

# THE HIGH ROAD SERIES

An official of the Department of Education, Ontario, wrote us with regard to these books:—"In literary style, grading, well executed illustrations, large print, good paper and strong binding, they certainly reach the high-water mark in the art of book-making. I doubt whether they are equalled anywhere in the world."

## THE HIGHROADS OF GEOGRAPHY

- Introductory—Round the World with Father .....60c.
- Book 1—Sunshine and Shower.....65c.
- Book 2—Scouting at Home.....70c.
- Book 3—England and Wales.....75c.
- Book 4—The Continent of Europe.....90c.
- Book 5—Britain Overseas.....\$1.10
- Book 6—The British Isles.....\$1.25

## THE HIGHROADS OF LITERATURE

- Introductory—Pictures and Stories.....60c.
- Book 1—When the World was Young.....65c.
- Book 2—Bards and Minstrels.....70c.
- Book 3—The Morning Star.....75c.
- Book 4—Captains and Kings.....85c.
- Book 5—Books of All Time.....95c.
- Book 6—Thoughts and Voices.....\$1.00

## HIGHROADS OF HISTORY

- Book 1—Tales of the Homeland.....65c.
- Book 2—Stories from British History.....70c.
- Book 3—Britons of Renown.....75c.
- Book 4—Other Days and Other Ways 55 B. C.—1485 A. D.....85c.
- Book 5—Tudor and Stewart (1485—1688).....95c.
- Book 6—Modern Britain 1688—1907.....\$1.00
- Book 7—Highroads of British History.....90c.
- Book 8—Highroads of Empire History.....90c.
- Book 9—Highroads of General History...\$1.00
- Book 10—Highroads of European History.\$1.00
- Book 11—Highroads of Scottish History..\$1.00
- Book 12—Highroads of Social History.....90c.
- Allies, Foes, and Neutrals.....\$1.10

Complete Educational List on application

# Thomas Nelson & Sons, Limited

77 WELLINGTON STREET WEST, TORONTO

Please mention THE EDUCATIONAL REVIEW when writing to our Advertisers



**NEW BRUNSWICK SCHOOL CALENDAR**

1920—1921

1921 SECOND TERM

- January 3—Normal and Public Schools re-open after Xmas Holidays.
- March 24—Schools close for Easter Holidays.
- March 30—Schools re-open after Easter Holidays.
- May 18—Loyalist Day (Holiday, St. John City only).
- 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).
- June 3—King's Birthday (Public Holiday).
- June 10—Normal School closes.
- June 14—License Examinations begin.
- June 20—High School Entrance Examinations begin.
- June 30—Public Schools close.

**OFFICIAL NOTICE**

New Brunswick High School Course in History, 1920-21

Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.

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).

(Subject to satisfactory arrangements being made with the Publishers)

W. S. CARTER,  
Chief Superintendent of Education.

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

**The Educational Review**

each month contains articles of general educational interest, articles of help in special subjects, Current Events and editorials dealing with matters of educational significance. Special programs are prepared for Arbor Day, Empire Day and School Closing.

Notice the special subscription rate offered this month.

**THE EDUCATIONAL REVIEW,  
MONCTON, N. B.**

Enter my subscription to The Educational Review until June 1922 for \$1.50. for one year at \$1.25.

I will make payment on receipt of my first copy.

Name.....

Town.....

County.....Province.....

**The Educational Review**

VOLUME XXXV APRIL, 1921 NO. 9

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

**CONTENTS**

- Editorial Comment..... 261
- The Fund for Schools..... 262
- Individual Differences..... 263
- A True Story of Nation Building..... 264
- Poems for Empire Day..... 265
- The Making of Our Flag..... 266
- A Pageant for Empire Day..... 267
- Official Page of the New Brunswick Teachers' Association..... 269
- How To Keep Well—Communicable Diseases.. 270
- A Summary of the Great War..... 273
- Literature by Grades..... 274
- Elementary Reading..... 276
- Question Box..... 277

**SUBSCRIPTION RATES**

Canada, \$1.25, British Empire, \$1.50, United States, \$1.50. Please inform The Educational Review of change of address, giving old as well as new address.

Remit by draft, postal or express order.

Remittances are acknowledged by change of date on the mailing wrapper.

Articles contributed by our readers are welcomed.

Please send notice promptly if you wish to discontinue your subscription when it expires.

Address all communications—The Educational Review,  
Moncton, N. B.

Printed by The Tribune Printing Company, Sackville, N. B.

Reprints of articles appearing in The Educational Review will be furnished at the following prices provided a request accompanies the Ms:—

Two pages—100 copies, \$3.40; each extra 100 copies, 40 cents.

Four pages—100 copies, \$5.00; each extra 100 copies, 50 cents.

Six pages—100 copies, \$7.00; each extra 100 copies, 75 cents.

Eight pages—100 copies, \$8.75; each extra 100 copies, 85 cents.

Covers cost \$3.25 for the first 100 and \$2.00 for each extra 100.



**PAGES**

**MISSING**



# 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

**P**UBLIC Health Week will be observed in New Brunswick during the last week in April. Here is an opportunity for the school to take a stand for social betterment and actually help to arouse interest in the movement. While the larger towns and cities of the Province will have the privilege of listening to such illustrious speakers as Dr. Charles Hastings of Toronto and Dr. George E. Vincent, President of Rockefeller Foundation, New York; the smaller communities will be dependent upon local effort to arouse enthusiasm.

This will be an excellent opportunity to start a Height and Weight Record in the School. A Health Club may be started in each room with officers appointed by the pupils to inspect the health conditions in the school room and to determine each morning whether the pupils are keeping the health rules adopted by the club. Some of these may well be—Sleeping long hours with windows open; Brushing teeth at least once a day; Drinking at least four glasses of water each day; and the like. Health Posters may be made to illustrate the laws of health either by cutting pictures from magazines or by drawing of the pupils. The editor of the Review will be glad to loan pamphlets or give addresses where helps of this kind may be obtained.

**I**CAME, I saw and was conquered by the enthusiastic interest in Education shown by the three Nova Scotia cities, Amherst, Truro and Halifax, which I had the privilege of visiting during the past month.

Each of these cities deserves commendation for the fine school buildings and the enthusiastic and energetic corps of teachers who carry on the work of the schools. In Truro I visited one of the few Kindergartens, organized as a part of the Public School system, to be found in these Provinces. In Halifax I found rooms for backward children and a special class for children suffering from defective sight. In many rooms I visited I found teachers doing progressive work and in all cases the work being done was of such a high order that Nova Scotia does well to be proud of its school system.

I want to extend thanks for the kindnesses shown me by all whom I met and especially to the city Supervisors, Inspectors and Dr. MacKaye, who were most cordial in their efforts to assist me. I returned to the office with a truer appreciation of education in these Provinces and an enlarged vision of the future of the Educational Review. For if all the teachers in these Provinces will put their shoulders to the wheel we can make the Review the best teacher's magazine in Canada.

**T**HE Executives of the Nova Scotia and New Brunswick Teachers' Unions held meetings during the Easter vacation. It is interesting to note that although salary increases were an important item in the program of each gathering, we find both bodies actuated by a lively interest in improving conditions in education in their respective Provinces. The New Brunswick Association ask for revisions of the course of study and changes in the organization of educational control, so that all educational interests may be administered by one head. In Nova Scotia we find the executive deploring the large number of teachers holding low-grade or permissive licenses.

Since the executives of these two Provincial organizations show themselves concerned with the best interests of our schools, as well as the increase of salaries, it behoves every one of us to belong to the one of these two organizations to which we are eligible. The figures for New Brunswick are perhaps representative for this is the older of the two Unions. Of the 2000 teachers in New Brunswick 855 belong. Surely all the teachers have profited by the efforts of the Association. Where then are the remaining 1145?

**M**OST of the Provinces of Canada have some form of Compulsory Education Law. Of these the most progressive is the Adolescent School Act of Ontario. By the Truancy Act all children between the ages of 8 and 14 must attend school full time. By the Adolescent School Act every youth must attend school full time between the ages of 14 and 16 unless he is sick, has a home permit, an employment certificate or has passed the University matriculation examinations. If he hold a home permit or employment certificate he must attend part-time courses to the aggregate of 400 hours each year. Young persons between the ages of 16 and 18 must take part-time instruction to the minimum of 320 hours each year.

In the Maritime Provinces we are not so fortunate. Prince Edward Island in its School Act of 1920 requires attendance between the ages of 7 and 13 at least twenty weeks each year. New Brunswick has a permissive law requiring attendance of 120 days each year between the ages of 6 and 16, although it is possible to get an employment certificate as early as 13 years under certain conditions. Nova Scotia has a law requiring full time attendance between the ages of 6 and 16 in towns and cities, while a permissive law is provided for the rural communities between the ages of 7 and 14.

There are certain desirable requirements which a Compulsory Attendance Law should meet. The first is that it should be mandatory. A permissive law is only adopted by the most progressive communities.

(Continued on page 271)



## The Fund for Schools

A Timely Discussion of One of  
Our Gravest Problems

Equalization of Assessment

George J. Trucman, Ph. D.

(Continued from last issue.)

**I**N attempting to get a higher valuation of taxable property, the Maritime Provinces will not be attacking a new problem. Many states in the American Union have been grappling earnestly with the difficulty. Of these states perhaps Michigan has achieved most remarkable results. As conditions in that state in some respects are not unlike those of these Provinces I shall give in some detail the results of the Michigan experiment.

In 1909 there were fifteen hundred assessors in the eighty-three counties and assessments varied from thirty per cent to eighty per cent of cash value. A tax commission appointed in 1899 had become a mere formality. In 1911 and 1913 the legislature took the question in hand and made legislation based upon the following theories:

1. That actual cash value was the only basis for an assessment.
2. That equalization between assessing districts would not bring about cash value assessments.
3. That cash value assessments could only be brought about through complete control and supervision of the work of the local assessors.
4. That this control and supervision could best be exercised by a state board of tax commissioners.

The law that followed did far more than confer authority, it required the commission to do thus and so, under heavy penalties for neglect.

The commission began its work in 1912. On January 1st, of that year the valuation was \$1,897,057,458. On Nov. 1st, 1917 it was \$4,022,507,720, an increase of one hundred and twelve per cent. As was to be expected, some counties showed a much greater percentage of increase than others, for example the increase of Iron County was 488.8 per cent while that of Tuscola County was but 14.3 per cent.

Today, according to the estimate of the tax commissioner, the assessment of the state is ninety-six per cent of the cash value. This work was not done without a great deal of effort. There were at work ninety-one experts and field men under the direction of the commissioner, and about \$140,000 was spent each year. What seems strange is that very few now make serious objection to the new system and since the reassessment is completed, the tax commission is more popular than when it began its work.

All who have had experience in work of this kind lay great stress on the following:

1. There must be an active campaign of education.
2. The men sent out must understand their business and must be fair-minded, tactful, honourable.
3. They must not undertake to value the property, so much as to find out by personal investigation at what price local owners really value their own property.

4. They must have strong, reasonable legislation back of them, and must have a sufficient force to get the whole province or state revaluated promptly, so that each municipality may realize it is not being treated differently from others.

5. Provision must be made for the local assessors to do the work of revaluation themselves and thus, where possible, make unnecessary the work of state officials.

Now is the time to introduce new legislation and start the campaign of education in these Provinces. The war has opened the people's eyes so that they see the value of co-operation. They have given their money and it has seemed a little thing in comparison to the greater sacrifices they have been called upon to make. The people have pooled their resources to carry on the war; why not do the same for the sake of good schools, good roads and good homes for the working people? Now is the time to bring home to our people the idea that even in times of peace, the things citizens may and should do as a group are as important as what they do as individuals, and money must be as freely provided for the one as for the other.

Even after these reforms have been made, the inequalities in the local tax levy will be as great as before, and it will still be necessary to have largely increased legislative grants. No legislative grants will relieve the unfair pressure of taxes unless there is first an equalization of valuation. I have gone into this question in fuller detail than may have seemed necessary because a true valuation is a sine qua non to a just distribution of government grants.

It has been claimed that the best method of equalizing the burden of taxation necessary to support an efficient school system is to make larger Provincial grants. This method of support is thoroughly democratic.

If democracy means anything, it means equal opportunity for all at the same cost. It has been the boast of Canadians during the war that we were a part of the most democratic empire the world has ever seen. It has been claimed by Canadians and not denied by many in the United States that Englishmen understand the real principles of democracy better than the people on this side of the water. The war set the people of England thinking about many things, and most of all about their system of education. The results of this thinking have been expressed in the Fisher Educational Act passed in the summer of 1918, an act recognizing the principle of compulsion from beginning to end. The compulsory age is raised under certain conditions, to eighteen, and provisions are also made for adult education. Where is the money to come from? England wanted this new act to be enforced and at once; and she learned during the war that it was dangerous to wait several generations for what could be done in a year. She knew that she would first have to educate the people before they would know enough to tax themselves for further education. To give an equal chance to all, the mother of parliaments passed a bill that will require an additional national grant of tens of millions of dollars annually for education.

The provinces of Canada can no longer remain behind. The excuse so often raised that the country is



young and new and poor will no longer pass. No people have proved themselves more virile, none more ready to give of life and means. The Canadian boys in their glorious sacrifice in France and Flanders have placed Canada on the map. It is for those who remained at home, to make the money, to provide the leadership, and to pay the taxes that will give to every Province schools second to none in the world.

In 1915, Professor Edwin R. A. Seligman, of Columbia University, in a paper before the National Tax Association said: "Many of the expenditures of local communities ought to be defrayed by the state government. Even now, in several of our commonwealths, state roads are being constructed throughout the local divisions because transportation is being recognized as affecting the interests of the whole state. But if certain roads ought to be state roads, and constructed at state expense, why should not certain schools be state schools and conducted at state expense? Education, like transportation, is more than a merely local matter."

Most people will admit the fairness of this proposition, but an examination of the Public Accounts of the Maritime Provinces does not encourage one in looking in that direction for more money for schools. In 1917, the last figures I have at hand, the total receipts for the province of New Brunswick were given in the Canadian Year Book as \$1,572,814, and the expenditure, \$2,166,905 of the expenses the five largest items are:

Interest .....	\$618,714
Public Works .....	519,819
Education .....	295,370
Provincial Hospital .....	110,807
Agriculture .....	82,854

Education now occupies a prominent place in Provincial expenditures. The largest items of income are:

Dominion Subsidies .....	\$636,976
Stumpage, Royalties, Game and Fish Licenses, etc. ....	524,863
Companies Tax .....	64,137
Licenses for Automobiles .....	61,665
Railway Taxes .....	57,197
Successive Duties .....	30,436

It will be seen that the Dominion subsidy makes up about forty per cent of the whole income.

(To be Continued)

THE alumni, Faculty and students of the University of New Brunswick are starting a Memorial Campaign to raise money to erect a building to the memory of the U. N. B. students who fought in the Great War. This worthy purpose deserves the support of all the former students and friends of the university.

Many of our subscribers are still in arrears. We think of you as friends. If you force us to any kind of coercion in this matter you blunt our friendship for you and absolutely destroy yours for us. Ergo, Pay up for "Auld Lang Syne."

## Individual Differences

### Teaching Children How to Study

Dean Laird, MacDonald College

AT least a dozen aims of education could be stated and defended. There are also several purposes for which children go to school to receive instruction as distinct from education. But both in education and instruction, we are too inclined to emphasize the subject matter and methods of teaching employed by the teachers, whereas we ought really to consider at the same time and in no less degree, the methods of learning employed by the children. In the last five years a very considerable amount of literature has grown up regarding the last aspect of school work, viz., the problem of teaching children how to study. This problem emphasizes the fact that children do not go to school "to be taught," but rather "to learn." In other words, children are only educated in proportion to the amount of activity and energy displayed by themselves. The best teacher is from this point of view, the one who through her efforts, renders her own services unnecessary. Unfortunately, children have various methods of learning, some correct and some incorrect and wasteful. But very few of us pause to consider what are the most economical methods of study and how far it is wise or possible to teach such methods to school children so that they will learn how to learn by themselves. The more one considers this problem the more one is convinced that children should be taught to learn how to study by themselves and that this is an essential factor in school work. If this is neglected, children will not learn to be independent, but will merely remain instructed.

Individual differences are well established, yet we try to teach forty children by the same methods in the same class room. Class instruction prevents teachers from studying the particular methods of a single child who is at a disadvantage in large groups. Bright, average and slow pupils cannot all proceed at the same speed, neither can they learn by the same methods.

No two children are absolutely alike, and these differences are due to heredity, environment, sex and training. Among the individual abilities, we have differences in rate of work and in the amount of work possible in the same time. We have also in school a variability in different subjects. Some children seem to be born short or born long in several respects. Perhaps these differences are not so serious as many believe, for example, sex differences in ability are not easily distinguished. They are very small, and no one would frame a different curriculum for girls merely on account of intellectual differences due to sex. A different curriculum must be justified on other grounds.

The most definite differences are to be found in types of imagery. Children may be eye-minded, ear-minded, touch-minded, or may belong to a type which combines all these forms of imagery. It is quite clear that ear-minded children will learn in a different manner from those who are eye-minded. It is for this reason



that young teachers are recommended to appeal to the senses so that each child may be reached through his predominant type of imagery. Probably there are no individual types, but merely varieties from a general type which includes all forms in different degrees.

There are also enormous differences in individual dispositions which require different treatment both in respect to school management and in methods of study. These differences in habits, abilities, character and in interests seem to warrant the formation of special classes or conditions to meet individual needs. For this reason, Montreal and other cities rely on short divisions of the school year of about five months each. In Gary, Indiana, they have divisions of three months each. In this way, sub-normal children may only require to repeat part of the grade and will not lose a whole year. Numerous cities in the United States and in Germany have framed systems to avoid promotion by classes, while retaining the advantages of class organization.

Even with best classification of children in classes there are great differences in their achievement in any particular subject. The standard tests and scales, which are now a common feature of experimental education, have proved conclusively the great varieties of achievement in different subjects by children in the same grade. Even when a test is made through several grades, it has been found that some children in Grade IV obtained better results than children in Grade VIII. Of course those are the best children in Grade IV who are compared with the poorest in Grade VIII. This has been found to be the case in arithmetic, hand writing and composition.

The greatest problem facing the teacher is the necessity of adapting instruction to the needs of children who vary so greatly in ability and in attainment.

One of the methods which is closely related to rural school practice, is the assignment method of teaching. It is highly important that correct assignments for homework and seatwork should be given. The limits of a new lesson must be clearly defined. The teacher should suggest the best way to study and prepare the lesson. Explanations should be given. But even then the pupils will have difficulties, and require to have their seat work supervised. She may say "Begin where you left off," "Study the next five pages," "Study pages 21 to 20," "Go on and finish the chapter"; but all of these assignments, although they seem to be definite, give no indication of the object aimed at or the methods of economical study. It is better to give tonic assignments or problem assignments. These may be given in the form of a question or series of questions. For example, at least ten or a dozen different lessons could be taken on the subject of Confederation in Canada.

1. The conditions which existed previous to Confederation.
2. The difficulties which Confederation a practical subject for discussion.
3. The negotiations which took place before Confederation was consummated.
4. The content of the agreements which were incorporated in Confederation.
5. The immediate consequences of the British North America Act and its chief provisions.

6. Comparison of the parts played by several of the greatest leaders in that piece of statesmanship.

7. The public works which were required to consolidate the agreement.

8. The political changes which ensued.

9. Comparison of the progress in Canada since Confederation with its position before that time.

10. A discussion of the consequence of Confederation compared with an estimate of the position which would have resulted had Confederation not taken place.

11. The constitutional effect of Confederation.

If each of these topics were assigned to a class in the form of a question or problems to be solved by a study of the history book, each child would know exactly what he had to do and would know quite clearly when he had finished his tasks. A large amount of our trouble at present in school is due to the fact that children do not know exactly what it is the teacher wants them to learn, nor do they know when they have learned it. By the problem method in assignment, the children's doubts on these matters are laid at rest, and they have a definite task which is within their power, and they know when they have finished it. There is also no chance of memorizing from the words in the book. Each problem required selection and judgment, sometimes even finding information from different parts of the book.

(To be Continued)

## A True Story of Nation Building

*J. M. Anderson, Director of Education among New Canadians, Department of Education, Regina.*

THE hero of this little story was born in Ireland some twenty years ago and while in his teens emigrated to Canada. He entered an Eastern University and later was a student missionary in Saskatchewan. When the Great War broke out, he promptly answered the call, and shortly after was in the front line in France. His lot fell with the Scouts and as Scoutmaster he led his men through many hazardous adventures. On one occasion he discovered one of his chums in a most difficult situation. The latter with two or three men were holding back at the point of their revolvers a much larger number of Germans. They had already shot ten but were rapidly becoming exhausted. The brave scoutmaster called to his chum and asked him how long he could hold out. "An hour," was the reply and the scout shouted back, "I'll have your men here before an hour." Hastily he crawled back and was soon leading a body of men through the German barbed wire. His chum was relieved and was later made a V. C. The scoutmaster received a Military Cross—and four bullet holes through his body.

\* \* \* \* \*

The war has ended. The scoutmaster came back to take his part in the building up of Canada. He looked around for some work in which he might best serve



his fellow-men. He volunteered to go into a Non-English settlement as a public school teacher. He placed the matter before his wife—a trained nurse who had served in France throughout the war—and she enthusiastically endorsed his plans.

I visited them a short time ago and found them living in a little shack, about eight feet by ten feet, on the school grounds of R— school district. A large army tent was pitched near by to provide extra accommodation. The people were largely Ruthenians and about fifty children were enrolled in the school. They had only been in charge a few months but they had already won their way into the hearts of these people. The former scoutmaster through his affable manner and his Christian character soon dispelled all feelings of aloofness and suspicion, and the ready assistance rendered by his wife in cases of sickness and sorrow gave these humble people a brighter vision than they had ever had before of what it means to be a citizen of this great land of freedom and liberty. The school boys having heard that their teacher had been a soldier and won a decoration insisted upon his "telling them all about it." He is their hero and is exerting a mighty influence over these bright, young New-Canadians.

"What do you think of these people?" I asked the teacher.

"I am delighted with my whole experience here," was his eager reply. "They are using me like a prince. Look at those potatoes, those eggs, those cabbages. These people are continually showering me with presents of various kinds. Look at that pen of chickens. One day a Ruthenian woman brought me a rooster. The next day another good old soul brought me a hen. Later other chickens were brought and I'll soon have to get the Board to build me a hen house. My wife and I are already in love with these people and I feel convinced that if their children do not become good Canadian citizens the fault will be ours not theirs."

The trustees were interviewed during my visit and a resolution passed to borrow money at once to erect a larger teacher's residence, and also increase the teacher's salary.

This is the experience of dozens of teachers who during the past year have volunteered to work among the non-English.

## Poems for Empire Day

### COUNTRY OF MINE

Country of mine that gave me birth,  
Land of the maple and the pine,  
What richer gift has this round earth  
Than these fair fruitful fields of thine?  
Like sheets of gold thy harvests run,  
Glowing beneath the August sun;  
Thy white peaks soar,  
Thy cataracts roar,  
Thy forests stretch from shore to shore;  
Untamed thy Northern prairies lie  
Under an open, boundless sky;  
Yet one thing more our hearts implore—  
That greatness may not pass thee by.

Thy sons have proved them of the breed  
Their gallant British fathers were,  
They sprang to arms at Britain's need  
Young lions truly bred of her;  
Their faces glowed with inner light,  
As rank by rank they swept from sight;  
With hearts aflame  
They stemmed the shame,  
And met the hordes that ruthless came;  
Dying, they whispered still thy name—  
O Canada, wilt thou deny  
The prayer of these who dared to die,  
And let true greatness pass thee by?

"Prosperity, prosperity!"—

'Twas not for this they took the sword,  
The ensign of thy destiny  
Unfurled for them a deeper word;  
In tears and blood they paid the price,  
And thou art pledged in sacrifice;  
Oh, not in vain,  
The loss, the pain,  
If thou dost mourn thy mighty slain  
In hearts forsworn of greed and gain,  
In hearts that bowed and broken cry  
For light and guidance from on high,  
That greatness may not pass us by!

—Helena Coleman

### "THE SEA IS HIS"

The Sea is His: He made it,  
Black gulf and sunlit shoal,  
From barriered bight to where the long  
Leagues of Atlantic roll:  
Small strait and ceaseless ocean  
He bade each one to be:  
The Sea is His: He made it—  
And England keeps it free.

By pain and stress and striving  
Beyond the nations' ken,  
By vigils stern when others slept,  
By many lives of men;  
Through nights of storm, through dawns  
Blacker than midnights be—  
This Sea that God created,  
England has kept it free.

Count me the splendid captains  
Who sailed with courage high  
To chart the perilous ways unknown—  
Tell me where these men lie!  
To light a path for ships to come  
They moored at Dead Man's quay;  
The sea is God's—He made it,  
And these men made it free.

Oh, little land of England,  
Oh, Mother of hearts too brave,  
Men say this trust shall pass from thee  
Who guardest Nelson's grave.  
Aye, but these braggarts yet shall learn  
Who'd hold the world in fee,  
The Sea is God's—and England,  
England shall keep it free.

—R. E. Vernede

### THE WHITE-THROAT

Shy bird of the silver arrows of song,  
That cleaves our Northern air so clear  
Thy notes prolong, prolong,  
I listen, I hear—  
I—love—dear—Canada,  
Canada, Canada



Now willow reeds tune their silver flutes  
As the noise of the day dies down;  
And silence strings her lutes,  
The white-throat to crown  
I—love—dear—Canada,  
Canada, Canada.

Oh bird of the silver arrows of song,  
Shy poet of Canada dear,  
Thy notes prolong, prolong,  
We listen, we hear—  
I—love—dear—Canada,  
Canada, Canada.

Selected

## HANDS ALL ROUND

First pledge our Queen this solemn night,  
Then drink to England, every guest:  
That man's the best Cosmopolite  
Who loves his native country best  
May freedom's oak forever live  
With stronger life from day to day:  
That man's the true Conservative  
Who lops the moulder'd branch away.  
Hands all round!  
God the traitor's hope confound!  
To this great cause of Freedom drink, my friends,  
And the great name of England, round and round

To all the loyal hearts who long  
To keep our English Empire whole!  
To all our noble sons, the strong  
New England of the Southern Pole!  
To England under Indian skies,  
To those dark millions of her realm!  
To Canada whom we love and prize,  
Whatever statesman hold the helm.  
Hands all round!  
God the traitor's hope confound!  
To this great name of England drink, my friends,  
And all her glorious empire, round and round.

To all our statesmen so they be  
True leaders of the land's desire!  
To both our Houses, may they see  
Beyond the borough and the shire!  
We sail'd wherever ship could sail,  
We founded many a mighty state;  
Pray God our greatness may not fail  
Thro' craven fears of being great.  
Hands all round!  
God the traitor's hope confound!  
To this great cause of Freedom drink, my friends,  
And the great name of England, round and round.

—Tennyson

We must be free or die, who speak the tongue  
That Shakespeare spake—the faith and morals hold  
Which Milton held. In everything we're sprung  
Of earth's first blood, have titles manifold.

—Wordsworth

## The Making of Our Flag

Emma Veazey

**I**N this exercise, one child may act as teacher and stand before the class. She should hold the flag for the salute at the close of the exercise. The pupils who explain the meaning of the various crosses should also carry flags to point out the cross mentioned.

Teacher—

This is the day School children love  
We call it "Empire Day"  
Some questions on the Empire  
I'll ask now if I may.

Ready! then sit up straight and tall;  
Before you speak, think well;  
Why is today called Empire Day?  
Yes, Mary you may tell.

First Child

Today in all our schools, we talk  
About the Empire vast;  
The duties which the Present brings  
The glories of the Past.

We learn that in strange far-off lands  
In countries o'er the sea,  
Our sovereign is revered and loved  
Our grand old flag floats free.

We learn the history of the flag  
With its bright crosses twined:  
How through the years it still has stood  
For justice to mankind.

Teacher—

You speak about the crosses three  
Which clustered here are seen;  
Perhaps some pupil now can tell  
Just what these crosses mean.

Second Child—

First here's the cross of good St. George  
(Red on a field of white)  
He slew the dragon long ago  
This true and valiant knight.

For England Old his red cross stands  
Upon our banner royal,  
And English hearts to good St. George  
Are ever true and loyal.

Third Child—

See where this bonny cross of white  
Runs slanting o'er the blue,  
St. Andrew's cross for Scotland  
Whose sons are staunch and true.

Fourth Child—

Across a field of snowy white,  
These slanting lines of red  
Make up St. Patrick's ruddy cross,  
Which Erin's sons has led.

Fifth Child—

Thus England's, Ireland's, Scotland's flag  
All on one banner found  
Unite to form our Union Jack,  
Revered the world around.

Teacher—

You've answered well; one question more:  
Will some child kindly state  
What are the things which most of all  
Will make an Empire great?

(Continued on page 269)



# A Pageant for Empire Day

## THE BUILDING OF THE EMPIRE

*Dramatic Club, Normal College, Truro*

### CHARACTERS:

BRITANNIA, ENGLAND, WALES,  
SCOTLAND, IRELAND & CROM-  
WELL.

NEWFOUNDLAND, CANADA, INDIA,  
AUSTRALASIA (i. e. AUSTRALIA  
NEW ZEALAND & TASMANIA).

SOUTH AFRICA AND LORD ROBERTS  
DEPENDENCIES & ISLANDS OF  
SEA.

Each country is represented by a child dressed in the costume of that country; or else in a simple white dress, with name of the country on a banner across the breast, and carrying the flag of the country. The "Dependencies and Islands of the Sea" may be one child, or a group if the school is sufficiently large, and the platform accommodation will permit. The Choruses are to be sung by the children not taking an active part. For best results they may be placed immediately in front of the stage, or at the sides. -A large Union Jack stretched across the back of the wall would make an appropriate background.

Britannia, with helmet and shield, leaning on her trident, sits enthroned (put a chair on a table and drape with a flag) in the centre background. As the various countries enter they take their places in a semi-circle—England standing directly in front of Britannia, while the others build slowly outward on either side. When finished, the picture presented should be: Central group, The United Kingdom. To the right (naming in order from the centre), separated by short distances and kneeling, Canada, Newfoundland and India, with "Islands of the Sea" standing in the background between the last two named. Similarly on the left, are Australasia, and South Africa.

Cromwell and Lord Roberts, who lead in Ireland and South Africa respectively, retire from the stage when, after speaking, the latter countries take their places. All speakers address the enthroned Britannia, who graciously recognizes them, but does not speak.

The curtain rises, disclosing Britannia on throne, while one verse of "Rule Britannia" is sung by the Chorus. England enters during the chorus, and takes her stand on a raised platform in front of Britannia. At the end of the Chorus,

*Wales enters from left addressing Britannia:*

"You have given me a Prince, and now I come to pay homage to him, and to pledge my fealty to you."  
(Bends knee, then takes place kneeling at the feet of England.)

*Scotland enters from right and says:*

"From moorland and glen comes the sons of old Scotland,  
As sturdy, as loyal, as staunch as her hills.  
From 1603, when we gave to the English  
Our King, James I., have our destinies entwined.  
The church and the state were the rivals for  
power;

Too often, Empire Day programs recount British conquests on battlefields. May we not suggest a program depicting her progress in the arts of peace? The material growth of the Empire and her present industrial and commercial standing will furnish a very pleasing and instructive historical program.

Every good lesson requires action. Children like to do things. An array of flags makes an attractive picture. All these can be attained by rendering the program in pageant form. The following pageant has been hastily prepared by the Dramatic Club of the Truro Normal College, under the direction of Miss Dora Baker.

L. A. DeWolfe.

The struggle was long, but the victory was sure.

In 1707 was the union effected  
'T'wixt the Cross of St. Andrew  
and the Cross of St. George.

Hark! 'Tis my pibroch, sounding,  
sounding,

High o'er the moorland, and shrill  
in the glen.

Stand we by England, as brother  
by brother,

One land, now Great Britain, re-  
vered by all men.

(Takes place beside England while bagpipes play short martial airs—or a phonograph behind scenes plays a medley of Scotch pipe music.)

*Enter from left Cromwell, leading Ireland, whose hands are bound:*

*Crom.:*

"Lo! Here the conquered Celt is brought  
Tho all-untamed his spirit is.  
The years to come, with peril fraught,  
Will prove, we trust, his loyalty."

*Ireland frees hands and says:*

"In battles oft I've proved it since,  
Despite hasty words in times of peace.  
Tho we to England gave no prince,  
Her every son will Erin give."  
(Cromwell retires, Ireland takes her stand beside England.)

*Chorus sings: "Hurrah for the Red, White and Blue."*

*Enter from the right, Newfoundland, and says:*

"I am a loyal subject brought by John Cabot. Some call me 'the Ancient Colony' because I was the first of your overseas daughters."  
(Kneels in her place.)

*Enter, also from the right, Canada, who says:*

"Mine is the land of the maple and beaver,  
Of boundless prairies which our mountains divide.  
With minerals, fish, and resources unending  
Ours is a future you may well view with pride.  
The spirit of Norsemen, Columbus, and Cartier,  
Of Frontenac, Champlain, Montcalm, and Wolfe,  
Animates their descendants, and gave to this coun-  
try  
Sir John A. McDonald, Charles Tupper, and  
Howe.



I glory, then, in my land and my people,  
And proudly, dear mother, I present them to you.  
In steadfast devotion to a common achievement  
I am thy daughter—Lady of the Snows.  
Aye, 'daughter am I in my mother's house,  
But mistress in my own."

(Kneels.)

*Enter from the right, India, who salaams. (i. e., bows low, putting hand to forehead) then speaks:*

"Lo, India comes to join thine Empire glorious.  
'Twas in the time of great Elizabeth  
When England came to India by sea.  
Then Akbar, the Great Mogul gave to her  
The right of trading with his swarthy tribes.

Two English names, in Hindustan's dark annals  
Are honored by these dusky men, and loved:  
The clerk who thwarted France's high ambition,  
And Hastings, who brought law from Anarchy.

Now India's people pledge allegiance loyal  
To Britain's King, their Emperor, George the V.  
I come, and bring this message to you, mother,  
May England's king long reign our Emperor  
great."

(Sits cross-legged in place.)

*The group, Australasia, enters from the left. They speak together:*

"We, Australasia, bow the knee to you, Great Mother of us all!"

(They suit the action to the word.)

*Australia says:*

"My birthday was in 1788 when on the shores of beautiful Botany Bay there landed 700 convicts. Their sons became loyal shepherd folk. After Waterloo other Englishmen joined us, laying down the sword and taking instead the shepherd's crook. We threw off swaddling clothes when one of these shepherd's picked up a lump of gold. We become the Mecca of gold seekers from all nations. We also possess the richest silver mine in the world. From these beginnings have arisen the great Commonwealth of Australia, organized the first day of this glorious 20th century. All the wealth of verdant valleys and rich mines; all the strength of your lusty son, I pledge to you, O Mother.

*Tasmania speaks:*

"I, Tasmania, bring you the apples and the tin which have made me famous."

*New Zealand speaks:*

"I, New Zealand, have well been called 'The Beautiful Dominion.' My dazzling sunshine, clear blue water, lofty mountains and fern-clad valleys make me pre-eminently the land of tourists. My boiling springs supply bathing pools for invalids. My wool and mutton make me commercially great. My water-power renders me industrially strong. Our long enjoyment of equal suffrage makes us happy and united. May these qualities and gifts make us one of thy worthy sons!"

(Tasmania and New Zealand kneel at feet of Australia, forming Australasian group.)

*Enter from left Lord Roberts leading South Africa with hands bound:*

*Roberts:*

"Britannia, your mission I have fulfilled  
And for you have conquered the Boers in their hills."

*South Africa, freeing hands, stretches them forth, saying:*

"The last of your colonies I come to you  
And pledge myself to be loyal and true;  
Bringing you diamonds and pearls so rare  
And sons who, when needed, will always be there."  
(Roberts retires, and South Africa kneels.)

*Enter from right group representing Dependencies and Islands of Sea. One speaks:*

"We are part of an empire to which Rome in the height of her glory was not to be compared. We are dotted over the whole surface of the globe. The morning drumbeat of our military posts, following the sun and keeping company with the hours, circles the earth daily with one continuous unbroken stream of martial airs. We show the truth of that saying: 'The sun never sets on the British Empire.'"

(The group retires to take place behind N'f'l'd and India.)

*A child may here enter and give the following extract from Kipling:*

"What is the flag of England? Winds of the world declare.

The North Wind blew:

The lean white bear hath seen it in the long, long Arctic night;  
The muskox knows the standard that flouts the northern light;  
What is the flag of England? Ye have but my bergs to dare,  
Ye have but my drifts to conquer. Go forth, for it is there.

The South Wind sighed;

Strayed amid lonely islets, mazed amid outer keys,  
I waked the palms to laughter—I tossed the scud in the breeze—  
Never was isle so little, never was sea so lone,  
But over the scud and the palm-tree an English flag was flown.  
I have wrenched it free from the hilliard to hang for a wisp on the Horn;  
I have chased it north to the Lizard—ribboned and rolled and torn;  
I have spread its folds o'er the dying adrift in a hopeless sea;  
I have hurled it swift on the slaver, and seen the slaves set free.

The East Wind roared:

The desert dust hath dimmed it; the flying wild-ass knows,  
The sacred white leopard winds it across the taintless snows.  
What is the flag of England? Ye have but my sun to dare.



Ye have but my sands to travel. Go forth, for it is there.

The West Wind called:  
The dead, dumb fog hath wrapped it; the frozen dews hath kissed;  
The naked stars have seen it, a fellow star in the mist.  
What is the flag of England? Ye have but my breath to dare,  
Ye have but my waves to conquer. Go forth for it is there."

(If so desired, England might ask the first line, and the remainder of the poem be divided among appropriate countries to answer, instead of having one child to recite the whole.)

All on platform stand except Britannia, and sing with Chorus

God Save the King.

**THE MAKING OF OUR FLAG**

(Continued from page 266)

Sixth Child—

The love of honor truth and right;  
(Not wealth of gold or land)  
Will make an Empire truly great;  
These things alone shall stand.

On these are built our Empire vast,  
The old flag floats above  
A people strong in faith and hope  
In loyalty and love.

Teacher—

Again you've answered truly—stand!  
We'll have our flag salute;

And may the thoughts so well expressed  
in all our lives bear fruit.

Flag salute followed by God Save The King.

**OFFICIAL PAGE OF THE NEW BRUNSWICK TEACHERS' ASSOCIATION**

Dr. B. C. Foster, Associate-Editor

I. As previously stated this page has been placed at the disposal of the N. B. Teachers' Association as a medium of communication between its members. It was expected that the officers and members would be sufficiently interested to send in, from the various sections of the Province news of the activities of the Association—the beneficial effects produced or difficulties experienced—but up to this date there has been no response. We trust that every member who reads this will consider it his duty to send, from time to time, to the Secretary of the Association some item of news or helpful suggestion, in order that this page may serve the purpose for which it was intended.

II. The Executive of the N. B. T. Association met at Fredericton on the 25th inst., fifteen of officers and members being present. A summary of the proceedings may be of interest.

Reports from the Chairman of Local Committees were very encouraging, showing that in almost every case trustees had adopted our minimum, while in many instances the salaries ranged from 20 to 50 per cent above.

Among the more progressive towns in this respect might be mentioned, Moncton, where their far-seeing Board of Trustees has raised the salaries of the Principal, and 2nd and 3rd teachers on the High School staff so that their total salaries from all sources for the net year will be \$3300, \$3100 and \$3000 respectively, and that of the lady teachers to \$1375.

Grand Falls, and St. Andrews have placed the salaries 50 per cent above those laid down in the schedule.

It was reported, however, that in two Superior

School districts the trustees refused to pay the salaries demanded, whereupon the teachers resigned, and as no Superior School teachers could be found to accept the situation under the circumstances, one of the schools had to be closed and, for the other a First Class teacher was engaged, and thus the Superior School grant was lost. This is as it should be—there should be no under-bidding.

The members of the committee then addressed themselves to the herculean task of revising the Salaries Schedule. Reports were submitted by the Chairman of the various local committees throughout the Province and upon these as a basis the revision was made.

A copy of the revised Schedule will, in a short time, be sent to every member of the Association. The Pension Committee reported that acting under authority of the Resolution passed by the Teachers' Association at its last meeting they had, after much research and discussion agreed upon a scheme which they had placed before the Government. This scheme, somewhat modified in accordance with the views of the Government was drawn up and sent to the Premier with a view to having it formally adopted and an Act passed at this session of the Legislature.

The main features of the proposed Act will be published in the next issue of the Review.

Such is the patriot's boast where we roam  
His first best country ever is at home.

—Goldsmith.



## How to Keep Well---Communicable Disease

Geo. G. Melvin, M. D., D. P. H., Chief Medical Officer, Fredericton.

IT WILL be readily apparent, I think, that a disease in order to be communicated, that is transferable, to another, must contain within itself some substance, detachable from the diseased person, which is capable of setting up the same disease in another. There is a large variety of such substances. They are generally so small as only to be perceived by the microscope, are largely of a very low variety of vegetable life and are popularly best known as germs. Some few of these agents are of an equally low form of animal life, such as that causing Malaria, and, again, a number are of a higher variety in the animal kingdom. In the latter instance, especially, they go under the general name of "parasites."

The number of communicable diseases, is, relatively, very great, and as our knowledge of the causation of disease progresses, the list is constantly growing larger.

Though this, at first sight might be thought to be rather an alarming fact, if it be duly considered, it will be seen to be the reverse. Indeed, should all diseased conditions prove, ultimately, to be communicable and should we be so fortunate as to discover the causative agent in each case, its life history, its method of propagation and transmission a vista would open before us, now almost unimaginable, of a final and complete triumph over disease and its concomitant, death. This, from of old, has been the vain dream of mankind, and to this day, it has not been wholly divorced from the aim of the student and charlatan, alike.

To make a little plainer that it is a hopeful thing, rather than otherwise, that the list of communicable or contagious diseases is lengthening, it needs but to remember tuberculosis. The very first ray of hope of curbing this trouble, with which we are all so familiar, came when the great German student Koch, proved that it was caused by a "germ," and that in order to contract it one had first to "catch" it. Formerly, it was thought to be hereditary. It is, therefore, evident, in the choice of two evils, it is better that one shall have at least a chance of avoiding disease, than to be irresponsibly saddled with it from the moment of his birth.

This is the great principle really underlying the science of Public Health, or, as it is much better named, Preventive Medicine. To prevent an untoward occurrence is infinitely better than to remedy it, as witness the old aphorism about "an ounce of prevention," but, owing to our habit of unreflectiveness and snap judgments, it is the one who remedies, and not the one who prevents that is most likely to be thanked.

As noted the list of contagious diseases is long, so long, that it would be impracticable to include the full number in this little article. But some of them are trivial as chicken-pox, others are of such

character as scarcely to be recognized by the one affected, though often serious enough, as tuberculosis, while others fortunately, in our country, thanks to the victories of preventive medicine, are so rare as need scarcely to be taken into account, as Asiatic Cholera, Bubonic Plague, and so forth.

Indeed, as respects danger to life or permanent health, the communicable or contagious diseases rife with us can be counted on the fingers of both hands. Perhaps the following will cover the most of them. Tuberculosis, Diphtheria, Small-pox, Scarlet Fever, Typhoid Fever, Measles, Whooping-cough, Influenza and Cerebro Spinal-Meningitis. Some, doubtless, would add to this list, but few, I think, would further reduce it. Other diseases, or conditions caused by parasites, internal and external, and a somewhat wide variety of contagious skin-diseases, are quite capable at times, of seriously undermining the health or comfort.

Tuberculosis differs fundamentally, in one important point, from the others named. The others are all acute diseases, coming on with more or less suddenness, as in two or three days or so; tuberculosis is a chronic one, in a certain sense, coming on slowly, often insidiously, and persisting for a considerable period, say, months or years.

It is most necessary, to know something of the way by which the infection enters the body. In some cases, as in Typhoid, it must be swallowed, and, so, is most often taken in in connection with uncooked food or drink, as milk or water. Others, like small-pox, we have every reason to believe, are communicated by touch, through the unbroken skin, although it is difficult to understand how such a process can take place. Again, others, apparently, enter by way of respiration, through the membranes of the throat or nose, or possibly even the eye. Influenza is suspected of taking the latter course, while Diphtheria generally lodges and manifests itself upon the membranes of the throat. The latter disease, however, is easily capable of being transmitted like typhoid, in the food, most especially, milk. Lastly there are important diseases that can only obtain entrance to the body through the broken skin, that is by inoculation. Perhaps, the most important, so far as we are concerned is that dreadful one of lock-jaw which invariably results from the germ getting into a wound, the wound, sometimes, being the merest scratch. The favorite breeding place of this deadly germ is horse-manure. Hence the relative frequency of this disease among farmers, who sometimes come in contact with such manure with an open wound upon the hand, often so trivial as to be overlooked. Children often inoculate themselves with a more or less virulent germ by scratching with dirty finger nails, and set up that scabbed and crusted disease upon the chin and



face, especially around the mouth, which we call impetigo.

In the vast majority of instances we receive contagious disease one from another directly by means of close and somewhat prolonged association, though small-pox, it is probable, often requires but a momentary touch in order to acquire it. From this general principle,—this contraction of disease, one from another—has originated the practice of quarantine or isolation of the one affected, so far as may be practicable. We have no space, here, to lay down precise rules relative to such isolation.

Although contagion is generally conveyed, directly, from one to another, there are other means through which it may be contracted. It may come direct to us from animals, as in the case of glanders, a disease often seen in the horse, or, indirectly through hides, wool, bristles, as anthrax, a deadly disease of domestic animals. Of course it may also come from infected clothing, but not nearly so commonly as formerly thought. Small-pox is an exception to this, as indeed, it is to almost all general limitary rules regarding contagion, for, without doubt, it is the most catching of all diseases.

It is well to remember that the common house-cat (by the way, far too common) is quite capable of transmitting deadly disease. I have traced diphtheria to this source, and have known cats, themselves, to die of the disease. When diphtheria is present in a neighborhood, cats should be looked upon with suspicion, and, at all times, to take in and caress stray cats, especially by children is to invite an attack of the disease. The fur is quite capable of carrying the germs of diphtheria for a considerable time.

Immunity, that is, the ability to resist contagion may be possessed, naturally, by very many, but, practically, there is no means of ascertaining who may be blessed with such powers except by actual experience, and knowledge gained by such means is frequently bought at an enormous price. Fortunately, however, through the labors of public health students, immunity against some contagious diseases can now be set up by artificial means. Every one knows about vaccination. The immunity set up by vaccination against small-pox lasts for years—perhaps, once in a while, a whole life-time: that against Typhoid for two or three years, and that against Diphtheria, for, maybe, a month or two. Many other immunities, more or less effective are now known or are being developed, but the three mentioned are the most practicable and reliable.

Disinfection, that is to say, the killing of disease-germs, has long been most popular. No other branch of public health work has been so taken up and relied upon by people generally as this. The reason, I think, is very plain. It involves very little labor, and only a routine sort of intelligence. Disinfectants on the market are as numerous as the famous leaves in Vallambrosa, and scarcely anything is easier than to procure a bottle or a tin of some brand or another, scatter it around, and retire with an easy conscience. Such practice is worse than useless, for it establishes a false confidence—

one of the most dangerous things in the world. Disinfection by artificial disinfectants should always be done by the health or medical authority, or under its immediate direction. But by far the most effective of all disinfection is by means of cleanliness, by boiling, scrubbing with hot water and soap, white washing, papering and painting, and by the ungrudging admission into the house of free air and of sunlight. Sunlight, itself, is the best of all disinfectants, and surely, it is the cheapest! Hot water and soap and a good scrubbing brush are, also, surely not outside the attainment of most. But, these, of themselves, are useless without labor to put them in motion.

In a word, there is no more a "royal road" to freedom from communicable disease than there is to any good object. Any thing worth having entails knowledge, and intelligence and resolution enough to put it into practice.

#### (EDITORIAL COMMENT)

(Continued from page 3)

which in all likelihood need it the least. The age limits set by such an act are worthy of much consideration. Since we have no National Bureau of Education it is difficult to obtain Canadian educational statistics. Our educational situation closely resembles that of the United States and some of their recent findings will throw light on our problem. They have found the average school life of an American child to be six years. They are a nation of Sixth Grade graduates. They have also found that one-tenth of their school population is repeating Grade One each year. These two facts throw some light on the age limits of a compulsory attendance law. Evidently children in Grade One are so irregular in attendance that they are compelled to repeat the grade. The upper age limit acts in many cases as an invitation to withdraw from school. The majority of laws set this age as 14 years. The youth must be compelled for the good of himself and our country to go further than the mastery of the rudiments. He must have some knowledge of civics, history, geography and literature, as well as a trade. The age limit should require attendance from the age of entering school to the end of High School with part-time instruction for those who must help to support themselves. The third necessary feature is the time of attendance required each year. For children from 6 to 14 full time attendance must be required. If necessary part time instruction may be allowed for those over 14 years of age who must work. The figures and tables given in the December number of the Review gave a graphic statement of the educational situation in New Brunswick. Only nine percent of the original grade enter High School and but three percent are graduated. Large sums of money are expended each year to maintain our High Schools for the service of this ultimate three percent.

The greatest fault of all is to be conscious of none.

—Carlyle.



<p><b>E J HOCKENBURY</b> PRESIDENT AND MANAGER</p> <p><b>M G HOLTZMAN</b> DIRECTOR FIELD AND SURVEY DEPARTMENT</p> <p><b>H A SOUDERS</b> DIRECTOR DEPARTMENT OF PUBLICITY</p> <p><b>A L ADERTON</b> DIRECTOR DEPARTMENT OF CONSERVATION</p> <p>CENTRAL OFFICE 304-B MILLER AUTO BLDG HARRISBURG PA BELL TELEPHONE 4842</p>	<p><b>E A STOLL</b> VICE PRESIDENT</p> <p><b>G L WILLIS</b> SECRETARY</p>	<p><b>E F KESTER</b> TREASURER</p> <p>SPECIALISTS</p> <p>E J HOCKENBURY E F KESTER E A STOLL G L WILLIS M G HOLTZMAN G W SWEIGERT B C MORRIS W J GRAEF A L ADERTON H A SOUDERS C M DOWNEY A M DUNKLEBERGER L A WEBSTER R H KELTNER</p>
<p><b>THE HOCKENBURY SYSTEM INC.</b></p> <p>CAPITAL STOCK \$100,000</p> <p>COUNSELORS AND DIRECTORS FINANCIAL ENTERPRISES</p>		

Harrisburg, Pa.,  
February 14th,  
1 9 2 1

Mr. C. C. Avard,  
The Tribune Pub. Co.,  
Sackville, N.B., Can.

My dear Mr. Avard:

I wonder if you would not be interested in knowing of the keen feeling of appreciation felt by those of the Hockenbury System Inc. who were associated with the Regents of Mount Allison in putting across the recent Half-Million Dollar Endowment and Building Fund campaign, for the excellent cooperation received at the hands of The Tribune Print Shop?

Our business naturally carries us to all quarters of both Canada and the United States. Likewise, our business puts us in close contact with all kinds and sizes of print shops but I am quite candid to admit that never have I met with a greater willingness on the part of any printer or print shop, to cooperate to-wards getting out our huge amount of printed matter necessary in a campaign of this character than was experienced at the hands of yourself and your workmen.

The quality turned out and the promptness with which it was delivered made a very decided hit with both Mr. Stoll and myself - hence this little word of appreciation. Wishing you every success in your field, I am

Yours very truly

*H.A. Souders*

Director, Dep't. of Publicity.

HAS/BMS

**THE REVIEW IS PRINTED ON THE TRIBUNE PRESSES**

Please mention THE EDUCATIONAL REVIEW when writing to our Advertisers



## A Summary of the Great War

Ethel Murphy, B. A.

### INVADED COUNTRIES OF EUROPE, 1914

**Belgium** Belgium has an area of 11,373 square miles, about one-half the size of Nova Scotia. Before the war the population was seven millions. Brussels, the capital, had a population of over one-half million.

There are many railroads and canals. Coal and iron ore are found near together and made Belgium an iron producing country. There are elementary schools, public libraries, schools of music and art, universities at Louvan, Brussels, Liege and Ghent. In 1831 Leopold of Saxa Coburg was elected King of Belgium. In 1865 Leopold II succeeded him. In 1909 Albert II came to the throne.

**Serbia** Serbia has an area of about 18,455 square miles. It is a mountainous country covered with fine forests. At the beginning of the war the population was about two and one half millions. The capital is Belgrade. There was a large percentage of Serbians who were unable to read or write but education was improving. Elementary education was compulsory. The Government of Serbia was a constitutional monarchy.

In 1389 Serbia lost its independence and for two hundred years endured Turkish cruelty. In 1718 Austria won Serbia from the Turks but after twenty-one years was compelled to give it up. In 1804 a wealthy farmer named Czerny George led the people against Belgrade took the city and drove the Turkish troops out of the country. They were able further to beat back the Turks in 1809 but afterwards the Turks were again successful and George was driven out. In 1815 Milosh led the Serbs to victory, then had his rival Czerny George murdered and was proclaimed Prince of Serbia, 1829.

In 1882 Milan I was crowned. After seven years he abdicated in favor of his son, a boy of thirteen who succeeded as Alexander and took full charge in 1893. In 1903 Alexander and his wife were assassinated and Peter became king. In 1909 there was a dispute with Austria over Austria's annexation of Bosnia and Herzegovina. In 1912-1913 came the Balkan War and in 1914 the assassination of the Grand Duke while in Bosnia.

**France** France contains about 20,700 square miles, the north-east region including Brittany, is subject to fog with moist and cool summers. The Mediterranean region is hot with dry summers, suitable to the growth of figs and olives. The region between these two extremes is a land of vineyards and wheat-fields. The land frontiers are almost entirely mountain ranges traversed by natural passes. Rivers are numerous but there are no notable lakes. Three quarters of the people live in the country. The President is elected for seven years and there are two Houses of Parliament, the Chamber of Deputies and the Senate.

### IMPORTANT TREATIES

**The Triple Alliance** The Triple Alliance of Germany, Austria and Italy was formed in 1882 through the instrumentality of Bismarck. It maintained peace in Europe and held France back from war with Germany.

**The Triple Entente** The Triple Entente, Britain, France and Russia, was the work of no one man. It arose from necessity. The menace of the Central Powers was so great that unity of the countries exposed was the only means of self-preservation.

### 1914

**Beginning** June 28th, 1914 the Archduke Francis Ferdinand, heir to the throne of Austria was murdered at Serajevo. July 23rd Austria sent an ultimatum to Serbia and on July 28th Austria declared war. On July 31st Russia mobilized her armies. August 1st Germany declared war on Russia. August 3rd Germany declared war on France and invaded Belgium. August 4th Great Britain declared war on Germany.

The British Expeditionary Force landed in France between August 7th and August 17th and on August 23rd it was in position at and near Mons. About five in the afternoon Sir John French received news that the French army on the right had been driven back and that he had four army corps against him instead of two. Retreat began and lasted ten days with German armies on both sides as well as in front. Battles were fought at Landrecies, Le Cateau and Cambrai.

By September 3rd the British reached the Marne. Two days later they took up their position with the Fifth French army on their right and the new Sixth army on their left. On the 6th, 7th, 8th, and 9th of September the Battle of the Marne was fought and until noon of the ninth it looked as though the French line would be broken. But in the afternoon of that day the French launched an offensive and won a victory. The Germans began to retreat and by September 12th they had reached new positions across the Aisne. There they entrenched themselves.

After their failure to take Paris it became of great importance to the Germans to gain possession of Antwerp. If it fell they were sure of Ghent, Bruges and Ostend. On October 9th Antwerp fell into the Germans' hands.

The first battle of Ypres lasted from October 21st to November 17th. From October 16th to 23rd the Belgians with some French marines defended the lower course of the Yser and its canal. On the 25th the inundation of that part of the country was begun. The Germans failed.

By this time the Russians had taken Lemberg, besieged Premysl and were near Cracow. Business in Austria and Germany was beginning to suffer. The

(Continued on page 278)



## Literature by Grades

Grades III and IV.

### THE FLAG GOES BY.

Hats off!  
 Along the street there comes  
 A blare of bugles, a ruffle of drums,  
 A flash of colour beneath the sky:  
 Hats off!  
 The flag is passing by!

Blue and crimson and white it shines  
 Over the steel-tipped, ordered lines.  
 Hats off!  
 The colours before us fly;  
 But more than the flag is passing by.

Sea-fights and land-fights, grim and great,  
 Fought to make and to save the State;  
 Weary marches and sinking ships;  
 Cheers of victory on dying lips;

Days of plenty and years of peace;  
 March of a strong land's swift increase;  
 Equal justice, right, and law,  
 Stately honour and reverend awe;

Sign of a nation, great and strong  
 Toward her people from foreign wrong:  
 Pride and glory and honour,—all  
 Live in the colours to stand or fall.

Hats off!  
 Along the street there comes  
 A blare of bugles, a ruffle of drums;  
 And loyal hearts are beating high;  
 Hats off!  
 The flag is passing by!

—Henry Holcomb Bennett

**Introduction** Why do we salute our country's flag? Why do we love our flag? What does it mean to us? Some talk of our country's noble proportions, political freedom and safety, care of unfortunates, etc.

The teacher should read this poem before the class take it up for study. She should by her reading help them to feel the need of respect and love for the country's emblem.

**Analysis of Poem** What picture do you find in the first stanza? Why do men take off their hats? What does the act of taking off one's hat mean?

What kind of parade is this? How can you tell? What does the last line in the second stanza mean?

The next three stanzas tell us why it is "more than a flag." Let us read these silently. The first of these tells of what? Of what does the second tell us? What does "days of plenty" mean? "March of a strong land's swift increase"? "Equal justice, right and law"? What kind of a country owns the flag? Do "pride and glory and honour" live in our colors? What can we children do to help to keep this true? What is the chief duty of each Canadian boy and girl? Why?

This poem should be correlated with other patriotic poems, "My Own Canadian Home," "In Days of Yore," "Oh, Canada," and others. It may be used as an Empire Day recitation.

### PIBROCH OF DONALD DHU

Grades V and VI.

Pibroch of Donuill Dhu,  
 Pibroch of Donuill,  
 Wake thy wild voice anew,  
 Summon Clan-Conuill,  
 Come away, come away,  
 Hark to the summons!  
 Come in your war array,  
 Gentles and commons.

Come from deep glen and  
 From mountain so rocky,  
 The war-pipe and pennon  
 Are at Inverlochy.  
 Come every hill-plaid and  
 True heart that wears one,  
 Come every steel blade and  
 Strong hand that bears one.

Leave untended the herd,  
 The flock without shelter;  
 Leave the corpse uninterr'd,  
 The bride at the altar;  
 Leave the deer, leave the steer,  
 Leave nets and barges;  
 Come with your fighting-gear,  
 Broadswords and targes.

Come as the winds come, when  
 Forests are rended,  
 Come as the waves come, when  
 Navies are stranded:  
 Faster come, faster come,  
 Faster and faster,  
 Chief, vassal, page and groom,  
 Tenant and master.

Fast they come, fast they come;  
 See how they gather!  
 Wide waves the eagle plume,  
 Blended with heather.  
 Cast your plaids, draw your blades,  
 Forward each man set!  
 Pibroch of Donuill Dhu,  
 Kneel for the onset!

—Sir Walter Scott

**Introduction** How many of you have ever heard the "Bag-pipes"? To what people do they belong? When the Scotch army goes to war the "Pipers" march ahead playing martial airs. The ancient Scots a long time ago used to sing war songs to the tune of the pipes. (Some further conversation regarding the characteristic Highland dress will increase the interest.)

"Today we are to learn one of these Scottish war-songs" etc. The teacher should read this poem in such an enthusiastic manner that the children will feel the patriotic fervor of the clan.

**Analysis of Poem** This is a very old "pibroch." A pibroch is an air played on the bag-pipes when the Highlanders go to battle. This is called the Pibroch of Donald Dhu or Donald, the black. He called all the members of his Clan together and they met and defeated an army much larger than their own. Let us read the first stanza. Why does the poet say, "Wake thy wild voice anew?" To whom is he speaking? What do the pipes say to the people? (Come away etc.) How are they to come? What does battle



array" mean. The "gentles" mean the leaders of the clan. The "commons" means the other members who are to come. Is anyone to be left out?"

Let us read the next stanza. A "pennon" is a flag. Where is the pibroch calling them to? Where are they to come from? What is a "glen"? A mountain? What does "hill-plaid" mean? Who are told to come in the last four lines?

Let us read the third stanza. What does this stanza speak of? Who is spoken to in the first line? (Herdsman). In second line? (Shepherd). In fifth line? (Hunter). In sixth line? (Fishermen). What does interred mean? "Uninterred"? They must leave funerals and weddings. What must each wear? Why?

The fourth stanza tells that they are to come quickly and let nothing stop them. Then he mentions all who are to come.

The last stanza tells that the men heard this call of their Chief, Donald, and came as quickly as they could. Why does he say "Cast your plaids, draw your blades?" What were they getting ready for? Now they are ready! Then the pipes sound and the whole army attack.

Do you think this song helped to make them fight more bravely?

This poem should be correlated with stories of Wallace, Bruce and other Scotch heroes

*Grades VII and VIII.*

#### HANDS ALL ROUND

Alfred Lord Tennyson

(See page 266 in present issue)

**Introduction** This lesson should be introduced by some talk of the Empire and its great expanse of territory; reasons why we should be loyal and some ideals which we want our rulers to have so that the Empire can be greater and nobler.

This poem should be read by the teacher in dignified, enthusiastic manner to encourage the children to feel the lofty sentiments expressed.

**Analysis of Poem** During whose reign do you think this was written? How can you tell? Does the poet consider this an important occasion? How can you tell? What does "cosmopolite" mean? Who does the poet say is the "best cosmopolite"? Why is a man who loves his own country best the best citizen of the world? (Teacher should help class to see that the man who loves his own country will be able to appreciate patriotic feelings in peoples of other countries) Why does he speak of "freedom's oak"? "Oak" is the strongest tree. He wishes to make reader feel that freedom is strong. Who can express the poet's wish for freedom in his own words? "Conservative" does not here refer to party but rather means the "true patriot." What does 'lops' mean? Who is the "true patriot"? "Hands all round" means all drink toast after first touching glasses with those nearest. What does "God the traitor's hope confound" mean? To what is this toast to be drunk? The next toast is to be drunk to whom? What different parts of the

(Continued on page 279)

## Teachers Attention!

THE MANUFACTURERS LIFE INSURANCE COMPANY IS ONE OF CANADA'S GREAT INSTITUTIONS

Every one needs Life Insurance.

The Manufacturers Life can meet that need to the very best advantage.

The Manufacturers Life needs Salesmen.

No Business or Profession gives such adequate returns to those without capital as Life Insurance Salesmanship.

Men and women can earn good money working after school hours, or devoting their whole time, to Insurance Salesmanship.

If you want Insurance yourself, or to sell Insurance, write

**The E. R. Machum Co.  
Limited**

49 CANTERBURY STREET

ST. JOHN, N. B.



## Elementary Reading

Emma C. Colwell, St. John Public Schools

(Continued from last issue)

By the end of October of this year my class had learned 70 words. Of course the ever present slow and backward pupils did not know these, they are in a class by themselves doing what *they* can. With these 70 words consisting largely of nouns with such verbs as see, run, has, had, met, get, can (used as an auxiliary) is, and wish, the children were able in October and November to fill in ellipses making such sentences as,

"I see a—  
Fan has a—  
The cat had a—  
Dick had that—  
This is a—  
I wish I had that—  
I do not see the—  
This pig cannot—  
Get the— etc.

The next step would obviously be to make and print an entire sentence using the new word.

Initial consonants are next combined for sounds—as in *that*, *sh* in *shed*, *wh-* in *what*, *br* in *bring*, *dr* in *drink*. Next such endings as *ick* in *chick*, *ack*, in *back*, *uck*, in *duck*, *ing* in *ring*, *sing*, *all* in *ball*, *hall*, *ell* in *bell*, *shell*, *ill* in *will*, *still*, *ish* in *fish*, *dish*, *wish*, *uch* in *much*, *ound* in *round*, *found*, *ight* in *might*, *light*, *sight*, *ain* in *rain*, *train*, *other* in *mother*, *brother*, *another*.

These sounds must receive a daily drill apart from the Reading Lesson. I ask what sound can be placed before *-ell* to make a word. They give the sound of *b* or *w* or *t* or *s*. For instance one day in early November *duck* was the new word taught. From a picture and from sounds we obtained the word. Then we separated *-uck* from *d*. "Now tell me what other sound beside that of *d* will go with *-uck* to make a word." They readily gave *l*, *t*, *s*, *m*, *p*. In each case the word was placed on the board and the pupil giving the sound was asked to tell what word he had built.

When the short vowels have been learned, the long vowels are taken in the same way, with this exception that the pupils are now able to get the word by an analysis of its sounds.

The diphthongs *ai*, *oi*, *ea*, *oo* long, *oo* short, *ou*, *ow*, *oy*, are then taught. The words always being kept on the board and on charts for review work. As a test of what power has been acquired I have a goodly

number of supplementary cards on which I have printed short sentences using the words learned. These I put into the hands of the pupils asking them to read.

One of the faults of this method is the fact that not all words used in the primer and by no means all the words in the English Language are spelled phonetically. For example *four*, *do*, *any*, *one*, *many*, *shall*, *warm*, the three ways of spelling *to*. But these words must be told in Grades I and II. They are accepted because the teacher said so and are memorized and become a part of the vocabulary. Any one familiar with the primer will know that words of this description form a very small group.

I have often been asked "When do you begin to read from the Primer?" The only stated time I have is when my class is ready. When they have learned to recognize a phrase at a glance, and when they have mastered a sufficiently large vocabulary. The time for this varies with different classes. We are nearly always ready by the 1st of November, sometimes a little earlier. But when Primers come into use we by no means abandon the blackboard reading or the chart reading. These we use to the last day of the term and they can be used to good advantage in Grades II and III also, keeping up the phonics and a syllabic analysis of the words.

Just here I would like to make a protest against the primer in use in Grade I. I know he is considered a poor workman who finds fault with his tools, but even at that risk I would point out its faults. It places sentences before the child which are not begun with capital letters. The lessons consist of a number of meaningless phrases on uninteresting sentences. There are only five lessons at the very end which make any attempt at a story. There are 362 new words introduced without sufficient repetition. To be sure many of these words appear again in the Second Primer but Grade II has troubles of its own.

Children will not read fluently or naturally unless they learn to phrase. To accomplish this I underline the phrase on the board. I say "We tie these words—we always tie *the*, *this* and *that* to the next word." I also drag the pointer under the phrase stopping at the end of it and have that much read silently, then aloud, proceeding in a like manner with the next phrase, until the whole sentence has been read. Then I call upon individuals for the sentence and later the whole paragraph.

(To be continued)



## Question Box

**Question:** Where can I get "Notes on the common rocks and minerals of Nova Scotia" for teaching General Knowledge to Grade VIII

**Answer:** If you want notes to place in the children's hands or to pass along for them to memorize, it is better that you do not find any. If, however, you want descriptive notes to assist in identifying specimens that may be brought to school, that is a different problem. Two questions naturally arise when a rock or mineral is examined, they are (1) What is it? (2) What is it good for? To identify minerals and to know their uses are, therefore, our problems.

For the first a book of descriptive mineralogy is necessary. Every school should have one among its reference books. No school can do good work without at least one reference book for each popular science. A helpful little book is "Common Minerals and Rocks," by Crosby, published by D. C. Heath and Co., Boston. Price is about 75 cents.

Aside from identification, it is best to study our rocks and minerals as a part of geography. First, find out what kind of rocks are in your own neighborhood. The cliffs on the sea shore or the gorges cut by a brook will help answer the question. Railway cuttings are instructive. Someone in the section will know the names of these exposed rocks. Besides the "bed rock," there will also be loose boulders and pebbles everywhere. Find out what they are.

In general, the "bed rock" along the Atlantic coast from Cape Breton to Yarmouth is quartzite ("whin") and slate, with here and there masses of granite. The boulders may be of the same material or they may be quartz or sandstone. Through the Annapolis Valley and around Cobequid Bay is much red sandstone. Along Northumberland Strait, gray sandstone is abundant. Near the sandstone, one usually finds shale. It is soft, and crumbles more readily than slate. Get samples of these rocks by exchanging with teachers who can procure them.

Similarly such minerals as limestone and gypsum are easily obtainable. To save space, let us refer you to a map of Nova Scotia, published by the Department of Mines, Halifax, in 1912. The distribution of economic minerals throughout the Province is clearly given on that map. Ask also for "Economic Minerals of Nova Scotia." Both the map and the booklet may be had free of charge from the Department of Mines. There have been some discoveries in the province since the date of these publications. Notable among them is the salt at Malagash, Cumberland County.

Besides the minerals of economic value, there are a number of useless but interesting ones. A large class of minerals, usually white and more or less fibrous in structure, occurs along the North shore of the Bay of Fundy and Minas Basin. They belong to the Zeolites. Specimens could be procured from

Parrsboro and vicinity. A rock not included in the foregoing list is "trap," of which the North mountain is composed. It would be well, however, to become acquainted with the valuable minerals before devoting much time to the merely "pretty" ones. By all means get samples for study.

Why not allow your children to correspond with children in the districts named in "Economic Minerals of Nova Scotia"? In that way, much information could be exchanged; and at the same time the English Composition would have a bearing on real life. Questions discussed in this correspondence would include the amount of coal mined, and what becomes of it. (In this connection, find out who owns the unmined coal of the province, and what part of our provincial revenue comes out of the coal mines. Do you know what portion of your government grant is dug out of the coal mines, and how it gets from the mines to you?) A discussion of iron mining would disclose the fact that our iron mines are now idle. Why? Where does the iron used in Sydney steel come from? Where are our gypsum quarries. What is done with the gypsum? What is it used for? What is a lime kiln? Where is Marble Mountain? What use is made of the marble quarried there?

This is only the beginning of questions that suggest themselves. Set your children to work to find the answers. You will enjoy studying this subject with them.

L. A. DeWOLFE, Truro, N. S.

## WANTED

### Teachers For Special Work During Summer Months

A corporation doing an international business with headquarters in London, England, requires the services of three teachers for special Educational work in Southern Nova Scotia. The work is interesting and pleasant, with large remuneration assured successful applicants. Apply giving age, teaching experience, etc. to The Grolier Society of London, 402 Manning Chambers, Toronto.



## A SUMMARY OF THE GREAT WAR

(Continued from page 273)

Japanese were closing in on Tsing-Tan. In the United States Roosevelt was denouncing the atrocities committed in Belgium. India and the colonies were sending contingents. Something had to be done. The Kaiser told his troops they must break through to Ypres. The plan was to concentrate the German troops for an attack on the Allied centre at the same time holding them on the Yser and south of the Lys.

Saturday, October 31st, 1914, was the most critical day of the first Ypres. Gheluvelt was taken after the fiercest fighting on the part of the Allied troops. Generals French and Haig were on the Menin-Ypres road near Hooge. One messenger after another came with the news of disaster. "The First Division was Collapsing." "The left of the 7th Division was beaten." "The 22nd Brigade was falling back." "The 2nd Brigade had to give way." The news would be sent to the General Staff and overwhelming forces would be directed west of the canal to break through the Cavalry Corps and the two Indian regiments there and cut off the Allied retreat. The British general gave orders to draw off the artillery through Ypres.

Scarcely, however, had these orders been sent when they had to be countermanded. The First Division had rallied in the woods west of Gheluvelt, the German advance was checked and Gheluvelt was retaken by the Worcesters. The British line was re-established, but for several days there was desperate fighting. The first German attempt to reach the Channel Ports had failed.

## THE WAR AT SEA

The first naval action of importance was the Battle of the Bight of Heligoland, August 28th, 1914. In September three British cruisers, the 'Aboukir,' the 'Hague' and the 'Cressy,' were sunk by a German submarine. The German raider 'Emden' in eastern waters sank many British ships. On November 9th (1914) she attacked the Cocos Islands in the Indian Ocean and the British wireless station there was seized but not before the operator had sent out a cry for help. This was picked up by the Australian fleet, the 'Sydney' was sent to the rescue and the 'Emden' was defeated.

On November 10th, Tsing-Tan, the fortress of Kiao-Chau, Germany's naval base in China, surrendered to a combined Japanese and British force.

On November 1st, 1914, the battle of Coronel took place off the coast of Chili. Several German ships under Admiral Von Spee met an inferior British force under Admiral Cradock and defeated them. This left the Falkland Islands and their wireless open to attack. Von Spee reached these Islands December 8th just one day later than Admiral Sturdee with British battle cruisers, 'Invincible' and 'Inflexible' and four more ships. Von Spee expected to find only the 'Canopus', one of Cradock's ships that had not been in the battle of Coronel. When he saw the others he tried to draw off but was unable to do so. He was totally defeated and like Cradock went down with his ship.

## CANADIAN NATIONAL RAILWAYS THROUGH TRAIN SERVICE

**"Continental Limited" Affords Travellers The  
Finest of Service Across Canada**

The finest of rail service to points in Western Canada and to the Pacific Coast is afforded by the fine through Transcontinental train of the Canadian National Railway—the "Continental Limited."

This train with its unexcelled equipment of modern steel sleepers, compartment cars, tourist sleepers and colonist cars, and modern steel diner, leaves Bonaventure station, Montreal, at 5.00 p. m. daily, for Ottawa, North Bay, Port Arthur, Fort William, Winnipeg, Saskatoon, Edmonston and Vancouver.

Experienced travellers who have travelled by this train across Canada declare the service to be one of the very finest—the acme of travel comfort.

From Maritime Province points connection can be made with this train by the Ocean Limited, the fast through train between Halifax and Montreal, or direct reservations can be made in Montreal through any of the Canadian National Railway ticket offices.

Information concerning this service will be given by any Ticket Agent of the Canadian National Railways or may be secured by writing the General Passenger Dept., Moncton, N. B.

## DON'T WASTE TIME

Envy successful people. Follow their example. There always has been, and there always will be, good office positions in the business world for those who are able to fill them.

The gateway to these positions is through a thorough business training.

You can secure this training by taking one of our courses. Write for particulars to

## FREDERICTON BUSINESS COLLEGE

Box 928, Fredericton, N. B.

The only School in N. B. affiliated with the Business Educators' Association of Canada.

## IMPERIAL THEATRE

ST. JOHN, N. B.

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



LITERATURE BY GRADES

(Continued from page 275)

Empire does he mention? "New England of the Southern Pole" refers to what colonies? Why of "Southern Pole"? How does he describe the citizens of India? Why? Does "Whatever statesman holds the helm" refer to English or Canadian Statesmen? That the second toast is to England and the Empire should be emphasized.

The third toast is to whom? Who can put the first two lines of the third stanza in their own words? To what does "both our Houses" refer? How do men get seats in Parliament? What does "borough" mean?

"shire"? Why mentioned in connection with Parliament members? What does the poet ask for the members of Parliament? Why? What great exploits does he say the British have performed? What does "craven" mean? What do the lines,

"Pray God our Greatness may not fail  
Through craven fears of being great" mean?

To what is the last toast drunk? Do you think this is a patriotic poem? Why? What does love of country mean? What does Tennyson wish for the Empire?

This poem should be memorized and may well serve as an Empire Day recitation. It should be correlated with other patriotic poems.



Schoolroom Atmosphere

Dustless floors and bright, clean schoolroom surroundings are quickly reflected in the work of pupils and teachers.

Imperial Floor Dressing assures clean floors and materially reduces unsanitary, atmospheric dust. It fills in unsightly cracks, preserves floors and freshens their appearance.

Imperial Floor Dressing is the most sanitary and satisfactory dressing that can be bought for school-

A single gallon of Imperial Floor Dressing will treat upwards of 700 square feet. It will not gum or evaporate, and one application will last for weeks.

room use. Ask an Imperial Oil dealer near you more about Imperial Floor Dressing.

Imperial Floor Dressing is sold by good dealers everywhere in one and four-gallon lithographed sealed cans; also in half-barrels and barrels.

IMPERIAL OIL LIMITED

Power - Heat - Light - Lubrication

BRANCHES IN ALL CITIES



## DALHOUSIE UNIVERSITY

HALIFAX

**New Entrance Scholarships.**

Three of \$200.00 each  
Five of \$100.00 each

One reserved for New Brunswick  
One reserved for P. E. Island  
One reserved for Cape Breton

To be competed for in September

**Arts, Science, Engineering**

**Music, Pharmacy, Law**

**Medicine, Dentistry**

Write to President's Office for Full Information

**New Senior Scholarships**

Three of \$200.00 each  
Three of \$100.00 each

Tenable during second year, and  
awarded on results of work of  
first year.

## BLOUSES for Suits and Separate Skirts

A fascinating place is our Blouse Section these days with new models coming in daily in anticipation of increased Blouse needs. There are delightfully correct Tub Models for sports and street wear, while in Georgettes and Crepe de Chenes are dressier styles altogether lovely.

One's needs are easily supplied upon inspection of these Blouses. Lower Prices make a pleasurable task of choosing.

(Blouse Section—second floor)

**MANCHESTER, ROBERTSON, ALLISON, LIMITED      ST. JOHN, N. B.**

## TEACHERS' EXCHANGE

A BRANCH OF

THE DEPARTMENT OF EDUCATION

We can offer a minimum initial salary of \$1200 per year to experienced teachers who hold second class certificates for Saskatchewan. We will require about 1000 teachers next year and can place about 100 male teachers, married or single, in schools where teachers' residences are supplied. These houses are of from one to five rooms, fully furnished, and the fuel is supplied free. Terms open January 1st to February 15th, and at midsummer, July 15th to September 1st. If you cannot come for January 1st, register now for midsummer 1921.

All teachers must be Normal-trained—no others need apply. No action can be taken towards placing you in a school until your standing for Saskatchewan has been decided. Write now for full information.

Attention is drawn to the fact that this is only teachers' employment agency in Saskatchewan that has any connection with the Department of Education. No commission is charged on the teachers' salary. Address all communications—Teachers' Exchange, Department of Education, Regina, Sask.

### SERVICES FREE

Please mention THE EDUCATIONAL REVIEW when writing to our Advertisers



ALL LINES OF  
**SCHOOL SUPPLIES**  
 AND INCLUDING  
**SCIENCE APPARATUS, DESKS  
 and BLACKBOARDS**

Prompt Service      Moderate Prices  
 Special attention to Maritime Provinces.

WRITE US

**McKAY SCHOOL EQUIPMENT LTD.**  
 615 Yonge St.      Toronto, Ont.

**SOME OF CHAPMAN'S  
 LOOSE LEAF NOTE BOOKS**  
 "FOR BETTER WORK"

- SCIENCE NOTE BOOKS
- AGRICULTURAL NOTE BOOKS
- NATURE STUDY PORTFOLIO
- COMPOSITION BOOK
- DRAWING PORTFOLIO
- MATHEMATICAL NOTE BOOK
- BOOKKEEPING PORTFOLIO
- GEOGRAPHY PORTFOLIO (for Map Drawing and Notes)
- PERPETUAL EXERCISE BOOKS
- CENTURY NOTE BOOKS—Ring Binders, made in several sizes, very popular.

High Quality      Low Price.

"YOU NEED THESE BOOKS"


**THE CHAS. CHAPMAN CO.**  
 LONDON, CAN.

**Thoroughness & Progressiveness**

have always been the dominating idea, in the management of this College.

A great variety of work is given so arranged that each step is a preparation for the next.

Students may enter at any time.



Send for New Rate Card


S. KERR, Principal

**The Perry Pictures**

The boys and girls will pass through our public schools but once. Unless we teach them NOW to love the beautiful, we shall have no further chance.

The Perry Pictures are one of the great factors in the uplifting and developing of the young and the slight cost of these really fine reproductions makes them available for all. Once used their value can never be overlooked.

They are one of the greatest helps for teachers ever devised.



Reproductions of  
 The World's Great Paintings

One Cent Size.  
 3x3 1/4. For 50 or more.

Two Cent Size.  
 5 1/4 x 8. For 25 or more.

Ten Cent Size.  
 10x12. For 5 or more.

Send 50 cents for 25 choice art subjects we have selected. Each 5 1/4 x 8.

Decorate Your Schoolroom With Beautiful Pictures. Frame at least one of these and hang it on your walls this month.

ARTOTYPES. Large Pictures for Framing. Price, \$1.75 for one; \$1.50 each for 2 or more; 10 for \$13.50. Postpaid. Size, including margin, 22x28 inches. 150 subjects. Send \$1.75 for the beautiful picture End of Day, on paper 22x28, or \$3.00 for this picture and Sir Galahad, or The Mill, or The Angelus, or Saved, or "Can't You Talk?"

First of all send 15 cents for our 64-Page Catalogue

of 1600 miniature illustrations, a 10 cent picture, 9x12, a New York Edition picture, 7x9, a colored Bird picture, and 54 pictures each about 2x2 1/4 printed in the Catalogue.

(Please do not send for the Catalogue without sending the 15 cents in coin.)

Saved      Landseer  
 Bird Pictures in Natural Colors.  
 Size: 7x9.

Three cents each for 15 or more.

Order now for Spring Bird Study.

Send 75 cents for pictures of 25 Common Birds, and a very brief description of each.

**The Perry Pictures Co. BOX 66 MALDEN, MASS.**

Please mention THE EDUCATIONAL REVIEW when writing to our Advertisers



# RED ROSE TEA "is good tea"



## THE COLLEGE

MISS E. F. BLOCKWOOD, Prin.  
All Grades to Graduation.  
Preparation for Universities.  
Modern Language, Domestic  
Science.  
Elocution, Stenography.  
Physical Training, Fine Arts.  
Arts and Crafts.

## THE CONSERVATORY OF MUSIC

MR. H. DEAN, Director.  
All Grades in all branches to  
Graduation.  
Teacher's Certificate.  
Licentiate of Music from Dal-  
housie.  
Bachelor of Music from Dal-  
housie.

For Calendars and information apply to  
MRS. M. E. TAYLOR, Secretary Halifax, N. S.

## MUSIC'S RECREATION EDISON'S NEW ART

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

THE NEW EDISON "The Phonograph with a Soul" which actually RE-CREATES vocal and instrumental music with such fidelity that no human ear can detect difference between the artist's rendition and that of the instrument.

Hear the NEW EDISON at your dealer's, or  
W. H. THORNE & CO., LIMITED  
ST. JOHN, N. B.

## Rhodes, Curry, Limited

(Established 1877)

Woodworkers, Contractors, Builders' Supplies

Manufacturers of

School Desks, Teachers' Desks, Black Boards

BUILDING MATERIAL GENERALLY

AMHERST AND SYDNEY

NOVA SCOTIA

Halifax Office—Metropole Bldg.

## FLAGS

ALL KINDS OF BRITISH FLAGS  
Sizes from one to seven yds. in  
length

—ALSO—

COMMERCIAL CODE SIGNALS  
Flags of Special Designs Made to  
Order

Price List on application to

A. W. ADAMS  
Ship Chandlery and Outfitters  
ST. JOHN, N. B.



## NO WORRY

"About 4 years ago I completed your courses in Latin and French. I am glad to say that since that time, in preparing myself for the first-class teachers' examination in this province, the Latin and French gave me little worry."—  
A teacher, North Portal, Sask.

Latin, French, German, Spanish, by  
Mail

L'ACADEMIE DE BRISAY  
414 Bank Street, Ottawa



## STAPLES PHARMACY

Headquarters for Students' Needs  
We carry a full line of Drugs, Toilet  
Articles, Confectionery and other  
needs. If in case of sickness bring  
your Prescriptions here.

Cor. York and King Sts.  
FREDERICTON, N. B.

Please mention THE EDUCATIONAL REVIEW when writing to our Advertisers