

PAGES

MISSING

EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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NEW ADVERTISERS

War Saving Stamps; Canadian National Railways.

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Fredericton, N. B.

P. O. Box, 850.

AMENDMENTS TO SCHOOL LAW

While in general our school law is excellent, it will never reach a state of perfection and some amendments are needed at present.

The present compulsory law is unsatisfactory in its provisions and still more unsatisfactory in its working. Only two or three cities in the province attempt to carry it into effect.

As long as its enforcement is permitted to be voluntary this condition will continue to exist. Factory laws as they relate to children should be revised. It is believed that many children under lawful age are employed in factories.

Better assessment laws should be enacted. Such amendments would re-act most beneficially upon schools.

County funds should be doubled in order that rich districts may help the poor.

All school districts should, as far as possible, be entitled to the taxes upon all the property included in their limits.

Minimum salaries should be prescribed for teachers according to district valuation. Such an amendment should be made with care and be tentative until it could be adjusted to the exceptions, which would likely arise owing to varying conditions.

The province should be surveyed with reference to facilities for consolidations.

School libraries should be in all districts.

School gardens should connect with all rural districts.

Elementary home economics should be included in the course of every school.

Attention is called to the advertisement of the War-Savings Committee in this issue.

The war is now over but vast sums of money will be needed in reconstruction. France, Belgium, Serbia, Roumania, Poland and Russia are looking to us for assistance in reconstruction. It will be impossible for these nations to pay for the work, material and food they need at sight or on delivery. We must help to finance these countries. All of them are in debt. As they have neither goods nor cash with which to pay us, we must furnish the things they need and the money with which to pay for them.

The Canadian Government proposes to raise a large sum of money to meet its requirements by the sale of Thrift Stamps and War Stamps. By this plan every man, woman and child can help according to his or her ability to save. If you cannot buy a War Stamp at a cost of from \$4.00 to \$4.11, you can buy a 25 cent Thrift Stamp at a Money Order office, Bank or other authorized agency. When you buy your Thrift Stamp you ask for and receive free of cost a Thrift card to which you attach your Thrift Stamp. The Thrift Card contains a place for your name and address, and will hold 16 Thrift Stamps. When your Thrift Card is full of Thrift Stamps you can exchange it at a Money Order office, Bank or other authorized agency, for a War Savings Stamp, and at the same time receive a War Savings Certificate to which you attach your War Savings Stamp. Each War Savings Certificate will hold 10 War Savings Stamps. If you buy your War Savings Stamp in January, 1919, it will cost \$4.00, but if bought in February it will cost \$4.01, and the price will increase one cent a month throughout the year. Thus if you buy your War Savings Stamp in December, 1919, it will cost \$4.11. A War Savings Stamp bears interest and will be redeemed by the Government on January 1st, 1924, for \$5.00.

To quote from the War Savings Committee:—"Aside from the mere raising of money required by the Government, the War Savings plan has untold possibilities for promoting the habit of thrift and saving among the people. The boy or girl who saves and by so doing practices self-denial is better for it. The man or woman who saves systematically, increases self-respect and becomes a better employee and a better citizen, and has a fuller appreciation of our institutions than has one who spends as fast as he earns."

The Canadian public have been loyal to Canada in supporting her in all her war efforts and they will not fail at this time.

TO BE KNOWN AS CANADIAN NATIONAL RAILWAYS

A circular has just been issued over the signature of the President Mr. D. B. Hanna, announcing that effective January 1st, 1919, all Government Railway Lines, heretofore known as Canadian Northern Railway System, including its eastern and western lines, and Canadian Government Railways, composing the National Transcontinental Ry., Intercolonial Railway of Canada and the Prince Edward Island Railway, will hereafter be known and operated under the name "Canadian National Railways," the headquarters of which will be in Toronto.

All officers of the system are requested to use the name "Canadian National Railways" in the course of operating, correspondence and general conduct of affairs. It is also desirable that the public and the railway's connections adopt and put into practice at once the new title in addressing communications, reports and general correspondence to the various officers of the "Canadian National Railways."

Teachers are requested to send to the Educational Review questions bearing on their school problems for discussion. Questions in Arithmetic and Algebra, having an educational value, will be solved. No catch questions will be considered.

If the label on your magazine stands thus, Aug. '18, it means that your subscription is overdue since that date. The prompt payment of your subscription will enable the publisher to give you a better paper and at the same time help to meet the high cost of publishing a paper. Notice carefully the label and careful thought on your part will bring the necessary action.

CHRISTMAS NUMBER

The Educational Review for December is in a sense a Christmas number. The season is remembered in greeting, in articles and stories, and the spirit of the issue is one of co-operation. An interesting article deals with School Fairs in New Brunswick and shows how important a factor they are becoming in the educational life of the boys and girls of the province. The War Saving Stamps are also made the subject of a short article that will create a desire for further knowledge of this plan for general thrift. A Syrian Christmas story is retold by Mary Bronson Hartt, and will be found an admirable story to add to the story teller's list for story groups in school or elsewhere. These are but an earnest of the various able educational topics that make up a very excellent number of the Review.—*St. John Globe.*

ADDRESS

Dr. W. S. Carter, President Dominion Education Association.

The setting of this meeting is unique. Never before has education been so much in the public eye; never before has there been so much criticism of methods and results, some constructive, more destructive. Schemes of education are devised over night for consummation the next day.

Our inimitable controversial novelist, Mr. H. G. Wells, would undo the past and do for the masses in six months, what Sir Thomas Moore, Mr. Samuel Butler and others have done for a comparatively few people, through many years and editions.

After all has been said in five or six hundred pages, Joan and Peter are perhaps just such products as we should feel proud of under any system of education.

We shall never reach a stage, I hope, when our system of education shall reach the stationary stage, like the Chinese. Education (I use the general term) is most susceptible to change and is yet most conservative. It is a process of evolution, and what has been accomplished in the past makes possible what we propose for the present and future.

History usually affords us parallels for our guidance and instruction, but my reading of history affords none for the consistent and intensive instruction of an entire nation for half a century with the ideal of world dominance and hatred of its competitors. Cato's denunciation of Carthage and its entire destruction in the third Punic War is the most closely allied.

I can find no parallels in history for real conquest and assimilation by means of teachers, as was done in the Philippines, Porto Rico and South Africa. Nor can we find any for re-construction and re-education being made and partially at least carried into effect, while the greatest struggle in all time was being engaged in. May we claim at least that this outcome has been the result of the education of the past.

Is it too much also to claim for our civilization and culture that no former war has brought forth greater manifestations of humanity, philanthropy, self-sacrifice and virility than that just ended. I shall not make any comparisons in these respects with our opponents, but I think it is not too much to say that our education has not failed us.

So much for the past.

What problems lie before us at present and for the future? What has already been attempted, and what may fairly be expected of us?

I can not in a short address, such as this is intended to be, do more than merely indicate a few, and give one or two opinions of those better qualified to speak than I am.

It would not be an easy task to indicate any year, in recent history, during which so much has been done as in the past twelve months to search out the foundations of education and to propose large plans for the reconstruction of school systems. The first element in industrial and civic progress is co-operation, and this gives special point to those words of President Wilson, addressed to the universities, colleges and secondary schools of the United States, in which he urges an increase in the time and the attention devoted to the instruction bearing directly upon the problems of community and national life.

Indeed, there has been a marked tendency to obliterate the dividing lines between primary, and secondary education, or, as Dr. Sadler expresses it, the new types of schools are working away from a curriculum adapted to a small and specialized class toward one which is truly representative of the needs and conditions of a democratic community. Far the most hopeful sign for the future of Germany is the pressure which was brought to bear this year in the debate on the education estimates in the Prussian Lower House, for the establishment of a type of school which shall be free, undenominational, and uniform for the whole empire. This demand has been strongly pressed by the German Teachers' Association, and has been supported by the democrats; the university professors, however, strongly oppose such a plan.

Mr. Herbert Fisher, Minister of Education in England, has proposals for almost a revolutionary change in the educational scheme. I need not enlarge upon this bill which has attracted so much attention throughout the world. Mr. Fisher's scheme proposed part-time schooling up to eighteen; France, for continuation schools up to twenty, and in Germany up to twenty-one years of age. America, also, is stirring in this matter, though no such general proposals are possible there as here, under individualistic state treatment of education. I understand, however, that in the United States a National Council of Education has been formed. The Smith-Hughes bill now provides special subsidies for technical education, and it is noticeable that in other ways the demand for centralization is making itself heard. Canada, which should have led along these lines, has not even followed, and up to this time no action has been taken by the Federal Government to give effect to the report of the Royal Commission made before the war began.

During the past year it has been my privilege to visit all the Provinces in Canada, with the exception of Prince Edward Island, and to obtain a superficial view of a few of the ends that are being attempted in each of them. I should like to take this opportunity to thank those present who in those provinces which I visited, helped to make my stay there instructive and pleasant. I can testify to the progressiveness of every one of them,

and I envy the many aspects of their work, that is not possible for a poorer province to participate in. I should like with Dr. MacKay's permission to quote a paragraph or two from an admirable address which he gave to the Maritime Teachers' Convention at Moncton.

"Our schools, already too weakly staffed as pointed out, with courses of study marked out for the professional classes for which schools were first established, have superadded courses for the more clamant needs of the masses. In addition to all this, duties once assumed to be sacredly attended to by parents, are being added. We have to give general moral if not religious training. We are about to be held responsible for their physical training and their mental and bodily health. And we are given as teachers mostly young girls, who are not able to earn the wages even of the working women classes.

"The clergy would have us teach the true religion. The temperance reformers would have us to train every one to eschew alcohol, tobacco and other fascinating drugs. The politicians ask us to make every pupil a thoughtful ready statesman ready to vote every time for a wise public policy. The military expect us to develop 30 per cent. of men who will not be rejected for war service on account of the neglect of the general laws of health and common sense. The dentists beg us to save the teeth of the young in spite of the child's ignorance and the parents carelessness. The doctors call for the medical inspection of all children at school. The farmers want the love of agriculture to be developed. The horticulturists do not want their side of industry to be overlooked. The forestry men ask us to teach the children how to take care of picnic fires. The fisherman is now putting in his claim for attention. The shopman insists on a finished accountant for his cheap clerkships. Some want modern or ancient languages for university or professional requirements. We have provided fairly well for our blind, our deaf, and in some places for our incorrigibles, and all desire us to segregate retarded, slow and feeble-minded pupils for their more special care and betterment, and the relief of the common schools from their retarding presence. And some people desire to produce scholars who will know what to read, and who can write what can be read. All these things and many more we are asked to do, and shall be executed for if we don't do with the generally cheap workmen and women with which we have hitherto been allowed to be supplied by the ratepayer.

"All these things we must attempt to do, even before we can develop the conditions which may enable us to do them well. We shall all be interested in the studying the suggestions about to be made to us by those who have medical equipment were of unblemished character, he had most success in doing most of the impossibles at

present demanded of us. We must cultivate hopefulness, and exert ourselves to do the best possible; for perseverance with intelligence and hopefulness are constantly changing impossibilities into accomplishments."

In addition to the problems which many of you are dealing with admirably, mentioned in the address of Dr. MacKay, we shall, have to take up that of military training. I am quite sure you all do not agree with me, when I state that I am in favor of some such plans for that purpose, as have been adopted in Australia. I would like to believe that there will be no more wars. I do not think that this one would have taken place if there had been greater preparedness in the British Empire. Physical and military training does not necessarily bring about war if it be given during the school life of a boy, it does not necessarily mean standing armies and the interference with the industrial life of the country.

In the matter of the re-education of returned soldiers I think the United States has been wiser than we in that they have brought it under civil control instead of military.

Mr. C. V. Corless in an unusually thoughtful paper upon "Technical Education;" Its Importance and Its Defects, read June, 1918, in Toronto, before the Canadian Pulp and Paper Association, says:

"Scientific and industrial research, state-aided, will certainly add to the nation's wealth and is therefore highly important. Widespread and intensified vocational training will add enormously to industrial efficiency, and therefore to national wealth, hence is to be encouraged to the utmost. Conservation of our natural resources, the lessening of national waste, is again conducive to the same end and is therefore fundamental to our prosperity. But will all of these great movements, though of vast importance, strike at the root of the matter? Consider a moment. Was it not industrial advance, based on scientific research, that has resulted in present social conditions—the extremes of wealth and poverty, the segregation of large populations into small spaces, the continual war of labor and capital, the false ideals, with the attendant evils of all of these? Has not the engineering training of our vocational colleges merely accelerated the industrial advance, without assisting to correct the resulting social conditions? Are not scientific and industrial research, vocational training, conservation and all other similar movements, of vast importance as they are, all in a direction merely to increase material wealth without improving its distribution? Unless "paripassu" with these advances, we improve in other respects, shall we not merely further widen the chasm that already yawns between the two extremes of wealth and poverty and thus intensify the evils of the existing and increasing social stratification, with the labor antagonisms and other evil by-products engendered by it? All these ad-

vances are but parts of a mighty economic engine constructed by society for the production of material wealth. But they do not provide the engine with an effective governor. An engine so built and so run will merely race to its own destruction. If, parallel with vocational training, we introduce into our educational programmes an effective compulsory course in social (including economic) training we shall at the same time perfect a governor for the engine, and, in place of racing, our engine, under proper control, will become a most efficient instrument of service to society as a whole. Some preparation will thus be made for the meeting the menace of uncontrolled distribution of the wealth produced by human energy.

"As above stated, we admit the importance of scientific mobilization of our material resources for material advancement, also for defence. There is no contention against this; rather the reverse. But we do maintain that great emphasis on the ways and means of securing material progress only, unless accompanied by equally great emphasis on those planned to secure social progress, will not only fail of the highest material results, but will prove to develop, along with such material progress, the forces that will effect its own disintegration and final destruction. Strikes and lock-outs are manifestations of these forces. We do maintain that scientific and industrial research, vocational training and conservation of natural resources, taken along, are insufficient to attain national progress. Vocational training has its eye on material advance. Social training has its eye on human welfare. Both are necessary for the highest results from either. Each is necessary for the best results from the other. If we make our educational system responsible for the one, why should we not make it equally responsible for the other? Why should we allow these complementary aspects of well-balanced educational program to become divorced?"

At a meeting of the Annual Conference of the Imperial Union of Teachers, July 20, 1917, Hon. W. A. Holman, Premier of N. S. Wales, Chairman.

Speaker, Rev. Wm. Temple, late Head Master Repton, Subject—The Anglo-Saxon Ideal—Justice and Liberty.

The Chairman said that he was in hearty agreement with what Mr. Temple had said in regard to the political side of affairs. But he dissented from his views on the question of education, and he did so from the point of view of a man engaged in affairs who saw what the products of the present educational system actually were. Those who lived in the world sometimes had more opportunities than recognized experts on education on knowing whether or not the education given had entirely succeeded in its object. He had grave personal doubt as to whether the present state of things was so

entirely satisfactory as it should be, even when all allowances was made for those intellectual deficiencies which had been so admirably touched upon by Mr. Temple. The ideals of education in Great Britain had turned out men of high character, of honor, of unselfishness and disinterestedness in public affairs who had been governing the country for many years past. Was that enough by itself? Were they to go on to the end of the chapter "suffering fools gladly" because they had all those moral qualities? He thought not. In addition to those great qualities a good deal of saving common sense was also required. If he had been one of the soldiers engaged on the Mesopotamia expedition, it would not have consoled him to know that the men dealing with the would have required that they should also remember the bandages. He was disposed to feel that we are apt to ignore those practical questions. England for the first time for many hundreds of years was exposed to definite and tangible perils, such, for instance, as the danger from air raids and of its supplies being cut off by the submarine campaign. A layman like myself naturally looked to the old and famous educational institutions to see what sort of men they were turning out to cope with such practical problems. Coming face to face with the question of our own scientific equipment for meeting these perils, he found that the country was depending wholly upon imported ideas. The idea of the flying machine came from the Smithsonian Institute in America; the idea of wireless telegraphy came from Italy, and the idea of the quick-firing guns used to try to bring down the flying machines came from France. These new ideas had revolutionized warfare, and had made the war of today utterly unlike the war of a hundred years ago. These questions had to be faced in a spirit of practical common sense illuminated by a full knowledge of what science had to contribute towards the affairs of today. It seemed to him that our present educational system failed in that respect. We were confronted with problems upon which the academic processes of instruction threw very little light indeed. The present century was unlike other centuries in many respects. The study of recent history, even of Napoleonic history, threw only a limited illumination upon the problems of our war leaders at the present moment; in the same way he was driven to the conclusion that the study of classics and the history of past ages illuminated even less the problems which would continue to confront the nation on the declaration of peace. He accepted Mr. Temple's statement that the latest history was the most useful, but even when that limitation was imposed a stage had arrived in the development of mankind at which certain problems had emerged upon which history cast practically no illumination at all. These problems must be faced by the next, if not by the present, generation in a spirit of mastery.

The aircraft and submarine menace were simply examples of a thousand such difficulties which beset us at the present time.

Education in the past had undoubtedly turned out admirable administrators. There was in England today, as the result of past educational methods, a body of leisured public men devoting themselves to the management of public affairs, who had helped to create a public spirit which was lacking to a greater or less extent in less favoured countries. All that was so much to the good, but it was necessary to go further. The country was at a definite parting of the ways. It might happen that an invention of a new machine for detecting submarines, or a method of stabilizing aircraft, or some other purely mechanical device to which great minds had not devoted attention, would be a decisive factor in regard to what the future of England was to be. We should not "muddle through" this war as our ancestors have done through many a war before.

That seemed to him to be the weakness of the present scheme of education to which he drew Mr. Temple's attention. It was perfectly true to say that the schools were not instituted to turn out inventors, and the universities were not technical colleges. Yet the schools and universities must create an atmosphere which enabled the students to understand what were the decisive factors in the world today. He held that Liberty and Justice could be maintained and protected by the employment of weapons which came into the same category as the weapons which were now being so unscrupulously used to destroy it, and suggested that, in addition to the noble ideals to which Mr. Temple had directed attention, there should be added the ideal of a fuller knowledge and a stronger grasp of the material problems which surround us.

I am glad to greet such an influential body of Educators as I see before me, representing, as they do, every province in Canada. I regret, as no doubt all here do, the absence of Hon. Dr. Cody, the Minister of Education for Ontario. From his distinguished career in the past, we are looking for leadership from him in the future.

A movement, starting in Montreal and continuing in Chatham, Ontario, might well be carried throughout Canada. This is the contracting idea as applied to farm lands. City men with a little capital are forming syndicates to buy tractors and break idle land under the direction of practical contractors. This principle could be applied to regular farm lands and would help solve the labor problem for the Canadian farmer.

It is estimated that nearly five million people have died of starvation or malnutrition during the war. This total is more than half the population of Canada.



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THE DEMOCRACY OF A PRIVATE SCHOOL

You have been looking for a school for your boy. Perhaps you have not been satisfied with the public school of your neighborhood. Perhaps you want your boy under masculine influence for a while—something he may not be able to get at home. Perhaps you are convinced that he needs to be thrown on his own reliance as he cannot be if he stays at home and goes to day school. And yet you hesitate to send him to a private boarding-school. You have heard that boarding schools are undemocratic, and that in a free country like this the only democratic schools are those of the public school system. You don't want your boy to grow up to be snob, a man apart from his fellows. You want him to be a prince of the royal house, and in a democracy the royal house is the common people. You do not want him shut out from the privileges of his kind. And yet you need not for that reason hesitate to send him to a private school. Among the private schools of this country are to be found some of the most democratic of its institutions. One way of showing this is to tell of the record of one school that we know.

In the first place, though it is within a two-hour journey from one of the great cities of the Nation, the school is set in the open country. Its acres cover the crest of a mountain spur. On one side spreads a broad

rolling valley, with its farms, villages and towns, and its wide river. On the other side is the mountain range with its woods, its wild life, its ponds and springs and brooks. The fact that there is a private boarding school in such a situation makes for democracy. The little public school in the neighborhood is for the young children of the neighborhood; but this private school is for boys from all parts of the Nation. In the public school the child of the mountain meets and knows only the child of the mountain; but in the private school the boy from Ohio and the boy from New Jersey, the boy from Illinois and the boy from Massachusetts, become friends. Sectionalism is a foe to democracy. The man whose acquaintance is parochial may prove as dangerous to a democracy as the man who has always kept his life within the narrow circle of a little social group. In a private school West and East and South and North mingle as they seldom if ever are found mingling in a public school. Situated as it is, this private boarding school gives to these boys, a large proportion of whom are from city homes, the refreshing life of the mountains, woods and fields. It is an error to suppose that democracy means giving city privileges to people of the country; it means quite as truly giving country privileges to people of the city. Our public school system provides, and at present at least can provide, no such school as this for city boys. To confine schools to those of the public school system would be to deprive all the city children of this free land of the things that only such a private boarding school in the country can provide. Democracy is not a denial of privileges; it is the extension of privileges. The way to develop democracy in education is to make such a school available for boys from families of limited means. There are boys from families of limited means in this school. Undoubtedly provision for enlarging their number would be welcomed. Meantime, if you can afford to send your boy to such a school, and do not do so, you will be doing no other boy a benefit and may be denying your own boy his right. To send him there is not to shut him out of democratic rights; on the contrary, it is doing your share in making democracy rich, and every one who enables a boy to go to such a school who could not otherwise go there is also doing his share in enriching democracy.

Such an environment as that of this school is, moreover, an influence for the simplicity of democracy. It is a place where old clothes at times are needed and are the only fitting garb. It is a place where the smaller boys build huts in the woods and can spend afternoons like explorers. And with the taste of the primitive life the boys have, besides the benefit of organized athletics and swimming, a modern, filtered indoor swimming pool. Democracy as interpreted and applied in a school like this, enables boys to appreciate and use powers developed

through the wide range of men's experiences from those supplied by modern skill to those evoked by a wholesome response to the primal instincts. In this respect, as in others, democracy in a school of this sort is not restrictive but expanding, not impoverishing but enriching.

What the spirit of this school is may be discerned in the honors which the boys most highly prize. Besides the usual athletic and scholastic prizes awarded at the close of the school year there are, standing above them all in distinction, three cups. One of these is awarded by vote of the older boys and masters to that boy who has represented best "high ideals, manly sport, tenacity of purpose, earnest endeavor, clean living, fair play and true chivalry." Another cup is awarded to the boy who, without reference to any special performance, "makes the best response to his environment." The third of these cups is given to the boy "who has been most helpful to his fellow schoolmates in the solution of their own personal problems." These three cups, natural products of the spirit of the school, are not unworthy symbols of that democratic spirit that judges men not by the external power or authority or possession that they acquire, but by their character, their development, and their service. And it was characteristic of this spirit that one year the school letter that is awarded to the athletes who have upheld the honor of the school in its contests on the playing field was awarded to a boy whose physical limitations kept him off the teams, but failed to prevent him from going regularly to the practice, getting into the game whenever he could, and imbuing the school team with his own dauntless spirit.

It is inevitable that when a time of testing comes to democracy, as it has come in this war, such a school as this should reveal its character in its record at the front. Its Service Flag is of course blazoned with stars, and was among the first—so far as we know, was the first—to signify those who had paid the last full measure of devotion by stars of gold. The school's distinction in service may best be indicated by specific cases. The former head master of the school, whose name the school bears, on his recent retirement after many years of service, offered himself as a volunteer for the Belgian Relief Commission and served in Belgium until the war came to America, and even then stayed in Belgium and was in the last group of Americans serving the cause of Belgian relief to leave. Thereupon he offered himself as a volunteer in the service of the Y. M. C. A., and now is serving the Y in France. His three sons, graduates of the school, volunteered, were accepted, and have been in the service of their country. One enlisted as a private in the Regular army, one in the National Guard, and one first in the Ambulance Corps and later in the artillery. The present head master's son, who graduated from the school, though too young for the draft, enlisted while a fresh-

man in college, and is now a non-commissioned officer of Pershing's army in France. These four young men are typical of the graduates of the school. Enlistment in the ranks has been the method by which these young men have displayed the democratic spirit of service characteristic of this private boarding school.

And this spirit is the spirit of its religion. Not every public school, unfortunately, is free to be religious; not every private school expresses its religious spirit in the form of service. In this school, however, the religious spirit has been the spirit of service; and has flowered in the service that its graduates and other former students are rendering in the defence of the right of people to be democratic and free.

Are you thinking of sending your boy to school? If so, select the school, not because of the system it belongs to, but because of its spirit and its record. Democracy is not a matter of form, but of substance.—*The Outlook*.

WHAT HAS BRITAIN DONE?

(By Rev. Frederick B. Hodgins, B.A., formerly of Toronto, in the New York Herald).

What has Britain done?

Kept the faith and fought the fight
For the everlasting right;
Chivalrously couched her lance
In defence of Belgium, France.
This has Britain done!

What has Britain done?

Given every seventh son,
Met the challenge of the Hun;
Placed her men on every field;
Proud to die, too proud to yield.
This has Britain done!

What has Britain done?

Answers every far-flung breeze
Blown across the Seven Seas:—
"Watch and ward secure we keep
Vigilance that never sleeps."
This has Britain done!

What has Britain done?

On every front her flag unfurled,
Fought a world-war round the world;
Then when all is said and done,
Ask her allies, ask the Hun,
"What has Britain done?"

What has Britain done?

For her slain Britannia weeps—
She might boast who silence keeps.
But, when all is done and said,
Call the roll and count her dead,
And know what she has done.

TRAINING FOR THE NEW CITIZENSHIP

That the spirit of democracy will be stronger than ever after the war is becoming more apparent every day. One's country is to be a huge co-operative enterprise, and every partner is to receive and to give the finest service. The idea of fitting the soldier to take his place as an effective citizen in peace times is entirely new to the world and is one of the many benefits which fighting against Hunnish frightfulness has conferred on the whole world. Good citizenship has come to be recognized as a priceless heritage for which one must prepare and for which one must keep worthy. An evidence of this realization is the establishment of the Khaki University. Originally intended for Canadian soldiers overseas, it has been adopted for Australian troops, and now a still greater outgrowth appears in the step taken by the British Government.

Sir Henry Hadow, Principal of Armstrong College, Newcastle, has been made Director of Education on the lines of communication in France. His own College Council has granted leave of absence to Sir Henry for the duration of the war and through the period of demobilization. Training in citizenship will be his work, and he begins at once. Lectures and classes are already organized behind the front, the leaders being chosen by the men themselves, as a rule. The courses are modelled on those of the Khaki University.

There are several special funds devoted to this business of converting the discharged soldier into a dynamic citizen, notably among them the Kitchener Memorial Fund. The University of Pensions, the Board of Education, the Appointments Department of the Ministry of Labor are all co-operating along this line and have organized a department to train and place men and officers in civil life after the war. Local educational authorities are asked to give vocational training to disabled men and, in some instances, grants have been made for this purpose. The great dangers which seem to threaten this scheme for citizenship training are that schemes will be too general and leave the individual men untouched, except in theoretical training and that folks at home will not become sufficiently interested to co-operate efficiently with the military authorities.—*From Office of U. S. Director of Public Information.*

"See here, waiter, the ice in this lemonade is all melted."

"Yessah; we ain't allowed to serve only soft drinks, sah—"

At the present time deposits in the savings banks of the country are greater than they were at the beginning of the war by the enormous amount of \$20,000,000.—*Ottawa Journal.*

QUESTIONS ON SCOTT'S TALISMAN.

M. Winifred McGray.

1. Is the name of the novel appropriate or not? Give reasons for your answer. From what incident in the story is the title derived? To whom did the talisman belong? Describe it. Who benefited by its use?
2. Make a list of the characters in "The Talisman." Which ones are no longer living when the story ends?
3. Write appropriate headings to the different chapters.
4. What other novels written by Scott deal with the Crusades? With Richard? Name of any other famous novel written about Richard. Give the author's name.
5. What were the Crusades? How many of them were there? Which one was this? Did any of the Crusades succeed in the object of their undertaking? Who owns Jerusalem today? When was it taken? From whom?
6. Draw a map representing the scene of action of "The Talisman," putting, in the important places mentioned. Comment on the limitations as to place.
7. Describe the dress of the Knight of the Red Cross as mentioned in the first chapter, and also describe the accoutrements of his horse. Compare with the soldier of today. What is meant in this novel by Knight of the Red Cross? What would be meant by the same term today?
8. Explain couchant leopard. Name and explain other heraldic terms. Did a knight ever change in any way the device on his shield? Examples from this novel. Describe Richard's shield. Compare with the shield used by Richard on his return to England (Ivanhoe). Comment.
9. Describe the Combat in the Desert.
10. By what did the knight swear? The Saracen? Collect other strange oaths used by the different characters.
11. What chivalrous observances did the Saracens learn from their Christian foes? What virtues were Christian knights supposed to practice? Quote. What did the Grand Master proposed to do if Saladin should be admitted within the pale of chivalry? To whom did Saladin apply? Why? If he had been admitted, describe the ceremony that would have been performed? Which was the more chivalrous, The Templar or Saladin? Give reasons for your answer.
12. Make a collection of the different names applied to the Christian knight, to the Saracen and to Richard.
13. Describe the personal appearance of the knight. Of the Saracen. What was the age of each?

(To be continued)

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THE NEW EDUCATION

Frederick H. Spinney, Principal Alexander Public School, Montreal.

The war has dropped a bomb on the industrial rut; industry will never be the same. The war has dropped a bomb on the political rut; politics will never be the same. To fracture the educational rut will require the most explosive kind of bomb that science can produce.

Nevertheless, the prospect is that the educational rut will be disturbed. A new world will require a new education. A system now very much behind the life of the world today will prove wholly inadequate.

As the business world is preparing to face new conditions, so the educational world must make thoughtful preparation. Above all, teachers must begin to adjust their mental machinery to make it capable of working under new conditions.

What will be the nature of these new conditions? What new ideal is developing in the hearts of mankind? What sort of men and women will be most likely to realize those ideals?

The new ideal is SERVICE. No longer must we consciously or unconsciously preach the doctrine that education will enable the individual to make more money or to secure a more enviable position in life. The motive to be inculcated is YOU MUST DEVELOP EVERY

TALENT TO ITS UTMOST IN ORDER THAT NOW AND IN ADULT LIFE YOU MAY RENDER THE MOST SERVICE TO YOUR COUNTRY.

The millions in the British empire who volunteered to fight for liberty and justice gave no thought of the material remuneration. They were ready to die for an ideal. So the coming generation can surely be impressed with the beauty and the glory of **LIVING and WORKING for an ideal.**

At the age of five years the child is naturally sympathetic, friendly, generous, frank and loyal. He loves to do things for others. He loves to share what he possesses with those whom he loves. It is later on, influenced by the universal spirit of selfishness, that he begins to think of getting all that he can for himself irrespective of a possibility of robbing others in so doing.

So let us begin the immediate development of the new ideal—**PREPARE YOURSELF TO SERVE THE WORLD.** Develop the mind, the heart and the hand to the very fullest capacity in order that you may have the largest possible share in making the world a beautiful and a desirable place in which to live—not beautiful and desirable for a lucky few, but beautiful and desirable for all.

Let us say to the boys and girls: Try to discover the work which gives you the most pleasure, the work which you can do the best, and then put into that work all your heart and all your mind and all your energy, not for a large material reward, but to fulfill your desire to be one of the world's most useful citizens.

We must revise our estimate of what constitutes success. A farmer who only "makes both ends meet," provided he renders the most faithful service of which he is capable, is far more truly successful than the lawyer who earns \$25,000 a year. You, a poorly paid teacher, may say, "I would prefer to be the lawyer." But you have been educated under the dollar-and-cent ideal, and thus you are not competent to judge of success under a new ideal.

In succeeding articles we shall consider more fully how teachers may prepare themselves, not only to share in a new education, but to assist in the introduction and development of new methods and new ideals.

BOOK REVIEWS.

(Robert Stead's New Novel)

Robert J. C. Stead, in his new novel, "The Cow Puncher," (Toronto, the Musson Book Co., Ltd., cloth, \$1.50), has written a notable book with a Western Canada setting. David Elden, the cow puncher of the story, grows to young manhood on a ranch in the foothills, outside the influence of church or school. At eighteen he is accidentally thrown into the company of a young

Eastern girl, who enkindles in him the ambition to be somebody in the world.

With this purpose in view, young Elden leaves the ranch and goes to make his fortune in a young Western city. The first night he is swindled out of all his ready cash by a gang of card sharpers, and he takes a job next morning as a coal heaver. For a time it looks as though Dave's course would be downward instead of up, but he fortunately comes under influences which revive his ambition for self-betterment.

About this time the big western real estate boom breaks out, and Dave's course is meteoric. His wealth comes quickly and goes as quickly. Following the collapse of the boom a tragedy in his love affairs sends him as an enlisted man to France. In the closing chapters is found one of the highest patriotic notes struck by any author during the war.

"The Cow Puncher" is decidedly worth while. It is interesting and refreshing, and at times inspiring, written with all Mr. Stead's intimate knowledge of the West and skill of delineation. Through the book runs a happy vein of humor and philosophy which is not the least of its charms. It is illustrated by Arthur Heming, ex-lumberman and North-West Mounted policeman, and is announced by the publishers as an all-Canadian book—written by a Canadian, illustrated by a Canadian, and printed and bound in Canada. It should receive a warm welcome from the Canadian reading public. The United States edition is issued by Harpers.

SCHOOL FAIRS IN P. E. I.

The School Fair of Morell, Morell East, Bangor and St. Peter's Harbour Schools was held on Tuesday, Oct. 1st, and was a very successful affair. On the previous evening a concert was held in Morell Hall by the pupils of these districts, to raise money for the fair. The amount thus raised was about \$80. The attendance was large and the pupils acquitted themselves very creditably.

The exhibits of the vegetables, seeds and handwork, were held in the hall, and the cattle show and sports were held in the skating rink. The judges and teachers had a busy day. The result of the fair was that the young people have become greatly interested in agriculture and are looking ahead to next year's work with much anticipation. The prize list was a long one. Messrs. Mitchell, McMillan, Curran, Inspector Cairns and the teachers were the judges.

On October 8th, a very successful fair was held at St. Peter's school. The number of exhibits was large. Ten calves and thirteen pigs, with eight crates of poultry made up the tenth class exhibits. The building was well decorated for the occasion. After the judging of exhibits, public speeches were delivered, thereby adding to the educational value of the fair.

WHY WE FAIL

Go where we will we find the beginning teacher. Teachers' Institutes everywhere are filled with new faces. While some are adequately trained, many are poorly equipped for the tremendous work at hand. What will the result be? Does it take a prophet to forecast the future? I fear not. Unless there is an unusual amount of diligence exercised there will be an unusual number of failures.

Let us then see why beginning teachers fail, that we may be able to shun the stumbling blocks set for our feet.

Miss A. will fail because she lacks sincerity of character—real moral worth. Her attitude toward life is flippant and indifferent. Whenever she attends teachers' meetings she is more interested in the show windows of the town than in what the speakers say at the association. Rarely is she seen reading a worth-while magazine such as the *Literary Digest*. A movie is a greater attraction to her than a lecture, even though it be given by a noted personage. Whenever her own pleasure calls her in one direction, and the welfare of the children in another, she always heeds the former call.

Since she lacks sincerity, she is naturally unable to meet the criticisms and solve the problems that come to her. With no polar star of principle, and no fixed convictions to guide her, she knows not how to be just. The winsome, pliable, attractive children are pampered, whereas the gnarled and cross-grained ones are ignored and even snubbed.

The children as we might expect are the first to detect this lack of genuineness of character. Possessed with the keenest sense of "fair play," they are always watching parent or teacher to see whether they are "fair" or not; and they refuse to respect the person incapable of fair play, whether she be on the playground or behind the teacher's desk. From losing the respect of the children to losing the respect of the community is a short road, and soon our Miss A. is at the end of it. Will this feature teach Miss A. that her only hope lies in unremitting devotion to her work, in saying, "This one thing I do."

Miss B. will fail because she is moody. One day she is on the mountain top, the next in the valley; now she is all sunshine, then she is the blackest of a storm cloud; now she is all promises, then she is all threats; now all the students are doing beautiful work and are sure to pass, then all are stupid and certain to fail.

Can you see Miss B. as she enters her schoolroom on a cloudy morning? She has not slept well, neither has she enjoyed her breakfast. The particular letter she expected failed to come. Even before school opens the children get onto her nerves, causing her to "lay down the law" and issue threats during the entire day. She

is cross-grained rather than sympathetic; she antagonizes the pupils and they antagonize her. She rubs the fur the wrong way; she sets their nerve on edge. Even when parents with the best of intentions come to talk over the progress their children are making, she takes it for granted that they have something against her and hence uses no tact in dealing with them.

A few days later this same teacher, strange to say, is all sunshine. Since she slept well, enjoyed her breakfast, and received the expected letter, she has no quarrel with anyone. Now she forgets all the laws she has laid down, and all the threats she has issued; but have the children forgotten them? Now she is as much too easy as she has been severe. Thus from day to day she shifts her standards, until the children become confused and conclude that she doesn't mean what she says. With this confusion comes the disintegration of the school and the downfall of the teacher.

Miss C. will fail because there is nothing inspiring either in her personality or in her school methods. Indifferent regarding her personal appearance, listless in movement, and monotonous in tone, she is unable to instil an ounce of energy into her school. When reproved by her superintendent for her failure to get results, she insists that her pupils are unusually stupid. Not until

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Miss C. realizes that this is a dynamic age, an age when teachers must hustle or they will be jostled aside and fall in the rear, will she succeed. With this realization she will find elasticity of step, alertness of thought, warmth of affection, and a decision of speech that will secure results.

Miss D. will fail because she is not willing to conform to the ethical standards of the community in which she is teaching. Brought up to believe in card playing and dancing, she refuses to consider the protests of the town's people against these amusements. She maintains that the community has no right to interfere with her personal rights, and has even gone so far as to say on several occasions, that the people are narrow and out of date to even think that these pastimes are wrong. It is extremely unfortunate that the teacher allows herself to drop these remarks; for, while they might have endured her card-playing and dancing, they will refuse to be called narrow or bigoted. Thus accused, they become her opponents and ultimately force her resignation.

While at first we might be inclined to admire Miss D's independence of thought, nevertheless we must admit that it interferes with her success in that community. Granted the people are narrow, would she, a stranger, be likely to help them by antagonizing them? Only after a teacher has been in a community long enough to establish herself can she successfully run counter to local prejudices. Unless she is willing courteously to consider the religious standards of a community, she would better seek a locality more congenial to her own habits and beliefs.

Miss E. will fail because she disregards the social standard of her community. Miss E. came to the Normal School from one of the most isolated sections of the state. Brought up in this out of the way place, her home lacked the refinements of polite society. During the two years that she attended the Normal she was known as a book-worm, for she had little to do with the social life of the school. Had she joined the Literary Society, and other student organizations of the school, she might have overcome some of her crude habits of speech and manner, but this she refused to do.

Then she is careless regarding her personal appearance. From fingernails to skirt she disregards the standards that polite society has set up.

In all fairness to the community in which she is teaching, be it said that the superintendent as well as several of the more influential teachers, seeing that there is native strength in her, offered her numerous gentle hints, but to them all she turned a deaf ear. But this is not her worst blunder for she has even gone so far as to speak lightly of those simple requirements of dress and manner. As we might expect, these slighting remarks were carried into the better homes of the town

to the serious detriment of the teacher. Had she been open minded enough to have taken the suggestions that her friends offered, all would have been well.

Have I enumerated all the failures? Not by any means; for to be frank the story is almost endless. What then shall we do? Our only hope, as beginning teachers, lies in facing the problems squarely and courageously. If we are to avoid failure we should see to it that we are sincere, that we possess real moral worth; we should keep our character batteries so charged that we are able to control our moods; we should possess a broadness of sympathy that will enable us courteously to regard the ethical and religious standards of our patrons; and finally we should turn the searchlight on our own habits to discover whether or not we have uncouth manners of speech or dress that stand in the way of our success.

C. M. SANFORD,

Head of the Department of Expression, Illinois State Normal University, Normal, Illinois, in *School News*.

EDUCATION FOR COUNTRY LIFE

The Farmer's Work Analyzed.

By Prof. S. B. McCready, in *Canadian Countryman*

As a tiller of the soil, he clears land, drains it, plows it, harrows it, cultivates it, fertilizes it. The soil is the source of all his wealth. If he abuses it, he suffers. If he does well by it, he benefits, and the world at large benefits. If he leaves it better than he found it, he is a public benefactor and deserves well of posterity as a good citizen. If he leaves it poor and depleted, he has stolen from posterity; in ignorance, it may be, but Canada is poorer for his having lived in it. His has not been the service of a patriot.

The work of a farm becomes more and more the work of a skilled mechanic. The farmer must be very largely his own carpenter and builder, mason and cement worker, blacksmith and tinsmith and plumber, painter and glazier. He should be an all round expert ped to perform the commoner tasks pertaining to a dozen equipped to perform the commoner tasks pertaining to a dozen different trades.

On that side of his work in which science plays a part, there are manifold requirements also. For the best kind of intelligent work—and there should be nothing but this kind of work on the farm—he requires at least elementary knowledge of the sciences of botany, zoology, physiology, physics, chemistry and meteorology; not in the manner that the secondary schools of the country teach them at the present time, but in their intimate application to weeds and weed seeds, insects and plant diseases, domestic animals, soils, drains, fertilizers and manures, rainfall and frost, fruit growing and grain growing, the laws of breeding and the principles of feeding. Farming is an art, agriculture is a rare complication of sciences. For these there must be found teachers.

THE RAID BY THE RIVER

The convoy of merchantmen, after a calm, quite uneventful voyage across the ambushed sea, put into a port on the Channel for the night, and the following morning dispersed to their various harbors. Some sort of coast patrol boat "not much bigger than an Admiral's launch"—the words are those of my friend Steve Jordan of the Armed Guard—took the S.S. Snowdon, under her metaphorical wing, and brought her up the Thames.

The vessel lay in a basin just off a great bend in the river, in a kind of gigantic concrete swimming pool bordered with steel arc-light poles planted in rows like impossibly perfect trees. To starboard, through another row of arc poles and over a wall of concrete, they could see the dirty majesty of the great brown river and the square silhouetted bulks of the tenements and warehouses on the other side.

Steve, hospitably invited to remain aboard, went to the starboard rail and stood studying the river. The last smoky light had ebbed from the sky; night, rich and strewn with autumnal stars, hung over the gigantic city, and a moon just passing the first quarter hung close by the meridian, and shone reflected in the pool-like basin and the river's moving tide.

Suddenly Steve heard from down the street a sustained note from something on the order of a penny whistle, and an instant later a window was flung up and a figure leaned out. It was too dark to see whether it was a man or a woman. Then the same whistle was blown again several times as if by a conscientious boy, and a factory siren with a sobbing human cry rose over the warehouses. At the same moment the lights about the deck flickered, clicked and died. There was a confused noise of steps behind, there were voices—"Hey, listen!" "Wot's that?" (the last in pure cockney), and a questioning, doubting Thomas voice said, "A raid?" The figure of the captain was seen on the bridge. One of the ship's boys went hurrying round, probably closing doors. It was Steve's first introduction to British unemotionalism, and I imagine that it rather let him down.

Presently a number of star shells burst in fountains of coppery bronze. Every hatch covered, every port and window sealed, the Snowdon awaited the coming of the raiders. Whistles continued to be heard faint and far away. From no word, tone or gesture of that English crew could one have gathered that they were in the most dangerous quarter of the city. For the one indispensable element of a London raid is the attack on the water front, the attack on the ships, the ships of wood, the ships of steel, and the hollow ships through which imperial Britain lives.

There is little to be seen in a London raid unless you happen to be close by something struck by a bomb.

The affair is almost entirely a strange and terrible movement of sound, a rising catastrophic tide of sound, a flood of thundering tumult, a slow and sullen ebb.

"There! 'Ear that?" said someone.

Far away, on the edge of the Essex marshes and the moonlit sea, a number of anti-aircraft guns had picked up the raiders. The air was full of a faint sullen murmur, continuously as the roar of ocean on a distant beach. Searchlight beams, sweeping swift and mechanical, appeared over London; the pale rays reaching the black islands between the dimmed constellations like fingers of the blind. They descended, rose, glared, met, melted together. The sullen roaring grew louder and nearer, no longer a blend, but a sustained crescendo of pounding sounds and muffled crashes. A belated star shell broke, and was reflected in the river. A police boat passed swiftly and noiselessly, a solitary red spark floating from her funnel as she sped. . . . The roaring gathered strength. . . . The guns on the coast were still; now one heard the guns on the inland moors, the guns in the fields beyond quiet little villages, the guns lower down the river. . . . They were following the river. . . . Now the guns in the outer suburbs . . . now the guns in the very London spaces—ring, crash, tinkle, roar, pound! The great city flung her defiance at her enemies. Steve became so absorbed in the tumult that he obeyed the order to take shelter below quite mechanically. A new sound came screaming into their retreat, a horrible kind of whistling zoom, followed by a heavy pound. Steve was told that he had heard a bomb fall. "Somewhere down the river." . . . Nearer, instant by instant, crept the swift, deadly menace. A lonely fragment of an anti-aircraft shell dropped clanging on the steel deck.

"You see," explained one of the twins in the careful, passionless tone that he would have used in giving street directions to a stranger, "The Huns are on their way up the river, dropping a kettle on any boat that looks like a good mark and trying to set the docks afire. The docks always get it. Listen!"

There was a second "zoom," and a third close on its heels.

"Those are probably on the 'Aetna' basins," said the other twin. "Their aim's beastly rotten as a rule. If this light were out, we might be able to see something from a hatchway. Mr. Millen (the first mate) makes an awful fuss if he finds anyone on deck. I know what's what, let's go to the galley; there's a window that can't be shut." . . . The three lads stole off. Beneath a lamp turned down to a bluish yellow flame the older seamen waited placidly for the end of the raid, and discussed, sailor fashion, a hundred irrelevant subjects. The darkened space grew chokingly thick with tobacco smoke. And the truth of it was that every single sailor

in there knew that the last two bombs had fallen on the "Aetna" basins, and that the Snowdon would be sure to catch it next. By a trick of the gods of chance, the vessel happened to be alone in the basin, and presented a shining mark. The lads reached the galley window.

By crowding in, shoulder to shoulder, they could all see. The pool and its concrete wall were hidden; the window opened directly on the river. Presently came a lull in the tumult, and during it Steve heard a low, monotonous hum, the song of the raiding planes. More fragments of shrapnel fell upon the deck. The moon had travelled westward, and lay, large and golden, well clear of the town. The winter stars, bright and inexorable, had advanced . . . the city was fighting on. Suddenly the three boys heard the ominous aerial whistle, one of the twins slammed the door to, and an instant later there was a sound within the dark little galley as if somebody had touched off an enormous invisible rocket, . . . a frightful "zoom" and impact . . . silence. They guessed what had happened. A bomb intended for the Snowdon had fallen in the river. Later, somewhere on land, was heard a thundering crash which shook the vessel violently. A pan or something of the kind hanging on the galley wall fell with a startling crash. "Get out of there, you boys," salled the cook. Ship's galleys are sacred places, and are to be respected even in air raids. And then . . . even more slowly and gradually than it had gathered to a flood, the uproar ebbed. The firing grew spasmodic, ceased within the city limits, . . . lingered as a distant rumble from the outlying fields, and finally died away altogether. The sailors, released by a curt order, came on deck. The top of the concrete wall was splashed and mottled with dark puddles and spatters of water. . . . All agreed that the bomb had fallen "bloody close." The peace of the abyss ruled above.—*Harry B. Beston, in "The North American Review."*

CURRENT ITEMS

A New York despatch states that the first flight of what is expected to be regular mail service between New York and Chicago began at 7.20 a.m., December 18th, when Leon D. Smith took to the air at Belmont Park, Long Island. His bi-plane carried 400 pounds of mail. His plan was to descend at Bellefont, Pa., and put his mail into the care of another pilot who would transport it to Cleveland, from where a third aviator would carry it on to Chicago.

His Excellency, the Duke of Devonshire, Governor-General of Canada, made an official visit to the Maritime Provinces recently. He arrived in Fredericton from Ottawa on December 3rd, where he visited the Military Hospital, the University of New Brunswick, where a

Doctor's Degree was conferred upon him, and addressed the assembled Normal and High School students in the Opera House. In the evening a reception was given him in the Parliament buildings. From Fredericton His Excellency and party went to St. John, and from there to Halifax and Charlottetown, besides visiting other centres of the provinces.

A general election of members for the British House of Commons was held on December 14th. The result of the voting will not be known until December 21st, when the soldiers' votes will be counted, but it is supposed that Union Government under the leadership of Premier Lloyd-George has been sustained. Three notable changes in the method of electing members distinguished this from all preceding elections. For the first time the elections were held in all the constituencies on the same day, for the first time women voted in the elections, and for the first time women were candidates for election. Mrs. Pankhurst, the noted woman suffragist, was one of the candidates.

Cologne, on the east bank of the Rhine, has been occupied by the British forces and placed under martial law. Many of the inhabitants, for disregarding an order of the British that no one was to be allowed on the street after 9 o'clock at night without a pass, have been arrested and fined.

Budapest, capital of Hungary, has also been occupied by a French force of about 8,000 men, it is semi-officially reported.

The Canadian troops crossed the German border on December 3rd, when the first Canadian division crossed at Poteau and another division further south. Sir Arthur Currie, Commander of the Canadian Corps, was accompanied by his staff, including Prince Arthur of Connaught.

The American troops have occupied Coblenz.

Dr. Sidenio Paes, President of Portugal, was shot and killed by an assassin shortly before midnight on Saturday, December 14th, while he was in a railway station at Lisbon waiting for a train to Oporto.

Members of the Peace Conference are gathering at Paris for the notable gathering to be held at Versailles early in the year. Twenty-seven countries which were either in the war or have been set up as a result of the war will be represented there. Neutral countries will not be represented at the council.

President Wilson, who went overseas to be present at the Peace Council, and Mrs. Wilson, were recently banqueted at Buckingham Palace by King George and

Queen Mary. The banquet was a distinguished affair, attended by all the ceremonies due to such occasions. The scene was one of magnificent splendor. In the dining saloon was a great collection of gold and silver plate and huge gold ornaments said to be valued at \$15,000,000.

At Charlottetown on Wednesday at a meeting of business men, it was resolved that a company be projected to be known as the Prince Edward Island Aerial Transportation Company, capitalized at \$25,000. The initial route proposed was Moncton, Summerside, Charlottetown, Georgetown, Pictou, New Glasgow and Halifax with a double daily service summer and winter. Mails and express are to be handled first, and later passengers.—*Yarmouth Herald*.

SCHOOL AND COLLEGE

The Intercollegiate Debate between the University of New Brunswick and Mount Allison University will be held at Fredericton in March next. The subject of the debate chosen by Mount Allison, is "Resolved, that our Canadian Government should nationalize all Canadian Railways." The U. N. B. will support the negative and Mount Allison will uphold the resolution.

Inspector F. B. Meagher, left Tuesday evening for Milltown, where he will spend the Christmas holidays.—*Woodstock Sentinel*.

Charles Crease, Carl Dennis, Hugh Douglas, Jack Pethick, Max Stevens, Roy Steeves, Cyril Bent and Richard McCully, who have been attending Rothesay Collegiate School, are expected home for their Xmas vacation on the C. P. R. this evening. The Rothesay boys will be given a very warm welcome to Amherst by their friends here.—*News and Sentinel, Amherst*.

The schools in Fredericton, Chatham, Newcastle and Campbellton re-opened on November 18th, after the ban was raised by the Provincial Health authorities, but were shortly closed again by the Local Boards of Health on account of a new outbreak of influenza. A number of schools throughout New Brunswick were not re-opened during the term after they were closed by the general order of the Health Department on October 11th.

Among the students returning on Wednesday from Acadia University to spend the holiday season at their homes were: Victor Burton, Yarmouth; Herbert Thurston, Sandford; Misses Muriel Cann, Chegoggin; Elizabeth Travis, Kemptville; Eveline Hill, Salem; Deborah Smith, Cape Island; Mrs. Adeline Marshall, Eugene Porter, Port Maitland; Gordon H. Bruce, Shelburne;

Henry Kelley, Buenos Ayres, who will spend his Christmas vacation, the guest of Capt. and Mrs. Fred Ladd.—*The Yarmouth Telegram*.

Principal Fox left for his home in Gagetown on Friday to spend the Christmas holidays.

Letters have recently been received by friends in Sackville from Miss Janet Crowhurst, a former teacher in Mount Allison Conservatory of Music. Miss Crowhurst is now an instructor of music in Hampton School, Jamaica.—*Sackville Tribune*.

ARRANGE ACADIA NIGHT

A meeting was held last night in the Y. M. C. A. building by past and present students of Acadia College and Seminary, for the purpose of arranging for an "Acadia Night" in the city. This "Acadia Night" is to take the form of a reception to all graduates and any who have attended the institutions, and it will be held in the near future in the Germain Street Baptist Institute. Committees were appointed at the meeting last night to arrange the details of the affair and it was decided to send invitations to all members of Grades 10 and 11 of the High School. It is expected that Dr. G. B. Cutten, president of Acadia, will be present at the reception.—*Daily Telegraph, St. John*.

The Normal School and University of New Brunswick at Fredericton were closed by the Board of Health three days before the beginning of the Christmas vacation on account of the prevalence of influenza.

A renewed outbreak of influenza caused the closing of the schools and all public gatherings except church services in Yarmouth, N. S., before the close of last term.

The Charlottetown Guardian is authority for the statement that the only Christmas holidays in Prince Edward Island schools would be Christmas and New Year days. In any school where the school board desired it three other holidays might be taken.

Mr. Basil Silver, who enlisted in the aviation corps, has returned to his duties as principal of the Hantsport High School.

Miss Helena Downey, teacher of Grade IV., Kentville, N. S., has resigned. Miss Susie Margison takes her place.

Mr. Inglis C. Craig, A. M., Inspector of Schools for the County of Cumberland, N. S., recently passed away at his home in Amherst. Inspector Craig was a



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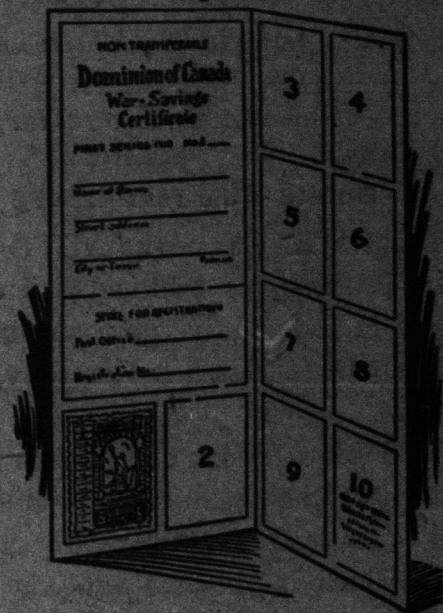
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prominent educationalist, having been principal of High Schools at Hantsport, Parrsboro and Dartmouth. Nearly six years ago he was appointed inspector, the duties of which office he performed with diligence, faithfulness and efficiency. Mr. Craig stood high in the esteem of his teachers.

Miss Ella Henry, preparatory teacher at Canning, N. S., has resigned. Her resignation took effect Dec. 31st.

Mr. Byron Robinson has gone to Alberta to pursue his studies in Agriculture. It will be remembered that Mr. Robinson was formerly connected with Rural Science work in New Brunswick.

Miss B. K. Giles, of Mt. Allison Ladies' College, was in Springhill last week-end, guest of Mr. and Mrs. A. C. Fullerton.

Mr. Reginald Barraclough, of Mt. Allison, spent last week-end with his parents, Rev. and Mrs. W. W. Barraclough, Moncton.

Professor and Mrs. Everett Carey are spending some time in Sackville. Professor Carey is a brother of Mrs. G. A. Fawcett, Middle Sackville.—*Tribune, Sackville.*

Mr. Frank E. Gardiner, a native of this city, who has been Metallurgical Engineer with the Dominion Bridge Company at Lachine, Quebec, for the past five years, has been offered by the faculty of McGill University, a professorship in the institution carrying quite a large salary. Mr. Gardiner attended Prince of Wales College, and from there went to Mount Allison, and then to McGill, where he obtained his degree of M.Sc. He is a son of Mr. and Mrs. George W. Gardiner of Grafton Street, City. His brother, George, was one of "the first six" and is now in Germany with the first Canadian Brigade.—*Charlottetown Guardian.*

BOOKS AND MAGAZINES RECEIVED

DEMOCRACY versus AUTOCRACY, by Karl F. Geiser, Professor of Political Science, Oberlin College. A study in comparative governments. Cloth, 94 pages. 60 cents. D. C. Heath & Company, Boston, New York, Chicago.

In this small book of less than 100 pages, Professor Geiser gives the essential facts concerning the governments of the leading nations. He makes clear the methods by which in the last analysis the majority of the people themselves control the governments of the United States, England, France, Italy, etc. The chapters on Germany and Austria-Hungary discuss governmental organizations beyond the control of the people and in the

hands of the autocracy. The last chapter treats Brazil as a typical republic of South America.

The book is so brief and so clear in its treatment that it is to be commended for the use of busy people.

THE ROUND TABLE for December contains much interesting and instructive matter. Some of the subjects dealt with are: The Balance of Power; The Freedom of the Seas; The League of Nations; Germany's Failure in the East; The Debacle in the South East; The Dissolution of the Hapsburg Empire; Prussianism at Bay; The Task of Reconstruction; East and West in Canada; Unrest in South Africa. Published by McMillan & Co., London, England. It may be obtained from booksellers or from the McMillan Co. of Canada, 70 Bond St., Toronto. Price 65 cents for single copy; \$2.50 per year.

WAR-TIME DRAWING IN SCHOOLS, by Institute for Public Service, 51 Chambers Street, New York City. 64 pages, 12 colors; profusely illustrated. 75 cents postpaid; 50 cents in quantities.

STORIES OF AMERICA IN THE WORLD-WAR, also published by Institute for Public Service, New York. 176 pages; 55 stories; 48 illustrations. Price, 75 cents single copy, board covers; 50 cents paper covers.

CLASSROOM EXPERIMENTAL SCIENCE, by Herbert McKay, B. Sc. First, second, third and fourth year courses. Published by Evans Bros., London, Eng. Price for each of the first three, 1 shilling 6 pence net; for fourth year course, 2 shillings net. The courses cover Weighing and Measuring, Heat, Light, Magnets, Electricity, Mechanics, Sound and Chemistry.

MENSURATION MADE EASY, or the Decimal System for the Million, with its application to the daily employments of the artizan and mechanic, by Charles Hoare. Price, 1 shilling net. Published by Effingham Wilson, 54 Threadneedle St., London, E. C. 2, Eng.

SUPREMACY OF CHARACTER

There are parents in this province who send their children to school, not with the view of having their lives enriched in knowledge, wisdom and behavior, nor with a view of having them become good and loyal citizens, helpful and happy neighbors, but merely in order that they may be more productive in the marrow mercenary sense. If a boy by going to school can double his earning capacity, the school is worthy of support. Education as development of habit, taste, ideals and character counts for nothing.

This thing must be fought. In the interests of childhood it must be fought. It must be fought, too,

in the interests of national life. The one thing needed above all others today is moral character—character that compels a man to love his neighbor as himself, to discharge public and private duties honestly and faithfully, to Fear God and Honor the King. We all want school education to be practical, to have direct relation to the affairs of life—but the biggest thing in life must not be overlooked. The biggest thing is not a dollar bill. The true measure of worth for any man is what he is, rather than what he has. So whatever else we emphasize in the teaching of today and tomorrow, we must keep conduct first.

Now conduct in the days of our children was bounded on the north, south, east and west by certain lines of propriety established by custom and prejudice. First, the line of card-playing; second, the line of dancing; third, the line of smoking, and, fourth, the line of theatre-going. With regard to all of these we have only this to say: "Honi soit qui mal y pense." There are other things that are fundamental—honesty in trade,

politics, religion; love to God and men; loyalty to truth and to the flag. And those who possess these qualities may be depended upon to succeed, as men of the world measure success. For it is true in education, as in religion, that if one seeks and finds in his own life the Kingdom of God—which is character—all things else will be added.—*The West Minster School Journal, Winnipeg.*

Teacher—"Jane, can you tell me who succeeded Edward VI?"

Jane—"Mary."

Teacher—"Now, Lucy, who followed Mary?"

Lucy (absently-mindedly)—"Her little lamb. —*Theosophical Path.*

"What are you crying for?"

"Te-acher licked me for something I did—didn't do."

"Something you didn't do! what was it?"

"M-m-my lessons."—*Rochester Post Express.*

N. B. OFFICIAL NOTICE

The Board of Education has given authorization to teachers and pupils of the public schools, to co-operate with the National War Savings Committee in the sale of Thrift Stamps and in such propaganda work as may be outlined by that Committee.

A War Book, showing the importance and need of saving, will soon be sent out to the teachers and pupils, who are earnestly requested to do their utmost to promote the aims of the Committee.

Teachers are requested to carefully read the introduction. It will there be noted that the war book is a text book and some time must be given to it each school day. Thrift Stamps are not for children only, but for every man and woman in the community who can be induced to buy them.

Teachers and pupils can render great service by making known the contents of the War Book to all.

Teachers may act as treasurers for the money contributed for Stamps, and it is expected, will purchase them for any who may desire them to do so.

W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,

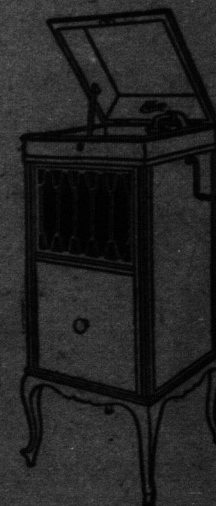
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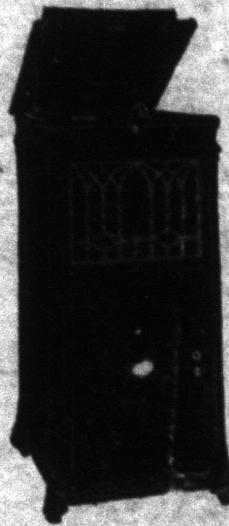
OFFICIAL NOTICE

New Brunswick School Calendar

1918 — 1919

1919 **SECOND TERM**

- Jan. 6—Normal and Public Schools re-open after Xmas Holidays.
- Apr. 17—Schools close for Easter Holidays.
- Apr. 23—Schools re-open after Easter.
- May 19—Observed as Loyalist Day in St. John Schools only
- May 23—Empire Day.
- May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 26—Observed as Victoria Day. (School Holiday).
- May 27—Class III License Examinations begin (French Dept).
- June 3—King's Birthday. (Public Holiday).
- June 6—Normal School closes.
- June 10—License Examinations begin.
- June 16—High School Entrance Examinations begin.
- June 27—Public Schools close.



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