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- May 23—Empire Day.
- May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 24—Victoria Day (Public Holiday).
- May 24—Third Class License Examinations begin (French Department).
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- June 14—License Examinations begin.
- June 20—High School Entrance Examinations begin.
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  - Grade X. Public School History of England—Morang Educational Co., Ltd., Toronto.
  - Grade XI. Outlines of the World's History—Ancient Oriental Monarchies, Greece and Rome—Sanderson, Blackie & Son, Limited, Glasgow, Scotland. (Renouf Publishing Co., Ltd., Montreal).
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W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,  
August 2nd, 1920.

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**The Educational Review**

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MARCH, 1921

NO. 8

Josephine MacLatchy, Editor.  
Dr. B. C. Foster, Associate Editor, New Brunswick  
Eugene J. Dunn, Associate Editor, Prince Edward Island.

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**BULLETIN**

The April number of The Educational Review will contain the second of Dr. Trueman's articles, "Funds for Schools." "Communicable Diseases" will be discussed by Dr. Melvin, Fredericton. "A True Story of Nation Building" will be told by Dr. J. W. Anderson, Director of Education among the New Canadians, Saskatchewan. Recitations and a program for Empire Day will be suggested, Dr. Laird of MacDonald College will tell of the problems presented by "Individual Differences in teaching children to Study." "The Aims of Modern Geography Teachers" will be discussed by Mr. E. E. Lockey, State Normal School, Wayne, Nebraska. Miss Colwell's interesting article will be continued.



# THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

ESTABLISHED IN 1887 BY DR. G. U. HAY AND DR. A. H. MACKAY

SEVERAL teachers have asked that a Question Box be opened in The Educational Review to which teachers may submit problems or questions troubling them for solution. The Educational Review will be glad to co-operate with the teachers in this regard. Please limit your questions to matters dealing with school work. If you wish an immediate answer please enclose postage. Address—Educational Review, Moncton, N. B.

THE return of Spring brings with it the necessity of preparing for at least three special occasions—Arbor Day, Empire Day and School Closing.

"The idea that programs are a gratuitous addition to the education of the child and therefore need to be prepared in off-hours is wrong, and needs to be replaced by the thought that the program gives an opportunity to do something for the child and community that can be done in no other way." For a program which is made up largely of recitations there may be weeks of preparation, but it should be done in school as a part of the regular school work.

Poems chosen for recitation should be used in the reading and literature lessons. The choice of the person to give this recitation may be made by the teacher or left to the class. These recitations should be given during Opening Exercises or some lesson on which they have bearing. This will give more valuable exercise than can be gained from special rehearsals at the last minute. If such a plan be carried out but one final rehearsal may be needed. It may be well to allow the pupils to criticise each other's work. This will result in good training for the pupil who is to give the recitation and the other members of the class, for all will gain a more practical understanding of the requirements of a well-spoken selection. It may be well to leave the choice and arrangement of the various parts of the program to the pupils.—J. H. M.

THE anomaly of woman's position in this self-governing country is obvious to all thinking people. The extension of the franchise to allow her a voice in federal and provincial elections is very recent; but she has not yet a voice in local or municipal affairs. The situation is ridiculous on the face of it.

With a realization of the necessity for revised educational ideals, has come a wave of deeper interest in our schools, their condition and their problems. This is especially true among the women. Their women's organizations are studying the needs of the child, and analyzing the service rendered by the school. When it comes to actual steps for improvement, however, they find the limitations of municipal law. To plan, to suggest, is possible; but executive power does not lie in the hands of the women of the community.

Not to possess a thing, however, never daunts a woman. She "goes after" it. Two of the most general and influential women's organizations, viz., The Women's Council and the Women's Institute, have acted with characteristic promptness. Each local body has passed a resolution endorsing the movement, and forwarded a copy with a personal letter to their respective representatives in the government. Favorable replies have been received in many instances; and the women are anticipating a good backing when the question comes up in the present session of the House.

The step urged is not in the nature of an experiment. The United States and the Canadian west have tried and proved its value. In one or two outstanding cases women have served as trustees and school board members in this province. Miss Annie Stuart, property owner and business woman, has been a trustee in Grand Pre for several years. The present excellent school in that community may justly be considered largely the results of her efforts. In the town of Wolfville a lady, Mrs. Haliburton Moore, is member of the Town Council and Chairman of the School Board. Is it a coincidence that the money for a new school building, needed for many years, has this winter been voted?

In history our children read that Nova Scotia has had representative government since 1758. As a matter of fact that was only "government of the people for the people by some of the people." A large proportion of the people, viz., the Roman Catholics, had no share in government until 1783; and could not occupy a seat in the House of Assembly until 1827. At that time men were given the right of self-government regardless of creed; and we had "government of the people for the people by the men." Women's work

(Continued on page 240)



## The Fund for Schools

### A Timely Discussion of One of Our Gravest Problems

*George J. Trucman, Ph. D.*

THERE are in the Maritime Provinces many men and women who know how the schools of these provinces could be greatly improved. They are not backward in giving their views and urging that more rapid progress be made. But all plans suggested require the expenditure of large sums of money, and money is neither very plentiful nor easy to collect. The balance between the taxing authorities and the spending authorities in Canada was not so nicely adjusted as it might have been. The real taxing power rests with the county and municipality on the one hand, and with the Federal Government on the other, and this leaves the province between the two with no definite means of obtaining a large revenue. As a consequence Provincial Secretaries and Treasurers have to devise all kinds of means to bring together enough money to keep up the many and important public services for which they are responsible. When this is considered it is not surprising that Provincial Governments have not provided a larger share of the expense of education.

Where is the money to come from to give us better buildings, better teachers, better supervision, more practical and fuller courses and more years at school for all of our children? It is as useless to seek to raise money by pleasant and easy methods as was the search for the elixir of life or the philosopher's stone. The money must first be earned and then collected in some way by the authorities, local, county, provincial or federal. As to the best and fairest method of collecting it, and as to who are the proper authorities, there is a difference of opinion.

Whatever method is used it must readily appear fair to those concerned. Few people object to paying their share, but all dislike what seems like an imposition and will evade it if within their power. The unit of taxation must be as large as convenient, and the larger it is, the less likelihood of an unfair burden on any one. Thus the parish is a fairer unit than the school district, the county than the parish, the province than the county and the Dominion than the province. At present the tax burden is very unequal. Some districts pay ten times as much tax on a thousand dollars of valuation as do others. Often too after this heavy payment, the school supported is in-

adequate, and the parent must send the boy away to the village for the short time he can afford it, in order to give him a chance to hold his own. This is not fair, it is not democratic, as it does not give the slightest semblance of equal opportunity, and it cannot continue. There are two remedies for this condition, one to unite districts and form larger taxation areas, and the other and more easily accomplished, is the giving of government grants direct to the municipalities on the basis of need. Something is already done in this way but the greatly varying rates are proof positive that it has not brought about an equalization.

But before an equalization of this kind can be brought about some other changes are necessary. Many municipalities show a high rate of taxation because of large exemptions and low valuation. The exemptions of manufacturing establishments should be stopped and that of school and church property should be limited to that actually occupied by these institutions.

More money may be secured by taxing government property. It is true that such property belongs to all the people, and in taxing it we are taxing ourselves. It must be remembered, however, that what is needed is an equitable distribution of taxation. The Dominion government collects its revenue from the whole of Canada, and any tax it pays is thus the most widely distributed of any possible Canadian tax. A tax on government railroads, post-offices, and other such property is therefore not only fair but decidedly equalizing in effect. The same argument will apply to property owned by the provincial government, but to a lesser extent.

As property owned by the Dominion Government is exempt from taxation by a provision of the British North American Act, it would require an act of the Imperial Parliament to make such property taxable. The New York State Commission on taxation recently recommended that the Federal government pay local taxes on their property, taking the ground that it was unfair to impose on any local community an expense that belonged to the nation. While in Great Britain government property is not taxed the government acknowledges the justice of the claim and, except in special cases, makes a contribution to the local authorities equal to the local rate. There is no reason why this could not be done in Canada without imperial legislation. Finally, when government railroads and company roads are both so largely represented and in such active competition as in Eastern Canada, the companies owning roads will consider themselves just-

(Continued on page 239)



## The Teaching of Nature Study in Rural Schools

By Miss Emma A. Smith

OUR first thought is what is Nature Study and what benefit is it to the child? Nature Study consists of simple, truthful, observations of nature. This being so we must lead children to see things exactly as they are thus leading them to discern the truth.

The children gain much useful knowledge as they learn of Nature's ways and forces.

Nature Study should give the child a life-long love of nature and companionship with nature. It should fill his mind with beautiful thoughts and wholesome interests and thus separate him from much evil which may lie in his way.

From my own experience I have chosen the last hour of the day for the regular lesson. It matters not how weary and dull the children may be feeling they become active, eager and excited over the lesson even when taught in the school-room. As they gather around the specimens, experimenting, observing, reasoning they become so absorbed and happy that all weariness vanishes. Going from the school-room in this spirit makes school a better place. When giving a lesson in the school-room if possible, put the child on the road of making an interesting discovery for himself before the next lesson day. Rarely will you have to wait that long. His self-acquired knowledge will be the most important topic of conversation the first time he meets you.

Out-of-doors seems the best school-room for the Nature Lesson. The children will love it and will accomplish an astonishing amount of work on the promise of a trip to field, pond, stream, woods—anywhere out under the blue sky.

Although there is an abundance of material on hand at all seasons of the year the spring seems to send out the strongest call to the student of nature. During a part of the year we keep our observations in connection with our Weather Reports, but from March 21st to the end of June we keep separate daily records of our Nature Study Observations on which each child records all he observes of nature such as: the melting of the snow, the directions of winds and rains, the starting of the sap, the flow of ice in the river, the passing of the wild geese, the first croaking of the frogs, the return of the birds, the budding of the flowers, the first ploughing and the sowing of each kind of crop—anything—everything. The child who hands in

the best record gets a prize when the time of prizes come but no child is compelled to pass in his record to be judged for a prize in the contest. I keep in touch with all these records and know just what each child is doing, thus keeping up both his and my own interest.

Often in the spring-time we keep special bird and flower calendars, carefully drawn and decorated, ruled under such headings as:—Name of Bird, or Plant, Date when first seen, Description, and Name of Child Reporting it. Each child is proud to report his discovery. He will search fields and woods for the earliest flowers and never fails to report and record his discovery. These calendars are the work of the whole school.

When we do not recognize the specimens of wild flowers, weeds, bugs, beetles, grubs, caterpillars, etc. brought into our school-room, and cannot learn their names from our colored charts or books, the children forward their specimens to The Department of Botany, Entomology, Agriculture or Horticulture, at Ottawa and always receive the desired information.

One season our special subject for study was Butterflies. Making a collection for our school served to give the children some knowledge of most of our butterflies. When autumn came we found the beautiful, black, green and golden caterpillar, of the black swallow-tail butterflies. We kept them for study, putting them with leaves on which they were feeding into cans with perforated tops. The children wondered much when they found the first chrysalis swinging from the cover. You may be sure they did not stop with one, and they received their reward in the spring when the butterflies came out. They also found a smaller, daintier chrysalis, suspended from a window sash, which developed into a cabbage butterfly.

One child brought in the large, horny caterpillar of a cecropia moth. It was a great wonder to see him weaving his cocoon, and often during the winter children found and brought in other cocoons like it. I shall never forget the cry of amazement that greeted the first Cecropia Moth when she was discovered, with her immense soft, furry body and crumpled wings just after she emerged from her cocoon. That was the time for a Nature Study Lesson. How those children watched as she hung to a twig and unfolded her wet and wrinkled wings until in about an hour's time we had a beautiful moth measuring  $6\frac{1}{4}$  inches across the wings. We mounted and kept a pair of moths, their cocoons and eggs. Among many others we got the cocoons and hatched out several Polyphemus Moths. Once we thought we had a Luna Caterpillar but an accident befel the cocoon. We got the much battered remains of a Luna found dead in the woods. In all



phases of Nature Study that relate to life we should seek to develop in the children a respect for the rights and lives of all the wild things unless they be pests that infringe on the rights and property of others. We found the lives of many of these pests very interesting, for instance the aphids and ants. We almost regret that here the study of Agriculture must come in and teach the necessity and methods of protecting ourselves from our numerous insect enemies. When making our collection of bugs, beetles and butterflies we usually took only the specimens actually needed. Instead of destroying the beautiful butterflies and moths, that had probably deposited their eggs and so could do us no more harm, I thought it better to wait until we met the less attractive larvae and then in the agriculture lesson teach the necessity and best methods of protecting ourselves from our enemies when they became numerous enough to injure our crops.

#### STARS

Winter seems the best season for the study of the stars. We usually begin our school-room lessons by drawing a familiar group and adding other groups as we learn to distinguish those already drawn. If given only one group at a time the children will hunt them out for themselves. To make the study more interesting I tell as many of the legends as I can. One winter we accomplished more than the usual amount of work as we walked to practise for a concert. Every winter a few opportunities of seeing the stars together present themselves and the children are always ready to show what they know and to learn more.

#### BIRDS

In the winter too, we keep in touch with the birds that remain with us and when spring comes are ready to welcome each returning bird. The child is always proud to be the first to see a bird when it returns and to tell what it looked like, where it was, and what it was doing. As we go to and from school, at recesses, and in all our walks we are always mindful of the birds. We learn how they fly, what they eat, how they sing, and usually find how they build their nests, the number and color of eggs and what the little ones are like. We sometimes hear of wonderful birds that we can never hope to name, because although Nature Study trains to accuracy we do not attain perfection. Each time the child fails to describe his bird exactly enough for us to determine it makes him more anxious to know *exactly* how the next one looks. Observation soon shows the children how useful the birds are

to us. With knowledge comes friendship, hence protection for the birds and their nests.

#### FISH, ETC.

This term we chose for our special study, the life of river, brook and pond and I assure you we have found no lack of material. Our river is a never-failing joy to our boys. They are as familiar with the "bore," the mud-flats, the tide and quick-sands as with the main road. In the river they have found eels, salmon, mackerel, herring, cod-fish, tommy cods and were even fortunate enough to see a porpoise taken. They were not long in finding out what he ate and drew their own conclusions as to why the fish are not so plentiful as they were last year. They also know just how the gulls kill their prey and what are their choicest parts.

When children get busy the teacher never knows just what form her next acquaintance may take. One morning we met our first cray-fish in the hands of a small boy. Its antennae mouth, eyes, teeth, nippers, legs and swimmerets and tail were so unusual that we were all delighted with it and very pleased when we got a proper introduction and knew just what to call it.

This study develops in the child a love of all nature. He learns to note the bubbling of the brook, the drifting clouds, the beautiful sunsets, the chattering of the squirrels, the songs of the birds, the buzzing of the insects, in all the sights and sounds around him he comes to appreciate Nature's charms.

What is more refreshing than a few days or even hours spent on the lake or river, in the fields or woods, anywhere in the great out-of-doors, after we have acquired a knowledge and a love of nature! How much more we will get from associating with the wild life around us than from an eager pursuit of that life for the purpose of wantonly wasting it.

To me the first aim in all our education of the young should be to make the very best men and women possible of those entrusted to our care. Lessons are not merely a cramming in of knowledge but a building up of character. Each subject plays its part and Nature Study plays no mean part in this training. Let us see to it that the child gets the best out of this study that we can give him and bear in mind that he gets more from a lesson given in a way that is interesting and pleasant to him.

We, too, will get more out of our lives if we approach our work not solely as a means of earning our living but as an opportunity of making the lives of our pupils a bit happier, a bit better.



# Poems of Birds and Trees

## THE HEART OF THE TREE

What does he plant who plants a tree?  
He plants the friend of sun and sky;  
He plants the flag of breezes free;  
The shaft of beauty towering high;  
He plants a home to heaven anigh.  
For song and mother-croon of bird  
In hushed and happy twilight  
heard—

The treble of heaven's harmony—  
These things he plants who plants a  
tree.

He plants a home to heaven anigh.

What does he plant who plants a tree?

He plants cool shades and tender  
rain,

And seed and bud of days to be,

And years that fade and flush again;

He plants the glory of the plain;

He plants the forest's heritage;

The harvest of a coming age;

The joy that unborn eyes shall see—

These things he plants who plants a  
tree.

What does he plant who plants a tree?

He plants, in sap and leaf and wood,

In love of home and loyalty

And far-cast thought of civic good—

His blessings on the neighborhood,

Who in the hollow of his hand

Holds all the growth of all our  
land—

A nation's growth from sea to sea

Stirs in his heart who plants a tree.

HENRY CUYLER BUNNER

## THE THRUSH SONG

Hark to the song of the thrush,  
At the fall of dusk and dew;  
Piercing the twilight hush  
Thrilling it through and through!  
While the first stars twinkle, twinkle,  
And the little leaves crinkle, crinkle,

Low as a rill,  
Sweet as a bell,  
Down from the hill,  
Up from the dell,  
And all for me and you!

List' to the song of the thrush,  
From the shadows cool and deep;

Out from the underbrush,

Dim where the pixies creep!

While the winds grow crisper, crisper,

And the little leaves whisper, whisper,

Fine as a flute,

Blown at the morn,

Soft as a lute,

Clear as a horn;

A call to dreams and sleep!

—SELECTED

## SUMMER IS NIGH

How do I know?

Why this very day

A robin sat

On a little spray,

And merrily sang

A song of May.

Jack Frost has fled

From the rippling brook,

And a trout peeped out

From his shady nook

A butterfly, too

Flew lazily by,

And the willow catkins

Shook from on high

Their yellow dust

As I passed by;

And so I know

That summer is nigh.

—SELECTED

## TREES

I think that I shall never see  
A poem lovely as a tree.

A tree whose hungry mouth is prest  
Against the earth's sweet flowing  
breast;

A tree that looks at God all day,  
And lifts her leafy arms to pray;

A tree that may in summer wear  
A nest of robins in her hair;

Upon whose bosom snow has lain;  
Who intimately lives with rain.

Poems are made by fools like me,  
But only God can make a tree.

—JOYCE KILMER

## AN ARBOR DAY TREE

Dear little tree that we plant today,  
What will you be when we're old and  
gray?

"The savings bank of squirrel and  
mouse,

For robin and wren an apartment  
house,

The dressing room of the butterfly's  
ball,

The locusts and katydid's concert hall,

The schoolboy's ladder in pleasant  
June,

The schoolgirl's tent in July noon.

And my leaves shall whisper them  
merrily,

A tale of the children who planted  
me."

—YOUTH'S COMPANION

## THE ROBIN

In the tall elm-trees sat the robin  
bright,

Through the rainy April day,  
And he caroled clear with a pure de-  
light.

In the face of a sky so grey,  
And the silver rain through the blos-  
soms dropped

And fell on the robin's coat,  
And his brave red breast, but he nev-  
er stopped

Piping his cheerful note.

For, oh, the fields were green and glad,  
And the blissful life was stirred

In the earth's wide breast, was full  
and warm

In the heart of the little bird.

The rain-cloud lifted, the sunset light  
Streamed wide over valley and hill;

As the plains of Heaven the land grew  
bright,

And the warm south was still.

Then loud and clear called the happy  
bird,

And rapturously he sang,  
Till wood and meadow and river side

With the jubilant echoes rang,  
But the sun sank down in the quiet  
west,

And he hushed his song at last;  
All nature softly sank to rest

And the April day had passed.

—CELIA THAXTER

## FOREST SONG

A song for the beautiful trees,  
A song for the forest grand,

The pride of His centuries,  
The garden of God's own hand.

Hurrah for the kingly oak,  
The maple the forest queen

The lords of the emerald cloak,  
The ladies of living green.

For the beautiful trees a song,  
The peers of a glorious realm,

So brave, and majestic, and strong,  
The linden, the ash and the elm.

Hurrah for the beechtrees between  
The hickory staunch at core

The locust so thorny and green,  
And silvery sycamore.

So long as the rivers flow  
So long as the mountains rise,

And shelter the earth below,  
May the forest sing to the skies

Hurrah! for the beautiful trees,  
Hurrah! for the forest grand,

The pride of His centuries,  
The garden of God's own hand.

W. H. VENABLE



## One Way to Spend Arbor Day

*S. A. DeWolfe, Normal College, Truro*

This circular letter sent out to the Nova Scotia Teachers in 1914 is worthy of our consideration this year. It is full of valuable suggestions. Do not miss a word of it.

**P**LANS for Arbor Day should be made well in advance of planting time. The date is not important. In fact all transplanting cannot properly be done at the same time. Instead of Arbor Day, how would it be to call it Improvement Day? It should not be confined to the school; but should reach the community. A provisional program might be somewhat as follows: In the forenoon, men and teams will work with the children in the school grounds. The teams will be needed to haul trees and shrubs from the woods, to haul a few loads of fertilizer and good soil, or to plow. Men will help dig the trees in the woods. The teacher will help in selecting suitable trees and shrubs. The holes on the school grounds should be dug before the trees arrive. If the day is fine and warm, the women could bring baskets and have a picnic lunch.

In the afternoon the children will assist the parents to clean up the home surroundings; and to plant trees, shrubs and flowers.

A public meeting in the school house in the evening would make a pleasing ending to the day's exercises. Here, the children will sing suitable songs; give readings; and exhibit their drawings and written descriptions of plant life. The resident clergymen and others interested in public affairs will address the children. Possibly this entertainment would be more effective if held the previous evening. It would then help create an enthusiasm for next day's work. The program should be varied. A few essays by the children on the value of trees—especially the bird-attracting kind—would impress the citizens with the value of nature work in the school. Arbor Day poems may be found in *Educational Journals*. Ten minute speeches from parents would do much to strengthen the children's interest.

On the school grounds, every child should plant something. Native trees and shrubs should predominate. Massed against the school buildings, such shrubs as Elder, Hazel-nut, Dog-wood, Mountain Ash, Hardhack, Wild Roses, Spruces and Hemlocks would do well. Spruce and Hemlock are suitable for the north side. So of course are many others. For this

situation choose shrubs that naturally like shade. Woodland ferns are good shade plants. Along the back fence, plant similar shrubs, together with a variety of our native trees. Sumac makes a good fence-corner clump. Don't be afraid of planting too close. Among the shrubs, have a good selection of fruit-bearing varieties that will attract birds. Wild Cherry, Indian Pear, Mountain Holly, Withe-rod, black-berries, dogwood, barberry and elder serve this purpose. A few imported shrubs are also advisable. All buildings should be generously covered with Virginia Creeper, Hop, Wild Cucumber, and Clematis. Against fences, plant Sweet Peas, climbing Nasturtiums, and Scarlet Runner Beans. Another year, after interest is awakened, other species should be introduced. Clumps of Lilacs, Snowballs, Flowing Currant, Barberry and other well know shrubs cost little. In fact, most of them can be obtained in the section.

Do not forget the flowers. Plant a bed of wild flowers, giving them somewhat natural conditions. Start a perennial border, using Hollyhocks, Foxgloves, Golden Glow, Larkspur, Iris, Columbine, etc. For the first year, mix with these such annuals as Cosmos, Chrysanthemums, Stocks, Snapdragon and Clarkia. These flowers are not the only good ones. They are named for those who have no idea what to plant. People who know anything about flowers will make their own selection. It is true that all these things cannot be planted on the general Arbor Day. That is all right. Do what you can on Arbor Day; and trust to the enthusiasm awakened then to get the other things planted at the proper time. Many trees can be transplanted early in May. Leave Evergreens, however, until about the first of June. Do not plant seeds too early.

The teacher would do well to associate with her two or three progressive men and women as an Arbor Day Committee. Good organization is necessary to produce the most good. The teacher who likes to do things can make this a success. Her pupils are ready to do things, too. Try it.

Frequently, teachers ask what they can plant for spring blooming. Many perennials will bloom before summer vacation. So will several annuals. Perennials do not bloom until the second year. Do not on that account, however, fail to sow—even if others will reap.

Following is a partial list of early flowering plants: Bulbs (tulips, jonquils, crocuses, etc.) Iceland Poppy, *Bellis perennis*, Columbine, *Careopsis*, Canterbury Bells, Sweet Alyssum, Candytuft, Forget-me-not, Oriental Poppy, Burbank Poppy, Sweet William, Foxglove, *Corydalis*, Anemone, *Anchusa*, Jacob's Lad-



der, Lily-of-the-Valley, Larkspur, Peony, Phlox, etc. Study the seed catalogs, and find out what you can about these. In some cases they should be started in boxes in the house.

Very satisfactory autumn flowers are, Chrysanthemums, Marigolds, Asters, Dahlias, Helianthus, African Orange Daisy, Zinnia, Stocks, Snapdragon, Salpiglossis, Cosmos, California Poppy, and many others.

For shady places, try Bleeding Heart, Monkshood, Forget-me-not, Lily of the Valley, Petunia, Pansy, Aster, English Daisy (Bellis) and any wild plants that grow in the woods. For shady window boxes, Petunias, Pansies, Nasturtiums and Asters do very well. Verbena, Petunia, Sweet Alyssum and Gaillardia are good for sunny window boxes. You will notice that some plants will stand either sun or shade.

When grouping flowers, keep in mind their color, height and time of blooming. Seed catalogs will help you in this.

### THE FUND FOR SCHOOLS

(Continued from page 234)

fied in evading all taxes possible, unless their competitor also is taxed.

In some districts rates are higher than they ought to be because of low valuation. I have not made a careful study of these variations in the Eastern Provinces, but in the Province of Quebec where I have done so, the valuation varies in different municipalities from 20% to 100% of selling value. I am convinced that a careful study of Maritime Province values and valuations would show about the same variations.

This low valuation cannot be attributed to intentional dishonesty. The officers of each municipality know other municipalities are doing the same thing and out of loyalty to the home town they fall in line. There is no group of men who co-ordinate the results of the local valuers and bring about an equalization. It is a delicate business. No outsider is welcomed by the local authorities and reformers are regarded with suspicion. To remedy the evil legislation must provide for the appointment of a commissioner or deputy who, with a competent staff, will start an active campaign. These men should meet the boards of assessors and local councils and not only explain the law but insist on its observance. Taxation is a subject that legislators have been afraid to touch. The fact that the provincial government levies no direct tax, has led it to leave the matter in the hands of the local councils.—(To be continued.)

## Boy Scouts in Public Schools

SO FAR as is known the second Rothesay Troop of Boy Scouts is the only attempt to organize a public school troop in the province of New Brunswick. Rothesay No. 2 is essentially a public school troop as its officers are members of the teaching staff, all its scouts are school pupils, its headquarters is the school building of which the assembly hall is used for troop meetings and a special storeroom provided for scout equipment, and members of the school board hold prominent positions on the executive of the Local Association.

After a year's experience, one is impressed with the unqualified success of this experiment of linking up scouting with public school activities. Certain difficulties and problems which were anticipated have not been encountered, and the movement is popular throughout the school district. Care was exercised that scouting activities should not interfere with school hours or in any way with school progress. Regular weekly meetings were held throughout the year and considerable progress was made. As the culmination of the year's work the Local Association has arranged for a ten days' troop camp in August.

The members of the staff felt assured that much of the scout training was of distinct assistance in many branches of class-room work. A few of these may be mentioned: Scout training in loyalty, composition and history of the Union Jack was excellent groundwork for the Empire Day teaching; instruction given in preparation for the first class test in judging distance, etc. provided an opportunity for practical application of arithmetical rules and tables in use by all pupils in advance of Grade Six—many of the scouts had a very hazy idea of an "acre" until measured and staked off by the scouts at one of the scout meetings and they had a new interest in a "rod" after observing that three staves held end to end gave that distance exactly; the more or less dry subjects of Health, Physiology and Hygiene were made more real by their instruction in bandaging, arterial bleeding, etc.; the lessons in knots and handcraft paved the way for more rapid progress in the Manual Training department.

One of the most definite gains was the training in mental alertness gained from scouting. Signalling, map reading, kims game, tracking, which all call for quick, snappy decisions on the part of the scouts, helped to develop a mental activity which was reflected in the class-room work.

One might mention also the habit of self-reliance



and action of his own initiative which each scout develops. Teachers are all familiar with the boy who is able to carry on very well as long as his problem or task is precisely the same as one previously explained, but who makes a poor showing when some different phase is introduced into his work the successful handling of which depends probably on the use of common sense or good judgement.

Training in obedience and discipline, the habit of carrying out orders carefully and cheerfully, have also tended to improve class-room deportment. Throughout the year, on various occasions when scouts were asked to report to the principal as the result of some misbehavior, neglect, or violation of some school rule, it was found profitable to show each his fault in the light of the breach of one of the scout laws as well as a breach of school discipline. A reference to such laws as: "A scout's duty is to be useful," "A scout is courteous," "A scout is a friend to all," "A scout is a friend to animals," "A scout obeys orders," "A scout is clean," enlarged on in reprimanding respectively an idle, a disrespectful, a cruel, or disobedient pupil or one reported for profane or obscene language, was of great assistance in checking misbehavior.

A properly conducted scout troop, in which the principle of leadership of boys by boys is carefully carried out, furnishes a splendid opportunity for development of responsibility on the part of the older school boys. The relations between a scout officer and his scouts are essentially different from those between a teacher and his pupils. The patrol system with an active Court of Honor places the matter of troop progress and troop control in the hands of the older scouts under the direction and guidance of the scoutmaster. The Court of Honor has been found to develop the debating ability of the pupils to a very marked degree.

It is said that the school teacher who meets his pupils in the class room only, with no opportunity of observing their habits outside of its doors cannot work to the best advantage. One can think of no opportunity for this association outside of school hours which would excel that offered by scouting. The spirit of good fellowship existing between scouts and their officers, their sharing in mutual experiences, in outdoor games, woodcraft, hikes, camps, etc. all tend to increase the teacher's knowledge of, and influence for good over his boys. On the other hand the scouts are not slow to show their appreciation of their teacher's interest in their welfare.

His connection with a scout troop provides a school teacher with just the proper amount of outdoor life, and furnishes an ideal form of recreation. In country

districts the knowledge of the locality gained through scouting is also an advantage.

Teachers are frequently reminded that their influence should extend outside the four walls of the school house and are advised to identify themselves with some community interest. When one appreciates the possibilities in the scouting movement, its national importance, the training for citizenship, the opportunity for turning to the best use a boy's spare time, and largely widening his usefulness—surely no community interest could prove more attractive.

## A Suggested Arbor Day Program

Song.....	Oh, Canada
Two minute speech by pupil... The Purpose of Arbor Day	
Recitation.....	The Heart of a Tree
Recitation.....	An Arbor Day Tree
Recitation.....	Trees (Kilmer)
Recitation.....	The Forest Song
Song.....	Arbor Day Song
	(Music Canadians All, words Educational Review, April, 1920)
Recitation.....	The Robin
Recitation.....	The Song of The Thrush
Recitation.....	Summer is Nigh
Song.....	Welcome Sweet Springtime
	(Rubenstein's Melody in F.)
Debate.....	Subject suitable to the day
Recitation.....	Study of Nature, Wordsworth
Song.....	God Save the King

### EDITORIAL COMMENT

(Continued from page 233)

in the recent years of war removed many of the barriers between herself and citizenship. Thus another step in our advance toward representative government was "government of the people for the people by the men and some of the women." When will we be ready to take the last step, and grant self-government regardless of sex, as in 1827 it was granted regardless of creed? When all women may vote on matters of import to that vital spot—the home community; when they may hold public office; when they fill positions of public responsibility; when they are regarded as thinking human beings and allowed the full rights of citizens—then only can we claim to have arrived at true representative government—a government by the people!—D. M. B.



## OFFICIAL PAGE OF THE PRINCE EDWARD ISLAND TEACHERS' UNION

**D**URING the Convention of Teachers held in Charlottetown, September 29th, of last year, the Teachers' Association and the Teachers' Union were amalgamated under the name, The Prince Edward Island Teachers' Union; the new organization to embody all the rights, privileges and obligations of both sides thus united. In the opinion of educators present this was a move in the right direction as it would bring the members into a more complete Union. No one at the present time doubts the efficiency of Union work. Every profession of any consequence in the world has its union and why should teachers not have theirs as their profession is acknowledged by all to be a very important one.

The crying need in Prince Edward Island, as in many of the other Provinces in recent years, has been and still is a living wage for our teachers. The salaries paid in Eastern Canada and especially those paid in this Province do not provide a living wage and the result is an exodus of our experienced teachers to Western Canada. While this continues we can not expect results. In any successful venture now-a-days, men and women of experience are sought and those are paid proportionally to their efficiency and time of service.

We were told at the Convention by Mr. E. Smith, Superintendent of School, Verdun, Quebec, of the determined stand taken in that Province to increase the Protestant teachers' salaries. A campaign of educational propaganda was carried out so successfully that many public organizations in Quebec became interested, took up the question and did not rest until the teachers received a proper salary. Many needed educational reforms were carried out at this time because of the aroused interest.

The salary question of our teachers was a very live issue in this Province last year. A change of Government had taken place and the Liberals were returned with a great majority. They promised before the elections increased salaries for the teachers.

A representative Conference of all the School Districts in Prince Edward Island was held in Charlottetown last March and a moderate salary scale was outlined for the different classes of teachers. A short time afterwards the Legislature met and when the teachers' salary question came up a small increase was voted equal to about fifty per cent of what was demanded at the Conference. The Union at this time

was not strong enough to stand out for the people's scale outlined in March and the result was we had to take the Government's offer.

Since that time we have more fully organized and we trust with the co-operation of all the teachers to end the salary question in a short time.

The President of the Union is Mr. Lloyd W. Shaw, Inspector of Schools, who has been engaged in teaching about 12 years and who fully realizes what the teacher's lot is. Mr. Shaw and the Executive are very enthusiastic on Union work. They are busy outlining plans of action which I have no doubt will reap success.

### Officers of P. E. I. Teachers Union:

President, Inspector L. W. Shaw

Vice-Pres., Prince, Prin. H. M. Cain

Vice-Pres., Queens, Insp. H. Court

Vice-Pres., Kings, Prin. Harold Hynes

Executive:—Prin. J. D. Seaman, Prin. Bruce Beans, Prin. Annie Fraser, Miss L. J. Taylor, Mr. Millar McFadyen; Sec'y Treasurer, Miss Minnie Dunsford; Rec. Sec'y, Mr. E. J. Dunn.

### UNION NOTES

The Executive of the P. E. I. Teacher's Union met in Charlottetown Feb. 5th inst. Inspector L. W. Shaw presided. It was planned to hold the annual Convention of the teachers on May 23rd and 24th next. The report of the program committee was read and adopted. The Pensions Committee's report was also tabled and adopted.

Mr. R. H. Rogers, M. A., Supt. of Education, addressed the Executive and helped in every way to arrange the work properly. We surely appreciate Mr. Roger's efforts in our behalf.

The Pension's Committee's report is as follows:— Acting on the vote of the Executive that we examine the Pension Laws of the other Provinces of Canada which we have done, we find that the scale of pensions in the Province of Ontario seem to be more equitable than the others. We hereby recommend for your consideration that every teacher, Inspector and officer of the Faculty of Education be paid a pension after not less than 15 years' service, such pension to be one-sixtieth of the average total salary for the last five years of service, for every year up to forty years ser-

(Continued on page 244)



## Sir Howard Douglas

W. C. Milner, Dominion Archivist

(Continued from February)

WHEN in 1824, Major General Sir Howard Douglas was appointed Governor of the Province of New Brunswick and arrived at Halifax, and he sailed around to St. John, where he was received with the usual honors. At this date the population of New Brunswick was about 74,000, all but a sprinkling being Loyalists or their descendants. The condition of the province was quite backward. There were only five roads in the entire province, and they were alleged ones. They were from Fredericton to St. Andrews; Fredericton to Chatham; Fredericton to St. John; Fredericton towards Quebec and St. John towards Halifax.

The previous road between Fredericton and St. John was laid out on the east side of the river, via Jemseg and the Washademoak to the Petitcodiac, where it joined the Westmorland Road. Both of these roads were laid out about 1791. The former was never completed. Both were for many years mere trails without any bridges, the rivers being forded or crossed by ferries. In 1802, there was not ten miles of road in the province fit for wheeled carriages, except on the left bank of the St. John River, through Sunbury. The main highway from St. John to Westmorland had been fenced in by a farmer at Hampton.

Responsible Government did not materialize until twenty-seven years later and in Sir Howard's day the Governor reported to and was responsible to the Ministers at home, instead of the present system of responsibility to the Ministers of the Crown, who are in turn responsible to the assembly. Sir Howard, therefore, possessed real authority which he used with rare good judgement. He first opened a highway between St. John and Fredericton by the Nerepis, greatly shortening the distance, and he worked up inns along the route. He also promoted the establishment of agricultural societies and encouraged the raising of best stock by granting money prizes.

In October occurred the great Miramichi fire. It was a summer marked by long drought. On the 19th of September, the residence of the Governor was destroyed by fire and Sir Howard's personal losses were severe. October came with midsummer sultriness, keeping the thermometer 86 degrees in the shade. The fire broke out simultaneously in Fredericton and

on the Miramichi on the 7th. The trees at the Baillie Mansion above the town were the first to catch, but the Governor saved the house. A breeze had started which rose to a gale, carrying smoke and burning cinders. The house of Mr. Ring on the outskirts of the town then caught and despite the efforts of Sir Howard, who constituted himself fire chief, the conflagration spread. Col. McNair with detachments of 52nd Regiment, were posted at different points by him to work with the firemen and preserve order, but the fire spread until about eighty buildings were destroyed and many people were homeless and destitute. Fredericton caught only one fork of the blaze; a thousand miles of forest were on fire. On the same day the fire commenced to sweep the northern side of the valley of the Miramichi. At Newcastle only twelve buildings were saved out of the two hundred and sixty. At Douglastown only six buildings were left standing out of seventy. Other settlements like Barabog, Nappan, Black River, were also changed to a howling waste. About one hundred and sixty persons were either burned to death or drowned in an effort to escape the flames. The loss of property was estimated at over eight hundred thousand dollars. Hardly were the ashes cold, before Sir Howard was on the saddle. He despatched a leading merchant to Quebec to buy food and clothing on his personal credit. He issued a proclamation, calling a meeting of the people to organize relief. After describing in letters to the Governor General, Colonial Secretary and others in appeals for help, he started to make a personal inspection of the ruined districts on the Miramichi.

The presence of Sir Howard amongst the survivors of this avalanche of ruin and his ready sympathy inspired them with new hope and courage. He arranged for a vessel load of supplies to come from St. John and distributed amongst them one thousand barrels of flour, five hundred barrels of pork and quantities of clothing.

Afterwards Lord Sidmouth wrote him: "Happy was it for the Province that such a person as yourself was on the spot." But the praise of the English authorities for his work was insignificant in comparison to the warmth of the gratitude he inspired in the people he had done so much to serve.



Amongst the blackened heap of corpses that Sir Howard Douglas saw on his melancholy trip, was one that exhibited as sublime an instance of maternal affection that was ever recorded. The remains of a young woman were found, who had so disposed herself as to cover her infant while she burned to a cinder above, and the child was taken out alive.

No man could have been more active in promoting the common weal than Lt. Governor Douglas. He originated soldier's savings banks. The Horse Guards took umbrage at his activity and ordered to suppress, them, but they were afterwards adopted in general in the army.

In 1826, he made an inspection trip around the coast of Miramichi. His vessel, the frigate "Niemann," went ashore at the mouth of the Miramichi, but was got off, and on the return trip drifted ashore at the mouth of the St. John. The result of these experiences induced Sir Howard to take steps to place light-houses at Point Escuminac, St. Pauls Island, Gunnet Rock, Eastern Seal Island, East Quaddy Head, and Point Lepreau. He drew plans for a canal on Chignecto Isthmus. To his efforts are mainly due the establishment of the University at Fredericton. He obtained for it a Royal Charter. Owing to the efforts of the Archbishop of Canterbury and the Bishop of Nova Scotia it was burdened with many of the restrictions that have made King's College, Windsor, obnoxious to the people. That ecclesiastical dominancy that seeks exclusive control of the higher education of the people on the cry of "godless education" is one of the worst forms of tyranny. The Lieutenant Governor was the first Chancellor and formally opened the college on 29th January, 1829. The gold medal he then promised has been continued to this day. The college languished until 1847, when the legislature remodelled its constitution, after which it developed from a sectarian into a national school.

The next episode in the Lieutenant Governor's career was the boundary dispute with Maine. Black clouds loomed up, threatening hostilities. The situation was so cleverly handled by him that it passed off harmlessly. The Treaty of Peace of 1783, left the boundary uncertain. The story is told that when Mr. Oswald, the British Commissioner, learned how he had committed his country to an indefensible frontier, he sat down and wept. There was a "No-man's" land which both claimed. In fact the Maine people advanced their claims 140 miles reaching the St. Lawrence. Governor Lincoln, of the State of Maine, asserted the doctrine of State's Rights, to maintain which the Southern States rebelled in 1860. He disclaimed any authority of the Federal Government

at Washington to deal with the matter. Red hot war speeches were made in the State Legislature; the Governor called out the militia. Filibustering expeditions were planned to over-run the disputed territory. The leader selected to make the first move a man named Baker of Madawaska. He hoisted the American flag and did other acts hostile to British rule. Baker and his associates fully expected that General Douglas would send troops to the spot and thus produce open hostilities, but such were not his methods. Instead of sending an army there, he sent a constable in a wagon. He found Baker in bed, bundled him into the wagon, pulled down the flag and drove off in triumph with both to Fredericton, where Baker was lodged in the common jail. Thus the war which the Governor and State Legislature of Maine agonized over, degenerated into a ridiculous fizzle. Governor Lincoln sent an envoy to Fredericton to Governor Douglas demanding the release of Baker. Governor Douglas refused to see him, and wrote Governor Lincoln that he was not authorized to debate the matter with him, as all communications between the two governments had to pass through the British Minister at Washington. Thus ended for a period of years the strife over disputed boundary. Sir Howard Douglas was afterwards warmly complimented both by the Earl of Dalhousie, then Governor General, and by the Colonial Office for his adroit management of a difficult problem. Baker was tried eight months later for conspiracy. A York county jury found him guilty and he was sentenced to two months' imprisonment and to pay a fine of twenty-five pounds. He served the time and paid the fine. It was agreed by the two governments at Washington and St. James to submit the matter to the arbitrament of the King of the Netherlands, who made a compromise settlement, which the United States refused to accept, and it remained a disputed question for thirteen years longer, when the United States under the Ashburton Treaty got a less favorable line than that fixed by the King of the Netherlands. It is still a matter of controversy whether the County of Arcoostook is not rightfully a part of Canada. Still the people of Maine continued to hunger and thirst after the Madawaska district. In 1831, the Legislature of Maine passed an act incorporating Madawaska into Penobscot County, and a party of inhabitants came over and elected themselves town officers. Four of them were arrested, taken to Fredericton, tried and sentenced to short terms of imprisonment. A more serious effort was made six years later. The Governor of Maine sent a man named Greeley into the district to take a census to establish the claim the inhabitants were citizens of the United States. The



Lieutenant Governor of the Province, Sir John Harvey, sent two detachments of the 23rd Regiment to Woodstock and Grand Falls to support the local authorities. The Governor of Maine made the next move. He sent 200 armed men to the Aroostook River, ostensibly to prevent cutting of timber. Some New Brunswick lumber jacks surprised their captain—Mr. McIntire—took him prisoner and delivered him up to the authorities at Fredericton. In return, Mr. Mr. McLaughlin, the New Brunswick Warden, was seized by an American party and taken to Bangor a prisoner. The Governor of Maine sent a warlike message to the Legislature and obtained authority to call out 8,000 men. The sum of \$800,000 was voted to carry on the war. The Legislature of Nova Scotia exhibited unwonted spirit. It voted £100,000 to resist the invasion and authorized the Governor to call out 8,000 militia. The Federal authorities then awakened to the fact that something was doing on the Maine borders and General Winfield Scott was sent up there. He immediately proposed to Sir John Harvey to withdraw all armed men from the scene on both sides, which was done, and the Aroostook war was over.

In 1828, Sir Howard was recalled to assist in the arbitration proceedings before the King of Netherlands, and he and his family set sail for England to the great regret of all classes in the community, expecting to return at a later date, but the Province never saw him again. Though absent his solicitude for the welfare of the Province was marked by a singular instance of self abnegation, which showed how little his personal interests weighed in his mind as balanced with what he considered his personal duty. He was a Man of the State—none more so amongst our governors, and none less for his own interests.

After finishing proceedings at the Hague, Sir Howard was preparing to return to this Province, when he learned that the British Government proposed a new arrangement of the timber duties by abolishing the duty on Baltic timber, admitting it on the same terms as timber from the B. N. A. Provinces. He entered an elaborate protest against it with Lord Goderich, declaring it would be unjust and prejudicial to the interests of the colonies. This proving ineffectual he decided to appeal to the public. He accordingly issued a pamphlet challenging the action of the Government. This involved his previous resignation of his post as Lieutenant Governor, which was a great sacrifice on his part as he was not rich. The Government resisted his pleas on the ground that it had adopted the principle of "Free Trade." His reply was, he was opposed to "Free Trade." He believed in the principle of "Fair Trade" between England and her

Colonies. As the result of his statements and arguments, the Government's proposals were defeated in the Commons on the second reading of the Bill.

Thus early was Douglas a champion for Preferential trade within the Empire. The Government, being humiliated by Sir Douglas, took his defeat so sorely that it ignored the existence of General Douglas for four years, though the King in delivering an address at Sandhurst did not hesitate to pronounce an eulogy on his scientific attainments. He was then appointed Lord High Commissioner of the Ionian Islands—a delicate and difficult post—where his administration was marked by brilliant success. After he had published his works on naval gunnery and military bridges, he was fourteen years agitating for a school of gunnery before it was established at Portsmouth; an illustration how red tape is a great ruler and eats like a tape worm into the public service. He died in 1861, full of years and honors. His portraits show him to be a dignified man, tall and spare, with a Roman cast of countenance, domelike forehead, brilliant eyes and a full mouth and jaw, indicating both the benevolence and courage that distinguished him.

No public man has better earned a monument by our people for his efforts on their behalf.

#### OFFICIAL PAGE OF THE PRINCE EDWARD ISLAND TEACHERS' UNION

(Continued from page 241)

vice. Thus if the average total salary was six hundred dollars for the last five years the pension for a forty year's teacher would be forty-sixtieths of six hundred dollars or four hundred dollars. The minimum to be not less than three hundred dollars for a full pension or more than six hundred dollars.

A committee from the Union was appointed to consult with the Government on the salary question, this committee being empowered to demand an increase of one hundred dollars on the salaries of first and second class teachers, according to the scale submitted to the Government at the March Conference.

Any teacher desiring to join or to find out any other information, please write to the Sec'y Treasurer, Miss Minnie Dunsford, 204 Great George St., Charlottetown.

I would be pleased to have some suggestions for our page from other subscribers of the Review. I am a beginner in editorial work and I cordially invite contributions to the page. Please address E. J. Dunn, Esq., Teacher, Elliotvale, Kings Co., P. E. I.



## The New Europe

Professor G. A. Cornish, Faculty of Education, University of Toronto

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(Continued from February.)

### CZECHO-SLOVAKIA

**T**HIS country, which sprang into existence at the end of the Great War, is composed of what were formerly some of the best states in Austria, namely Bohemia, Moravia, Silesia, and the western part of Galicia. It thus has Austria and Hungary to the south of it and Germany and Poland to the north. In size it surpasses Austria and is about as large as Hungary.

**SURFACE.**—It is largely occupied by highlands which in the east form a plateau with the Carpathian Mountains forming the backbone. The lowest parts are in the valleys of the Danube and the Elbe. Bohemia is separated from Germany on three sides by mountains which, except in the north-east, are not high.

Although Czecho-Slovakia has no direct contact with the sea it is particularly fortunate in having excellent river navigation. The Elbe is navigable as far as Prague and much of the exports and imports pass along this river, so that Hamburg is really the chief Czecho-Slovakian seaport. The Danube, which forms its southern border, is navigable right to the Black Sea.

**AGRICULTURE.**—Though parts of the country are mountainous and parts are comparatively barren, nevertheless a very large proportion is fit for cultivation and is very intensively tilled by the dense population. Oats, rye, sugar-beet, potatoes, and hops are important crops and in the higher and more barren lands sheep and cattle are pastured.

Many of the higher parts in the Carpathians are wooded both with coniferous and broad-leaved deciduous trees and lumbering is an extensive industry.

**MINING AND MANUFACTURING.**—On account of the iron and coal mines of Bohemia, Silesia, and the State of Saxony in Germany just to the north of Bohemia, Czecho-Slovakia is one of the most important industrial regions of continental Europe and, further, is one of the most densely populated. The textile manufacturing is of greatest importance. The spinning and weaving of cotton and woollen goods which was formerly, and is even yet to a great extent, an important domestic occupation in the higher lands surrounding Bohemia is now extensively carried on

in factory towns of the same region, for which purpose the water-power of the mountains is extensively used. The manufacture of metal goods is important in the region of the iron mines around Pilsen. Large breweries and distilleries which utilize rye, barley, and potatoes are very wide-spread, and Bohemia produces large quantities of sugar from the beet-root. The manufacture of glassware and porcelain is centred in Bohemia where the necessary raw products—pure sand, pure clay, and coal—are found.

**TRANSPORT.**—Although Czecho-Slovakia is hemmed in by mountains throughout a large part of its border, there are low gaps through which the rivers and railways readily pass.

**PEOPLE.**—The people of Czecho-Slovakia are predominantly Slavs, though there are many Germans on the higher lands surrounding Bohemia and in many of the industrial towns. The Slavs of Bohemia are called Czechs; those of the eastern part of the country, Slovaks and Ruthenians.

Prague, on a branch of the Elbe, is the capital and the most important city. Situate near the centre of Bohemia, the most densely populated part of the country, it is both the commercial and industrial centre. Being a very ancient town, with a rich varied history, it has many buildings and museum collections of great interest.

### AUSTRIA

**N**O country in Europe suffered such a serious loss of territory after the Great War as did Austria. In the north and east she was shorn of her most fertile and populous provinces, Bohemia, Moravia and Galicia; in the south the Trentino and Istria were lost to Italy; and the states of Bosnia, Herzegovina, Carniola, Dalmatia, as well as a part of Styria and Carinthia, became parts of Jugo-Slavia. As a result, Austria both in size and importance sinks from a first to a third class power.

**SURFACE.**—The country is largely occupied by the mass of the Eastern Alps, which are more extensive and almost as massive as the Alps of Switzerland. The ranges run from west to east. The central and highest range is composed of ancient crystalline

(Continued on page 249)



## How to Keep Well---Oral Hygiene

*Stephen G. Ritchie, B. A., D. M. D. Dental Surgeon to the Public Schools, Halifax, N. S.*

**I**N AN address given before the Royal College of Dental Surgeons, London, shortly before his death, the late Sir William Osler said—"You have one gospel to preach, in season and out of season, early and late, and this is the gospel of oral hygiene, in the whole realm of hygiene there is nothing so important as that." And again on another occasion—"Unhygienic mouths and diseased teeth and gums are responsible for more physical degeneration than alcohol."

These are sweeping and unqualified statements, yet Sir William Osler was the foremost authority in medicine of his time and knew whereof he spoke. Let me explain as briefly as possible, the reasons which underlie his terse opinions, and the need for diligent care of the mouth and its contents, will be apparent.

The mouth is the vestibule of the digestive tract. In it the first step in the process of digestion takes place, the chief factor in this being the tongue, the teeth and the saliva. When food is taken it is cut, torn and ground into a pulpy, finely sub-divided mass by the teeth. At the same time the salivary glands are stimulated, their secretions are poured into the mouth and intimately mixed with the food, converting the starchy granules into sugar and at the same time the food is thinned and lubricated so that with the assistance of the tongue it may be swallowed without injury or irritation to the delicate membranes with which it comes in contact. This is what is meant when we speak of mastication.

Thus mastication is the first of a series of processes whereby properly selected food is changed into nourishment suitable to the needs of the body and it may be safely assumed that the success or failure of the succeeding processes is largely dependent upon the thoroughness of the first.

Regarded from this point of view as an important factor in the digestive process good teeth are essential to good health. For without good teeth there cannot be perfect mastication; without perfect mastication there cannot be good digestion; without good digestion there cannot be perfect assimilation; without perfect assimilation there cannot be proper nutrition; and without proper nutrition there cannot be good health.

But there is another angle from which the mouth must be considered. No incubator ever devised can equal it in efficiency for the growth of bacteria. Even

when carefully cared for it still has all the requirements necessary to luxuriant growth. The temperature is exactly right and nourishment in the form of physiological debris and decaying food stuffs is always present. The mouth is never free of organisms. They may or may not become pathogenic as conditions of health vary. Being microscopic in size they may be present in tremendous numbers with little evidence to that effect.

Now all of these minute organisms, whether plant or animal are very much alive; they reproduce themselves a thousand fold in an incredibly short-space of time; they assimilate what they need and later excrete the non-essentials, these end products known as toxins, are, as their name indicates, highly poisonous.

If, then, when the greatest care is used, it is found difficult to keep under control the bacterial flora of the mouth, think what the conditions must be where oral hygiene is not practiced at all! Broken down food stuffs in all stages of putrefaction, loaded with dead tissue cells and teeming with germs and their end products form a sticky semi-solid mass around, between and over the teeth and under the gum margins; the saliva becomes saturated with organisms, toxins and debris—A disgusting picture certainly but representing the rule rather than the exception with the great majority.

But all the truth has not yet been told. There are still other after-effects both local and systemic, due to neglect of oral hygiene. As has already been described bacteria in countless numbers cover and stick to the surfaces of the teeth. As a result, through the agency of acid production the teeth themselves are attacked, the enamel dissolved and access made for the organisms to the underlying dentine which in turn succumbs. That well known phenomenon, tooth decay is now in full swing—as it progresses, approach to the tooth pulp is heralded by intense pain sometimes neuralgic in character. Eventually the pulp too is overcome by the infection and with its death the dreaded but only too familiar alveolar abscess makes an appearance usually finding a vent into the mouth where the discharging pus helps still further to derange digestion. Frequently, however, alveolar abscesses do not develop true form. They will give no evidence of their presence locally by pain or swelling, there will be no discharge of pus into the mouth. Technically such abscesses are known as "focal infections"; their discharges find their



way directly into the circulation with disastrous results. The blood itself may become diseased or bacteria and toxins carried to distant points in the body result in pathological conditions perhaps in the heart, in the glands, in the joints or in other tissues. Such infections are extremely dangerous.

How then are we to counteract the factors which make for disease both in and beyond the mouth? Obviously through oral hygiene. All putrid, ill-smelling food debris should be removed and bacterial growth in the mouth must be kept rigidly under control either through the removal of the organisms by mechanical means or by upsetting the nicety of balance of the components that make the mouth such a perfect incubator. The first method is direct but experience would seem to indicate that perfect removal is impossible. The second method aims at prevention of growth and is also never entirely successful. As has been stated, bacteria can thrive only when the temperature and the supply of assimilable materials are suitable. Thus the whole proposition in oral hygiene is the development of some satisfactory means whereby unnecessary and harmful products in the mouth may be removed. And this brings us to the tooth brush and how and when to use it.

In caring for the mouth the vital point is to get all the surfaces of the teeth clean. This is by no means easy particularly where the more inaccessible ones are concerned. But one thing is certain—the condition of the teeth and of the health in general will vary in direct ratio with the thoroughness of the cleansing, taking for granted, of course, that the individual is normal in other respects. Tooth brushes with three or four rows of bristles widely spaced—such as the "Hutax"—should be used. A tooth paste or powder—or in their absence a large pinch of salt in a glass of water is necessary as a cleansing agent. The teeth should be divided into groups and each group cleansed separately. First, the outer surfaces of the upper teeth, then the inner and lastly the grinding surfaces. Beginning with the molars the brush should be placed flat against the gums with the bristles uppermost, then by a turn of the wrist the brush is rotated in a semi circle downwards thus massaging the gums and cleansing the tooth surfaces while at the same time some of the bristles find their way into the interdental spaces, sweeping them clear of debris. This movement should be repeated at least ten times before going to the next section. At each change the brush should be rinsed and more paste or powder added. After the outer and inner surfaces have been completed the grooves and cusps should be scrubbed with a fore and aft movement after which the lower

teeth should come in for a like share of attention—with the bristles of the brush reversed of course. A mouthful of water or saline solution should then be taken and pumped between the teeth by the cheeks. The brush should then be thoroughly washed and afterwards plunged into a glass half filled with table salt.

Proper oral hygiene is thus a matter of minutes and not of seconds. When should this dental toilet be undertaken? There is no difference of opinion among the authorities that just before retiring is the most important time. Owing to inactivity of the mouth during the period of rest, bacterial growth is much more abundant, particularly when conditions are favorable. The mouth should therefore be made scrupulously clean before retiring. Cleansing the teeth after meals is also recommended. My personal opinion is that cleansing before meals is better since one's mouth should be clean before taking food rather than after. Setting all argument aside, however, we are agreed on two things, viz., that the teeth must be preserved so that mastication may be properly carried out, and that properly selected clean food must pass through a clean oral cavity in order to arrive in the stomach in a clean state.

The importance of a good set of teeth can scarcely be overestimated, and everyone from earliest childhood should be made familiar with the factors that are responsible for their premature loss or decay and how to avoid these causes. Oral hygiene should be taught and insisted upon from the age of three years up thus ensuring good teeth and healthy mouths to the majority of adults.

It is believed, by most of the experts that one of the biggest advances in public health will come through carefully taught oral hygiene. Now a start has to be made at some point and this should be with the youngest pupils in the public schools—preferably in grades one and two. In the more advanced grades usually more or less damage has been done and relief can only be found in reparative work. But even here thorough training is advantageous because we must remember that the really tangible results lie in the future with the generations yet to come. With them intelligent care from the beginning of dentition will be a matter of routine. To the teacher is presented a wonderful opportunity to help build up better health for the nation and it almost seems to me that Doctor Osler should have addressed his remarks to the teachers as well as to the dental fraternity when he said—"You have one gospel to preach, in season and out of season, early and late, and that is the gospel of oral hygiene. There is nothing in the whole range of hygiene so important as that."



## Elementary Reading

Emma C. Colwell, St. John Public Schools

IN THE teaching of my subject one must have in mind a definite aim, and in no other subject is this more important than in Elementary Reading. Without a knowledge of Reading how may one acquire a knowledge of any other subject?

The first lessons must be given by such a method or combination of methods as shall result not only in word mastery but also in facile thought reading. Much depends on the teacher's clear knowledge of results to be obtained and her skill in recognizing and meeting the needs of the pupils. She must aim, First—To teach the pupils a number of words with their sounds and meanings. Second—To give them skill to recognize and spell these words at a glance. Third—To give them practice in getting the thought in sentences and in giving that thought clear oral expression.

To accomplish this there are many methods in use. Among those best known are *The Alphabetical Method*, which begins by teaching the names of the letters first, then words of two or three letters. This method used to be considered very successful but it is not much used today. The *Look and Say Method* begins by showing children words and requiring them to be learned as wholes, before calling attention to the letters of which they are composed. This method was in use in the Model School when I attended Normal School. *The Phonic Method* begins with sounds only. *The Synthetic Method*, *The Word Method*, *The Sentence Method*. Each of these methods has its good points and its followers. Each its faults. No one method is perfect.

For my own school I use a combination of the *Phonic*, *Word*, and *Sentence Methods*. I have used it many years and find it fairly successful in giving the children both *power* and *skill* in finding out new words at *sight*. It makes the pupils self-reliant also. Instead of telling the children the words, it teaches them to sound them and pronounce them for themselves.

My plan is to have, First—*Oral Phonics* (a) by the teachers, (b) by the pupils. Second—To associate the printed form with its sound. Third—To build words at first by synthesis; later to obtain them by an analysis of the printed word. Fourth—To have the word so built used in sentences and recognized there. Fifth—Sentence Reading from Blackboard, Chart and Primer, then, from Supplementary Cards and Primers.

In presenting a lesson, either an object may be used or a picture shown, or better still a drawing of it put

on the board before the class. The interest is keener if the picture grows before their eyes.

A visit to the coat-room provides me with a hat. What is this? I ask. "That is a hat." Listen while I say hat. I then make each sound, prolonging it somewhat. How many sounds did you hear? I ask. "I heard three sounds." I make the sounds several times and then have the class make them, then individuals. Look at the board, I say. This is a picture of h, its name is H. This is a picture of a, its name is A. This is a picture of t, its name is T. The names are repeated by the class and by individuals, the pointer indicating the letter to be named. The sound of each letter is called for again and again, the pointer indicating the letter to be sounded. The sounds are given by the class and by individuals. We next use the word in a sentence orally, then on the board. What do you see? I see a hat. Watch the board and I will put down what John told me. See if you can find the word hat. In printing the sentence (and by the way I always use the word sentence, not story, to the class. A story is a different thing). I underline the words *I see* and *a hat*. This attracts attention to the phrasing from the beginning. Individuals are called upon to read the sentence and point out the word hat. Other sentences follow given largely by the pupils in these first lessons. After which they learn to spell hat and then to print it also. In printing I use the script. It is easier to read, and much more quickly put on the board. When they begin to use books the transition from the Script to Common Print is very readily accomplished. It is better not to introduce writing in the first two or three months.

I continue to use the phrase *I see* with such other words as mat, bat, cat, man, can, fan, pan introducing as you see a new initial consonant with the old sounds, until they are known. As soon as possible I combine the vowel with the final consonant thus making a phonogram and lessening the difficulties. I vary the sentences by leaving out *I* and use "See the cat." "See the man." When the phonograms *at* and *an* are known I proceed to *et*, *it*, *en*, *in*, *on*, *un*, *ag*, *eg*, *ig*, *og*, *ug*, etc. Words are built from these phonograms by using a new initial consonant until at length the whole alphabet has been learned. This may be done in 19 words, if a careful selection be made and the class able to travel so fast. I do not move so quickly.



When the alphabet has been completed it must be placed on the board and learned in alphabetical order for future use in handling a dictionary. Instruction must also be given in the use of the Capital Letters. The word I must always be a capital letter. A sentence must always begin with a capital letter. Capital letters are used to print the names of boys and girls—of all people—of pet animals—for the days of the week, the months of the year.

## ANNEX

I have frequently had parents say to me "John is coming to school next year, shall I teach him his letters? Some teachers do not want us to teach the children the name of the letters." Why not? I say. Is it not a help if a little child recognizes and names the letters? Why may a little child not be taught the alphabet as well as many other simple things in the home. He has to learn the names of everything he handles. Why not learn the names of the letters on his building blocks. A former well know minister in this city began with his little daughter when she was 2½ years old. He was trying out an experiment.

It is wise to teach as many action words as possible as early as may be, for variety in sentence making. Also the articles *a* and *an*, the adjectives *the*, *this* and *that*, *fat*, *big*, *little*. A chart of the new words is kept on the board and on paper each word being placed in its correct position according to its vowel sound. The children are told *a*, *e*, *i*, *o*, *u* are called vowels and why.

(Continued in next issue)

## THE NEW EUROPE

(Continued from page 245)

rocks, and is separated by two longitudinal valleys from the lower bordering limestone ranges. The western part, called the Tyrol, is the most mountainous. The Alps in this region are very high and complex and their valleys have many extensive glaciers. The Brenner, in many respects the most notable pass across the Alps, cut across the Tyrol. Through the valley of the Adige this commercial highway passes up the Trentino, which was ceded to Italy, and after crossing this pass is continued to Innsbruck on the Inn River. Through many centuries this was the route by which goods passed to Germany from the Mediterranean Sea. Only in the north-east along the valley of the Danube are there fertile lowlands. The chief rivers, after sometimes following the valleys east and west for long distances, finally flow north

and south from the central range, emptying either into the Danube or the Adriatic Sea.

**INDUSTRIES.**—A large part of the country is unsuitable for cultivation, but along the valley of the Danube in the province of Lower Austria, and even in some of the valleys in the Alps, agriculture is carried on extensively. Wheat, rye, oats, sugar-beets, grapes, and potatoes are the chief crops, and in the rougher parts the grazing of cattle and sheep is an important industry.

The mineral wealth of the more mountainous parts is very considerable. Iron is widely distributed, lead is mined at Bleiberg, and salt around Salzburg.

The manufactures in the west are closely related to the minerals. Much iron is smelted and made into cutlery and tools. The extensive water-power of the Alps is used for the manufacturing of cotton and silk goods. In the industrial region along the Danube, brewing, milling of flour, spinning, weaving and the making of iron goods are of great importance. Vienna is the centre of the industrial life of this region.

**PEOPLE.**—Austria is a country without a language. Its people are for the most part German and speak the German language. The chief religion is Roman Catholicism. The homogeneity of the people has been greatly improved by the loss of territory after the Great War. Before that the number of Slavs was much greater than the number of Germans. But the loss of Czechs, Moravians and Ruthenians on the north and of the Italians, Slovenes, and Croats on the south, has made the Germans predominant in numbers as well as in political influence.

Vienna, the fourth city in population in Europe, is the capital and chief city. Its situation is excellent. It is on the Danube at the point where that river leaves the highlands for the Hungarian Plain. The March River, after flowing through a plain, empties into the Danube just below Vienna and brings it into communication with one of the most densely populated industrial parts of Europe. Besides its pivotal position on the Danube, the longest navigable river in Europe outside of Russia, it is along the line of the most important railways in Europe, one from Paris, one from Berlin, and one terminating in Trieste, the most important seaport on the Adriatic Sea.

The people of Vienna are gay, fond of dress, music and dancing. Their artistic taste shows itself in their manufactures, which consist of beautiful silk and leather goods, jewellery, and other luxury articles. Further, it has extensive manufactures of metal goods and textiles.

With Austria shrunken in size and importance the agricultural and industrial regions served by Vienna have greatly diminished in size and wealth and the future of this great city looks none too bright.



## Field Day Program

Lucy South Proudfoot

**F**IELD Day, an annual event in many city schools, is also becoming popular in rural districts. The aim is two fold: to interest children in out of door activities and to interest parents in the physical condition of the children. The relation of the community to the school is strengthened in this way. Field Day is usually held in the latter part of May and is a picnic day for the entire community.

Rousseau wrote, "Do not save time, but lose it. What would you think of a man who refused to sleep lest he waste part of his life? Our tragic error is that we are so anxious for the results of growth that we neglect the process of growing." The periods spent in the practice of athletics may seem lost time, but this drill is a sure method of acquiring such control of the body as is necessary for economic efficiency.

All grades should be included in the Field Day programme. Grades One, Two and Three may join in such games as The Farmer in the Dell, Club Snatch and Pass Ball. Athletic training may be begun in Grade Four but should be regarded as play and no attempt to break records. In Grades Four, Five and Six the events should include running, walking and jumping of all kinds. In Grades Seven and Eight hurdling and throwing may be added. Shuttle Relay Race is a good closing number.

### RUNNING

The start: The hand of the runner is placed on the line and he leans forward. The knee of the rear leg should be opposite the ankle of the forward foot. This is called the "crouch start."

The commands: (1) On your mark. (2) Get Set. (3) Go.

In running the knees should be raised forward. The legs should not be lifted high behind as this wastes energy. Trunk and head should be carried naturally and arms swung freely from the shoulders.

For children under thirteen a dash should not exceed forty yards. Those over thirteen may compete in fifty yard dashes.

### COMPETITIVE WALKING

The competitors start from a given mark and

Boys and girls have more interest in play and exercise if some real and definite object is in view. Practice for a Field Day to be held on Empire Day or the last day of school will serve as an incentive and the exercise in preparing to take part in the various events will give valuable athletic training.

walk as rapidly as possible. One foot must be on the ground when the other is in the air. The elbows are bent and fists clenched. At the forty yard line there is a tape to be breasted. A contestant who starts ahead of the mark or breaks into a run may be disqualified.

### JUMPING

A special place should be prepared for jumping. The earth should be spaded up, mixed with sand or sawdust, and raked daily to prevent packing. A narrow piece of wood sunk in the ground will serve as a take off, marking the division between the path to the jumping pit and the pit.

For high jumping, two standards and a bamboo pole are used. The standards are placed opposite each other and about six feet apart. The take off is not used in the high jump.

In making a standing broad jump both feet are placed on the take off and the arms are swung upward overhead. As the spring is made the knees are brought forward and the arms flung back forcibly.

### HURDLING

In hurdling, the jump is much like the broad jump. Hurdles should be about ten yards apart and about three feet in height. A set number of steps are taken between hurdles.

### THROWING

Basket Ball throw for distance is a good substitute for the shot put. A circle six feet in diameter is marked out. Heavy lines are drawn in front of the circle. For contestants under fourteen years the lines should be fifteen, twenty and thirty feet from the center of the circle. The contestant stands in the center of the circle and throws toward the lines. The team adding up the largest score wins.

### SHUTTLE RELAY RACE

The contestants are divided into two teams and each team into two sections. Section 1, Team 1, is lined up, single file, facing Section 2, Team 1. There is a space of at least fifty feet between the sections. Sections 1 and 2 of Team 2 are similarly plac-



ed on the opposite side of the field. The first player in Section 1 on each team holds a handkerchief in his outstretched hand. When the signal is given the first player in Section 1 runs forward and gives the handkerchief to the first player in Section 2, then goes to the end of the file of Section 2. The player who received the handkerchief (first player of Section 2) runs forward, hands it to the second player of Section 1 and goes to the end of the file of Section 1. This is repeated until all have run and the Sections have thus changed positions on the field. The team finishing first wins.

**Suggestion**—The U. S. Bureau of Education has a pamphlet called *Joy and Health Through Play* which gives a very complete description of athletic events which are suitable for Elementary School use. This may be obtained for 5 cents. U. S. Bureau of Education, Washington, D. C.

The editor is indebted to Miss Caie of St. John for drawing attention to an error which occurred in a quotation in the February number page 215.

"By pride deposed and the passion slain,  
And the vanquished ills that we hourly meet."

J. D. HOLLAND

## A Scholarship Worth \$250

The Imperial Order Daughters of the Empire is offering in every Province in Canada a University Scholarship to the Children of deceased or permanently disabled soldiers, sailors or airmen.

The Scholarship is worth \$250.00 a year for four years.

The holder may attend any Canadian University, but competitors in New Brunswick must stand the Provincial Examinations for Matriculation at the University of New Brunswick, held in June.

Applications should be made before April 1st, to the I. O. D. E. Educational Secretary for New Brunswick.

Further particulars may be learned by applying to:—

**Mrs. Berton C. Foster**

Educ. Sec'y. I. O. D. E.

258 Church St., FREDERICTON, N. B.

## Current Events

Miss Ethel Murphy

THE Home Rule Bill for Ireland will go into effect April 5th and elections are set for three weeks later. The Belfast Parliament will assemble in June. The Act provides that if a majority of the Commons of North or South do not take the oath of allegiance within fourteen days after the date set for meeting, it will be assumed Southern or Northern Ireland is not willing to accept the new system and the Parliament will be dissolved and its place taken by a Legislative Assembly appointed by the Crown.

Each Parliament is to consist of a House of Commons and a Senate. Women have the vote. The Southern Senate will consist of the Lord Chancellor of Ireland, the Mayors of Dublin and Cork, and sixty-one other members. The Northern Senate will consist of the Lord Mayor of Belfast, the Mayor of Londonderry, and twenty-one other members. A Council of Ireland is created composed of twenty representatives elected by each parliament and a President nominated by the Lord Lieutenant. The Council will have jurisdiction over railways and fisheries. Each parliament will have control of finance except customs, income tax, and taxes on profits. These are to be levied by the United Kingdom Government. Certain other matters—postal service, registration of deeds, etc.—are at first to be in the hands of the Imperial authorities but can be given over to the Council as soon as both Parliaments so desire. The Supreme Courts will be under the Imperial authorities until one Parliament is created for all Ireland.

THE Canadian Government Merchant Marine has now a fleet of thirty-eight new steel vessels, and twenty-five more are to be constructed. These thirty-eight are trading with Britain—London, Liverpool, Glasgow, Cardiff, Manchester—Cuba and Jamaica, Barbadoes, Trinidad and Demerara, Rio de Janeiro and Buenos Ayres. Trade with India has been newly established and in the Pacific cargoes have been carried to Melbourne. It would be an education for most Canadians to watch the loading of one of these ships bound for the West Indian and South American ports. Here is the cargo of one loaded recently: Agricultural machinery, lumber, Canadian-made cars, cement, bottles, barbed wire, bar-iron, drums of cable, cases of rubber shoes and Canadian flour.

THERE is much unrest in India. The Mohammedan population, 70,000,000, is one-fourth of the whole. It is excited by the defeats of Moslem



powers in the war. There have been local risings, a pilgrimage of 30,000 to Afghanistan and bitter discontent at the preponderance of Hindus under the new regime. But all efforts to bring revolt out of this discontent have so far failed. During the war a sepoy regiment rose at Singapore, Burma was full of plots and the Punjab was unsettled. But at the top, ruling houses, landowners and all the wealthy were never more loyal, and the vast inarticulate mass of the people remains quiescent.

IT is expected that the eighty miles of the Hudson Bay railway necessary to reach Port Nelson on Hudson Bay will be completed by Midsummer. The road starts at La Pas at the junction of the Saskatchewan and Opasquai rivers and is built three hundred and fifty-nine miles north-eastward. It is claimed the country through which it runs is rich in copper, silver and gold.

THE Germans have showed their usual effrontery in their proposals made to the Allies at the London Conference. The Paris Conference fixed the indemnity in gold mark at a sum equivalent to about £11,300,000,000, exclusive of a tax of 12 per cent on German exports. The Germans offer £2,500,000,000, of which they say £1,000,000,000 has been paid in money and supplies. The remainder is only about three times Canada's national debt which is mainly a war debt. They ask that this shall be the only penalty exacted from them for ruining Northern France and other parts of Europe. Of course such an amount would not begin to meet the damage done to Northern France.

Even this offer is contingent upon Germany's keeping Upper Silesia. A few years production of coal in that province would be equal in value to the whole indemnity Germany proposes to pay.

THE Winnipeg Tribune recently noted the announcement of the interchange of twenty Manitoba teachers, mostly from Winnipeg, with teachers from England, Scotland, New Zealand and South Africa. This was effected through the "Hands-across-the-sea" movement of which Major F. J. Ney is the Executive Secretary.

## School and College

THE Evening Technical Classes of Kentville, although they have been open a short time, are making an admirable showing in the branches which were chosen as most suitable for a beginning. These branches

are Business English and Commercial Arithmetic, Stenography and Typewriting and Dressmaking. The teachers carrying on this work are: Mr. J. L. Trask, Principal of the Academy and Secretary of the Evening Technical Schools, Miss Helen Burgess and Miss Phoebe Smith.

EARLY in the New Year Evening Vocational Classes were opened in Sackville, N. B., the response of the young people of the town has been most encouraging. Since no building was at hand available for the use of the Evening School the Commercial Classes have met in the High School building; the Motor Mechanics classes in Mr. Anderson's Garage; Elementary Dressmaking in the Women's Civic Council Rooms. The teachers are: Bookkeeping—Mr. Geo. A. Peters, Reading, Writing and Arithmetic—Mr. McFarlane, Dressmaking—Mrs. Buck, Motor Mechanics—Messrs. Randal Babcock and Harold Prince.

A class in Commercial French is to be added if the present enrollment of six can be increased to ten, which is the minimum enrollment of any class.

THE Mt. Allison Debating Team who will meet Dalhousie Team in Sackville late in March has been appointed—C. W. Kierstead (Leader), of Snider Mountain, Kings Co.; F. M. Meek, of Sydney Mines; H. C. Mills, Sydney.

The subject for debate is: "Resolved that the group system of representation is more to the common good than a two party system." Mt. A. takes the affirmative.

THE shortage of teachers and the increased salaries are arousing an interest in School Consolidation. During a recent school meeting in Baie Verte a committee was appointed to consider the matter of that district and several adjacent districts consolidating for school purposes. At a recent meeting of the Sackville School Board a recommendation was passed urging the advisability of consolidating several of the smaller districts in the Parish.

THE Willing Workers of the Rose Bay schools, N. S., had supper served in the school rooms on St. Valentine's day and a walking party on the evening of the same day.

I have a firm belief that the rock of our safety as a nation lies in the proper education of our population.—Benjamin Franklin.



## Biographical Sketches of the Authors in the Ontario High School Reader

(Continued from last issue)

SIR DANIEL WILSON, archeologist, was born in Edinburgh, January 1816 and was educated at the University. He had been secretary to the Scottish Society of Antiquaries when in 1853 he became professor of History and English Literature at Toronto. In 1881 he was President of the University and in 1888 he was knighted. On August 8th, 1892 he died. Among his works are *Spring Wild Flowers* (poems); *Edinburgh in the Olden Time*, *Oliver Cromwell*, *Prehistoric Annals of Scotland*, *Prehistoric Man*, *Chatterton*, etc.

GORDON MUNRO GRANT was born in Victoria, B. C., July 25th, 1883. He became a barrister in 1905 and successfully practised his profession in Victoria until 1907 and since then in Vancouver. He is an advanced Liberal and Campaign speaker, strongly in favor of the exclusion of Asiatics.

SIR WILFRED LAURIER, the first French-Canadian Premier of the Dominion, was born in St. Lin, Quebec, 1841. His great oratorical powers earned for him the title of "Silver-tongued Laurier." In 1891 he was chosen as leader of the Liberal party and in 1896 he led his followers to a notable victory. The Liberal ministry under the leadership of Laurier for fifteen years was defeated in 1911. In 1900 he secured the approval both of the dominion and of the empire by the prompt despatch of Canadian troops to aid the mother country in South Africa.

## Book Reviews

(Continued from last issue)

THE INDUSTRIAL READERS, 4 VOL.

By Eva March Tappan: Houghton-Mifflin Co., Boston.  
Prices, 50 cents, postpaid.

The titles of the 4 volumes are self-explanatory: Vol. I, *The Farmer and His Friends*; Vol. II, *Diggers in the Earth*; Vol. III, *Makers of Many Things*; Vol. IV, *Travelers and Travelling*. Written by a most successful text-book maker, they have already past thru four editions and more than justified their publication. Materially, in paper, type, and illustration, they are well up to the highest standard of school-book production. In binding, they have an extra merit of strength obtained by stitching the sections in a tough binding cloth which is inserted between the lay-

ers of the binding board. Presumably, the publishers have found that these volumes are subject to much reading and handling.

In Vol I it is interesting to note the selection of friends made for the farmer beginning with our humble friend, the potato, and passing thru the gamut of apples, corn, wheat, rice, oranges, raisins, bees, poultry, sheep, cattle, flax, cotton and timber trees. Our young Canadian friends will find it interesting to verify the author's description of the industries associated with farming in Canada. They will be concerned, too, with the industries of the farmer in the orange and rice growing districts, in the corn belt, in the flax regions, in the cotton and sugar fields. The book is a foundation work in the economics of the farm, and not only that but in the economics of the community or country whose pursuits are partly or chiefly agricultural: for its intention is not merely to impart some of the charm of agricultural life, but to present vividly and convincingly the mechanical processes associated with different kinds of farming, and some of the statistics requisite to an understanding of the economic significance of each and all. The four books confidently commend themselves to the school library, to the public library and to the home.

The second volume, *Diggers in the Earth*, deals in the same intimate spirit and with corresponding intention with a dozen or more mining industries: coal, iron, copper, aluminum, gold, silver, brick-clay, petroleum, salt, conveying information which put us in possession of a clear understanding of the mechanical, geological and chemical processes in the production of these several commodities. The writer's style is simple and alluring, and her knowledge of essentials is so indefinite and her explanations so lucid that it is hardly possible to imagine a general reader laying aside this book until it has been read from cover to cover.

Volume III, *Makers of Many Things*, treats ten manufacturing processes concerning which the average reader knows less than he does about farming and mining; for, while most of us do know a little about the process of paper-making and book-binding, few have any but the vaguest information about such manufacturing processes as porcelain and crockery ware, watch-making, the rubber industry, the making of kid gloves, lead pencils, or friction matches. All of these are treated in the volume under review and with the same fine discrimination and selective judgment as well as in the same fascinating language and with the same determination never to lose for an instant the interested attention of the reader.

Volume IV, *Travelers and Travelling*, presents an equally instructive compendium of present day travel and freight transportation. The headings of the chapters indicate a judicious selection of topics: *Railroad Building*, *The Mails*, *The Refrigerators*, *Freight and Express Trains*, *The Use of Compressed Air*, *The Trolley Car*, *Elevated Roads and Subways*, *The Motor Car and its Future*, *River and Canal Traffic*, *Ocean Transportation*, *Road and Bridge Building*. A very few years ago no such book could have been written. It is little short of amazing to realize the transformation which less than a generation of time has wrought in the machinery of transportation. The elder generation has kept in touch to some extent with the innovations, improvements and inventions brought about during its own time; but we should not forget that this manifold and bewildering mass of machinery and processes is presented all at once to the young people of the present, and that some interpretation should be offered in school or in handbook. If this is not done, many of the great material factors of our civilization will fall into the category of familiar things; the more familiar, the less understood. The wise teacher or parent will be glad to know that the young people have such a book as this. Everybody knows the importance of stimulating observation in children. There is no sharper stimulus to the child's observation than friendly conversation on the child's level concerning the things which the child is doing, observing or reading. And then, we must not omit to suggest that we older and wiser ones are likely to have forgotten a good deal of important fact which the keen vision of this writer discerns as essentially important.



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Mr. W. C. Milner wishes to correct an oversight which occurred in the first installment of his article, Sir Howard Douglas. "The Haliburton of the Fusiliers" was not "Sam Slick" but Sir Breaton Haliburton later Chief Justice of Nova Scotia.

Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.—*Ballou.*

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(Editor)

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of the back teeth, etc. Now rinse your mouth. Now rinse the brush."

The story on the board may be read:

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I must keep them clean.  
I will brush them each day.  
I will brush them before I go to bed.  
I will use a tooth-brush (picture) and paste (picture of tube)  
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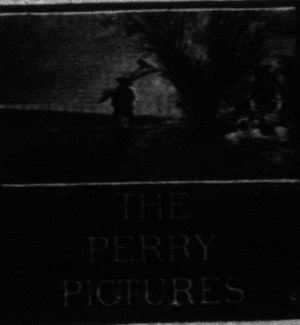



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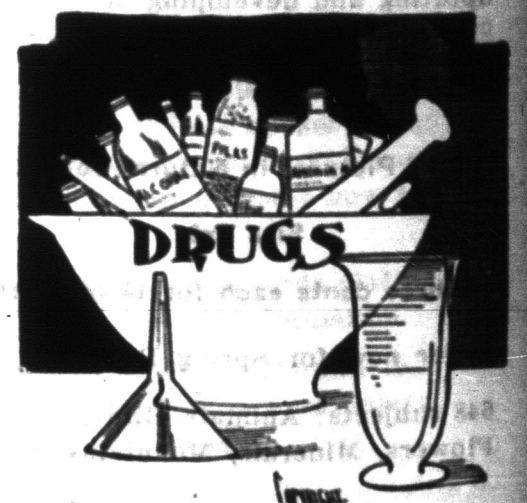
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