hint from the Government. French women became managers of big businesses, and there is a long record of women who are acting as mayors, head teachers, post mistresses, and servants in posts by no means devoid of danger. They have performed their work with an efficiency that is not qualified by any charitable allowances because of emergency.

French women have taken over the work of train conductors and drivers, ticket collectors. Over 650 women are employed as tramway conductors in Paris alone in January, 1915, and 1,300 more in the Metro-tube. Over 6,700 were employed by railways, and thousands in the various banks. Munition workers are recruited almost entirely from the ranks of women. Lace-makers, dressmakers, porcelain workers from Limousin, embroiderers from the Vosges, tulle cutters, those whose



\$25 to \$50

PER WEEK

Earned by **ARTISTS and ART TEACHERS**

Are you fond of Drawing? Then you have talent. Let us turn your talent into money by using your spare hours. Scores of teachers have studied with us—many are now high salaried illustrators—many are well paid Art Instructors.

After taking our course an Ontario teacher was offered a position as Teacher of Art in a Normal School

We have just issued a handsome new prospectus, "The Art of Drawing for Profit." Send for it. Cut out this ad. and mail today.

SHAW CORRESPONDENCE SCHOOL

YONGE AND GERRARD STREETS

Pept. E. R.

TORONTO

hands and eyes had been trained to the daintiest, finest work turned out shells which on a random visit to a workshop employing 845 women produced but one bad shell among 80,000. Like their British sisters, the French women volunteered unhesitatingly for the most dangerous work. Effective canteen work was from the start the idea of French women for their sisters, and has been most efficiently managed.

By sheer merit women have won first place on agricultural committees. There is on record the case of a girl of fourteen, motherless, and with three younger children under her care. After her father marched away to war this brave girl neglected none of her accustomed duties but managed her father's large farm so well that the Prefet thanked her publicly. In another district two young girls, orphans, were left alone when their three brothers were called up. They took over the care of a sixty acre farm, with twenty-five cows and five horses.

All over France it was the same story. Where the Hun penetrated and sowed devastation on every hand, all able-bodied women under fifty, and boys and girls of fourteen and over, were deported to Germany as slaves. It was the old women who set to work patiently to reclaim the land, with the help of the little children. They planted vegetables among the ruins of their burnt

houses, and even tried to plough the down-trodden fields and sow crops. Many societies of French women are undertaking to help in the devastated districts. Many women have undertaken to work independently, living with the people and sharing their hardships and sorrows. Thousands have disappeared from these villages never to return, victims not of shrapnel but of deportation. Hundreds fell by the wayside, and hundreds became separated from their families in the mad evacuation before the oncoming Hun. Boys and girls by the thousands are lost forever to the Hun. To help these tragic cases of cruelty is the special work of the women's societies.

The spirit of French women is shown in their attitude towards the Women's Congress of the Hague, which met in April, 1915. Not a single French society sent a delegate to this Pacifist meeting. The 150 feminist associations and the 80 suffragist societies refused to accept the proposed programme. As long as that spirit survives, victory is assured to the Allies.

DON'T FORGET THE GRANDFATHERS.

Mary Bronson Hartt

The romance of colonization—and what phase of history is so steeped in romance—is a volatile essence fatally likely to be dissipated in the dry air of the classroom, leaving what should be fascinating as a fairy tale, colorless and dull. The trouble is no doubt due in part to the shortness of the time allotted to the study of the peopling of the land. Condensed colonization is bound to have all the romance squeezed out! But is it not also due in part to the fact that we fail to make the children realize their own vital connection with the makers of colonial history?

In Boston there's a devoted little teacher whose yearly class in American history is always one of the most eager in the school. She attributes her success to grandfathers. That is, she makes the most of family history as it is linked into the story of the nation. Every fall she sets the members of her history class to finding out when their forebears settled in Massachusetts, where they came from, and why. Boston being a cosmopolitan place and one given to the study of genealogy, the answers she gets cover pretty much the whole colonial story of New England and the original thirteen colonies. Besides descendants of the Pilgrims, there are those of Dutch or Huguenot ancestry (to say nothing of those whose coming to America dates from the days not of colonization but of emigration, and whose nationality is of every stripe). One child may report that his forebears originally settled in Connecticut, helped to found Hartford, emigrated to Vermont before the Revolution and fought with the gallant Green Mountain Boys, later trekked to the wilderness of Western New

York and struggled with the Indians for a chance at life.

In a Canadian class-room such a quest would develop the fact that some remote grandfathers came from Massachusetts in the days before the Revolution, attracted by the invitation of the Governor of the Province of Nova Scotia, who held out inducements to Essex county folk to come up and settle on the lands left vacant by the expulsion of the Acadians. And some would point with pride to the fact that their people were Loyalists driven out of the American colonies by the intolerance which followed the war with Great Britain. And some would trace to dark-eyed Acadians. So much of family history almost every pupil would be able to produce. But in many a household records are kept or traditions cherished much more detailed. Some of the children might come back with vivid stories of the dangers and hardships of life in early settlements. There might even be some happy child whose great-great-great-great-grandfather took part in the glorious first siege of Louisburg, or fought on the King's side in some Loyalist corps like "Skinner's Greens" in the American Revolution, or was among the pioneers who sailed and paddled up the St. John River to St. Ann's plain and founded the modern city of Fredericton.

Whatever the stories, they will wake the children up to the fact that their very own people, whose blood runs in their veins, lived through the times the histories tell of and made their strong mark on the foundations of Canadian life. It will be a poor teacher indeed, this consciousness once quickened in her pupils, who cannot make the beginnings of local history beyond all else engrossing.

Don't forget the grandfathers. They're an educational asset of no small value.

SELFISH FRIENDS

Make no friend of a selfish person. No matter how close you cling to him, he will get rid of you some day. When the fox is troubled with fleas, he will go into the water to a small depth, and the water will rise very little above his legs. The fleas will creep up toward the top of his back. Gently and by degrees he will sink his back beneath the surface of the water, till the fleas are driven forward. And in the same quiet way he will merge every part of his body beneath the water except his nose, on which the fleas will congregate as on an island. At last he will sink his nose, and leave the insects to be drowned. That is the way a selfish friend will abandon you.—*Progress Enterprise.*

It will not do itself; while you delay
The Task grows harder; put it through Today!

MOTHER RYDER'S GOOSE

By John Clair Minot.

Her children numbered thirty-two,—
 I mean good Mother Ryder,—
 And when vacation time was through,
 She called them all beside her.
 "My dears," she said, "you know the rule
 That when it is September
 The time has come to go to school—
 Be sure you all remember!"

"We know the rule! We've had our fun!"
 So cried the lads and lasses,
 "And when vacation time is done
 We gladly go to classes."
 So said the girls; so said the boys;
 And when for school they started,
 They put aside their summer toys
 And set forth merry-hearted.

At least, 'twas thus with thirty-one
 Of those whom Mother Ryder
 When cool September was begun
 Had gathered home beside her.
 But one there was who shook his head,
 And sulked and frowned and pouted,
 No school for him—it was instead
 A folly to be flouted.

"Alas!" cried Mother Ryder then,
 "May fitting fate befall you!
 If you would scorn your book and pen,
 A silly goose I call you!"
 And as she spake—I've sometimes feared
 The tale would yet be doubted—
 A goose, a gabbling goose, appeared
 In place of him who pouted.

The others hurried off to school,
 The happy lads and lasses,
 To learn the things of rote and rule
 In all the busy classes.
 And as they veered from whispering
 To shouts of merry laughter,
 The gabbling goose, a silly thing,
 Came poking slowly after.

Now all this happened long ago,
 But some things are unchanging;
 The wise and happy ones, you know,
 In learnings fields are ranging;
 But those who sulk and pout at school,
 Nor find their joy and laughter,
 Through all their days—it is the rule—
 Like geese, will poke on after.

READINGS FROM GREAT WRITERS AND ORATORS

There is no piece of literature more familiar to our American Allies than the oration delivered by President Lincoln at the dedication of the National Cemetery on the famous battlefield of Gettysburg in 1863.

The Civil War between the Northern and Southern States over the question of slavery was a sanguine struggle lasting over four years. It ended in victory for the North and the emancipation of the slaves. Lincoln, whose wise and righteous statesmanship had saved the 'Union,' was acclaimed the saviour of his country and the liberator of the negro race.

The national rejoicing over the return of peace was turned into mourning by the assassination of Abraham Lincoln on 15th April, 1865.

The martyred President left a profound and abiding impression on the national mind, and his orations have undoubtedly helped to mould the national character of America. The "Gettysburg Address" is one of the finest examples of modern eloquence in the English tongue, and is memorized by young Americans in all the schools throughout their land:

"Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."—*The School Journal*.

WATCH THE LABEL ON YOUR MAGAZINE.

SEA SAND

By Louise Morey Bowman.

Between the rhythmical unfathomed sea
 And the rich warm fecundity of land
 There lies the sand—
 The shifting sand of beach and dune—
 Pure, strange sea dust, so alien to green earth,
 With its brown furrows that the ploughman makes
 Ready for sowers—and for miracle.
 Here on the sand,
 I lie and watch the coarse sea-grass that creeps
 Like an adventurer along the dunes,
 With wild pea-vines that bravely cling and spread
 Tenacious tendrils in this sterile soil—
 A barren mockery of useful bloom.

I let a little handful of the sand
 Drift slowly through my fingers, and I see
 Its myriad tiny atoms—shells and stones
 That long ago the great waves tossed and ground
 To starry powder on the rocky ledge.

At sunset, out on the wet, shining sand
 Left by the drooping tide, rare colors fall,
 And linger there as if they loved the sand.
 Who dreams at noontide that its level ways
 Can hold such color: rose and turquoise green,
 Purple and gold, and even a crimson glow,
 Just for a moment, till the splendour dies.

Then the moon, silvery and alone, shines down
 Upon the sand—pure strange sea dust of Thine.

—From the *Canadian Magazine* for October**THE EDUCATIONAL REVIEW**

The Educational Review, of which Mrs. G. U. Hay is the proprietor, which is an important factor in the educational work of the province, is now being published at Fredericton under the editorship and management of R. B. Wallace, who has for some time been identified with educational movements. The Review, while under the able editorship of the late Dr. G. U. Hay and the late Miss Eleanor Robinson, was noted for the literary qualities of its articles and was also a practical assistance to the schools and teachers throughout the province. The need for such a magazine has been proven, and the new management enters upon his work in a field already well prepared. The September issue in which the magazine is restored to its original make-up, contains among other interesting features an article, *Transfigured Geography*, by Mary Bronson Hartt; who is a well-known newspaper and magazine writer. This article contains a suggestion that will be of value to the teachers and that when put in use will interest the most wayward pupil. Another article that will interest pupils and scholars alike is the account of the school fairs that have been

held and are to be held throughout the province, in which the result of school war-garden effort was exhibited. The various departments dealing with the war, the work of the school and current items are well edited and contain a great amount of valuable information.—*St. John Globe*.

DOMINION EDUCATIONAL MEETING AT OTTAWA

The Dominion Educational Association will be held at the Normal School at Ottawa on November sixth to eighth inclusive. While the programme has not yet been completed it is expected that representatives of every province in Canada will take part. Many educational problems arising out of the great war will be discussed.

The matter of uniform text books for the Dominion, which was recently discussed at the interprovincial conference of Maritime Province premiers, will be discussed. The Dominion directors of the association are:

President—Dr. W. S. Carter, Superintendent of Education, Fredericton.

Vice-Presidents—Hon. Cyrille Delage, Superintendent Council of Public Instruction, Quebec, Que., and R. H. Cowley, M. A., Chief Inspector of Schools, Toronto.

Secretary-Treasurer—Dr. J. H. Putman Ottawa.

Directors—Dr. J. W. Robertson, Ottawa; H. J. Silver, B.A., secretary-superintendent of Protestant schools, Montreal, Que.; Professor J. A. Dale, McGill University, Montreal; Dr. David Soloan, Normal College, Truro, N. S.; Dr. John Waugh, Chief Inspector of Public and Separate Schools, Department of Education, Toronto; S. E. Lang, M.A., Inspector of Secondary Schools, Winnipeg; D. P. McCall, B.A., Superintendent of Education for Saskatchewan, Regina, Sask.; H. H. Smith, Superintendent of Schools, Saskatoon, Sask.; D. S. Mackenzie, Deputy Minister of Education, Edmonton, Alberta; Dr. Alexander Robinson, Superintendent of Education, Victoria, B. C.; Dr. A. M. Scott, Superintendent of Schools, Calgary, Alberta; Professor H. T. J. Coleman, Faculty of Education, Queen's University, Kingston, Ont.; Theodore Ross, Department of Agriculture, Charlottetown, P. E. I.—*Gleaner*.

CANADA FOOD BOARD

Canada must double its production in 1919. Let that soak in. The continent of America has promised, and must deliver 15,000,000 tons of food stuffs this coming year. In 1917-18, 10,000,000 tons were promised and will be delivered. America must produce 50 per cent. more for the Allies. That's the job before the farmers and citizens of this country. The great crops of grain in the United States in 1918 may not be duplicated next year, and Canada will have to deliver a still greater share.

NOW READY

Teachers' Illustrated Price List

It gives you up-to-date prices on Supplies of Special Interest to the Teacher

PRIMARY AIDS

INDUSTRIAL ART SUPPLIES

DRAWING PAPERS

KINDERGARTEN MATERIAL

CONSTRUCTION PAPER

CRAYONS, WATER COLORS

SCHOOL SUNDRIES

SOMETHING NEW ON EVERY PAGE

GENERAL ILLUSTRATED PRICE LIST

Covering Maps, Globes, Blackboards, Furniture and General Equipment usually purchased by the Trustees

Write to-day for Your Copy of One or Both

Please Mention the Educational Journal

E. N. Moyer Company, Limited

WINNIPEG
110-120 Princess Street

TORONTO
118-120 West Richmond Street

EDMONTON
10187 104th Street

HISTORY.

As a former high school teacher, and as a soldier-citizen of the Dominion, who looks eagerly to the time when it is possible to return to that vocation, I feel privileged to write to New Brunswick teachers through the Educational Review. I have taken every opportunity to get in touch with the profession and in France have visited several schools. I want to give expression to an opinion which has been forced on me because of these experiences, on the subject of history.

The History texts used in New Brunswick have long been a source of dissatisfaction to the teachers and pupils, and it is my contention that these books will be totally inadequate to meet the demands of an intelligent Canadian public which has passed through a period of great national sacrifice, and which has witnessed the greatest expression of patriotic fervor ever evidenced in our land.

History should be taught with the following motives in somewhat this sequence of importance:

(1.) To enthuse the child with a strong passionate love for the land of his birth, and to foster the keenest interest in the welfare of that land.

(2) To narrate the various wars, revolutions, social and domestic struggles which have combined to make for the civilization and comforts we now enjoy.

(3) To train the mind to retain events, dates, names, etc., which in after years will enable a man to converse intelligently on political, social and international problems.

(4) To give a proper appreciation of right and justice as various men and classes have avowed it, and to make him familiar with those principles which tend to prosperity and strength, that he may train himself to be a worthy citizen of a worthy nation.

This is a great task and entails:

(1) An interested, enthusiastic and resourceful teacher.

(2) An interested, intelligent pupil.

(3) Books which (a) readily assist the teacher to impart his enthusiasm and knowledge to the latter; (b) enable the pupil to keep before him facts and events; (c) induce an interest in the pupil which will cause him to search for more information.

New Brunswick teachers without fail will meet all the demands on them; the boys and girls of that province have no superiors, but the books are of little interest except as a diary. The teacher is a skilled workman with poor tools and cannot be expected to fashion carefully or well that most delicate of all creation—the mind and soul of the child.

The faults of the history texts are:

(1) They do not appeal to the fancy of the child. The subject matter is a legal, impartial, impassioned

statement of facts, deprived of romance, chivalry or courageous deeds, which appeal to and inflame the mind of our youth.

(2) There is little attempt to grade the prescribed work. The child of ten or twelve is expected to grasp the importance of political and international crises as clearly as a High School graduate.

German military authorities were agreed in 1914 that Canada need not be considered a military factor in case of a struggle between England and Germany, because of the universal lack of patriotic ideals among the citizens of that land. Although she has been taught to alter her views, the fact remains that it took three years to get a Canadian corps in France, and finally became necessary to enforce conscription to reinforce that corps. I hold the public schools responsible for national vigor or laxity. I have been allowed to read several essays by French children. One written as a letter to the boys' father told that he worked from 5 a. m. until dark, yet wished he were old enough to carry a rifle and drive the Hun from beloved France. Another essay dealt with the sacrifices and privations sequent upon the war. "But we have no cause to complain," he wrote, "if our bread supply is short, the coal hard to obtain and expensive, for we are fighting for our land, our homes, our industries, our colonies." "No price is too high," said another, "if we finally win, for it means peace and prosperity for dear France." These are written by boys of ten and twelve years of age. In their most impressive years they have been taught to think and act with an eye single to the glory of France. We may criticize the morals of France, but we can only admire the burning ardor of her people.

The principal of one of these schools told me it was very easy to enthuse his children because of the books provided for the schools. The primary text, "The Story of France," is largely pictorial. The stories tell the myths, fables, superstitions, games and amusements of the people of France from the days of the Gauls. Ever there is a land of chivalry, romance, of bright colors. For the more advanced the books are more concise and contain more detail. Yet pictures are numerous, and appeal to the fancy of the student. Further, they appeal to the pride of the boy. Briefly, the French child is taught that France has always struggled for the right, has been defeated only by vastly superior numbers, internal dissensions have aimed only to increase the privileges of the lower classes. Such is the teaching and the results are excellent.

Canada has been called a nation without tradition, but with a large birthright. Beyond the era of European control, there lies a period filled with myths, traditions, romance, songs and fables of the Indian race which appeals strongly to the childish mind. Give to our child-

ren of eight, nine and ten years these traditions and give them in pictures.

A second text of Canadian history could best be devoted to narration of such historical events as the Anglo-French struggle for possession of Canada, the pioneer settlement of the north and west, the repulsion of invaders, and suppression of civil strife. This appeals to the childish mind of ten and twelve if presented with an abundance of color and detail. A final text should deal with the social, educational and political development of Canada, concluding with a survey of the relations of the various parts of the Empire, and the movement towards a greater Britain. If the training has been thorough I believe the boy of sixteen will believe no other country has so much to offer him, and will glory in Canada as his birthright.

Two objections may be offered. First, that it is impossible to get such books; second, that the expense would be very great and unwarranted. The first is trivial. Let the educational board advertise their needs and enterprising historians and merchants will always be found to produce what is wanted.

The second objection is not so readily dismissed. The books will be more expensive than those now in use. But I wish to point to a comparative case. Some few months ago after Canada had sent several hundreds of thousands of troops overseas in defence of her principles, she found she must decide between the dissolution of the Canadian corps and the enforcement of Military Service. By a very large majority the voters decided to "carry on," to pay the greater price, believing that what was worthy of a portion of her sons was worthy of all—if necessary. The cases are similar and the objectives are similar. Let the Government place in the hands of the teachers books which entail no handicap and the result will be a youth fully trained to take on the duties of a citizen in Greater Britain.

E. D. MacPHEE,

85th Batt., B. E. F., France.

(Mr. MacPhee was formerly principal of Superior School at Hillsboro. At the time of his enlistment he was a student at Acadia College, Wolfville, N. S.—Ed.)

ECONOMY

The schoolmaster was giving the boys a lecture on thrift and pointed out how squirrels stored up nuts for the winter, says the Minneapolis Tribune. Then he asked for another illustration on thrift in animals, and one boy cried out:

"A dog!"

"A dog! In what way does a dog practice economy?"

"Please, sir, when he runs after his tail he makes both ends meet."

WAR NEWS

A London despatch of September 19th says that the Serbians have completely broken the Bulgarian front. The Serbian cavalry have reached Polsko, twenty miles to the north of the original front. Other Serbian cavalry are advancing upon the important junction of Prilep. The front is now twenty-five miles and is regarded as a most important success. It looks likely that the Allies will clear the whole of this area. A later despatch says the Serbian advance has been most marked between the Cerna and the Vardar, where the Serbs have progressed forty miles. The British forces under General Allenby have won a signal success in Palestine, capturing 25,000 prisoners. The entire Turkish army of 40,000 east of the Jordan River has ceased to exist.

A Paris despatch of September 22, says of the Western front:

"In the last two months alone, the Allies took 185,000 prisoners. The enemy losses in men who will never be able to return to the ranks are estimated at 600,000—a void which the 1920 class will not suffice to fill."

A London despatch of September 25th says that it is officially announced that more than 40,000 prisoners and more than 265 guns have been taken by the British in their successful offensive in Palestine.

The Allied armies are steadily pushing forward, overcoming the most stubborn resistance of the Huns. St. Quentin, a key point in the German line, has been taken. Cambrai, another strategic point, is virtually in the hands of the British. The Canadians have been fighting around Cambria, and have performed valorous deeds. Bulgaria asked for an armistice but was refused. She has since, it is said, accepted the Allies terms of unconditional surrender. It is believed Turkey cannot long remain in the war, being cut off from railroad communication with the Central Empires, since Bulgaria has given up.

Lille has been evacuated, and the Germans are retreating over a wide front in Flanders. On October 2nd, General Haig reported "Early this morning the enemy commenced to withdraw on a wide front south and north of La Basse Canal. Our troops are following the withdrawal closely and have taken prisoners."

A band had been formed at a Western Normal School, and, as is frequent in such cases, there was not enough money at first for complete uniforms. However, the following notice in the school paper created quite a sensation:

"The Normal School band uniforms will consist of cap and coat at first, with the probable addition of trousers at a later date."

WATCH THE LABEL ON YOUR MAGAZINE.

BY ERNEST B. ROBERTS
Canada Food Board, Ottawa.

"The Horse is a Very Useful Animal."


Could anyone begin writing an article for school-teachers unless he unconsciously felt impelled to use the orthodox lesson in composition or English literature, whatever the name was it went by, that was ineradicably ground into him by a forerunner of the present very worthy representatives of the teaching profession?

And after all is that not the highest tribute to their teaching methods? A sense of respect for the teacher is immediately conjured up; it comes as naturally as one takes his hat off on entering a church. Many of us through life would never be quite aware of the usefulness of the horse had it not been for the dire dread we had of offending the school teacher. Had it not been for this early inculcation, we might indeed in this age of gasoline have remained in Egyptian darkness as to the four-legged utility of the equine beast.

Could not the same influence now be directed to an elucidation of the usefulness of our method of controlling foods for war purposes? Food saving is quite as important in our national life as horseflesh itself. The why and the wherefore of our food difficulties would form a lesson in geography as well as in pulsating modern history. No story of the war can be complete that does not include the food supplies for the millions of combatants, the many millions of workers behind, and the millions more in civilian life. Do teachers themselves realize how many millions are directly affected by our North American food supplies? They best know the sources of information, but a brief inquiry will show that, roughly, 120,000,000 Allies in Europe (these including the millions in Russia, Poland and Roumania whom we cannot reach) have to be fed largely by the 120,000,000 on this side of the Atlantic. It is a simple sum which so divides our supplies by two. Can we, therefore, afford to be extravagant with a supply to only half of which we are entitled if we are to play the game?

Then if the teachers take the geography side of our food problem, it has as many revelations and as many interests. It is globe-wide in its range. The present shortage of sugar illustrates this better than anything else perhaps. The difficulty in its distribution could be summed up in one phrase—only one-half the world's crop of sugar can now be reached by Allied shipping.

A brief explanation will make this clear. To eliminate competitive buying, the International Sugar Commission, over two years ago, drew a rough line between the New World and the Old. The ancient Iberian agreement between Spain and Portugal in 1492 has, so to speak, been revived. They allocated the West Indies and the Central American sugar supplies to North America and a few unimportant neutral countries. The



**QUEEN'S
UNIVERSITY**

KINGSTON
ONTARIO

ARTS
MEDICINE EDUCATION
APPLIED SCIENCE

Mining, Chemical, Civil, Mechanical and
Electrical Engineering.

HOME STUDY

Arts Course by correspondence. Degree
with one year's attendance or four
summer sessions.

Summer School Navigation School
July and August December to April

19 GEO. Y. CHOWN, Registrar

East Indian crop, for which Java is the principal centre, was allocated for use among the European Allies. The plan worked well until the beginning of this summer, when, for reasons which were distinctly part of our war, the whole scheme had for the time being to be modified.

When the German drive towards Paris seemed to be attaining a success that had not been anticipated, it became necessary to divert nearly every ship available to the transport of American troops. The East Indian service, by which the sugar from Java was brought into the British, French and Italian distributing points, were entirely suspended, and an agreement made by which supplies from the West Indies should be sent instead. This at once cut the Canadian quota. But what good Canadian would complain if it were so directly a war contribution?

Other reasons for our present shortage, which certainly has become the most acute if not the most serious that the Food Board has had to handle, are that in the German advance they destroyed large areas of beet fields with several beet sugar factories. (Here surely is something for the teacher). Then the first estimates of amounts to be used in the American army and navy, due to the fact that so many more American soldiers were actually sent overseas where "Quick energy" foods are most needed, had to be largely increased. There were decreases in several of the West Indian crops for this year, and notably in Cuba and Louisiana, while not less than 50,000,000 pounds of sugar were actually sunk within a month by submarines off the North American coast. Side by side with this, and at the same critical moment, came the demand from more people than in any previous year for sugar for fruit preserving. We are apt to forget that more fruit has been grown in every country in the Northern Hemisphere, and that the Canadian housewife's cry for more sugar was re-echoed in millions of homes in Europe. Taken all together, these causes make the present stringency in sugar. It must be

facéd cheerfully. It is not a question of market prices or of hoarding, nor of phantasy of the Food Controllers.

There are over 2,000 high-school principals, teachers of rural and domestic science and school garden teachers on the direct mailing list of the Canada Food Board at Ottawa for their monthly journal, the Canadian Food Bulletin. Yet this must be a fraction of the total of those who would willingly receive it for its monthly guidance. A postcard and a plainly written address—so very, very plainly written, please—will suffice.

Our food problem in Canada has really been complicated by success. People have got the idea that no more saving is necessary, solely because so much has been accomplished thereby. If they think for a moment that the authorities in Great Britain, France and Italy have not dared to relax even a scruple in the severe rationing system, they would realize that there must be just the same necessity as ever both for producing more food in Canada next year and for preserving and conserving all that is possible of what we already have. No people as a class can more directly influence the homes than the teachers. By getting the children to talk food in relation to war, they can mould the domestic policy of every home within the Dominion. This is a voluntary aid they can give. To withhold it in such a case would be a thoughtless offense against national honour.

IN FLANDERS FIELDS

In Flanders fields the poppies grow
Between the grasses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amid the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved; and now we lie
In Flanders fields.

Take up our quarrel with the foe!
To you, from failing hands, we throw
The torch. Be yours to lift it high!
If ye break faith with us who die
We shall not sleep, though poppies blow
In Flanders fields.

John McCrea.

THAT'S DIFFERENT

Charlie—"And you say you have been calling on her."

George—"Yes, until recently."

Charlie—"Why did you quit?"

George—"I asked her father for her hand and he gave me his foot."

BOOKS RECEIVED

A First History of England, by M. W. Keatinge, M.A., D.Sc., Reader in Education in the University of Oxford; author of "A History of England for Schools," Etc. Demy 8vo., cloth. Price, 3|6. With 130 illustrations. Or may be had in two half-volumes, price 2|—each. Part I.—Early Britons to Tudors. Part II.—The Stuarts to Present Day.

This book is planned on somewhat new lines. Considerable stress has been laid on economic life; pictures have been selected which lend themselves to exercises of various kinds; from time to time events are looked at from the standpoint of the dwellers in the Manor of Oakwood. Like a corporation, the peasants of Oakwood and the lord of the Manor never die, and descendants of the original villagers of Domesday Book turn up in each period down to the twentieth century. In some cases their fortunes have changed for the better, in others for the worse.

It is hoped that the subject matter is suitable for readers aged from nine to twelve. For the younger age the summaries of events may be too full; for the older pupils they will provide a basis of facts for more systematic teaching.

THE TEACHERS' BOOK OF NATURE STUDY

Volume three. Publishers, Evans Brothers, Limited, Montague House, Russell Square, London, W. C. 1, England. Price 4|6 net.

This interesting book has chapters on plant life, dealing with specific flowers and plants, and on animal life, including birds and insects, as well as on matters in general relating to nature.

THE CANADIAN MAGAZINE

For October contains articles on science and the war, by T. Brailsford Robertson, Ph.D., D.Sc.; the Doukhobours, by Victoria Hayward; Reminiscences, Political and Personal, by Sir John Willison, as well as other valuable reading matter.

HAYING WITH FARMETTES

"Pardon me, madam,—I am aware that we have not been introduced, but I hope you will not object to my mentioning the fact that this is the second time you have stuck your fork into my leg."—*Pearson's Magazine.*

"Do animals possess the sentiment of affection?" asked the teacher.

"Yes, Ma'am, almost always."

"Correct," said the teacher. Turning to young Harold: "And now tell me what animal has the greatest natural fondness for man?"

With but slight pause the little fellow answered: "Woman!" —*American School Journal.*

RAMBLING TALKS

To what extent do teachers prepare their school work in advance? In many cases, I fear, the teacher leaves her school work behind her when she leaves the school room, and tries to banish it from her mind until nine o'clock the next morning.

Yet, preparation is the secret of success. The teacher should have a certain fixed time when she prepares the next day's work. One hour of home preparation would work wonders with the results obtained. I do not mean one hour spent in correcting exercise books, but an hour's thought on the reading, arithmetic and history that is to be taught the next day.

Should the teacher spend all her time, in the school room and out, thinking about the school? Certainly not. There are two extremes. Both should be avoided. It will be found that the teacher who has a regular definite time for her home preparation has more time for social, and other duties, than the teacher who drifts along from day to day without system, either to her work or play.

How many teachers hear the geography or history classes without any reference to the text-book? Many teachers have the text-book constantly in their hand, and cannot ask any question in the lesson without constant reference to the book. Such slavery to the book is not only an admission to the pupils of the teacher's lack of preparation, but so occupies the teacher's attention, that if she have more grades than one, her grip on the school as a whole, is weakened. Any teacher may, with a little preparation and planning, arrange to hear either a geography or history recitation without any reference to a text-book.

The fact of the matter is, the teacher should re-make the text-books for herself, and for her school. This would require the definite preparation already spoken of. Take for example the reading books used in the different grades. Why should the teacher feel under a necessity of taking the pieces in the order in which they are arranged in the book? Why not take the easier pieces first, or read a spring poem in spring, and a winter poem in winter? Of course, to re-arrange the reading lessons would require not only time, but thought.

Any business, to be a success, calls for much time and thought on the part of those managing it. We, as teachers, like to be told that we are engaged in the "greatest business in the world." Are we willing to put the time and thought in our work necessary to lift it to the dignity of a business?

ANSWERS.

Ruby M. It is certainly very annoying to have a mother constantly interfering in the work of the school. This is an occasion when you must exercise tact. Resolve that you will not quarrel with her. You cannot

sacrifice your dignity as a teacher, by agreeing to her unreasonable demands, but you need not be goaded into rudeness because she is rude. You have no authority or power to change the subjects taught in the school. Cannot you make her understand that you are working under regulations that must be carried out?

Two Teachers: It always creates suspicion when teachers begin to blame the text-books in use, for poor results. "It is a poor carpenter who quarrels with his plane." Some of our text-books may be poorly arranged. All the more reason for teachers re-arranging the books they have to use. Every teacher must be superior to the book she uses. Of course it is the aim of those in authority to give us the best text-books possible, but no book is all good. Especially is this true of an arithmetic. Here, if anywhere, the teacher must know the text-book, and use her judgment in presenting the matter to her particular pupils.

Hazel: I do not agree with you. I think the amount of home work for younger pupils should be very limited. You are expecting too much from them, and you must do more teaching and less hearing lessons, if you are to succeed with young pupils.

E. R.

WATCH THE LABEL ON YOUR MAGAZINE.

**FOR BETTER WORK
FOR LABOR SAVING
FOR CONVENIENCE
FOR SYSTEM**

— USE —

**Chapman's
Loose Leaf
Note Books**

Teachers recommend them. No advance in prices.
Sample Post Paid to Teachers, 25c.

THE CHAS. CHAPMAN CO.

LONDON, CANADA

J. & A. McMILLAN, St. John, N.B., Eastern Agents

CURRENT ITEMS**EX-EMPRESS OF RUSSIA**

London hears that the former Russian Empress and three princesses and two grand duchesses, whose names are not reported, were burned to death about a month after the Russian Emperor was shot. After the former Emperor was killed, the women were taken to an isolated village, according to the present report, made prisoners in a residence, and were there only a few days when a crowd of Bolsheviki attacked the house. The women barricaded the doors, and the house was set on fire. All the persons in the house perished.

There have been various reports of the fate of the Russian Empress and her daughters.

U. S. LIBERTY LOAN

The fourth Liberty loan is the greatest yet offered—\$6,000,000,000, a colossal sum in itself—a sum so great that it is difficult for the human mind to measure it or to conceive of its vast power when transmitted into American might and thrown into the battle scale in France.

New York's allotment is \$1,800,000,000, or 30 per cent. of the entire loan. You have the privilege, the opportunity, of a glorious service in connection with this work. It is no less an essential part of war operations than the actual fighting on the front, although it involves no similar measure of sacrifice and carries with it no comparable share of labor and suffering.

WHAT SECRETARY McADOO SAYS

What we might do in America is to keep the pressure high. Now that we have the Kaiser and his brutal hordes on the run, let us not relax effort. Keep hitting hard and smashing harder. That is the way to win surely and quickly. That is the way to eliminate the Rhine; that is the way to open an American parade on Unter den Linden.

We must maintain steadfastly the standards we have already set and surpass these standards whenever it is necessary to do so. By self-abnegation and sacrifice we must match, as far as we possibly may, the deeds of our sons upon the field of battle and thereby contribute to the victory which we are determined to secure regardless of the time required or the price paid, either in blood or in treasure, because without that victory there is neither security for the world nor hope for the future.

One can not fail to do his duty in this supreme time and expect to save his soul in the eternity before us. No man can shirk his duty without incurring the just reprehension of public opinion. The acid test will be

applied and the shirker, whether from military service or in the field of labor or in the ranks of the wealthy, will be unable to withstand the finger of scorn which will be unerringly pointed at him. We must rise to the sublime heights of patriotism, of sacrifice, of devotion, of love of country, if we would not deserve to be cast into the depths of defeat and oblivion.

Glorious America, glorious for what she has already done, more glorious for what she is now doing, and glorious she shall be for what she is determined to and will achieve.

The U. S. Treasury Department has extended an additional credit of \$2,270,000 to Belgium, making a total of \$7,206,476,666 extended to all the cobelligerents of the United States.

Canada will resume ordinary time at 2 a.m., Sunday, October 27th. All clocks at that hour will be put back sixty minutes.

Mr. Herbert Hoover, of the American Food Administration, who visited England and France to confer with the Food Controllers of the Allies, says that this continent next year will have to supply the Allies with 4,000,000,000 pounds of fats, 900,000,000 pounds of beef products, 500,000,000 bushels of cereals, and 1,500,000 bushels of sugar. In addition to the former responsibilities oversea, next year there will be the feeding of an enormous American army in Europe.

The Clyde shipbuilders have struck for a wage of five pounds sterling weekly. If the strikers persist in refusing to work, the Government may enlist those of them who are of military age and prosecute the ring-leaders.

SCHOOL AND COLLEGE

Thomas Trotter, D.D., LL.D., recently passed away at Toronto. Dr. Trotter was the President of Acadia University, Wolfville, N. S., from 1897 to 1906, when a breakdown in his health compelled him to resign. Acadia University enjoyed marked prosperity under his presidency. He found it with an endowment of \$100,000 and heavily in debt. He left it free of debt, with an endowment of about \$300,000. A \$30,000 science building was added to the equipment during his presidency. After resigning the presidency of Acadia, Dr. Trotter accepted a call to the pastorate of a Baptist church in Toledo, Ohio, but finding the strain of his pastorate too heavy, he resigned shortly afterwards. He was appointed to the professorship of Homiletics and Pastoral

Theology at McMaster University, Toronto, where he remained until his death.

Alden Benjamin Dawson, Ph.D., was recently married to Miss Evelyn Coldwell of Wallbrook. Dr. Dawson, who was graduated from Acadia University in 1915, receiving his Ph.D. at Harvard this year, has recently been appointed Professor of Biology at Mt. Allison University, Sackville, N. B.

Dr. Calkin never spent any idle moments; and even at the great age of 89 years he was actively working on literary subjects in different ways.

Just as he was taken ill, his last illness, too—he had placed in the binder's hands the printed pages of a book entitled "Old Time Customs;"—a most interesting collection of some of the doings and reminiscences of the long ago.

We hope the executors of the estate will see that this book, the last work of the lamented Dr. Calkin, is hurried from the book-binders at once and placed on the market.—*Truro Weekly News*.

Among the "Killed in Action" on the Honor Roll this week is Lieut. Norman Gamwell, son of Isaac Gamwell, Vice-President of the Montreal High School. Isaac Gamwell will be remembered by the old boys who went to the High School in the middle seventies, as a fellow-student there. He was from Stewiacke, and boarded at R. S. McCurdy's.—*The Enterprise, New Glasgow, N. S.*

Another Mount Allison boy has been killed. Word was received at Sackville a couple of days ago by Pro. H. W. McKiel, of Mount Allison University, that his brother, Lieut. Ralph McKiel, of the Royal Flying Force, had been killed in an accident in Scotland, on September 6th. Deceased, who was but 21 years of age, was a student in Engineering at Mount Allison in 1916-17. He enlisted last fall at Guelph, Ontario.—*News and Sentinel, Amherst, N. S.*

Acadia Seminary, Wolfville, N. S., opened September 4th with an enrolment of 128, the largest in its history. The attendance at this school has doubled since 1901, when the present principal, Rev. H. T. DeWolfe, D.D., took charge of it. The Seminary residence and annex are filled to capacity. Pupils have been received from all over the Maritime Provinces, from Quebec, Saskatchewan, Japan, Maine, Massachusetts and Connecticut. Special attention is given to courses in music, household science and business training. Acadia College expects to have about 80 new students this year.

Miss Jessie VanWart, St. John North, is in charge of the Household Science Department of the Fredericton Schools during the absence on leave of Miss Gilliss.

Acadia Seminary has evidently entered upon one of its most prosperous years, nearly one hundred and thirty students are in residence, far in excess of former years at the opening.—*Kentville Advertiser*.

John Burgess Calkin, M. A., LL.D., an eminent veteran educationalist of Nova Scotia, passed away at his home in Truro, September 17th ultimo, aged 89 years. Dr. Calkin was at one time instructor in the Normal School at Truro, and in 1869 was appointed to the principalship of this school, filling the vacancy caused by the death of Alexander Forrester, D.D., principal of that institution. Dr. Calkin retired from the principalship of the Normal School in 1900. He was the author of a number of works on education, among them being a History of Nova Scotia, History of British America, a History of the Dominion of Canada, and a pedagogical work entitled "Notes on Education." His Elementary and Advanced Geography of the World were used as text books in the schools of Nova Scotia and New Brunswick for many years. A few years ago he brought out a book entitled "Historical Geography of Bible Lands," which met with much favor. At the time of his death he had a book on the press entitled "Old Time Customs."

A Teachers' Convention was recently held in Charlottetown, P. E. I. The chief subjects discussed were reciprocity in teachers and text books, vocational training and pensions to teachers.

A Teachers' Association was formed, called The Public School Teachers' Union of Prince Edward Island for the purpose of:

First—Raising the status of education by taking the necessary steps to prevent other than fully qualified teachers entering the profession.

Second—To secure such regulations in regard to school hours, vacations, text books, courses of study, etc., as will tend to increase the efficiency of the schools.

Third—To take such steps as may be found necessary to protect any member of the Union who may be subjected to unjust treatment by members of school boards or others.

Fourth—To secure such remuneration as may be an equitable reward for services.

Dr. and Mrs. Colin H. Craig passed through Amherst last evening on the Maritime on their honeymoon

trip. Dr. Craig was united in marriage to Miss Edith MacInnis of Wallace Ridge, yesterday. We have not yet received any particulars of the wedding. Miss MacInnis was formerly on the Amherst school staff, was well known and very popular in this town. Their many friends here will join in wishing them every happiness.—*News and Sentinel, Amherst, N. S.*

Miss Mary MacIver, of West Middle River, C. B., is teaching at Traverse, Alberta.

The University of New Brunswick opened for lectures on September 23rd, with a good attendance of students. There were twenty in the Freshmen class. Three returned soldiers have resumed their work at the college.

The Annual Convention of the Women's Institute of N. B. met in Fredericton and was largely attended. Among the addresses given were those of Dr. Carter, Superintendent of Education, on the Co-operation of the Home and School, and Hon. Dr. Roberts on Medical Inspection in the Schools.

The Teachers' Institute for Carleton and Victoria Counties will be held in Woodstock, October 17 and 18.

Gloucester County will hold its Institute November 7th and 8th at Tracadie.

Dr. Carter, while in Toronto as a delegate to the Anglican General Synod, visited some of the Ontario rural and city schools.

Michael Johnson, of Newburg Junction, reached the city Tuesday and left on the 11.45 express to resume his studies at St. Joseph's University. "Mike" is well and favorably known by former students, who wish him success in his graduation year.

Francis Green, St. Stephen, passed through the city on the noon train en route to resume his studies at St. Joseph's.

John Cummings, Bath, N. B., accompanied him. Yesterday's noon express carried out about thirty students for St. Joseph's, and ten new students were in the number.—*St. John Standard.*

**DONT
PAY
TAXES
ON
POOR
MATCHES**

The war-tax has practically doubled the price of the best grades of matches, and has more than doubled the price of the cheaper kinds.

And the tax adds nothing to the value of the match. You can't light your pipe with the tax, yet you pay as much on a poor match as on a good one.

EDDY'S MATCHES

have more than sixty years of experience behind them. Among the 30 to 40 different brands made in this huge factory with an output of 70,000,000 matches a day, there is a match for every purpose. And each is the best of its kind that our experience can devise. Insist on Eddy's Matches and get real match-value for your money. See that Eddy's name is on the box.

The E. B. EDDY CO. Limited

HULL, Canada

Also Makers of Indurated Fibreware and Paper Specialties



New Books for Teachers

INTRODUCTION TO THE SCIENTIFIC STUDY OF EDUCATION

By CHARLES HUBBARD JUDD, Professor of Education and Director of the School of Education
The University of Chicago.

A study of the application of scientific methods to the problems of school organization and administration. Particularly valuable for use in teacher-training courses. *xiii-333 pages, \$1.80.*

SCHOOL EFFICIENCY—A MANUAL OF SCHOOL MANAGEMENT

By HENRY EASTMAN BENNETT, Professor of Education in the College of William and Mary.

Treats the everyday problems of the average school constructively and with sound common sense. Simple enough for beginners in normal schools and colleges, but embodying the latest contributions of pedagogy. *8vo., cloth, x-374 pages, illustrated, \$1.25.*

EXERCISES FOR "METHODS OF TEACHING IN HIGH SCHOOLS"

By SAMUEL CHESTER PARKER, Professor of Education and Dean of the College of Education
The University of Chicago.

Useful exercises which afford practice in interpreting the discussions in the author's well-known "Methods of Teaching in High Schools." Valuable for the way they apply these discussions to the solution of practical problems which occur in teaching. *x-257 pages, \$1.20.*

GINN AND COMPANY

BOSTON

NEW YORK

CHICAGO

LONDON

OFFICIAL NOTICE

The New Brunswick High School Algebra (Crawford) prescribed by the Board of Education to take the place of Todhunter & Loney's Algebra from and after July 1, 1918, will be allotted among the several grades as follows:

Grade VII.—Chapters I to IV, inclusive.

Grade VIII.—Chapters 1 to X, inclusive, omitting Chapters VII and IX with applications.

Grade IX.—Chapters I to XII, inclusive.

Grade X.—Chapters I to XVI, inclusive.

Grade XI.—Chapters I to XXII, inclusive.

Latin—Grades XI and XII, Allen's Latin Grammar (Clarendon Press) as a book of reference.

W. S. CARTER,
Chief Superintendent of Education.

EDWARD HANNAY

REXTON, N. B.

Dealer in Automobiles, Farm Machinery, Carriages and Sleighs; Grafonolas, Harness, Planos, Furniture, Etc.

ALL COMMUNICATIONS AND EXCHANGES
SHOULD BE ADDRESSED TO

"EDUCATIONAL REVIEW"

FREDERICTON, N. B.

BOX 850

Please Note Change of Address

IMPERIAL THEATRE

ST. JOHN, N. B.

A Motion Picture Theatre de Luxe Purveying
STANDARD PHOTO PLAYS OF HIGHEST MERIT
REFINED KEITH VAUDEVILLE
GOOD MUSIC AND WHOLESOME SPECIALTIES

HELP DEVELOP THE RESOURCES OF YOUR
COUNTRY WHILE TEACHING
Make your vacations average One Thousand Dollars

ADDRESS:

BOX 850, "REVIEW," FREDERICTON, N. B.

STAMPS

STAMP—Package free to collectors or 2c. postage; also offer fifty different stamps; catalogue hinges, 5c. We buy stamps. Marks Stamp Co., Toronto.

STATIONERY, ETC.

BOOKS, STATIONERY AND BIBLES.
Wall Paper, Games, Dolls and Toys.
D. McArthur, 84 King St., St. John, N.B.

OPTICIANS

THE HOUSE OF SUPERIOR OPTICAL
SERVICE, D. BOYANER, 111 Charlotte
St., St. John, N. B.

OFFICIAL NOTICE

New Brunswick School
Calendar

1918 — 1919

1918 FIRST TERM

Oct. 14—Thanksgiving Day (Public Holiday).

Dec. 10—Normal School Entrance Examinations for French Department begin.

Dec. 17—Third Class License Examinations begin.

Dec. 20—Normal and Public Schools close for Xmas Holidays.

1919 SECOND TERM

Jan. 6—Normal and Public Schools re-open after Xmas Holidays.

Apr. 17—Schools close for Easter Holidays.

Apr. 23—Schools re-open after Easter.

May 19—Observed as Loyalist Day in St. John Schools only

May 23—Empire Day.

May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.

May 26—Observed as Victoria Day (School Holiday).

May 27—Class III License Examinations begin (French Dept).

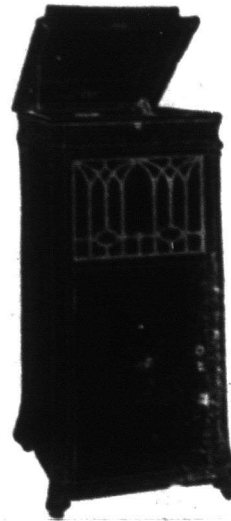
June 3—King's Birthday. (Public Holiday).

June 6—Normal School closes.

June 10—License Examinations begin.

June 16—High School Entrance Examinations begin.

June 27—Public Schools close.



MUSIC'S RECREATION

EDISON'S NEW ART

Remember—not imitation, but RE-CREATION. It is your privilege to hear and enjoy the world's greatest singers and instrumentalists in your own home, just as well as though you sat in theatre or concert hall, by means of

THE NEW EDISON

"The Phonograph with a Soul."

which actually RE-CREATES vocal and instrumental music with such fidelity that no human ear can detect difference between the artist's rendition and that of the instrument. Hear the NEW EDISON at your dealer's, or

W. H. THORNE & CO., Limited
ST. JOHN, N. B.

BOOKS FOR SCHOOL PRIZES!

We have a fine assortment of Books suitable for School Prizes for both boys and girls in the different grades

MAIL ORDERS WILL RECEIVE PROMPT ATTENTION

E. G. NELSON & CO.

56 KING STREET

ST. JOHN, N. B.

OPERA HOUSE

ST. JOHN

VAUDEVILLE

High Class and Refined
Good Pictures and Concert Orchestra

Entire change of program starting Friday evening and continuing to the Thursday evening following.

Afternoons at 2.30

Saturday Afternoons at 2 and 3.30

Every Evening at 7.30 and 9

PEOPLE'S POPULAR PRICES

Made in Canada

Widths:

AA	Mall
B	Orders
C	by
D	Parcel
E	Post

FRANCIS & VAUGHN
St. John, N. B.



The Smitten Shoe

EARLY FALL FASHIONS FOR LADIES

We are now receiving our first shipment of Footwear for fall wear from the manufacturers, and must say that we have never felt more pleased with any shoes we have ever received in previous seasons. The styles this fall are daintier in patterns and are on better fitting lasts. Some makes we handle:

"Dorothy Dodd," "Bell," "Winnie Walker,"
"Waterbury & Rising Special."

In one of these brands there is style and fitting for you.

"THE HOME OF RELIABLE FOOTWEAR"

WATERBURY & RISING, LIMITED

THREE STORES - - - ST. JOHN, N. B.

