

**PAGES**

**MISSING**

# EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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## EDUCATIONAL REVIEW

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Fredericton, N. B.

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As another Christmas will have come and gone before the Educational Review appears again, we take this opportunity of extending to our readers best wishes for an enjoyable Christmas, a pleasant vacation and a happy and prosperous New Year.

The year about to close has been an eventful one in history. The greatest war the world has even seen has happily been brought to an end—a very satisfactory end from the point of view of Britain and her Allies. The Christmas season, over which the shadow of a world-war has hung for four years past, will be celebrated this year by us with a new sense of gratitude in our hearts.

A retrospective view of our work as teachers during the past year will reveal some disappointment as well as much of satisfaction. If we profit by the mistakes we have made they will not have been in vain.

We have heard much about the nobility of the teacher's profession, and it is without doubt a noble one. It requires training, patience, skill and character on the part of the teacher. Unfortunately these qualifications are not always appreciated by parents as they should be, and they certainly do not seem to be valued by school boards, judging by the salaries they pay their teachers.

A conscientious teacher, realizing that she is developing character in her pupils for future citizenship, will not be influenced by these things, nevertheless it is a fact that onerous duties, conscientiously performed, seem lighter when rightly appraised by those to whom the service is given. By common standards a teacher whose

pupils are able to pass successfully prescribed examinations, is regarded as a success. It is beyond doubt a splendid thing to be able to inspire pupils so that they will by their industry qualify for academic tests, but no teacher, however well qualified to instruct, is a success who does not keep before her high ideals for character building in her pupils.

#### TECHNICAL EDUCATION IN N. B.

It is understood that the U. N. B. Board of Education has handed over to the Vocational Education Board the control of Evening Technical Schools and any work of that nature done outside the public schools.

Not very much interest however has been taken in this class of work in the cities and towns in the past. St. John has had a small school giving instruction chiefly in mechanical drawing. Fredericton had a large school during one winter, after which interest seemed to die.

The Vocational Board has had one meeting for organization purposes and its representatives have had conferences with some of the cities and towns. As yet no definite proposals of acceptance have been presented by any community, though the importance and necessity of such education is ardently advocated by a few in each place.

It cannot be denied, however, that up to this time no adequate financial support has been offered from any source, commensurate the high cost of such education.

The cities and towns consider they are already being highly taxed for education. The sum of \$50,000 granted by the Province each year will not go very far to cover the preliminary cost. School Boards defer to the councils, who do not part with the required money, and are not always alive to the importance of the matter.

Federal grants and the most skilled expert direction are needed in addition to Municipal and Provincial grants to introduce and support this work in accordance with its importance. It may also be necessary to do some propaganda work. It is assumed that its introduction will be voluntary, therefore the most progressive districts will first be in line.

#### WAR SAVING STAMPS.

The boys and girls of Canada and all others who may be able to save small sums are to be given opportunity to buy War Saving Stamps in denomination not less than twenty-five cents.

Everyone cannot buy a fifty dollar bond, but anyone who can fill a card with sixteen stamps costing four dollars, may exchange it for five dollars on January 1, 1924, interest being about five and one-half per cent.

By this plan fifty millions of dollars has been lent

to the Government of the United States, and it is expected a large sum will be loaned in Canada.

The teachers and pupils of our schools should do their utmost in this behalf, not only because the money is needed to bring our soldier boys home, to provide for their comfort and support until they are ready to resume work, and to supply work for them profitable to the state, but because to make intelligent citizens it is most desirable that as many as possible should have a stake in the country in order that there shall be widespread interest in having it carefully and wisely governed.

The boys and girls of to-day will be the citizens and rules of tomorrow. Let us interest them now.

In addition to all this, it is most desirable that the spirit of thrift be inculcated. Saving is largely a habit and if begun in early life will continue in advancing years.

A war book will soon be sent out among the teachers and pupils. The teachers have been authorized by the Board of Education to cooperate with the War Saving Committee. Full information will be contained in the war book when issued.

#### THE WAR.

The great war which has drenched Europe with blood for more than four years, came to an end with the signing of the armistice by the German representatives on November the 11th. The armistice is for thirty days, but by its terms, which have already been largely carried out by the surrender of a large part of the German surface and undersea fleet, and a large number of guns of all sizes, together with vast quantities of war material and railway stock make it impossible for Germany to continue fighting, even if the army had not been on the point of collapse, and her people starving. The Allies were rapidly advancing to the German border driving the enemy back at every point. The terms of the armistice, given in another place in these columns, show the completeness of the German surrender and the helpless condition in which it leaves them.

In July, 1914, the German Emperor, with an insatiable thirst for power, set out to dominate the world, and we shudder to think how near he came to succeeding. With Austro-Hungary, Bulgaria and Turkey as allies, with Constantine of Greece a warm sympathizer, he had things pretty well his own way while France and Britain and their allies were preparing to oppose them.

Some of the results of the war are that Emperor William is a fugitive in Holland, having, it is said, abdicated his throne. Emperor Charles has renounced his throne, or the "exercise of his privileges" as a ruler; Ferdinand of Bulgaria and Constantine have been dethroned, and the Sultan of Turkey has been murdered by his own people. Autocracy has had its death blow.

The King of Saxony and Bavaria are said to have abdicated and it now looks as if the governments of the enemy empires and kingdoms were all to be replaced with Republican governments.

In a short time a peace conference will be assembled, probably at Versailles. What, if any, part Germany and her allies in misfortune will have in this conference, remains to be seen. The representatives of the Entente nations and those of their Allies should make the peace terms, and the only part Germany and her dupes ought to have in them would be to accept them.

**"HERE'S TO THE KIDDIES: GOD BLESS THEM!"**

Once they appear in our homes, children soon make a place for themselves in our hearts. There are said to be woman-haters and child-haters in the world, but those monsters are not common, thank heaven! The dictates of fashion and the distractions of society have led some of "the best people" to ban the baby and adopt the puppy-dog, but today we see a mighty change coming—thanks to the war. People, even "the best people," are having their good sense restored and never before was there so great a value placed upon children as there is today. We realize now as never before that in our nation is to have a great and glorious future we must have children, an abundance of them, well born and well brought up, healthy in body, sound in mind and pure in heart. Come to think of it, if we have no families, tomorrow there will be no nation. We love the children for their own sakes, but we value them also because of what they mean to the state.

But children, however well-born, require education—of the body, the mind and the heart. This means that they must be given opportunity in childhood for study as well as for play. They have a right to these and if the parents are prosperous no doubt the children will have these privileges. But fortune is fickle and life uncertain, so that every effort should be made to provide the boys and girls with a good education even if the parents should not survive. In Canada and the United States there are so many opportunities of "getting on" that numbers of men and women with little or no education have made a marked success at least in regard to making money. These exceptions are so often in our minds that we are tempted to conclude that a good education is not an advantage. The trouble is that we fail to note the success achieved by those who are educated. If we look carefully into the facts and figures we shall see that an education in the great majority of cases is a tremendous advantage. The United States Bureau of Education has collected the following statistics:

With no schooling there is one chance in 150,000 of obtaining a position of prominence.

With a public school education there are four chances in 150,000 of a marked success.

With a high school training there are eighty-seven chances in 150,000 of making good.

With a college education there are eight hundred chances in 150,000 of attaining distinction.

These facts prove beyond question that if we can secure for our boys and girls the opportunity of studying until they have completed a worth-while course of training their chances will be immensely improved, difficulties will disappear, and they will not only be more prosperous but infinitely more useful men and women.

As we love our children, our homes and our nation, we should strive by every legitimate means at our disposal to afford these boys and girls of ours a full opportunity of developing their abilities. Poverty will stunt their growth, limit their opportunities, perhaps break their hearts. Life insurance will guarantee them at least a fair field. In the strong box of every Canadian home should be kept a policy for the largest sum that can be carried. Over-insurance is by no means recommended. No parent is under an obligation to make himself and his family suffer deprivation in order to carry insurance—but as much as can reasonably be carried should be taken for the sake of the future of the boys and girls, the men and women of tomorrow.

Since the above was written the following additional and very remarkable statistics have become available from the American Bureau of Education. "Uneducated laborers earn on an average \$500. per year for forty years, a total of \$20,000. High school graduates earn on an average \$1000. per year for forty years, a total of \$40,000. This education required twelve years of school of 180 days each, that is 2160 days in school. Now if 2160 days in school add \$20,000. to the income for life, then each day at school adds \$9.02. Therefore a child that stays out of school to earn less than nine dollars a day is losing money." The lesson is plain—we should guarantee our boys and girls an education by means of an educational life policy.

Many children are tempted by the prospect of earning a few paltry dollars, to leave school at fourteen or as soon as the law allows. And thoughtless parents sometimes encourage them. It is a tremendous mistake. Knowledge is power.—*The Mutualist*.

"My!" said little Alfred, as he looked up from his book, "this sailor must have been some acrobat."

"Why, dear?" queried his mother.

"Because," replied Alfred, "it says in the book, 'having lit his pipe he sat down on his chest.'"—*The School*.

**WATCH THE LABEL ON YOUR PAPER.**

**HOW TO DRAW THE UNION JACK.**

Jas. Vroom, M.A.

Although the design of the British Union Jack is complicated, it is easy enough to draw it correctly when you understand it; and the best way of learning the form and meaning of its several parts is by drawing it.

For the outline of the flag, draw a rectangle twice as long as it is broad, with the longer lines horizontal. This, of course, may be drawn to any scale, in inches, centimeters, or other units. Let us take it, for example, 10cm. by 20cm.

Close to the vertical line at your left hand, draw another vertical line a little longer, to represent the flag-staff; or rather to show that this is the end to be attached to the staff or halyard. The part of the flag near the staff is called the hoist; the part farther away is called the fly. Every flag has a right side and a wrong side, or front and back. You are looking at the right side of the flag when the hoist is at your left hand and the fly at your right, unless the flag is upside down; and one of the chief reasons for learning the correct form of the Union Jack is that you may avoid putting it upside down.

To draw the device, first draw the two diagonals of your rectangle. Next, on the upper side of each diagonal in the hoist, and on the lower side in the fly, draw a parallel line at a distance of one centimeter. The space between this line and the diagonal is to be white, for St. Andrew's Cross; that is, for half the width of St. Andrew's Cross, as only half its width appears in the design.

On the other side of each semi-diagonal draw two lines parallel, the farther one at a distance of one centimeter, and the nearer at two thirds of that distance. The broader space thus formed is for the red cross of Ireland, or as much of it as shows in the design; and the narrower space is for its white margin.

Note carefully that the red, for Ireland, is only two-thirds as wide as the white for Scotland; and that the red and its white margin together just equal it in width. The width of both together is 2cm, one-half for each of the two kingdoms.

Next draw the two diameters of your rectangle; and on each side of them, at a distance of one centimeter, draw lines to mark the outline of St. George's Cross. Beyond these lines, at a further distance of two-thirds of a centimeter, draw other parallel lines to mark the outline of its white margin. These lines are quite independent of the diagonal lines which intersect them.

Fill in the red of St. George's Cross, which will be two centimeters in width; and also the red of the Irish Cross in the space reserved for it. Fill in the triangles with blue.

Note that St. George's Cross alone is one-fifth the

whole width of the flag; and that with its white margin it is one-third of the whole width. Also notice that none of the oblique lines touch the angles of St. George's Cross.

All this may seem difficult at first, but it is not hard to do when you know what you are doing. The Stars and Stripes, though simple in design, is very much more difficult to draw by measurement. Its proportions are 10cm. by 19cm.; and each stripe is one-thirteenth of the width, a very hard division to make. The blue canton is of the width of seven stripes, and its length is two-fifths of the whole length; while each of the forty-eight stars is a separate problem, if you undertake to draw it correctly. The French Tricolor is not so simple as it looks, for its blue is .3, its white .33, and its red .37 of the whole length. Of the three, therefore, the Union Jack is the easiest to draw to scale.

**MEN TO LOOK UP TO.**

I believe in hero worship, if by the term you mean the loving admiration of great men. My favorite study has always been biography, and next to that, history, which when properly written is largely an account of the doings of extraordinary men. I did not know, when a boy, that this admiration for great men is a virtue; and when at the age of twenty I chanced to open Thomas Carlyle's *Hero Worship*, I felt that he was merely saying things that I had felt and known all my life.

It is a good fortune to be born with a strong inclination to look upward. It helps you to get the most out of life. The people who habitually look down do not have a very comfortable or profitable time. The person who is able to admire no one must feel terribly lonesome and bored. I pity the man who can find no one before whom he is willing to bow. One of the reasons why so many persons are unhappy is that they have never cultivated the grace of humanity. Those hearts are happiest that know best how to love and adore.

Goethe said that there are three reverences—one for that above us, one for that round us, and one for that beneath us. The reverence for what is above us is the earliest to be developed, and it is often, alas! the one that is the soonest lost. Young men not yet out of their teens sometimes seem unable to find anything worth admiring in any man living or dead, and they sit down exultingly in the seat of the scornful. But that man is doomed to an impoverished life who loses the faculty of looking upward. He never rises high who does not know how to kneel.

It is said that a boy is largely an animal. In the animal stage of my career I began to develop symptoms of an embryonic hero worship. There was in me from the start a deep-seated and ineradicable fondness for big animals. The elephant was my favorite. Elephants

were not abundant in that part of the world in which I grew up, but, fortunately for me, there were travelling circuses that made periodic visits to our little town, and a circus always had at least one elephant, and sometimes two. The arrival of the elephant was a great event. I looked forward to elephant day with far more eagerness than to Christmas. Coming events cast their shadows before; and when the shadow of that approaching elephant fell on my eyelids, I could not sleep. Sometimes the elephant walked in from the nearest town. In that case I always went out to meet him. Sometimes he came by freight, and then I stood reverently by and saw that he was properly landed. When the parade passed through the town, I proudly walked as near the elephant as I could. It did me good to love elephants; it expanded my heart.

But this elephant worship after a few years passed away. As I became more and more human, I began to bow down before great humans. What a rapture there is in admiration! I do not mean that niggardly and reluctant admiration which is so common among those who are grown up, but that full-toned, overflowing, glorious admiration of which a healthy boy's heart is capable. As we grow older we become more critical, and it is more difficult to please us. Our eyes are opened to blemishes that escaped us in the morning of life; but in boyhood a hero is every inch a hero, and the greatness of great men suffers no subtractions.

The first great men to awe my heart were political orators who appeared from time to time in the midst of political campaigns. They were all flaming patriots, and, like so many Atlases, carried the world on their shoulders. Solomon was not so wise as the least of them, and every one of them spoke with the eloquence of Demosthenes. I was thrilled and swayed by the music of their golden speech. The names of most of them have faded, but the spell of their eloquence is on me still. They gave me something that the thieving years can never take away. They made me realize that we have a nation, and that it is a nation to be loved and served. They baptised me into the belief that public affairs are of moment, and they trained my young heart to beat in unison with the music of the Union.

One of the giants of those days was James A. Garfield. When not yet famous he came one day to speak in our town hall. I have forgotten everything he said, but the soul of one sentence abides. In speaking of our republic, he compared it with the ocean, and declared that a drop might rise from the ocean's depths and cast back the sunlight from the crest of the highest billow. The sentence thrilled the great audience that heard it and carried me to the stars. The things that thrill us are the things that change the texture of our lives. I grew up in stature under the magic of Garfield's be-

witching speech. His words were prophetic. Years afterwards he became President of the United States. In college he had swept recitation rooms to pay for his tuition, and in the fullness of time he was permitted to sit in the chair of Washington and Lincoln. The humble drop from the ocean's depths cast back the sun from the highest billow.

At the age of 18 I went to college. On looking back over my college years, I discover that the hours that have faded least under the sunlight and the snows of the seasons are the hours in which I was permitted to stand in the presence of a great man. The great men of my college world were lecturers. They came from afar, tarried only for an evening, and then vanished to return no more. Each one left me an altered world. They threw around me larger horizons and set me breathing the atmosphere of loftier heights.

One of these miracle-working men was Bob Burdette. He had an enormous reputation for being funny, and so I began to laugh internally before he began to speak. It was not long until my laughter became vocal, and before the lecture was half over I was so hilarious that it is a wonder a policeman did not put me out. I have often wished that I could hear that lecture again. It had a dog in it that I would give worlds to see. Years afterwards I met Mr. Burdette in California. He had become a minister of the gospel, and was so sober and human and ordinary that it was hard for me to believe that he was really the same man who had mesmerized me thirty years before.

One evening Joseph Cook came our way—the majestic and unparalleled Joseph! For months we had been reading about him and his amazing exploits. He was a sort of Samson, who could carry off the gates of Gaza and put to flight vast hosts of unbelieving Philistines. He came to us at the very summit of his fame, when he seemed to have got the start of the majestic world and to be bearing the palm alone. Had word arrived from Mars that one of the philosophers of that planet was to lecture in our opera house, I should not have been more profoundly moved. I counted the hours before the great lecturer was to appear. I shuddered at the thought that I might die before this Titan of the East arrived.

I lived! I saw him! I heard him! I do not remember what he said, but the memory of the exultation of my mood is still vivid. I gazed on him as a little child gazes on a star. I was too thoroughly awed to think—I merely sat and felt. After the lecture I followed this son of thunder through the street, but I did not go very near him, for I was afraid that he would turn and look at me.

John B. Gough came, and he, too, was a magician. I had heard of him for years, and now at last my eyes

beheld him, and my ears heard him. His voice had in it something that found the corpuscles in the blood. He made us laugh and cry just as he chose. I was amazed that any man should be able to work such wonders. I wished I could look inside his skull and see what the Almighty had hidden there. As this was impossible, I noticed carefully the shape of his forehead and the cut of his mouth and the expression of his eyes. I would travel a thousand miles to hear a man who could be as eloquent to me now as John B. Gough was on that never-to-be-forgotten evening.

At last the great Henry Ward Beecher paid us a visit. I obtained a seat directly in front of him. I know my eyes were open; I am not sure about my mouth. From boyhood I had heard about the famous Brooklyn preacher and now at last I was to be permitted to hear him. I had always idolized him as the greatest of orators, and now I was to hear what real oratory is.

He began his lecture in a quiet conversational tone. That surprised me not a little, for, if a man was an orator, it seemed to me he ought not to waste time in being something else. But the speaker was merely a quiet-voiced gentleman saying things in a clean and sensible way. I forgave him, however, for I knew that after he once got down to business he would show us what he could do.

But he simply went on and on and on. After a

while I forgot to pay attention as to just how he was going on. I simply drank in the words as they flowed from his lips, and then all at once he stopped—just why I did not understand, for surely he had not spoken for more than ten or twelve minutes—and I felt confident that he would, after getting his breath, begin again. But to my dismay he walked off the stage, and the lecture was actually ended. I looked at my watch. It said that he had spoken for more than an hour. I could not understand it. I compared my watch with the watch of a friend. They both said the same thing.

A new idea of eloquence began to dawn on me. I had always supposed it was the art of saying things in such a dramatic way that everyone would sit enraptured, exclaiming, "Ah, this is eloquence!" I now began to surmise that eloquence is talking in such a way that the hearer forgets the clock and merges his soul in the soul of the speaker. That is what had happened to me.

On going home I realized that I had not recognized the greatness of the speaker until the moment in which he ceased. I did not know how high I was until he left me, and I was obliged to clamber down to the level of my ordinary existence. I learned that night that eloquence is neither declamation nor any sort of verbal pyrotechnics, but the art of using words in such a way that the clock stops and the forces of the spirit are set free.

College days over, the question arose where I was to pursue my postgraduate studies. I was to be a lawyer and various Western law schools beckoned me, but they had no attraction, because they were in cities that were lacking in great men known to me. Boston was the only city in the country at that time that abounded in great men who had come within the circle of my knowledge.

All through college I had burned incense at the shrine of Emerson, and one day Mr. Bronson Alcott of Concord had spoken to us, telling us to eat apples and live forever. Through his Ten Great Religions I had come to know James Freeman Clarke, and the speeches of Wendell Phillips I knew almost by heart. And then there were Edward Everett Hale and Oliver Wendell Holmes and James Russell Lowell and Julia Ward Howe, and several others of the shining company of the immortals. Although it was my purpose to study law, I did not care to study it unless I could do it in the presence of the great.

One day, soon after my arrival in Cambridge, I happened to meet Oliver Wendell Holmes on Boston Common. I was not expecting to see him, and when he suddenly stood in flesh and blood before me, looking just like his picture, my heart almost ceased to beat. Later I heard the Autocrat of the Breakfast Table recite his Chambered Nautilus. He did it like a little schoolboy, and I loved him more than ever.



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Pept. E. R.

TORONTO

As rapidly as possible I got my eyes on all my heroes, and because they were so near me the world was like an enchanted palace. One day I saw a great man whose fame had not reached me in the west—Philips Brooks. No one who ever saw Philips Brooks ever forgot him. Physically he was superb:

A combination and a form indeed,  
Where every god did seem to set his seal,  
To give the world assurance of a man.

His mind was even more wonderful than his body, and his heart was equal to his mind. And then the great preacher stood in the pulpit and flooded his congregation with his thought and feeling, the heart instinctively cried, "It is good to be here!" Indeed, it was so good to be in Trinity, that I found myself there almost every Sunday, and the oftener I went the less attractive to me was the law library in the State House on Beacon Hill. Before many months had passed I decided not to be a lawyer, but to be a preacher. The course of my whole life was changed by this one great man!

The poet Keats once said, "I have not the slightest feeling of humanity toward the public, or to anything in existence but the Eternal Being, the Principle of Beauty, and the Memory of Great Men." It is true, as Tennyson says in his Ode on the death of the Duke of Wellington, "On God and godlike men we build our trust." The Roman Emperor Alexander Severus is said to have had in his oratory nothing except the statues of great men. Another Roman, the philosopher Seneca, believed that we ought to choose some great man and always have him before our eyes, that we may live as if he watched us, and do everything as if he saw.

Mark Rutherford in one of his volumes tells of a call he once made on Thomas Carlyle. This single interview with the great Scotchman he always regarded as one of the most important events in his entire life. His advice to all young people is never to lose a chance of making the acquaintance of great men and women. They communicate to us something that makes it easier to live. It is easy to walk with a noble tread after we kept step even for a brief hour with one of God's true noblemen.

Robert Browning told this incident to Dean Farrar: "Once I was walking with my son, who was then a little boy, in the streets of Paris. We saw an old man approaching us in a rather long, loose, shabby coat, and with a stooping, shuffling attitude and gait. 'Touch that man as you pass him,' I whispered to my son. 'I will tell you why afterwards.' The child touched him as he passed, and I said to him, 'Now, my boy, you will always be able to remember in later years that you once saw and touched the great Beranger.'"

It is not many great men whom you can touch with your finger tip, but that is no great loss. You can touch them with your mind, your heart, your spirit. You can

prostrate your soul before them and allow them to bless you.—*Charles Edward Jefferson in Youth's Companion.*

#### TO THE TEACHERS OF NEW YORK CITY

By W. L. Ettinger, Supt. of Schools, New York.

Fellow Teachers, as we begin the arduous work of the new school year, I deem it my duty and also my privilege to direct your attention to educational problems which require, for satisfactory solution, your broadest vision, your keenest intelligence, and your resolute application.

The present titanic war has made our Anglo-Saxon civilization conscious of its ideals as contrasted with a Teutonic swash buckler "Kultur" which threatened to impose upon us and our Allies a sordid militarism. Democracy, instead of being a shibboleth of politicians, has become the creed of millions of people of different nationalities, in defence of which nations rather than armies are waging a war unto death. Shocking indeed it is to realize that the paternalistic government and the resulting superficial prosperity of the German people, which aroused the favorable commendation of many sincere students, were but a sinister exploitation of the nation in the interests of a greedy, ambitious autocracy. We spontaneously find a new significance in Napoleon's dictum that three-fourths of a fact lies in its spiritual value.

This world war is a conflict of opposing ideals, of which the glistening bayonets and the rattling machine guns are but the material expression. During its progress, let us hold to the splendid thought of a little French peasant girl who, describing the French and German armies facing each other across the Marne, wrote that although they were so close that a swallow at one sweep could wing his way across the shallow stream, yet in terms of truth, in terms of decency, in terms of honesty, in terms of right and wrong, the two armies were as remote from each other as are the polar stars.

As partial compensation for the dreadful carnage and the appalling devastation that the war has wrought, there has been a spiritual awakening in which the scales of ignorance, bigotry and mammon worship have dropped from our eyes, leaving us with a clearer insight into the fundamentals of individual and of national life.

As our schools are the nation's most potent instrument in the development of national ideals, it would be strange indeed if this world crisis did not compel changes in our conceptions as to the value and the function of education as a phase of our institutional life. We are called upon to scrutinize anew our work in terms of our underlying theories, our methods of instruction, and our discipline, in order that through reflection we may acquire that freshness of vision, that truthfulness of aim, and that steadfastness of purpose necessary to insure the



salvation of our democracy through the proper training of our future citizens.

What is the truth concerning the value of the work in which we are engaged? Our results are apparently intangible, difficult of measurement, and often at seeming variance with the immediate demands of commerce and industry. But if the achievements of ourselves and our Allies have demonstrated one fact above all others, it is that the moral fibre, the morale of the nation, is more vitally significant than any degree of material prosperity, and, moreover, that its quality is the fruitage of a proper educational system. Not the last line, but rather the first line of defence, is the public school system of our land, and it is no exaggeration to say that the battles of tomorrow are being won in the schools of today.

Should not a consideration of such facts lend an increased dignity, a deeper seriousness, an enhanced value to our work as teachers? Should not cynicism, negligence, unskillfulness give way to the same degree of optimism, resourcefulness and prowess that we expect of Pershing and his staff when he leads our men to battle? We who are soldiers behind the far-flung battle line, and into whose hands is entrusted the training of our country's most precious heritage, must so saturate ourselves with the needs of the vital present and the demands of a promising urgent future that our professional attitude, our methods of instruction, and our means of discipline will be a reflex of our matured point of view.

It is imperative that every teacher within our system:—

(1) shall let the thrilling events of the present not only color, but also constitute the core of the subject matter of instruction in elementary and high school,

(2) shall be aggressively patriotic in word and deed in upholding the standards set by President Wilson, and in furthering all war measures which our nation sees fit to enforce,

(3) shall, through the ideals embodied in our literature, and through every-day contact in the school, emphasize the futility of strength divorced from righteousness,

(4) shall interpret history so as to reveal the enduring Anglo-Saxon principles of personal liberty, to which our President has given such eloquent expression,

(5) shall promote the physical well-being of pupils,

(6) shall use methods of discipline which will foster initiative and spontaneity coupled with courtesy, self-restraint, and prompt obedience.

(7) shall make the utmost possible effort so to interest pupils in their own schooling that dropping out and juvenile delinquency will be reduced to a minimum.

Let me indicate briefly some of the problems which

are of pressing importance, leaving to your own discretion their further elaboration.

If we are to maintain our school organization at its high level of efficiency, we need an adequate supply of teachers. Therefore I urge all teachers to remain in the service and to do their best to induce competent people to become candidates for admission into the service. Our present staff has been depleted to such an extent that it has been found necessary to request the government to designate our work as an essential industry and to grant deferred classification to such members of our administrative, supervising, and teaching staff as are necessary to ensure the proper maintenance of the schools. In connection with teachers' applications for leave, either with or without pay, it will probably be necessary to insist that not only the immediate superior give approval, but that the commanding officer in the branch of service for entrance into which the candidate is making application shall certify not only that the services to be rendered are essential, but also that the applicant is peculiarly well qualified to render such service.

It is my settled conviction that the teaching service must be made more attractive in terms of increased compensation and more helpful and more sympathetic supervision. You can help by devising an organized channel of expression, whether it be the present Teachers' Council or a modified form of such organization, which will permit the teachers to voice suggestions, opinions, and requests with reference to the conduct of school work.

Another problem of immediate importance is the matter of adequately housing our 800,000 pupils. As you are aware, the Federal authorities, after giving due consideration to our request for building materials, have denied the request in toto. We must acquiesce in this decision. As our present school accommodations are inadequate, the ingenuity of all will be taxed to devise means of providing pupils with a full day's schooling. I entreat your consideration and your co-operation in this matter. No plan of general application will be laid down, but the well recognized evils of certain types of double session or duplicate school programs should be avoided. Constructive suggestions, such as the modification of the school year program, the extension of the school day, the school week, and the school year, the expansion of the opportunity classes in our summer schools, the development of more flexible grading schemes in our higher grades, the possibility of promotion by subjects, the extension of the intermediate type of school, may all help to enable us to make the best of a regrettable situation.

Americanization, both as a term and as a process, is very familiar to you, and therefore, in view of its present importance, let me simply warn you against the assumption that the bulk of Americanization work must be done through such agencies as evening schools, continuation

classes, lecture centres, parents' associations, or community centres. Effective as these agencies are, it is the beneficent multiple influence of the day school teacher, exerted throughout the day to furnish ideas and habits to our pupils, that insures the transformation of the alien home and foreign neighborhood. Do all you can to promote the success of this Americanization work among adults, but do not forget that the children in your schools are the treasure bearers to the foreign home of that language equipment, that generous enthusiasm for institutional life, and those habits of orderly living which constitute the essence of American ideals.

Were my message to you one of detail, I would emphasize the necessity of economy of all kinds, whether it be in the use of supplies, the maintenance of equipment, or the honest execution of the daily program. I would expand upon the necessity of close attention to matters of methodology, such as the need of self-checking in arithmetic, the desirability of insuring to every child a fairly rapid, legible type of penmanship and a mastery of the minimum spelling vocabulary proved to be the basis of ordinary business and social correspondence, the distinction to be observed in the reading process between oral rendition and thought getting, the development of clear-cut speech through ample exercise in the class-room, the necessity of treating history and geography as closely related subjects significant in our present day life. But I shall refrain from treating these matters, because I am confident that in the near future it will be possible, through the co-operation of the superintendents, principals, and other supervisors to assure to the teachers a more helpful supervision than has been possible hitherto, and that, therefore, such matters will receive the attention their importance demands.

Let me conclude by again referring to the war in which we are all engaged, whether we stand in the presence of a class in the heart of the ghetto or lie steel-helmeted in the fields of Flanders. To put forth our best efforts as teachers we must identify ourselves with the attempt of our Allies to preserve those rights of manhood, for the establishment of which our own nation was founded, and in the defence of which it is now pouring forth its richest treasure. These rights have been and still are in fearful jeopardy. Were we not a firmly united people, each and every one resolved to give his labor, his wealth, and even his life to guarantee these rights to posterity, the issue would be in doubt, but united as we are in every aspiration and endeavor, the battlefield extends not only to New York City, but to every village throughout the land.

Last July, while attending the convention of the National Education Association at Pittsburg, I sat gazing out of the hotel window in the dusk of the evening. The clouds were lowering, the atmosphere was smoke-

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laden, and in the distance a foundry running a heat was sending a shower of dazzling sparks into the darkness of the night. Across the way, on a neighboring building, I caught the glimpse of "Stars and Stripes." Like a flash, the gloom of the scene vanished, and I followed, as in a vision, that steel to the battle riven western front. Those sable clouds were transformed in the garment of a bereaved but triumphant democracy, and those fiery sparks were a golden crown unto her head. I proceeded to a meeting at which various representatives of our Allies spoke of the war in relation to education, and listened spell-bound to a beautiful story which, to my mind, is prophetic of the part we play in this war for democracy. It was related that France has shown her confidence in our army by giving into its keeping her most treasured possession—Alsace and Lorraine; that some of our boys were billeted near the home of Joan of Arc; that they were told the story of how Joan had been inspired by heavenly voices. Incredulous, they halted a poilu going by, and inquired if such voices were still heard in the land and would lead to the salvation of France. The Frenchman halted, and then said, "Messieurs, listen." In the distance they heard faintly but clearly the silver-throated bugle of the American forces sounding the call to battle and to victory.

**WATCH THE LABEL ON YOUR PAPER.**

#### SCHOOL FAIRS IN NEW BRUNSWICK

September was a busy month in School Fair work. In almost every locality where a Fair was held, the interest both among children and people amounted to enthusiasm. Many who had not been in touch with school work since early youth, attracted by features related to their own occupation, found it pleasant and profitable to spend a few hours in thus giving encouragement to the children. The crowds of citizens who have attended have caused the pupils of the schools to recognize that what they are doing is appreciated, and this union of thought and action practically expressed, between young and mature, cannot fail to give a deeper purpose to the preparation the schools afford for higher and more resourceful citizenship.

While the Nature Study and Agiculture part of the School Course, through the School Garden with the Home Plot and Poultry Project work growing out of the instruction given at the schools, provided the major quantity of the exhibits and formed the basis on which interest was developed, results of other study contributed to broaden the influence exerted. Writing, Drawing, Composition (Essays), Pressed Plants, Collections of Seeds and of Insects, Maps, Plans of Home Properties, Domestic Science and Manual work in wood, all had their place at most of the Fairs. Only by consolidating and interweaving practical outdoor application with school room study, can the great power the school possesses for community building be exerted. The School Fair calls the attention of the ratepayers to their school, to its local value and to the importance of the teacher's office. It is a sort of clearing house, an annual summing up of results in a form that can be seen and handled. It trains pupils to put themselves into touch with the things that occupy the time of the people and thus helps to make the work of education to be the early steps of men's and women's employments.

The casual observer at School Fairs cannot but be impressed with the educational value of the work that leads up to them. The interested attention of the pupils, their close and critical comparison of exhibits, the questions asked as to the judging, their expressions of determination to put forth greater effort next year, bear record that character moulding is going on and that the school is accomplishing a purpose in their young lives.

To a much larger extent than last year, union among districts for School Fair work has been effected. In one case, at Sussex, nine districts co-operated, giving the Fair the rural and town features in healthy combination. At Chatham, Sackville, Hartland, Hampton and other places, the same principle was followed. Even in purely rural localities the same plan worked admirably. At Cambridge five, Young's Cove Road three, and at Jacksonville two districts united with excellent results. Train-

ing among the young of this kind cannot but be beneficial. Knowledge of each other, obtained by actually uniting in educational activity, will conduce to break down local jealousies and sectional feeling and to create union and co-operation.

This year preparation for Fair work has extended over a longer period of time. Through the winter and spring the Fair idea has been kept to the front and used as an impelling power to increase interest in regular school work. This has also helped to connect with production, knowledge and instruction. It generally occurs that the best students have the best exhibits, not only of school room work, but of garden products. The scientific side of production is thus emphasized. The complex nature of productive industry is shown to need not only art, the practical, but also science, observation, study and experimentation.

Our plan has been to, so far as possible, obtain judges from the localities where Fairs are held. We find that by so doing there is a closer connection with resident people. The official in charge with the teachers, acts as interpreter of the prize list and is always present to aid with his judgment as becomes necessary. Exhibitors are given a number which is placed on each exhibit. No names appear on exhibits. Judges have a record sheet on which they mark the number opposite the prize awarded. From these sheets and the registration paper the amount of prizes awarded each exhibitor is made out.

Prizes are purposely kept small. The feature kept prominent is education, not the amount of money to be obtained. To the three making the best showing at each Fair, certificates of award are granted. It is suggested that those who receive such certificates have them framed and that they allow them to be hung in the school room for the remainder of the school year, thus serving as an incentive for further continued effort.

A noteworthy fact in connection with this year's School exhibitions has been that in several places—Jacksonville, Andover, Kingston and Chatham—the Boys' and Girl's Community Clubs (Poultry and Live Stock), under the direct charge of Agricultural Department officials, have also made creditable showings. Such work indicates the trend of thought of the people. There is a period between the time of leaving school and mature age when many young people are lost to the country, through lack of much to interest them. This form of continuation work is much needed, and every encouragement should be given our youthful citizens in the productive industries, to keep them in touch with the schools and carry on their activities in the communities under the most approved and scientific methods. While the efforts of those of school age can best be carried on through the school as a centre, care and attention should

be given that the older boys and girls leaving the school should have their interest in the school maintained by practical forms of continuation work.

Already preparation work is in process for School Fairs next year. Lines of direction are being suggested. They will aim to promote general school interest. As soon as plans are completed they will be circulated.

List of School Fairs 1918:—

- Sept. 2 McQuades (Dist. No. 21, Moncton).
- Sept. 7 Middle Coverdale.
- Sept. 12 Sunny Brae.
- Sept. 14 Sussex (9 Districts participating).
- Sept. 16 Jacksonville (3 Districts).
- Sept. 17 Hampton (4 Districts participating).
- Sept. 18 Rothesay.
- Sept. 18 Andover (3 Districts).
- Sept. 19 Kingston.
- Sept. 20 Lower Millstream and Apohaqui.
- Sept. 20 Blackville (3 Districts).
- Sept. 21 Campbellton.
- Sept. 23 Hartland (4 Districts).
- Sept. 25 Chatham (Town and 1 District).
- Sept. 27 Sackville (Town and 1 District).
- Sept. 28 Woodstock.
- Sept. 30 Young's Cove Road (3 Districts).
- Oct. 1 Cambridge (5 Districts).
- Oct. 3 Bass River.
- Oct. 4 Richibucto.
- Oct. 4 Petitcodiac.

R. P. Steeves, M.A., in N. B.  
*Rural Educational Monthly.*

#### METHODS FOR TEACHING FRACTIONS.

(Continued from November)

Inspector Ames O'Blenes, M.A.

#### ADDITION OF FRACTIONS

Imagine you have a number of apples all of the same size and shape. Imagine them to be placed on the table and by pointing to the place where you imagine them to be and by pretending to handle them, cut them, pick up the pieces, and in other ways work with them they become almost real to the pupils. In fact the cultivation in the pupils of the habit of imagining they are handling objects is of great value in much of the work in arithmetic, especially when you wish to teach the measurement of area, capacity, volume, etc.

Imagine a number of apples each to be cut into say eight equal pieces. Have all the pieces placed in one pile. Take from the pile 3 pieces and put them in one place, 5 in another, 7 in another, 6 in another. Have these fractions placed on the board thus:  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{7}{8}$ ,  $\frac{6}{8}$ . Tell them that you wish to add these fractions, that is simply to put them all in one pile and find out how much they all make.

Express this on the board thus:  $\frac{3}{8} + \frac{5}{8} + \frac{7}{8} + \frac{6}{8}$ .

By questioning lead them to see that if 3 pieces, 5 pieces, 7 pieces and 6 pieces are all placed in one pile there will be 21 pieces, and as all the pieces are eighths, the operation can be expressed thus:  $\frac{3}{8} + \frac{5}{8} + \frac{7}{8} + \frac{6}{8} = \frac{21}{8}$ .

Repeat with other fractions having the same denominator until the pupils can give a rule for adding fractions having the same denominator, thus: Add the numerators for a numerator and use the common denominator for a denominator.

To add fractions with different denominators, take for example  $\frac{1}{2} + \frac{1}{3}$ . Lead them to see that we have 7 pieces but that since the pieces are not alike we do not know how many pieces to put together to make a whole apple and therefore we cannot tell exactly how much we have.

There are two ways in which the pieces may be changed, that is by putting two or more pieces together to make larger pieces or by cutting the pieces into smaller pieces. Since in fractions the pieces must be equal, if we put pieces together we must put the same number of pieces together in each case, and if we cut the pieces into smaller pieces the smaller pieces must be kept equal, which can be done by cutting each piece into two equal

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pieces or three equal pieces or any other number of equal pieces.

A thorough drill on these two operations will help to make clear much of the work in fractions. This drill may be given as follows: Take a stick, say 24 inches long, cut it into 24 equal parts. Stick two of those pieces together and do the same with the whole 24 pieces. You will then have 12 pieces which will be called twelfths. By putting 3 twenty-fourths together you get eighths; 4, you get sixths; 6, you get fourths; 8, you get thirds; 12, you get halves. Deal in the same way with other fractions using lines on the board, and lastly using imaginary pieces of apples. It will be found that when any object has been cut into 3, 5, 7, 11 or any other prime number of pieces they cannot be made into larger pieces and have the larger pieces all alike.

Next give a drill in cutting pieces into smaller pieces. Place a line on the board. Divide it into halves. Cut each half into two equal pieces, then into three, four, five, etc., and thus lead the pupils to see that halves can be made into quarters, sixths, eighths, tenths, etc., that is, that halves may be made into any number of equal pieces that can be divided by the denominator, which is 2.

In like manner show that quarters can be made into eighths, twelfths, sixteenths, twentieths, etc. Thus with a variety of fractions show that any kind of pieces may be cut into smaller pieces and have those pieces all equal if the number of pieces into which the larger pieces are cut can be exactly divided by the denominator of the fraction used, that is, that the denominator of any fraction may be changed so long as the new denominator is a multiple of the denominator of the fraction used. Going back to the question  $\frac{1}{4} + \frac{1}{4}$  question as follows:

Q. What kind of pieces may be made out of quarters by cutting them? A. Eighths, twelfths, sixteenths, twentieths, twenty-fourths, etc. Q. What kind of pieces may be made out of fifths? A. Tenths, fifteenths, twentieths, twenty-fifths, etc. Q. What kind of pieces may be made out of both fourths and fifths? A. Twentieths.

Take the two fractions  $\frac{1}{4}$  and  $\frac{1}{5}$  and change them into twentieths as follows: Place on the board two lines each 20 inches long. Point to a line and question as follows: Q. How long is this line? A. 20 inches. Q. If I divide the line into four equal parts, that is, into quarters, how many inches will be in each quarter? A. 5 inches. Divide the line into quarters by short cross lines at the end of each quarter. Count three quarters and make the cross line a little longer at the end of the three quarters. Q. If I want to make this line into twentieths how many equal pieces must the line be divided into? A. 20 equal pieces. Q. Into how many equal

pieces must each quarter be cut so that there will be twenty equal pieces, that is, so that the pieces will be twentieths? A. Each quarter must be cut into five equal pieces. Proceed to divide each quarter into five equal pieces. Make the cross marks at the end of each quarter a little longer than those at the end of each twentieth so there will be no difficulty in seeing how many twentieths each quarter contains. Q. How many twentieths are there in one quarter? (Point to the divided line). A. Five twentieths in one quarter. Q. How many twentieths are there in the three quarters? A. Fifteen twentieths, three times, or fifteen twentieths. Thus it will be seen that  $\frac{3}{4} = \frac{15}{20}$ . In the same way show that  $\frac{1}{5} = \frac{4}{20}$ . Thus to add  $\frac{1}{4}$  and  $\frac{1}{5}$  is the same as to add  $\frac{5}{20}$  and  $\frac{4}{20}$ .  $\frac{5}{20} + \frac{4}{20} = \frac{9}{20} = 1 \frac{1}{20}$ .

Proceed to add other fractions in the same way, gradually leading the pupils to discover the following steps in the process leading up to the rule for adding fractions with different denominators. To bring fractions to a common denominator so that the pieces may be alike, it is necessary to find a common multiple of the denominators. The least common multiple is the best. By questioning lead the pupils to see that the common denominator is divided by the denominator of the fraction to be changed, and the resultant quotient and the numerator are multiplied to find the new numerator. At first use such fractions that the least common multiple can be found mentally. When such large numbers are used for the denominators of the fractions to be added that the L. C. M. cannot be found mentally, a thorough drill should be given on the terms multiple, common multiple, least common multiple, and on the method of finding the L. C. M. of numbers. I have found many classes who when adding mixed numbers reduce the mixed numbers to improper fractions, add, then reduce the result back to a mixed number. This is a waste of time. It is much more convenient to add the fractions separately, thus:

$$\begin{array}{r} 24\frac{3}{4} \\ 15\frac{1}{5} \\ 19\frac{1}{5} \\ \hline 60\frac{1}{4} \end{array} \quad \begin{array}{l} \frac{3}{4} + \frac{1}{5} + \frac{1}{5} \\ = \frac{15}{20} + \frac{4}{20} + \frac{4}{20} = \frac{23}{20} \\ \text{To the sum of the whole numbers add the} \\ \text{23} \frac{1}{20} \text{ which is the sum of the fractions.} \end{array}$$

I have found some classes using the following form:

$$\begin{array}{r} 24\frac{3}{4} \times \frac{5}{5} = \frac{15}{5} \\ 15\frac{1}{5} \times \frac{4}{4} = \frac{4}{4} \\ 19\frac{1}{5} \times \frac{4}{4} = \frac{4}{4} \\ \hline 60\frac{1}{4} \quad \frac{23}{20} = 2\frac{3}{20} \end{array}$$

The sign of equality is used between quantities, which are not equal in the above form.

(Continued in January)

**WATCH THE LABEL ON YOUR PAPER.**

### VOCATIONAL TRAINING

Paper by Mr. Fred Magee, M.L.A., read at Maritime Teachers' Institute, Moncton, N.B., August, 1918.

"Mr. Chairman and ladies and gentlemen:—I desire to take this opportunity of expressing my appreciation for the invitation you have extended to me to address this Maritime gathering today. A convention of this sort must result in a better understanding of our needs, must widen our view point and encourage us to greater endeavour. During this period of National stress, when the energies of our people are devoted to the safeguarding of our democratic ideals and the privileges which we enjoy, when our young men are battling to retain the freedom of the British Constitution and battling, I am proud to say, successfully, it is difficult, indeed, to concentrate one's ideas on any subject of a local nature. Education, however, involves at all times, the highest interest of the people and offers the noblest theme for the citizen and statesman.

The education of the youth of the Maritime Provinces of those who are to follow us, of those who are to be the owners of the country, and the solace of our declining years, should and must command the earnest attention of all those blessed with a public spirit.

We are gathered here today to discuss various matters pertaining to the intensifying of our educational effort. We in a large measure represent the educational forces of the three provinces.

It is right then, that we should give thought and consideration to that education which is deemed the most beneficial to the development of industry and our national resources, and it is to discuss Vocational Education or that education which trains students in the arts and sciences underlying some trade or profession and fits them for profitable employment, that brings me here today. This class of education is new to N. B. and P. E. I. N. S., however, is grappling with the problem as are all the other Provinces of the Dominion. I take it that those of you here are familiar with the subject and realize its importance. Some of the countries of Europe have had Vocational Education for fifty years.

The U. S. in the twentieth century has come to the front as a country eagerly seeking such instruction and is spending millions of dollars annually to assist the various states in establishing vocational or industrial schools.

Our Federal Government, however, has not yet shown itself sufficiently interested, or cannot get itself sufficiently aroused, to give any assistance whatever to the Provinces. Appeal after appeal has been made to them by members of Parliament on the floors of the House but without avail. I hope to see this convention pass a resolution before adjournment, demanding that the Fed-

eral authorities come to the assistance of the Provinces in this regard. The people are pressing for such assistance. In fact, today as never before, men, with a realization of the need, are urging governments both great and small, to proceed with this absolutely essential form of instruction and the only acknowledged method of saving the human wastage that exists under the present systems in vogue, systems which have their usefulness but which neglect the essential requisite of FITTING FOR LIFE. Statistics of our public school systems show the futile attempt made. All our present day methods are still along cultural lines. What has this cultural dogma done for the masses which we as a democratic nation should first consider? Let us take the record from our own Province of N. B.

We expend in the vicinity of \$1,220,000 on our public school systems annually. We have approximately 73,000 students enrolled and only 3.2 per cent of our school population in High School with only 4 per cent. or one out of 250 in grade eleven. 16,000 pupils enter grade I, 1,103 enter the High Schools and only 343 graduate. Only 6.8 per cent. even in cities and towns reach High School, and less than 2 per cent. ever graduate. In the best of our schools the wastage in the grades is alarming after grade five. New Brunswick has 16,000 of secondary school age NOT IN SCHOOL. Is it not a fact that the great majority of our young people are destined to enter industry? No facilities are offered in New Brunswick as yet, by the towns or municipalities to prepare this great majority for profitable employment.

To become an efficient Province or an efficient Maritime Province we shall have to amalgamate the cultural and Vocational ideas of Education, and the state offer, free, to the youth of the country an opportunity to fit themselves for employment in our industries and in commerce which opportunity they do not at present enjoy. Full free instruction in agriculture, book-keeping and stenography, motor mechanics, forestry, woodworking, mining, domestic science, etc., as well as special instruction in the fisheries and in the industries of the country, should be added to our curriculum, and facilities provided in every city, town and municipality for acquiring such instruction, provided such city, town or municipality adopts and enforces compulsory attendance.

What opportunity does the present system give the poor man beyond instruction for his children in the three Rs? What opportunity is afforded you teachers for assisting 99½ per cent. of your pupils for their vocations in life? If a young man expresses a desire to enter a profession and shows ability, and his parents are in a position to assist financially, you are able under our present system to aid him somewhat and fit him for a collegiate career. If, however, the parents are poor and the young chap has no chance for a profession, but could

be a steamfitter, what could you do for him? We have no facilities in this province for properly assisting those who desire to adopt agriculture as a life work. We cannot turn out a book-keeper, a stenographer nor a student qualified for the demands of any industry or trade, without the aid of the private institutions. We start right and end nowhere. Is it not possible to start right and end right? Is the object of free education accomplished by the teaching of the three Rs with a bit of history, geography and natural science thrown in? Cannot our free school system be so enlarged as to include the vocational? I fear that the public conscience of the Maritime Provinces needs educating to the human wastage surrounding us, and to the tremendous economic loss we are making under the system of today. This conscience must be aroused. Public men must interest themselves. Educators must realize that 95 per cent. of the schools are not going to follow the youths of this country attending cultural dogma, and that this 95 per cent. must be provided for. Maritime industry demands a system that will fit students for profitable employment. It realizes that the industrial aim of any country is to manufacture goods cheaper, therefore the greater the technical effort the greater the results.

If we are to compete for a share of the world's trade against nations which offer better facilities for obtaining special training for the industrial trades we must take immediate steps to inaugurate a system that will place us on a level with our competitors, and the only way we can accomplish this is to give free industrial education to our boys and girls. I submit that the country is ripe for reform in our system.

On page 33 of our report statistics are given of the Moncton schools showing 2,450 students enrolled, 82 being in grade IX, 49 in grade X, and 30 in grade XI., or a turnout of 30 out of a yearly new enrollment of about 420.

In St. John 7874 students are enrolled with 279 in grade IX, 144 in grade X, and 108 in grade XI, or a turnout in the vicinity of 100 in a yearly new enrollment of about 1300. The same proportions obtain throughout the principal cities and towns of the Maritime Provinces. Is it any wonder then that both parents and students lose their educational incentive.

In Newton, Mass., where they have recently inaugurated the vocational High School system, coupled with the cultural, 25 to 30 per cent. of the students are in these schools. In 1912-1913, Wisconsin, as a start, built and equipped 30 such schools which had an average attendance of 400. This state, therefore, the first year, really saved 12,000 of the youth of the country for their industries and commercial institutions.

Many instances can be given of like nature, and these comparisons speak for themselves. It is difficult

to estimate the economic value of increased earning power but you will agree that it is an asset sought for by all countries. Let us therefore pull together for a greater Maritime community, for a more practical educational policy and for greater co-ordination between the provinces.

You will pardon me, I know, if I take a few moments to speak of the vocational effort on the part of New Brunswick.

Realizing the need I asked the legislature during the 1917 session to vote the sum of \$2,500 for the purpose of making an educational survey of the province. This was granted. On September 5th, 1917, by order-in-council, a committee of seven was named for the purpose of making a study of the need for vocational education in the province and to make a report thereon. The committee consisted of Dr. J. Roy Campbell, M.P.P.; George H. King, M.P.P.; Father F. Tessier, A. M. Belding, John T. Jennings, Fletcher Peacock and myself. We organized on September 25th in St. John. We visited Halifax, Boston, and our Secretary, Mr. Peacock, attended the National Convention for the promotion of vocational education in the United States held in Philadelphia. We inspected schools and studied the various systems in vogue in Nova Scotia and the other provinces of Canada as well as those adopted by several states of the union. We also consulted the Robertson report, the most comprehensive of any known in this country or Europe. We had many meetings and consulted leading educationalists, prominent manufacturers, the labor interests, the agricultural interests and other industrial interests in the province.

We mailed upwards of 2,000 questionnaires inquiring if New Brunswick needed vocational education. All replies said yes.

During the session of 1918 we made our report, framed our bill, presented it to the legislature which passed the Act without one dissenting voice and without criticism.

One word with reference to this Act and I am done. The Act defines vocational and pre-vocational education and schools. It provides for provincial and local administration, and control. For the naming of a provincial committee made up as follows, viz.: The Superintendent of Education, the Principal of the Normal School, the Secretary of Agriculture, the Director of Elementary Agricultural Education, and three others, including one representing capital and one labor.

The Act provides for the duties of such Board.

It provides for the method of establishing departments and schools.

For co-operative and County Boards and their establishment.



For the appointment of officials to carry on the work.

For Provincial grants on a basis of fifty-fifty. That is any town or municipality that will build and equip a vocational school the province will step in and bear one half the cost of the net amount required for the maintenance of such school. The province will not bear any of the expense incurred in building and equipping. We are willing to help those towns, municipalities and districts which are anxious to help themselves. The Act limits the annual provincial vocational education grant to \$50,000. It further provides that no assistance be given any district, town or city without compulsory school attendance adopted therein. Recently the Board of Education has named the three members of the provincial vocational educational committee, viz.: Father Fred Tessier of St. Josephs; W. H. Maxwell of St. John, and myself. We meet today for organization purposes, and solicit the help of each and every New Brunswicker to firmly establish in our Province a popular and democratic system of vocational education.

I hope to see in the future vocational departments and schools in all the counties of the Province. I hope to see County Agricultural and Vocational Schools combined, I hope to see the towns and cities with their Industrial High Schools with day and evening classes. I hope to see a modern technical institute in conjunction with the University of New Brunswick that will take care of the graduates of the industrial high schools, who wish to become experts and specialists in industry.

To accomplish this is the desire, I trust, of all."

#### THINGS WORTH WHILE

The war has produced many new things and among them can be found many songs. Some are coarse and heavy, others rather light and breezy but still others have good sentiment, beautiful words and pleasing melody. These desirable songs will live in the hearts of the generation that has gone through this gigantic struggle and will be handed down by them to their children. The schools should keep alive this patriotic spirit by singing such songs in the schools.

The two songs quoted below are of the latter class, and should be used in the schools frequently. Others may be added indefinitely.

#### Keep the Home Fires Burning

They were summoned from the hillside,  
They were called in from the glen,  
And the country found them ready  
At the stirring call for men:  
Let no tears add to their hardships  
As the soldiers pass along,

And, although your heart is breaking,  
Make it sing this cheery song.

#### Refrain.

Keep the home fires burning,  
While your hearts are yearning,  
Tho' your lads are far away,  
They dream of home.  
There's a silver lining  
Thru' the dark clouds shining—  
Turn the dark clouds inside out  
Till the boys come home.

#### II.

Over seas there came a pleading,  
"Help a nation in distress!"  
And we gave our glorious laddies  
Honor bade us do no less—  
For our gallant sons of Freedom  
To a tyrant's yoke should bend:  
And a noble heart must answer  
To the sacred call of friend.

#### Refrain.

#### There's A Long, Long Trail.

#### I.

Nights are growing very lonely,  
Days are very long,  
I'm growing weary only  
List'ning for your song—  
Old remembrances are thronging  
Thru' my memory—  
Till it seems the world is full of dreams  
Just to call you back to me.

#### Refrain.

There's a long, long trail awinding  
Into the land of my dreams—  
Where the nightingales are singing  
And a white moon beams—  
There's a long, long night of waiting—  
Until my dreams all come true:  
Till the day when I'll be going down  
That long, long trail with you.

#### II.

All night long I hear you calling,  
Calling sweet and low:  
Seem to hear your footsteps falling,  
Everywhere I go—  
Tho' the road between us stretches  
Many a weary mile,  
I forget that you're not with me yet,  
When I think I see you smile.

#### Refrain.

Try these songs in your schools and see if the pupils won't enjoy them.

The following verses also have standing and will rank, without doubt, among the higher grade war poems in our language. The author is Lieut.-Col. John McCrea of the Canadian Expeditionary Forces.

**In Flanders' Fields.**

In Flanders fields the poppies grow  
Between the crosses, 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 falling 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.

In connection with the above poem and in answer to it the following from the pen of C. C. Galbraith will be of interest.

In Flanders fields the cannon boom  
And fitful flashes light the gloom,  
While up above, like eagles; fly  
The fierce destroyers of the sky;  
With stains the earth wherein you lie  
Is redder than the poppy bloom,  
In Flanders fields.

Sleep on ye brave. The shrieking shell,  
The quaking trench, the startled yell,  
The fury of the battle hell  
Shall wake you not, for all is well.  
Sleep peacefully for all is well.

Your flaming torch aloft we bear,  
With burning heart an oath we swear  
To keep the faith, to fight it through,  
To crush the foe or sleep with you  
In Flanders fields.

**The Service Flag.**

(William Herschell, in the Indianapolis News.)

Dear little flag in the window there,  
Hung with a tear and a woman's prayer;  
Child of Old Glory, born with a star—  
Oh, what a wonderful flag you are!

Blue is your star in its field of white,  
Dipped in the red that was born of fight;  
Born of the blood that our forebears shed  
To raise your mother, the flag o'erhead.

And now you've come, in this frinzied day,  
To speak from a window—to speak and say:  
"I am the voice of a soldjer son  
Gone to be gone till the victory's won.

"I am the flag of the service, sir;  
The flag of his mother—I speak for her  
Who stands by the window and waits and fears,  
But hides from the others her unwept tears.

"I am the flag of the wives who wait  
For the safe return of a martial mate,  
A mate gone forth where the war god thrives  
To save from sacrifice other men's wives.

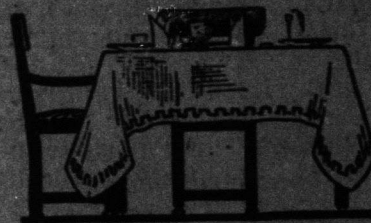
"I am the flag of the sweethearts true;  
The often unthought of—the sisters, too;  
I am the flag of a mother's son  
And won't come down till the victory's won!"

Dear little flag in the window there,  
Hung with a tear and a woman's prayer,  
Child of Old Glory, born with a star—  
Oh, what a wonderful flag you are!

E. J. KLEMME,

State Normal School, Bellingham, Washington,  
in School News.

Mother—"Now, Willie, when I have to punish you  
like this it hurts me more than it does you."  
Willie—"But you ain't hollering any."



For the  
**Informal Occasion**

**SUNDAY** night supper—  
or when intimates drop  
in unexpectedly—**EDDY'S**  
Paper Serviettes are quite  
appropriate. They lend a certain  
refreshing, pic-nic-y flavor to the  
occasion, like when you are seated  
on the grass, and somebody starts  
telling stories. And besides they  
save your linen serviettes—and  
that's an item nowadays.

Ask your dealer for a package of

**Eddy's Paper  
Serviettes**

today. You'll find them  
useful and economical.

The E. B. EDDY CO. Limited  
HULL, Canada

Also makers of the Famous Eddy  
Matches and Indurated  
Fibreware.

C-4

## CHRISTMAS BOOKS

(The following excellent list of books, poems, etc., was prepared by Miss Alice M. Jordan, Librarian of the Children's Room, Boston Public Library. The source of each poem is given).

## READING LIST ON CHRISTMAS CELEBRATION

Amusements and Games for the Christmas Holidays. Beard, American girls' handy book.  
Book of Christmas. Mabie.  
Children's Book of Christmas. Dier.  
Christmas in Old England. Smith. Plays, pantomimes and tableaux.  
Christmas in the Mayflower (Stanton). Barstow. Explorers and settlers.  
Christmas with the Little Ones. Goody, Special days in school.  
Dame Curtsey's Book of Games for Christmas. Glover.  
First New England Christmas. Stone and Fickett. Everyday life in the colonies.  
Jolly Little Santa Claus with His Reindeer and Sleigh. Beard, Things worth doing.  
Christmas. Schaffler.  
Christmas Decorations. Beard, What a girl can make and do.

## POETRY

As Joseph was a-walking. Hazard, Three years with the poet. Stevenson, Home books of verse.  
Babuska (Thomas). Olcott, Story-telling poems.  
Bells of Christmas. Wiggins and Smith, Posy ring.  
Benny (Whittier). Whittier, Child life.  
Bryant. Best poems on Christmas.  
Carol singing. Brown, Songs of sixpence.  
Child's Present. (Herrick). Grahame, Cambridge books of poetry for children.  
Christmas. Brown, Pocketful of posies.  
Christmas. Lucas, Books of verse.  
Christmas. (Scott) Lovejoy, Poetry of the seasons.  
Christmas. (Tennyson). Lovejoy, Poetry of the seasons.  
Christmas and New Year. Coates, Children's books of poetry.  
Christmas Bells. Dodge, Rhymes and jingles.  
Christmas Carol. Songs and rhymes for the little ones.  
Christmas Carol. Lucas, Books of verses for children.  
Christmas Carol. (Herrick). Grahame, Cambridge book of poetry. Hazard, Three years with the poets.  
Christmas Carol. (Lowell). Hazard, Three years with the poets.  
Christmas Carol. (Mulock). Hazard, Three years with the poets. Wiggins and Smith, Golden numbers.  
Christmas Carol. (Rossetti). Our children's songs.  
Christmas Cat. Sherman. Little folks lyrics.  
Christmas Eve. (Davidson). Grahame, Cambridge book of poetry.  
Christmas Hymn. (Dommett). Coussers, Poems children love.  
Christmas Hymn. (Patrick) Forbes, Favorites of a nursery.  
Christmas Memory. Riley, Book of joyous children.  
Christmas poems. Children's hour. Vol. 9.  
Christmas Silence (Deland) Lovejoy, Nature in verse. Wiggin and Smith, Posy ring.  
Christmas Stocking. Brown, Fresh posies.  
Christmas Time. (Dickens) Hazard, Three years with the poets.  
Christmas Treasures. Field, With trumpet and drum.  
First Christmas. (Poulsson). Hazard, Three years with the poets.  
First Nowell. Lucas, Book of verses for children.  
Glad Evangel. Wiggins and Smith, Golden numbers. Stevenson, Home book of verse.  
Good King Wenceslas (Carol) Olcott, Story-telling poems.  
Good Little Sister (Cary) Arnold and Gilbert, Stepping stones. Vol. 3.

Hang Up the Baby's Stocking. Morrison, Songs and rhymes for little ones.

Hilda's Christmas. Hazard, Three years with the poets.

Holidays and Holydays. Bellany and Goodwin, Open Sesame, 3 vols.

The Holly (Cook) Lovejoy, Poetry of the seasons. Wiggins and Smith, Posy ring.

Holly (Hartley) Lovejoy, Nature in verse.

The Holly (Hawker) Lucas, Book of verses.

Just 'fore Christmas. Field, Love-songs of childhood.

Stevenson, Home books of verse for children.

Kriss Kringle. Sherman, Little folk lyrics.

Little Christmas Tree. Coolidge. Lovejoy, Poetry of the seasons.

Merry Christmas. Lovejoy, Nature in verse.

O Little Town of Bethlehem (Brooks) Harris & Gilbert, Poems by grades. Hazard, Three years with the poets. Songs for the little ones at home. Wiggins & Smith, Golden numbers.

Old Christmas (Hewitt) Harris & Gilbert, Poems by grades. Wiggins & Smith, Golden numbers.

Old English Christmas. Lucas, Book of verses.

Peace-Giver (Swinburne) Grahame, Cambridge book of poetry.

Piccola (Thaxter) Poulsson, In the child world. Hazard, Three years with the poets.

A Real Santa Claus. Sherman, Little folks lyrics.

Santa Claus (Anon) Edgar, Treasury of verse for little children. Wiggins & Smith, Posy ring. Stevenson, Home books of verse for children.

Santa Claus. Lucas, Book of verses for children.

Santa Claus and the Mouse. Poulsson, In the child world. Morrison, Songs and rhymes.

Shepherd's Carol. Brown, Fresh posies.

Songs of St. Francis. Lucas, Book of verses.

Song of St. Nicholas. Dodge, Rhymes and jingles.

Sparrows. Thaxter, Stories and poems for children. Stocking Song on Christmas Eve. Dodge, Rhymes and jingles.

Three Kings of Cologne. Olcott, Story-telling poems.

To a Pine Tree (Lowell) Lovejoy, Poetry of the seasons.

To Father Christmas. Keany, Enchanted Tulips.

A Virgin Most Pure. Lucas, Book of verse for children.

Visit to St. Nicholas. Brackett & Elliot, Silver treasury

Visit from St. Nicholas. Harris & Gilbert, Poems by grades (primary). Hazard, Three years with poets. Wiggins & Smith, Posy rings. Coates, Children's book of poetry. Morton, Heart of oak, vol. 3. Scudder, Children's books. Stevenson, Days and deeds. Whittier, Child life.

While Shepherds Watched Their Flocks by Night. Hazard, Three years with the poets. Wiggins & Smith, Golden numbers.

While Stars of Christmas Shine. Hazard, Three years with the poets.

## RETURNS OF TEACHERS.

Before the Review again goes to press the schools will have closed for the Christmas vacations. It may be that some teachers who will make their half-yearly returns for the first time will have some difficulty in making them out properly so that there may be no delay in the issue of their government grants. This is intended for New Brunswick teachers as the writer is not conversant with the requirements of teachers in the matter of returns in the other provinces.

All schools in New Brunswick were closed officially by the Minister of Public Health from October 11th to November 16th inclusive. Many schools in some parts of the province were kept closed for a longer period by the local boards of health on account of the prevalence of

Spanish influenza or other contagious diseases in the district or locality. Teachers whose schools were closed by order of the Minister of Public Health, or by the local Board of Health, will receive their pay from the trustees as well as their government grants for the time their schools were thus closed, for any period not exceeding three months in the term. The teacher is not required to remain in the district while the school is closed in order to have a claim for the salary from the trustees or the government grant from the Board of Education, as some boards of trustees seem to think. Each teacher should state clearly on his or her return the date of the closing of the school by the health authorities and the date on which it was re-opened. While it may not be practicable to obtain a certificate for the time the schools were closed by the general order of the Minister, in all cases where the school has been closed, or kept closed for a longer period than that contained between the dates in the order of the Minister of Health, a certificate in some such form as that given in the N. B. School Manual on page 210, signed by a member of the board of health officially, should be attached to the return.

The half-yearly return should be carefully read over before the blank spaces are filled in. Scores and scores of teachers' returns, we are informed, are sent back to them at the end of each term for correction, and these do not by any means all belong to new teachers. Nor do a majority of them belong to teachers of the lower classes. A little care would prevent the making of many of these mistakes and save time and inconvenience to the teacher and to the Education department. Mistakes are most frequently made in omitting to give the opening and closing dates of the school; omitting in the teacher's affidavit the number of days taught; omitting or giving an incorrect grand total days' attendance of pupils; failing to sign the teacher's affidavit; and failing to see that the justice of the peace signs his name in the place provided for it when he takes the teacher's affidavit. Similar omissions occur frequently in the affidavits of trustees.

When substitute teachers are employed, the directions given in Note No. 1, on the last page of return, should be carefully followed.

Reports of teachers of graded schools should be handed to the secretary of trustees to be forwarded with and as a part of his half-yearly return to the Board of Education. They should never be forwarded by the teacher to the Education Office.

W.

Teacher—"Billy, can you tell me the difference between caution and cowardice?"

Billy—"Yes, Ma'am. When your afraid yourself, that's caution. But when the other fellow's afraid, that's cowardice.—*Harper's Bazar.*

#### CURRENT ITEMS

Kaiser Wilhem II. abdicated the German throne at German Headquarters on November 9th, upon receipt of a message from Philip Scheidemann, conveying the demands of the new Socialist Government. Crown Prince Frederick William, eldest son of the Kaiser, renounced his claim to the succession at the same time. Both fled into Holland where they still remain.

An armistice which terminated the world's greatest war, was signed by the German representatives on Sunday, November 10th, and fighting ceased on all fronts on Monday, November 11th, at 11 a. m., French time, 6 a. m. Washington time. The armistice period is thirty days, with the option of extending it. The armistice conditions in 35 clauses, accepted by the Germans, include: The cessation of all hostilities, evacuation by Germany of all occupied territory, including Alsace-Lorraine, and German territory west of the Rhine, which is to be occupied by troops of the Allies; Germany is to hand over all war supplies, all or nearly all of the German railway stock in occupied territory, to return all prisoners, withdraw German forces in East Africa, give up all occupied ports on the Black Sea, make restitution for property destroyed by German armies, return the gold taken from the National Bank of Belgium and from Russia and Roumania, renounce the treaties of Bucharest and Brest-Litovsk, surrender all allied vessels in German hands, give over to the allies a large part of her surface and submarine fleets, and disarm the rest.

Marshal Petain with a group of Allied officers and a French force on November 19th entered Metz, the great fortress city of Lorraine, which has been in the hands of the Germans for over 47 years. By the terms of the armistice the Germans were obliged to surrender the city to the French.

Brussels and Antwerp have been occupied by the Belgians after having suffered four years of tyranny under the German heel. The inhabitants celebrated their delivery in a hearty manner.

Germany has lost her colonies, her trade, and the best part of effective naval force.

The three weeks' campaign for the second Victory Loan, which ended on Saturday night the 18th, resulted in the loan being over-subscribed by \$176,000,000. The object of the loan was \$500,000,000. Every province in the Dominion went over its objective. New Brunswick subscribed \$16,500,000., Nova Scotia, \$30,600,000., and P. E. I., \$2,700,000.

Revolution is spreading throughout Germany, and

all the principal cities and ports are ruled by Soviets, consisting of workmen, soldiers and sailors. The insurrectionary movement began at Kiel, and soon spread to other towns and cities. Hamburg, Bremen, Cologne, Wilhelmshaven, Cuxhaven, Flensburg, Sondenburg, Frankfort, Strassburg and other important cities fell, almost without resistance, to the revolutionists, who were also reported to be in possession of Berlin.

The revolution is reported to be proceeding bloodlessly in Bavaria, Wuerttemberg, Saxony, Mecklenburg, Brunswick and Hesse.

The French torpedo boat Mangini, and the British torpedo boat Shark entered the Dardanelles on the 16th November.

The British battleship Britannia (16,350 tons) was torpedoed and sunk near the west entrance to the Strait of Gibraltar on the 9th of November. Thirty-nine officers and 673 men were saved.

A meeting of the Provincial Prmiers was recently held in Ottawa. The Maritime Province Premiers made a claim upon the Dominion Government for a money grant in lieu of Western lands given to the Western provinces.

The Campania, a former Cunard transatlantic flier, broke from her moorings in the Forth of Firth some time since, collided with a warship, and sank before she could be beached. She was a vessel of 12,950 tons, and was built in Glasgow in 1892. She was owned by the British Government and saw considerable of service in the late war. She was in the Jutland fight and also took part in the operations of the Allied fleets in the Dardanelles.

The German fleet, consisting of nine battleships, five battle-cruisers, seven light cruisers and fifty destroyers, was delivered to the British Grand Fleet off the Firth of Forth on November 21st. The surrendered fleet was taken to Scapa Flow, in the Orkneys.

#### CHRISTMAS

Mary Bronson Hartt

It may be a bit bigotted to regard Saint Nicholas or even good old Kris Kringle as "enemy aliens"; all the same, though, there is much of the folklore of the Christmas celebration which is never going to have quite the flavor it had before the war. All the more reason for welcoming a Christmas story of great antiquity and great beauty which comes to us from the lands where was cradled the Lord of the Christmas time. Every Christmas a group of wide-eyed Syrian children gathers at Denison House, a social settlement in Boston, to hear again

the story of the Camel of Bethlehem told in the picturesque dialect given below. It will be simple for any teacher who wishes, to translate it into every day English to present to her flock, though it will be hard to avoid losing some of the charm in the process; or the same story in a more elaborate form may be found in the Ladies Home Journal for December, 1914.

The story, you must know, is told by the ancient grandmother, Leila, to the dark-eyed, eager children clustering round her knee. Hear her tale:

#### CAMEL OF BETHLEHEM

"A ver' long time ago, when thad I, too, ees small leeke thee, I ees go on a journey een the desert weeth my mothaire an' weeth my fathaire, an' we lived een a tent. Me, I deed ride on a leetle white donkey, an' my mothaire she rode on a more beeg donkey; but my fathaire he rode on a black, black horse. An' we ride all day on the sand. But one night, when eet ees quite cold an' the stars ees ver' bright, we made a fire een the sand, an' sat down before eet, an' my mothaire deed tell me of the camel of Bethle'em even as I ees now telling you of the camel who came to Bethle'em to see the leetle babee Jesus.

"For Jesus, as you know, was once ver' small, even more small than Antar; an' he was weeth his mothaire, Marie, when there came to hem three ver' wise men bringing geefts, much gold an' much sweet-smelling perfume. Now, these wise men were ver' old, an' they wore beeg coats, an' they travelled on three beeg camels. They came a ver' long journey, an' the camels ees ver' tired when thad they geet to the khan where ees Marie. When the wise men geet down on their knees by that leetle babee Jesus to geeve heem those nice presents, those camels they were left outside the khan; an' they ees lie by the gate, ver' thirsty, ver' hungry. An' the mos' leetle camel—he ees thad one weeth the amber eyes an' the gentle heart—he ees so tired, he groan ver' loud, so—" Leila groaned realistically.

"Thad camel he groaned ver' loud, an' the leetle babee Jesus he hears heem, an' he ees ver' sorry thad the camel thad breeng all those geefts ees so tired. An' he lift up ees leetle hands so"—Leila held two slender fingers high like a priest's, and Nazileh lifted her little hand also, and the cooing baby waved both fat hands until Miladeh kissed them and tucked them under the rug. "An' when the leetle Jesus had made the sign of blessing, thus, thad tired camel—whad you s'pose?" She paused, her deep voice thrilling with the wonder of the miracle. "The tiredness ees all gone from hees ver' tired feet, an' thad thirstiness ees all gone from ees ver' dry throat, an' he lift up hees head, an' he feel ver' good, thad camel—for he know thad he never ees going to be like othaire camels; he know thad he ees going to live for evermore, an' never be tired, an' never be hungry, an' never be thirsty.

"An' every year, when eet ees thad leetle babee Jesus' birthday, thad camel he journey all over the desert, and' every-where he go he ees always breeng ver' lofely geefts for good leetle boys an' good leetle ge-urls who hold up their hands for a blessing, leeke thad leetle babee Jesus."

"An' so thad night, out een the desert where the wind ees blow the sand an' make the fire shine ver' bright, my mothaire while she tol' me about thad camel, ees geeve me a leetle far weeth water, an' a leetle wheat; an' me, I ees go ver' still an' put them behin' the tent for the camel of Bethle'em."

"I heard his feet in the sand," she answered; "I felt his breath on my cheek; an' I fell upon my knees and said a prayer unto him, as my mothaire had taught me." And, with her head bowed Leila prayed,

"Little camel! Pretty camel!

Will you bring us gifts today,

As you did the baby Jesus

On the first dear Christmas day?

Food and water,

Shelter, raiment,

For these gifts we humbly pray,

Little camel! Pretty camel!"

#### SCHOOL AND COLLEGE

Notes from Wolfville, N. S., state that Acadia College opened October 2nd with the largest registration for three years, about equally divided between men and women. The only change in the staff is that Prof. V. B. Rhodenizer, Ph.D., takes the place of Prof. Hannay in the English Department.

Cataloging on the new collection of Canadiana has progressed and all the bound volumes are now available and it is expected that the pamphlets will be begun before long. Dr. Adam Short and Mr. C. W. Milner of the Archives Department have been working in this library and Prof. Chittick and others have been studying here for some time. It is proving itself to be most valuable for those wishing to do research work.

Mr. Alex. M. Burns, formerly of Hillsborough, is teaching at Drake, Sask.

Mr. George L. Neilson of Centre Napan, N. B., is teaching at Perdu, Sask.

Dr. C. S. McArthur, wife and child, left Truro on the 6th for Pasadena, California, where they will spend the winter.—*Truro Weekly News*.

Mr. G. Fred McNally, M.A., formerly principal of the Normal School at Camrose, Alberta, has been appointed Supervisor of Schools for the Province of Alberta.

Mr. McNally, who was on the staff of the Moncton, N. B. High School for some time after his graduation from the University of New Brunswick, has had a very successful educational career in the West. Since going there he has been Principal of High Schools, Inspector of Schools, Principal of Normal School, and his latest promotion is to that of Provincial Supervisor.

Dr. W. S. Carter, Chief Superintendent of Education in N. B., went to Ottawa to attend the meetings of the Dominion Educational Association, of which he has been President for the last two years.

Mr. Clarence Sansom, B.A., a graduate of the University of New Brunswick, and a former teacher in the public schools of N. B., is now on the staff of the Normal School at Camrose, Alberta.

Dr. James W. Robertson, who recently toured Britain, France and Italy, on behalf of the Canadian Government and the Canada Food Board, reports conditions in Italy as extremely severe, although improved by good crops of fruit and vegetables during the past summer. There has been a diminution of over fifty per cent. in the production of milk, butter and cheese, and the total ration in Germany, according to the Italian Food Controller, was better at the time of Dr. Robertson's visit than that of Italy.



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