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VOL. XXXV. No. 3

FREDERICTON, N. B., OCTOBER, 1920

NUMBER 407

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CALENDAR FOR OCTOBER.

- Oct. 12, 1492.—Columbus discovered America.
- Oct. 14, 1066.—Battle of Hastings.
- Oct. 21, 1805.—Battle of Trafalgar Bay.
- Oct. 25, 1415.—Battle of Ajincourt.
- Oct. 31, 1920.—Hallowe'en.

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.

OFFICIAL NOTICE

NOVA SCOTIA

The attention of school trustees and teachers is directed to the requirement of the Public Health Act, as amended, that no child may be permitted to attend school who cannot present either—(a) a physician's certificate of successful vaccination (and in the case of children of the age of twelve years or over re-vaccination); (b) a physician's certificate that, by reason of the child's health, vaccination is inadvisable; (c) the declaration of conscientious objection on the part of parent or custodian; or (d) a physician's certificate that the child has had small pox.

(Previous intimations in April Journal of Education, page 230, and in Educational Review, page 22, are in error when referring to the five year limit).

A. H. MacKAY,

Superintendent of Education.

Education Office, Halifax, N. S.,
20 Aug., 1920.

New Brunswick School Calendar

1920—1921

1920

FIRST TERM

- October 18—Thanksgiving Day (Public Holiday).
- December 14—French Department Normal School Entrance Examinations begin.
- December 14—Third Class License Examinations begin.
- December 17—Normal and Public Schools close for Xmas Holidays.

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.

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MISS JOSEPHINE MacLATCHY, Editor

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EDITORIAL NOTES.

The index of volumes 33 or 34 of The Educational Review in typewritten form may be obtained on request, from the Editor.

The November number of The Educational Review will contain a number of Christmas suggestions. A very interesting and unusually attractive program will be given by Miss Proudfoot in the Playground Section. This program, using Scott's description of an old-fashioned English Christmas, given in Marmion, Canto VI., portrays the customs of Christmas as observed during the 16th Century. Three folk-dances are used, the description of which will be found in Kimmins, Guild of Play Book, Part 2, published by J. Curwen & Sons, 24 Barnes Sreet, W., London, England, price 6 shillings. These dances which are quite simple and very plainly described in this book, will be a change from the drills which have, for some time, formed a part of Christmas programs. This program will be not only entertaining but educative, as well.

The book referred to above is a valued addition to any teacher's library, because it contains many folk dances described so plainly that any one can use them. There are also programs for Christmas, Empire Day and other occasions.

The teacher who is interested to obtain suggestions regarding songs and carols for the Christmas program must not fail to read Miss Robinson's article.

The Editor calls the attention of the readers of The Educational Review to an important note which the printer omitted in the September number. The article, "The Practical Value of Geography," by Prof. Goode, was given by the Magazine Service of the National (U. S.) Council of Geography Teachers, A. E. Parkins, Director, George Peabody College for Teachers.

Subscribers to The Educational Review should consult the label on the front page, for it tells just when the subscription is paid to. It is also a receipt for the last payment. No other receipt should be necessary, unless the date on the label is wrong, when The Review would be glad to make any corrections.

EDITORIALS.

The Autumn is a gypsy, when the frost is in the air;
A joyous, tattered wanderer, with sumac in her hair.
—H. Anundsen.

Monday, October eighteenth, has been set apart as Thanksgiving Day in Canada, this year. Since so few of our Patriotic holidays fall within the school year the teacher may find it advisable to combine the Thanksgiving celebration of the school with a patriotic program.

The Ages of the Child. For many generations, six years has been considered the proper age for a child to begin his school education.

The age of school entrance has been determined entirely by the chronological age of the child. Recent studies of childhood have brought to our attention two other ages of greater significance to the school. These are the physiological and mental ages of the individual. If it is found that there is often little relation between the child's age in years and his physiological or mental ages.

Physiological age is determined by the child's physical condition, dependent upon the activity and functions of the different organs of the body. Physicians from careful study have been able to determine the proper weight of a child in relation to his height and age. In recent studies of height and weight there is found to be a direct correlation between these physical measurements and the child's standing in school. Other signs of physiological age are the time of the appearance of the second teeth; X-Ray examination of the development of the bones of the wrist and outward signs of development at the age of puberty. It has been found that there is a direct correlation between physiological age and mental maturity. Many physicians believe that the child who has not his six year molars is not physiologically six years old and is therefore not physically strong enough to withstand the shock of the change from the home to the school environment.

Mental age is of utmost significance to the school, yet many educators do not recognize the scientific facts which have been developed by this field of physiological study. Mental age is determined by the ability of the child to solve certain problems. Some individuals never pass beyond the mental age of childhood. These fre-

quently get through grades two and four, but find the higher grades too difficult. The teacher thinks them lazy and stupid. Not infrequently they present serious disciplinary problems to the teacher and principal. These children may be chronologically 10, 12, 14 or older, but are mentally 8 or 9. Many of the problems of retardation are due to the fact that the school authorities have not recognized the facts of mental age.

If careful study of these two ages be made by the individual teacher, she will be able to relieve much discouragement and suffering on the part of the pupil by advising the parents, with the concurrence of a physician,

to keep certain pupils out of school until their physiological age accords with the grade now determined chronologically; and by adapting the work of those retarded mentally to their powers. It must be remembered that one who is retarded mentally can sometimes acquire unusual motor skill through habit but his power of reasoning is too limited for him to succeed in many of the prescribed school subjects.

A knowledge of these facts does not lessen but rather increases, the teacher's obligation, for the public school in a democracy must adapt training to the needs and capacities of each pupil.

The Feeble Minded as a Public School Problem

Dr. George S. Wallace, M. D., Supt. Wrentham State School, Wrentham, Mass.

Read before the N. S. Education Association.

Nature expresses herself from the perfect of the type down through the various degrees to that which is useless or even harmful.

In the vegetable kingdom in the forest we find the perfect tree, also its neighbors in all shades of development, even to that which is dwarfed and crippled, perhaps crushed by the more sturdy and vigorous or, perchance, Mother Nature in her harsher moods, failed to give the tiny seed proper protection during the winter months or the mother tree while fruiting, on account of her exposed position on the cliff, suffered severely from the autumn blast and perhaps the summer drought was also blighting to her offspring.

From the highest to the lowest form of animal life in each species we find Nature expressing and reproducing herself in wonderful variety. Dog fanciers appreciate keenly the fine points of a dog where the good, active brain and nervous system dominate every movement of the beautiful, well-poised body of the animal. The result—a perfect dog. He also quickly recognizes that well-known "fool dog." How all horsemen love the description of the blooded, perfect horse as described in Job. The other extreme of horse life is also well known, in the shuffling gaited, balky, kicking animal.

What country boy where sheep are raised, has not taken delight in driving the playful lambs to shelter with their mothers, at eventide, and has not had his sympathy go out to the lamb with the feeble brain that could not hold its head erect as he gathered it into his arms and tenderly carried it to the sheep fold.

In human life we also find all degrees of mental and physical health and disease; in health as expressed in the well-poised, active men and women about their various occupations, with healthy, strong brains and nervous systems in tune with vigorous bodies. In disease we find all deviations from health in the army, of invalids

in the homes, in the sanatoriums and hospitals. We can, therefore truly say with Tennyson "So careful of the type she seems, so careless of the single life."

The brain and nervous system is a physical organ as are the heart, lungs, stomach or any other organ of the human body. Therefore, mental disease or mental defect is as much a physical disorder as heart disease or heart defect.

The difference between insanity and feeble-mindedness is: in insanity we have a brain failing to function properly on account of a diseased condition; in feeble-mindedness we have a brain failing to function properly on account of its being defective in its structure. Insanity rarely occurs in childhood. Feeble-mindedness always occurs in childhood and is usually congenital—that is, it exists from birth or may be caused by acute illness in infancy or early childhood which prevents the brain cells from properly developing.

Feeble-mindedness or mental defect is, therefore, as old as the human race. We find the Spartans in their attempt to wipe out feeble-mindedness from their race, most ruthlessly applying eugenics in their casting of their feeble-minded offspring into the River Eurotes. Where is this Spartan race today? How truly can be said of them "He that saveth his life shall lose it." It was that greatest of Teachers in the broad school of Christianity who taught his pupils to nurse the sick, care for the needy, help the helpless, comfort the fatherless, and that he that loseth his life shall save it who brought the first ray of hope to the feeble-minded.

During the middle ages, however, the feeble-minded was poorly understood. By some fanatics he was persecuted for being possessed of a devil; by others, he was worshipped. Unfortunately that fog of misunderstanding of the feeble-minded has been so dense that we are only now beginning to peer but dimly through the mist

and gaining some slight conception of the problem of mental deficiency.

During the reign of Edward II of England, the feeble-minded were first recognized in legislation by an act in which the Crown took possession of and held land belonging to a feeble-minded person and disposed of it to his natural heirs at his death. It was about the middle of the 17th century that the first organized effort was made to care for the feeble-minded. St. Vincent de Paul secured from Anne of Austria permission to use as an asylum an ancient chateau in France and there gathered the outcast children who were mentally weak and cared for them.

Clinically there are three classes of feeble-minded—the Idiot, Imbecile and Moron. The Idiot is a child whose mental development is arrested to the extent that his intelligence never attains to a higher point than that of a normal child of three or four years of age; the Imbecile, that of a child between four and seven years; the Moron, that of a child between seven and twelve years. The Idiot, while he may be a great burden in the family, yet on account of his limitations never becomes a serious social problem. The Imbecile, also a problem in the home may, on account of his higher development and his ability, in a limited way, to move farther from the home and thus, at times, away from interested supervision, falls under the influence of designing or thoughtless persons and becomes a real agent for harm in the community. The Moron, however, with his comely appearance, his free though limited use of language, goes much farther afield and is usually unrecognized by the community as a mental defective until he has committed some overt act or sown the seed for a sequence crop of serious social conditions for the community to reap.

Etiological mental defect is of two types—Accidental and Hereditary, perhaps in the ratio of 50 per cent. each. The Accidental occurs in families of good stock, comparatively free from mental and nervous diseases and defect. These cases of defective brain can well be compared to the defect of any other organ of the body occurring in a child of a family otherwise vigorous and strong. Accidental mental defect occurring as it does in families of good intelligence rarely becomes a serious community problem. The children thus afflicted are intelligently understood by their parents and other members of the family and their supervision and care are thus assured. These children are well cared for in the home, in the state schools or in private schools and, further than a great disappointment and grief to the parents and family, are not social problems. It is the other 50 per cent.—the hereditary type of mental deficiency that is of great concern to any forward looking community, state or nation. Hereditary pauperism and feeble-mindedness are synonymous. That is, where for

generations families or members of families have been supported at public expense. The mental surveys of prisons have shown that the prison population is from 30 to 60 per cent. mentally defective. The mental survey of prostitutes in Boston as conducted by Dr. W. E. Fernald a few years ago showed that 50 per cent. of these women were mentally defective. The recidivists in our courts are feeble-minded. The mental examination of a hundred mothers of illegitimate children in a Pennsylvania Hospital cared for at public expense showed that more than 90 per cent. of these women were feeble-minded. Hereditary mental defect is, therefore, closely associated with pauperism, prostitution, spread of venereal diseases, crime, illegitimacy and, in fact, all the social ills. In the studies of the Hill Folk in Massachusetts by Davenport, the Jukes Family in New York by Dugdale, The Kallikak Family in New Jersey by Goddard, is shown the far-reaching and calamitous results of hereditary mental defect. In the Kallikak family especially is shown the virulence of the germ plasm of mental deficiency as carried by the feeble-minded girl, the founder, on the maternal side of such a large family of degenerates. The germ plasm of the founder of this family on the paternal side which, when crossed with that of a normal woman founded a brilliant family of useful people, was impotent in neutralizing the degeneracy carried in the veins of the feeble-minded girl. Davenport says that almost every county in the nation has one or more communities similar to the Hill Folk. With these families carrying such marked degeneracy in their germ plasms in every county throughout the nation, is it any wonder that the stream of human life is being continually polluted. Many of the brightest young people of these families drift into the larger centres, there marry and thus start a new focus of degeneracy.

It is evident that feeble-mindedness in the human race is nothing new, but it is also evident that there are family strains in which the germ plasm is so tainted with mental deficiency and degeneracy, that these families should become extinct.

How shall this menace of feeble-mindedness be held in check? What shall be done to prevent this form of hereditary mental defect from spreading? for it is well known that feeble-minded families are remarkably prolific. There is just one remedy that will meet this condition and that is education of the public on this important matter that strikes at the very heart of the nation. Enlighten the general public on any subject in a democratic Anglo-Saxon community and eventually that subject will be correctly settled. We must not think however, that the community is educated on this subject of feeble-mindedness until every teacher, every clergyman, every physician, every lawyer and all leaders in the community are properly informed. Then legislators,

backed by so intelligent a public on this subject will place on our statute books laws so humane and considerate for the feeble-minded that they will be educated, cared for and protected and where necessary, permanently segregated.

These leaders in the community, however, cannot be properly educated on this subject until the colleges, medical schools, divinity schools, normal schools and all the higher seats of learning have departments for the study of abnormal psychology as well as normal psychology. In fact, the normal schools should be equipped with laboratories for the study of defective children in connection with the study of abnormal psychology. Then they should have model classes for defective children where teachers can be properly instructed in teaching abnormal children.

Next to the home, the school has more to do with moulding the lives of children than any other agency. In this country the law makes it necessary for all children to pass the threshold of the public school. Teachers, by virtue of their training and experience appreciate their great responsibility to their normal pupils, but how few feel any real sense of responsibility towards the feeble-minded child. Yet perhaps there is not a school district where in every generation there is not one or more feeble minded.

When we understand how closely feeble-mindedness is associated with the ulterior and harmful side of life, should we not try to understand the feeble-minded child in the public school before he has become a harmful agent in society? Every child should be studied first of all as a human being, and there is no place that this study can be so well made, as in the public school for here, during a period of ten or fifteen years, the child is under daily supervision at work and at play.

A card system should be kept that we would give much more than the academic history of the child's life. It should give as well an accurate history so far as possible of those qualities of character which constitute personality or individuality. This history of the child should be part of the permanent school record and should pass from grade to grade with the child so that the new teacher will be enabled to quickly understand the characteristics of each child. The history should be something as follows:

I. PERSONAL MEDICAL HISTORY:

By the family physician or school physician or both.

Condition of birth.	Acute Diseases.	
Nervous Disorders.	Special Defects.	In-
juries or Accidents.	Eyes.	Ears.
Nose.	Throat.	Teeth.
Nutri-	Size and weight for age.	Vitality.
tion.		
Advice given.	What action was taken.	

II. PERSONAL CHARACTERISTICS:

General emotional tone.	Happy.	Good-
Natured.	Even-Tempered.	
Or Sober.	Ill-Tempered.	Moody and
Changeable.		
Love of Excitement.	Sense of Humor.	
Frankness and Truthfulness.		
Or Love of Quiet.	Lacks sense of Humor.	
Reticent and Deceitful.		
Love of Beauty,	rhythm,	color,
ture,	animals,	sensitive,
		sympathetic.
Or Matter of fact,	prosaic,	sordid,
enthusiastic in likes,	insensitive.	un-
Principal interests and what is child's ambition for self when grown up.		
Behaviour:— (What characteristics shown in school activities and play).		
Active,	alert,	keen,
ambitious,	in-	
dustrious,	or	
Quiet,	lethargic,	listless,
apathetic,		
indolent.		
Self-confident,	resourceful,	adventure-
some,	cautious,	or
Lack of assurance,	unresourceful,	inadven-
turesome,	reckless.	
Steady and persevering,	plucky,	courage
ous,	stubborn,	or
Capricious,	changeable,	disheartened,
timid,	docile.	
Tactful,	restrained,	self-controlled,
or		
Blunt,	headstrong,	self-indulgent.
Kind of companions chosen.		Favorite kind of
play.	Interests outside of school life.	In
the home,	in the community,	in church life,
in music.		

A running history of this kind of every child during his school life would be of inestimable value to the pupils, to the teachers and to the community. Such a history of the school life of the children would make it impossible for the feeble-minded child to escape detection. And when it is determined that a child is mentally defective this defectiveness should be recognized as any physical ill, the same as a congenitally weak heart, a congenitally weak stomach or congenitally weak lungs. One of the duties of the teacher is to teach the physically and mentally normal children to have a broad sympathy for any child who is weak mentally and that it is their duty to help and protect the unfortunate child as they would help a child with a weak heart, a crippled leg or arm. Teachers should recognize quickly the mental handicap under which some of their pupils are struggling. These children should not be punished to make them learn lessons they cannot understand; they should not be detained

after school; they should not be held up to ridicule before the other children. The wise teacher will be ingenious enough to make some provision in a little corner of her school room whereby she will work out some curriculum for the mentally defective child that he may have a chance. The housekeeper who takes care of the corners will have the middle of the room clean and so the teacher who cares for the weak and backward child in the school will always have the bright children up to the standard. Special classes should be inaugurated in the towns and cities where these mentally defective children can be given special training. Handwork in these classes should be emphasized, such as woodworking, basketry, metal work, domestic science, laundry, cobbling, printing and gardening. Teachers for these classes should be selected on account of their broad outlook on life, fine human sympathy and with a background of first class educational training. The educational system that is not training those who have fewer talents to make the best use of them is not meeting its responsibility. Many of these mentally defective children, with the right training can be made to be self-supporting and self-respecting. This is the day of conservation and reclamation. Therefore, all those who are mentally handicapped should be recognized early and by suitable training, fitted as far as possible to become wage earners and supporters of the public good.

'Tis true, this method is expensive but not so much so as the extravagant disregard of the feeble-minded children in the public school system of the past. We are now caring for at great public expense in our almshouses, police courts and reformatories those feeble-minded individuals who, as children, were uncared for and untrained. Is it any wonder that these feeble-minded children, compelled by law to spend the formative years of their lives in a school where they are not understood either by teacher or pupils, where they are belittled, where their best intentions are ridiculed, where they fail to receive the sympathy their little souls crave and the affection for which their hearts yearn should, in adult life, become difficult social problems?

No human being can live unto himself alone. This is equally true of the feeble-minded as well as of normal people. The feeble-minded person cannot live unto himself alone in the home, in the school or in society. He will reflect in adult life the interest or lack of interest that has been shown him in each of these three fields during his development period. The school is the strongest factor for good or evil in the life of the feeble-minded individual. The school that early recognizes his condition, strives to minimize his limitations, gives him advantages according to his needs, fits a school curriculum to his understanding, gives him the task that he can accomplish (and thus allows him the joy that every human

being craves) that of doing something that is useful will, in this way, prepare him for future usefulness either in the community or in his institutional world. A public school system in the large centres and cities could well afford to maintain an office to assist in securing the special class pupils suitable employment when they graduate from school; also to give them supervision, advice and encouragement at their work and in the community. What other agent is so well qualified as the public school if the school has actually made a study and kept a record of each child. The schools know intimately his weak points, his character defects as well as his stronger points. His record in school shows if he has been more interested in a loom, painting and repairing furniture, repairing of shoes, handling woodworking tools or in the school gardens. These preferences when measured up with his weaker or stronger character traits would surely be a guide to the school agent in determining for what kind of employment the pupil would be best adapted. If the school has maintained the proper spirit toward the pupil during his school life, is it not most natural for the child to turn to his teacher whom he loves and respects when he is launched into the difficulties of earning a livelihood.

No educational system for the feeble-minded can be complete, however, without the State or Provincial school for the feeble-minded. The public school should be the clearing house for the state school. There are large numbers of the feeble-minded that cannot be properly cared for except in a state school. In many homes the feeble-minded child is such a burden that even the dissolution of the home is threatened. Here the state should step in and give care and education. Many feeble-minded children, on account of nervous instability, must have, in addition to education advantages for their best development, the regular systematic supervision of institutional life. A large number of feeble-minded children, after they have received thorough training in the special classes, are wholly incapable of protecting themselves against the temptations that come with the awakening of sex interests at the age of puberty and, therefore, need the protection of the state school. The large number of waifs and uncared for feeble-minded in every state should have a good, permanent home provided for them in a state school. Also, one of the most important functions of a state school is to provide permanent segregation for those families of hereditary feeble-minded degeneracy so that these families may become extinct.

TO SUMMARIZE.—The story of the feeble-minded is as old as the human race. Etiologically there are two types of mental defect—Accidental and Hereditary. The Accidental is of comparatively small social significance except as it may prove such in individual cases because of the burden to the family. The Hereditary form,

however, is of great social importance as it is directly hereditary and, as we have seen, is closely associated with the ulterior side of human life and, therefore, opposed to the best interests of society.

The problem is an educational one; first to educate the community as to what mental deficiency is, how widespread it is, how tremendous a burden it is, how, by great financial public expense the burden is being indirectly borne by the public in courts, jails, reformatories, almshouses, lying-in hospitals, care of venereal diseases, institutions for the blind, Boards of Charity, Societies for the Prevention of Cruelty to Children, and all Associated Charity Organizations. Second, it is for the

public schools to detect mental defect in pupils, then to adjust to their needs a suitable educational program.

The public school system should function closely with the Provincial or State School and refer to the State School those children who cannot be well cared for at home and, above all, those children of the hereditary type of mental defect, that they may be permanently segregated in order that defective family strains may become extinct. A community whose educational system provides for the proper recognition and education of all its feeble-minded children may be relied on to give the proper supervision to its adult feeble-minded and thus prevent them from becoming a menace to society.

THE NEW EUROPE

Professor G. A. Cornish,

(Reprint by permission of The School, Toronto.)

The geographical boundaries of the countries of Europe have been materially modified; many of these boundaries have not yet been fixed. As treaties with each of the enemy countries were drawn up the boundaries, as they affected these countries, were indicated. Already such treaties have been presented to Germany, Austria, Hungary, and Bulgaria. As no treaty has been presented to Turkey, the division of that empire is still unsettled. The treaties, after being drawn up and signed by the delegates from both sides, have to be presented to the several parliaments, passed by them, and then finally signed before coming into force. It is not necessary that all the Allies should sign a treaty in order to bring it into force. Provision was made that as soon as three of the great nations signed a treaty it would be valid. Thus, although the United States has failed to ratify the Treaty of Versailles with Germany, Great Britain, France, Italy, and Japan have done so and it is now in force. The treaties with Austria, Hungary, and Bulgaria, although they were signed by the delegates, have not yet been finally ratified.

France has had returned to her the provinces of Alsace and Lorraine. The area of these provinces is 5,600 square miles and the population about two million. Before the war Germany was the second largest country in Europe, Russia alone surpassing her in size. With the transference of Alsace and Lorraine to France, Germany goes back to fourth place and France rises to second place in size. It is not merely in size, however, that Germany has lost and France has gained. Alsace-Lorraine was one of the most important industrial and mining regions of Germany. Lorraine contained the most important iron mines in Germany and Alsace was one of the chief centres for the manufacture of textiles, especially cotton goods. The addition of iron mines and cotton

manufactures to France is of great value. France, in many respects the country in Europe with the greatest natural endowments, was lacking chiefly in minerals. Her only important coal mines were situated about Lens and were so badly devastated by the Germans that it will take years to have them running. Nine-tenths of her all too meagre supply of iron ore came from the vicinity of Nancy, on the borders of Lorraine. With the addition of Lorraine this field is greatly extended; her supply of iron ore will more nearly meet the demand; and her imports will be much diminished. Having secured Lorraine, France is brought into more intimate connection with the vast supplies of iron ore from Luxemburg, which formerly went largely to Germany. The chief cities ceded to France with Alsace-Lorraine are Strassbourg, population 200,000; Mulhausen, 100,000; and Metz, about 70,000. Strassbourg is an old university city and a fortress on the Rhine; Mulhausen is at the centre of the cotton manufacturing; and Metz is an important fortress.

Perhaps the greatest geographical advantage France has gained is the extension of her boundaries to the Rhine River. The Rhine is the most important inland waterway in Europe and thousands of steamers ply on its waters; some go as far as Basle in Switzerland. By extending her eastern boundary to the bank of this river France has brought the part of her country farthest from the sea into the sphere of ocean traffic, and has also opened up communication with the whole of Central Europe, the most densely populated part of the continent.

It was said that France's chief coalfields in the north were destroyed during the war. One of the richest of Germany's coal mining areas, that in the Sarre Basin, has been taken over by the League of Nations, and the product of these mines during the next fifteen years is to be sent to France. This will partly compensate France

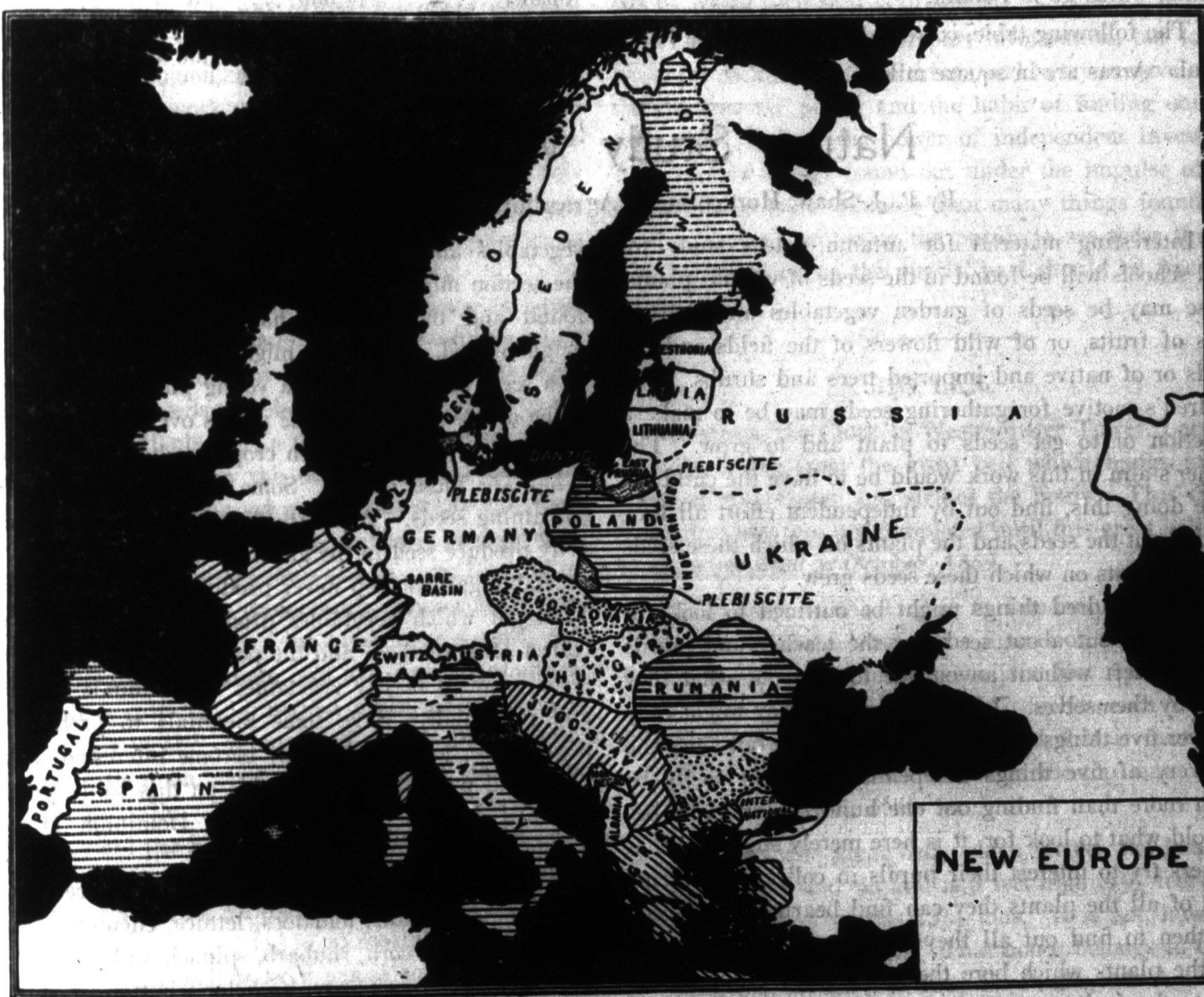
for the loss of her mines, but she will still be an importer of coal.

Germany's loss of territory is considerable. Besides the loss of Alsace-Lorraine to France, the Sarre Basin to the League of Nations, and a few hundred square miles to Belgium, there is the large loss of territory on her eastern frontier to Poland, namely the whole region surrounding the city of Posen, a corridor on both sides of the Vistula River right to the Baltic, and a considerable part of East Prussia. Further, a small part of the extreme north-eastern part of East Prussia goes to

her three chief coalfields only one will remain—the Ruhr field on the Lower Rhine.

The Polish corridor along the Vistula breaks Germany into two separate portions with no land connections whatever. A clause in the treaty, however, gives Germany free passage across the corridor between the two parts of her disjointed empire.

The loss of territory is not going to affect Germany's commercial activity, except in the respect already mentioned—the loss of her coal mines. This, however, is a vital matter since her manufacturing activity de-



[BY COURTESY OF "THE SCHOOL"]

Lithuania. Lastly, the sea-port and naval base of Danzig comes under the League of Nations. Germany stands to lose still more territory, for in three districts a plebiscite is to be taken to decide the final disposition of the region. North Schleswig, between Germany and Denmark, a corner of southeast Silesia, and the southern part of East Prussia are all to vote.

Silesia is of vital importance because it contains the richest coal mines on the continent, and if Germany loses this territory she will be indeed crippled, for out of

pends largely on a supply of power generated by coal, and if she becomes a large importer of coal (especially since the price of this necessity has risen so high) her ability to compete for the world's markets will be seriously crippled. It is true she has lost her most valuable iron mines in Lorraine, but she never depended on her own mines for supplies of iron ore, but imported largely from Sweden and Luxemburg.

In one other respect her shipping will be affected. Her two great internal waterways are the Rhine and the

Elbe. Both of these have been placed under an international commission in which the Allies will have control, and it is certain that no discrimination will be shown in favour of German traffic. Add to this the fact that the Vistula is no longer a German river and it is evident that internal waterways so important to Germany, have been largely removed from control.

The chief cities lost to Germany are Strasbourg, Metz, and Mulhausen, which go to France; Danzig, which is internationalized, and Posen and Thorn on the Vistula, which go to Poland.

The following table, corrected to date, may be found useful. Areas are in square miles.

Countries of Europe	Area	Population	Capitals
Belgium	12,000	8,000,000	Brussels
France	213,000	41,500,000	Paris
Netherlands	13,000	6,400,000	Amsterdam
Norway	125,000	2,600,000	Christiania
United Kingdom	122,000	47,000,000	London
Portugal	35,000	5,700,000	Lisbon
Spain	195,000	20,500,000	Madrid
Austria	32,000	6,500,000	Vienna
Bulgaria	11,000	5,000,000	Sofia
Czecho-Slovakia	56,000	14,000,000	Prague
Denmark	16,000	2,900,000	Copenhagen
Yugo-Slavia	97,000	10,000,000	Belgrade
Finland	126,000	3,700,000	Helsingfor
Germany	179,000	64,000,000	Berlin
Hungary	35,000	9,000,000	Budapest
Greece	51,000	7,000,000	Athens
Poland	160,000	40,000,000	Warsaw
Russia	1,600,000	86,000,000	Petrograd
Rumania	115,000	17,500,000	Bucharest
Albania	11,000	900,000	Durazzo
Estonia	15,000	2,500,000	Revel (?)
Latvia	20,000	1,500,000	Riga
Lithuania	15,000	2,500,000	Vilna
Ukraine	216,000	25,000,000	Kieff

Nature Study With Seeds

By P. J. Shaw, Horticulturist, Agricultural College, Truro.

Interesting material for autumn nature study for rural schools will be found in the seeds of various plants. These may be seeds of garden vegetables and flowers, seeds of fruits, or of wild flowers of the fields and the woods or of native and imported trees and shrubs. The children's motive for gathering seeds may be to make a collection or to get seeds to plant and to grow. The teacher's aim in this work would be to have the children, while doing this, find out by independent effort all they could about the seeds and the plants on which these seeds and the plants on which these seeds grew.

One hundred things might be outlined to look for and to find out about seeds, or the teacher and pupils might be left without an outline to find out what they could by themselves. In the latter case they might only discover five things instead of one hundred, but since the discovery of five things independently might easily be worth more than finding out one hundred things by being told what to look for, it is here merely suggested that teachers try to interest their pupils in collecting the ripe seeds of all the plants they can find bearing these seeds and then to find out all they can about both the seeds and the plants which bore them and the relation of the seed to the fruit.

Pupils might be asked to search in their gardens at home for ripe seeds of vegetables, flowers and weeds, and to bring to school these seeds, together with the pods, or shells or fruits in which they grew.

The teacher, of course, should take proper interest in these seeds and try to find out all she can herself about them. The seeds might be preserved in small bottles, in paper bags or other convenient receptacles. They might be used to plant later, they might be examined and used as objects to sketch, or draw, and to study. In connection with this work an inventory of the different kinds of

vegetables and flowers grown in the home gardens of the section might be made and a list of the wild flowers found and the different native trees growing in the neighborhood. Attention might be called to the nature of a seed, how it contains a young plant and in annuals is the means of carrying the plants over winter.

Some vegetable garden crops are harvested as seeds. What are these crops? Some are harvested as fruits containing seeds. What are these? Some do not ordinarily produce seed in the garden. What are these? One vegetable garden crop never produces seed. What is it? Find out which vegetables produce seed the first year, collect seeds of these and the pods or fruits in which the seeds grew. Classify vegetables into annuals, biennials, and perennials. Save some biennials to produce seed next year. Some pupils may become interested in vegetable seed production. Bulletins on this subject may be obtained free by addressing The Dominion Horticulturist, Ottawa.

Some seeds which will be found interesting are those of peas, beans, tomatoes, lettuce, cucumber, pumpkin and squash, corn, rhubarb, spinach and potato; seeds of flowers, such as pansy, bachelor's button, nasturtium, morning glory; seeds of weeds, such as pigweed, cadlock, shepherd's purse, dandelion; seeds of fruits, such as apple, pear, plum, cherry, ever-bearing strawberry if any are grown, blueberry; seeds of wild flowers such as Mayflower (who can find them?) trillium, clintonia, lady's slipper, violet, daisy, buttercup, golden rod, aster; seeds of native trees such as beech, maple, birch, oak, ash, hazelnut, spruce, fir, hemlock, pine. Who knows what each of these seeds looks like? How many kinds can be found?

Tree seeds which are to be planted should either be planted as soon as they are gathered or should be kept

cool and moist in a box of sharp sand until next spring. The usual method is to place the seeds in the box in layers with alternate layers of sand. They should not be allowed to become very dry. If planted in the fall, the ground should be well prepared and should be sandy or gravelly so that it would not bake or become too hard by next spring. When seeds are placed in a box of sand to keep through the winter the box is usually buried a foot or two below the surface of the ground in sandy or gravelly soil or placed on a cellar floor where the seeds will keep cool and moist. Care should be taken to prevent injury from mice or other rodents.

Pupils might in this way become interested in growing useful fruit or ornamental trees or shrubs to plant on the school grounds or at home. But the really valuable part of any of this work would not be the plants grown, but the interest created in these things and in what the pupils are led to find out for themselves while they collect the seeds or grow the trees and shrubs. Did you ever try growing strawberries from seed? Or potatoes or cranberries or apples? These all grow freely.

Small seeds should be started in the house in boxes of fine soil. The boxes should be covered with panes of glass or with burlap, or newspaper until the seeds begin to come up. The seeds may be sown in the fall or in the spring or both. If planted in the fall they are not likely to survive the winter in the ordinary school room, or home, but will serve as good material to study and more seeds may be sown again in the spring if enough have been gathered.

Do you know what young potato plants from seed look like? Can you find potato seed in the garden or field? Compare with tomato. In the case of the tubers, which farmers call "seed," do you know what weight to a hill is a fair yield? What would this be to the acre? How many hills to an acre? Bring to school the potatoes from separate hills. Note the variation in the tubers and in the yield per hill. One way that improvement of seed stock of potatoes is brought about is by hill selection. Find, if you can, an ideal hill. Make a list of its characteristics.

It is generally well to let the pupils make their own study of the objects in their own way, and with as little interference from the teacher as possible. Let them follow out their own interests in their studies. Often, however, a suggestion is useful to start an interest. To make a comparison of material often brings out important points.

Some pupils may be more interested in studying a few kinds of seeds, or even one kind, than many kinds. For such pupils a thorough study of even one kind of seed, extending throughout the year, might be of more educational value than learning a little about every kind of seed that can be found. For instance, a pupil might

collect apple seeds of different varieties of apples, studying their different characteristics, store some seeds to keep properly through the winter, planting others in the autumn. Then study the growth of young seedlings and the differences as these seedlings develop and finally, when they are old enough in one or two years, graft them to desirable kinds. Many things might be discovered in this work by the pupil. Another pupil might be interested in the seed production of a biennial vegetable such as a turnip or a parsnip. The selection of a suitable plant for this purpose would call attention to the importance of the use of good seed in gardening and the methods by which such seed is produced.

The object is not to impart information, but to interest the children in these things and to try to develop in the children the power and the habit of finding out for themselves, that is, the power of independent investigation. A few things found out under the impulse of interest will be more valuable than many things found out by the teacher's requiring the pupils to see these things. The investigation on the pupils' part should be free and untrammelled.

BIG BEN.

Big Ben, the Clock in Westminster Tower, London, takes its name from the great bell which hangs in the centre of the Tower and strikes the hours. This clock, begun in 1844, was not completed until this great bell was hung in its place in October, 1859.

This clock is the largest in London. It has four faces, each 23 feet across. The figures on the dial are 2 feet high and each minute space is a foot square. The minute hand makes a jump of 7 inches each minute. The clock tower is so high it is said that if thirty tall men stood on each other's shoulders the top man would only reach the middle of its face.

Big Ben, the great bell, which strikes the hours is made of copper and tin and is 8 feet high, 9½ feet wide at the bottom and weighs 13½ tons. It is not, however, the largest bell in London. That honor belongs to Great Paul, the bell in the Tower of St. Paul's, which weighs 17½ tons.

The present Big Ben is not the first bell which hung in the tower. The first bell was larger and was cracked soon after being hung in the Tower and was not rung for a long time. Then he was twisted around in his Tower so that the tongue hit the uncracked part and in this manner the clock has been striking for nearly fifty years.

Big Ben's predecessor was Great Tom of Westminster, a clock which was put in the old House of Parliament during the reign of Edward I and told time over London for 400 years.

OFFICIAL PAGE

OF THE

New Brunswick Teachers' Association

The Editor of The Educational Review has generously placed this page in each issue at the disposal of the N. B. Teachers Association, to be used as a medium of communication between the officers and members. We trust that the members will avail themselves of this opportunity to let their fellow teachers know how the Association is working in the various sections of the Province, and to bring before them anything tending to the welfare of the Association.

All communications will be addressed to the Secretary of the Association.

B. C. FOSTER.

All the members of the Teachers' Association will recall that at our last meeting a very important resolution was passed, making all regularly licensed teachers eligible for membership.

Previously Second and Third Class teachers were not admitted, as it was thought that their inclusion would make the Association too unwieldy. Considerable feeling was aroused among these on account of this decision, and the demand for their admission was insistent—indeed an Association of Second and Third Class teachers was formed in the southern part of the Province.

This being the case, there was a decided feeling of disappointment when, the opportunity being given, only a comparatively small number came forward to join the Association. This was probably due to the hurry and confusion at the close of the meeting, but no time should now be lost in joining in order to assist in promoting the objects of the Association, and share in the benefits accruing therefrom.

In order that the Association should function properly, and be in a position to carry into effect the very important objects the Officers have in mind, it is imperatively necessary that practically all the teachers of the Province should become members of the Association.

To accomplish this, the Local Committees should at once organize and thoroughly canvas their districts, but any teacher not reached by this means may join by obtaining an enrolment slip from Secretary McFarlane.

The above mentioned objects of the Association, which demand immediate attention are:

1st The arranging and fixing a Schedule of Salaries for all classes of teachers in the Province by the Executive.

This will be a herculean task, which will require all the knowledge and ability which we can command.

Let each teacher get in touch with the Local Committee in his district and give all the help and assistance in his power, so that the Chairman may come to the meeting of the Executive with a complete and well considered schedule from his district. It is only by this means that the Executive can hope to get a satisfactory schedule.

2nd To formulate and present to the Government a Pension scheme for Teachers.

At the last meeting of the Association, the Executive was empowered to proceed with such a scheme, involving the principle of part contribution by the teacher and an increased grant from the Government. While proceeding with the work imposed upon them by the Association, the Executive invites suggestions and hopes that the teachers will discuss the question, not from the narrow and selfish point of view, thinking only of how it would affect them personally, but rather from the broad and magnanimous stand point of the benefit it will be to the Profession at large.

3rd To raise the standard of qualification for the different grades of license, so that our teachers may be better prepared for their very important work.

This, and other matters of no less importance, must be postponed until the carrying out of our programme has produced the effect hoped for, viz., to attract to our profession and retain in it a sufficient number of teachers to supply all the schools of the Province—a consummation devoutly to be wished.

The above objects will be further elaborated in future issues of The Review.

Teachers of New Brunswick who have not yet joined the New Brunswick Teachers' Association are requested to fill out the following blank and mail it to the Secretary, A. S. McFarlane, Fredericton.

NEW BRUNSWICK TEACHERS' ASSOCIATION
ENROLMENT SLIP.

Name of Teacher, Mr. or Miss

Class of License held

Address for year 1920

Home Address

Number of years in the profession

Present Salary from Trustees

Present Salary from Government

Date of enrolment

FEE ENCLOSED ONE DOLLAR

ENGLISH LITERATURE IN THE GRADES

Grade I.

MARCHING SONG.

Bring the comb and play upon it!
Marching, here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a Grenadier!

All in the most martial manner
Marching double-quick;
While the napkin like a banner
Waves upon the stick!

Here's enough of fame and pillage,
Great commander Jane!
Now that we've been round the village,
Let's go home again.

—Robert Louis Stevenson.

I. Introduction.

Have you ever played soldiers? What did you do John? Did you carry a gun? What can be used for a gun? Did you wear a soldier cap? We will learn how to make one after class. Get children to tell of good times they have had playing soldier and so get interest in an enthusiastic manner.

II. Presentation.

"I am going to read you a poem about some children who were playing soldier." When all the class are sitting straight and alert then the teacher will read this poem in an enthusiastic manner.

III. Discussion of Poem.

Did these children have music to march by? How did they make it? Who has played upon a comb? Will you tell me how to do it? It is much easier to march to music, is it not? Listen while I repeat part of the poem again and see who can tell me how many children were playing? What were their names? What does each do? What is a "highland bonnet?" What does "cock his highland bonnet" mean? Who was the smallest do you think? A Grenadier is one very fine kind of soldier. How are they marching? (Feet in time) Martial means "like a soldier." "All in the most martial manner" means they are standing straight, marching in time like soldiers. What did they use for a flag? In the last verse they are getting tired. They've marched around the village and so they ask Commander Jane to take them home. "Commander Jane" means the leader. Do you think they had a good time?

IV. Memorizing the Poem.

This poem should be memorized and may be used as a recitation.

V. Correlation.

This poem may well be correlated with a drawing lesson letting each child draw his picture of the children

marching. The best of these may be placed about the room as decoration.

Grade II.

FOREIGN CHILDREN.

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish that you were me?

You have seen the scarlet trees
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

Such a life is very fine,
But it's not so nice as mine;
You must often, as you trod,
Have wearied not to be abroad.

You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home.

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish you were me?

—Robert Louis Stevenson.

I. Introduction.

It will be helpful if the teacher can have pictures of foreign children to show when introducing this lesson. Their unusual clothing will impress the children's imagination and give the poem more interest. This lesson should be introduced by reviewing some of their former talks about the habits and lives of Indian children, children of far North and the Orient. What are some of the things these children see which you would like to see? Would you like to be able to do some of the strange things they do? Would you like to exchange places with (naming different nationalities)?

II. Presentation.

The teacher should quote this poem with such careful interpretation that the class will feel the small boy's satisfaction with his own home.

III. Discussion of Poem.

What are "foreign children?" Listen while I repeat the poem again to see who can remember all the foreign children named? What Indian tribes are mentioned? (Sioux is pronounced Soo). Where did the Indians live? How did they dress? What strange things did they do? Where does "Eskimo" live? What unusual things does he see? What kind of queer clothes do Turks wear? How does the little "Japanee" dress? Teacher should then quote next two stanzas. What are some of the strange sights these children have seen? Have you ever seen a lion? They are wild in some countries. Teacher should show picture of an ostrich and tell how large their eggs are. A picture of a turtle will help to make clear why turning turtles off their legs seem something of a feat. The little child thinks all this quite

fine, but what does he say about his own life? How did he think the other children must have felt sometimes? Listen to what he says about their food. Fourth stanza. What does he say they have to eat? What does he have? Do you suppose the little foreign children think their food queer? What do they think of ours? Where does the little boy live? Why is he sorry for the other children? Do you think the little boy likes his country? Why? Do you suppose the other children like theirs, too? Do you suppose they want to exchange with us? Do we want to exchange with them?

IV. Memorizing the Poem.

The poem should be memorized and will serve as an excellent recitation.

V. Correlation.

This poem should be correlated with talks about the lives and habits of children of other countries. Pupils may be encouraged to draw pictures of them and will also enjoy cutting them out as paper dolls.

Grades III. and IV.

THE SONG OF THE BOW.

What of the bow?
The bow was made in England,
Of true wood, of yew wood,
The wood of English bows,
For men who are free,
Love the old yew tree,
And the land where the yew tree grows.

What of the cord?
The cord was made in England?
A rough cord, a tough cord,
A cord that bowmen love,
And so we will sing,
Of the hempen string
And the land where the cord was wove.

And what of the shaft?
The shaft was cut in England,
A long shaft, a strong shaft,
Barbed and trim and true;
So we'll drink all together,
To the grey goose feather,
And the land where the grey goose flew.

What of the mark
Ah! seek it not in England,
A bold mark, an old mark,
Is waiting over-sea;
Where the string harp is chorus
And the lion flag is o'er us,
It is there that our mark shall be.

What of the men?
The men were bred in England,
The bowmen—the yeomen,
The lads of dell and fell,
Here's to you—and to you,
To the hearts that are true.
And the land where the true hearts dwell.

—Sir A. Conan Doyle.

I. Introduction.

This lesson should follow the story of a famous battle, such as Agincourt, which was won by the English Archers. The children should realize that this was the weapon of our ancestors, before the invention of gun-

powder. All the boys have made bows and arrows. Some discussion of the needed characteristics will stimulate interest in this poem.

II. Presentation.

The whole poem should be read by the teacher in an enthusiastic tone that the children may appreciate the patriotic spirit expressed in each stanza.

III. Discussion of Poem.

Yew wood is tough. It is still used by some Asiatic tribes to make their bows. What kind of a bow does he want? Hempen—made of linen. Why? What does "wove" mean? What is the "shaft?" What kind of a shaft is best? Why did they put a grey goose feather on it? What other name is used sometimes for "the mark?" Why does he not want them to find the mark in England? What does the "string harp in chorus" mean? What flag is the "lion flag?" What do these two lines taken together refer to? The men were bred in England means that they were born there. Yeomen, men who owned their farms. Dell—little valley. Fell—field.

IV. Correlation.

This may be correlated with Oral English. Have the children look up stories of famous battles won by English Archers and tell them to the class.

Grade V.

YE MARINERS OF ENGLAND.

Found in N. S. and N. B. Readers—Thomas Campbell)

I. Introduction.

This poem should be preceded by the story of the battle of Trafalgar, whose anniversary falls in this month. Some realization of the importance of the British Navy in the development and safety of the Empire should be emphasized.

II. Presentation.

The teacher should read the whole poem to the class in a tone of dignified enthusiasm. The children will, no doubt, be familiar with this poem, but the teacher will need to develop their appreciation of the thought.

III. Discussion of Poem.

Read first stanza. What is the more common word used for "mariners?" What does "Your glorious standard launch again" mean? What does the "deep" refer to?

Read second stanza. Why will the spirits of their fathers start from every wave? Who was Blake? What does "Your manly hearts shall glow" mean? Why should the sailors of England be proud and brave?

Read third stanza. To whom does Britannia refer? What does "Bulwark" mean? For what would the "towers along the steep" be used? Why does Britan-

nia need no "towers" or "bulwarks"? What do you think the lines,

"With thunders from her native oak,
She quells the floods below
As they roar off the shore,
When the stormy winds do blow." mean?

Read fourth stanza. What does "Meteor-flag" mean? What is a meteor? Why does he say "the meteor-flag shall burn?" What does "terrific burn" mean? To whom will it seem to "terrific burn?" How long will the flag be a terror to the enemy? When the war is over what will happen?

IV. Correlation.

This poem should be associated with other patriotic poems such as "Rule Britannia" and "Britannia, the gem of the Ocean."

Grades VI. and VII.

ADMIRALS ALL.

Effingham, Grenville, Raleigh, Drake,
Here's to the bold and the free.
Boscow, Collingwood, Byron, Blake,
Hail to the kings of the sea.
Admirals all, for England's sake,
And honor be yours and fame!
And honor, as long as waves shall break,
To Nelson's peerless name!
Admirals all, for England's sake,
And honor be yours and fame,
And honor as long as waves shall break,
To Nelson's peerless name!

Essex was fretting in Cadiz Bay,
With the galleons fair in sight,
Howard at last, must give him his way,
And the word was passed to fight.
Never was school boy gayer than than he,
Since holidays first began,
He tossed his bonnet to wind and sea,
And under the guns he ran.

Drake nor devil nor Spaniard feared,
Their cities he put to sack,
He singed his Catholic Majesty's beard,
And he harried his ships to wrack.
He was playing at Plymouth a rubber of bowls,
When the great Armada came;
And he said "they must wait their turn, good souls."
And he stopped and finished the game.

Fifteen sail were the Dutchman, bold,
Duncan he had but two;
But he anchored them fast where the Texel shoaled
And his colors aloft he flew.
"I've taken the depth of a fathom" he cried,
"And I'll sink with a right good will.
For I know when we're all of us under the tide,
My flag will be floating still."

Splinters were flying, above, below,
When Nelson sailed the Sound,
"Mark you, I wouldn't be elsewhere now,"
Said he, "not for a thousand pounds!"
The Admiral's signal made him fly,
But he wickedly wagged his head,
He clapped the glass to his sightless eye,
And "I'm doomed if I see it!" he said.

Admirals all, they said their say,
(The echoes are ringing still);
Admirals all, they went their way,
To the haven under the hill.
But they left us a kingdom none can take,

The realm of circling sea,
To be ruled by the rightful sons of Blake,
And the Rodneys yet to be.
Admirals all, for England's sake,
And honor be yours and fame;
And honor as long as waves shall break,
To Nelson's peerless name!

—Henry Newbolt.

I. Introduction.

This lesson should be opened by a discussion of the glorious feats of the British Navy.

II. Presentation.

The teacher should read this whole poem to the class with ringing enthusiasm.

III. Discussion of Poem.

This poem may well take two lessons for consideration. During the first lesson the poem should be read by the teacher. The class may then make a list of persons referred to. The incidents referred to should also be listed. A team from the class may be appointed to look up these men and incidents, one to each member of the team, and report on them to the class at the next lesson. When the incidents referred to are understood and the names of these famous admirals given their place in history the poem will be enjoyed by the class.

IV. Correlation.

This lesson will be closely associated with oral English for care should be taken to encourage the class to criticise favorably or otherwise, the report given by the members to the team.

Grade VIII.

THE BATTLE OF AGINCOURT.

Henry V., Act IV., Scene 5, Lines 41-67.

He that outlives this day, and comes safe home,
Will stand a tip-toe when this day is named,
And rouse him at the name of Crispian,
He that shall live this day, and see old age,
Will yearly on the vigil feast his neighbors,
And say "Tomorrow is Saint Crispian."
Then will he strip his sleeve and show his scars,
And say "These wounds I had on Crispin's day."
Old men forget; yet all shall be forgot,
But he'll remember with advantages,
What feats he did that day: then shall our names,
Familiar in his mouth as household words,
Harry, the King, Bedford and Exeter,
Warwick and Talbot, Salisbury and Gloucester,
Be in their flowing cups, freshly remembered.
This story shall the good man teach his son;
And Crispin Crispian shall ne'er go by,
From this day to the ending of the world,
But we in it shall be remembered;
We few, we happy few; we band of brothers;
For he today that sheds his blood with me
Shall be my brother; be he n'er so vile,
This day shall gentle his condition:
And gentlemen in England, now a-bed
Shall think themselves accursed they were not here,
And hold their manhood cheap whiles any speaks
That fought with us upon Saint Crispin's day.
—William Shakespeare.

I. Introduction.

This lesson should be introduced by the story of

the battle of Agincourt, fought between the English Army under Henry the Fifth, and a much larger French army, the outcome an English victory.

II. Presentation.

The teacher should tell the class that this is a short section from the play "Henry the Fifth," Henry is talking to his brothers and other members of his staff, just before the battle.

III. Discussion of Poem.

October 25th is the feast of St. Crispian. The two brothers, Crispin and Crispian, were early Christian missionaries, who died for their faith, in France. The battle of Agincourt was fought on October 25th, 1415. This selection should be written upon the blackboard. What more common word expresses the same ideas as "outlives?" "A" means "on." Who will put the first three lines in his own words. "Vigil" means the night before. Crispian "advantages" means additions, interest. What will the veteran do when he is old? Who will explain "then shall our names," "Familiar in his mouth as household words," "Be in their flowing cups freshly remembered?" How was the story to be remembered "to the ending of the world?" How does Henry V explain having called the army "we band of brothers?"

"Shall gentle his condition"—shall be raised to the rank of gentleman. Who will put in his own words "Be he n'er so vile, this day shall gentle his condition." How are the Englishmen at home going to feel when the report of this battle is brought to them? What idea does this poem teach?

IV. Correlation.

This poem should awaken an interest in many of the other poetical stories of battles. Edinburgh after Flodden, Marston Moor, Battle of Naseby.

CURRENT EVENTS.

The Mexican presidential election was held on Sept. 5th, when Obregon was elected. The country is more peaceful now than at any time during the past ten years.

The Peace Conference between the Poles and Bolsheviks is going on at Riga.

Egyptian Independence. Great Britain has recognized the independence of Egypt, guaranteeing protection against outside attack. The British Army of occupation and British government officials are to be withdrawn, Egypt is to recognize Great Britain's privilege in the Nile valley and agree to allow access to Egyptian territory in case of war. Great Britain maintains a garrison in the Canal zone. Capitulations will be abolished. British officials will be

represented on the Public Debt Commission or possibly control it.

The Amritsar Trouble. General Dyer, who was held responsible for the wholesale shooting of natives at Amritsar in April, 1919, was removed from the army in India. General Dyer claims he has not had a fair trial and that what he had to deal with was organized rebellion.

West Indies and Canada. The trade conference of Canadians and representatives from the British West Indies has resulted in an agreement for preferential tariffs and plans for augmented steamship service. Goods from the West Indies entering Canada will be liable to only half the duty on goods entering under the general tariffs.

Mesopotamia. There has appeared recently the first report on Mesopotamia since the British took over the mandate for that district. Irrigation works on the Euphrates have cost three million dollars and five million have been spent on the port at Basrah. Railroad construction has begun, telegraph and telephone lines have been opened and steamers are plying on the rivers. The country depends entirely on irrigation as there is no rainfall. The discharge from the rivers is about eight times as much in April as in October. These rivers fill up and seek new channels, leaving one part of the country desert and making another swampy.

The India Act. The new India Act comes into operation early next year and the appointments of Governors have been announced. Among the new Governors is Lord Sinha of Roipur, the first Indian member of the Viceroy's Council, and Under Secretary of State for India since last year. This appointment marks a great change in Indian government.

Trade Route to the Orient. An important agreement has been made by the Canadian Government Merchant Marine and the Canadian National Railway jointly with the English line of steamships owned by Alfred Holt & Co., Liverpool, whereby a trade route between Vancouver and the Orient is established.

Soldier Settlement Board. Up to the end of August the Soldier Settlement Board of Canada granted loans to 19,181 settlers actually on the land. The total amount saved to soldier settlers on the purchase of equipment is \$590,607. Up to September 6th, 7,760 returned men have received free Dominion lands through the Soldier Settlement Board.

New Map of Manitoba. A new edition of a map of Manitoba, Saskatchewan and Alberta has been issued by the Natural Resources Intelligence Branch of the Department of the Interior. This indicates railways, forest reserves, parks, Indian reserves, and the land reserved for soldier settlement purposes. A copy of this publication, which is known as the "Small Land Map of Manitoba, Saskatchewan and Alberta," may be obtained free of charge by applying to the Superintendent of the Natural Resources Intelligence Branch of the Department of the Interior at Ottawa.

SCHOOL AND COLLEGE.

Atwood Bridges, son of Dr. H. S. Bridges, Superintendent of the St. John City Schools, is the successful candidate for a Rhodes Scholarship at Oxford. He was in competition for this honor with graduates from most of the Universities of Canada. Mr. Bridges, who is a graduate of the University of N. B., will proceed to Oxford this autumn.

Misses Downey and Dickie, of Truro, have recently been appointed to the staff of the Glace Bay, N. S. Schools.

New Zealand and British Columbia are interchanging teachers and already two teachers from Wellington, New Zealand, have accepted posts in the Vancouver Schools, and two Vancouver teachers have accepted positions with the Wellington School Board. It is hoped that the exchange of ideas will be beneficial to teachers in both Canada and New Zealand.

The Beaverbrook Scholarship has been awarded to Leslie A. Booth of Fredericton. Mr. Booth, who graduated from the Fredericton High School in June, and who was second in the Matriculation examinations in New Brunswick, is attending the University of N. B. The Scholarship is worth \$325 a year, and is tenable for four years.

Dr. R. H. Campbell, who resigned the office of Chief Superintendent of Education for Prince Edward Island, has removed to Wilkie, Sash., where he has assumed the Principalship of the Wilkie Schools.

Miss Ella Thorne, who retired from the staff of the Fredericton High School at the close of the last term, after many years of faithful service, has been suitably remembered by the Fredericton School Board. The Board, in recognizing Miss Thorne's worth, has granted her a retiring allowance of \$600 per year, in addition to her pension from the Government, which is \$400 yearly. Miss Thorne's many friends in the teaching profession, heartily congratulate her upon this tangible expression of her worth in the public schools of New Brunswick.

Mr. H. G. Wells, in writing to the "Teachers' World," says in part that teachers are treated meanly, overworked, underpaid and insufficiently respected; that general education is the foundation of the modern civilized community, that everything rests on that, and that you cannot have that foundation safe and sure unless you have a much larger staff of able teachers, and maintains the general quality and vigor of those teachers by fair and sufficient pay.

Mr. R. Heber Rogers, of Alberton, P. E. I., son of former Lieutenant Governor Rogers, has been appointed Chief Superintendent of Education for Prince Edward Island, to fill the vacancy caused by the resignation of Dr. R. H. Campbell. Mr. Rogers is a B. A. of McGill University, and was formerly chairman of the Board of School Commissioners in Vernon, British Columbia.

Miss Louise M. Scott, B. A., formerly Principal of the Sunbury County Grammar School at Fredericton Junction, N. B., recently left Fredericton for Toronto, where she has accepted the position of Instructor in Latin in Branksome Hall, a Girls' residence school.

Miss Florence Murray, B. A., of Fredericton, is teaching in the Devon School. Miss Murray graduated from the U. N. B. last spring, and at the June examinations was successful in obtaining her Grammar School License.

The Grand Falls Cadet Corps has been given second place in Canada, and has been awarded the Strathcona prize of \$55.

Misses Florence Robinson, Beatrice Miller, Clemence Gallant, Frances Fraser and Gertrude Lumsden have all recently been appointed to the teaching staff of the Moncton Schools.

The Victoria School building, Moncton, is being remodelled at a cost of \$50,000.

Mr. Randolph Bennett of St. John, is the Principal of the Andover Grammar School.

Miss Flora O. DeLong has assumed the Principalship of the Aroostook Junction School.

Miss Martina Riordon, of Bathurst, has accepted a position on the Grand Falls teaching staff.

Mr. Vernon Holyoke, who was Principal of the West Bathurst Superior School, is now Principal of the Broadway School in his home town of Woodstock.

Arrangements are being made for the meeting of the Carleton-Victoria Teachers Institute in Woodstock next month. The teachers of these two centres are getting a very handsome oak and brass tablet in memory of Inspector F. B. Meagher. The tablet is to be placed in the Fisher Memorial School, Woodstock, and will be unveiled at the meeting of the Institute.

Mr. Earl McPhee, formerly Principal of the Sackville, N. B. High School, has been appointed Professor of Psychology at Acadia University. Mr. McPhee has a splendid war record. He was a Junior at Acadia when the war broke out and went overseas with the 219th Battalion. He won the Military Medal. After the Armistice was signed Mr. McPhee went to Edinburgh University, completing three years' work in a year and a half, receiving his M. A. and D. Ed. He is a native of Prince Edward Island. He is also a graduate of the New Brunswick Normal School.

The attendance at Mt. Allison Academy, Sackville, is a record one.

Lectures were resumed at the University of New Brunswick on Monday, Sept. 20th. The attendance this year is large. The new Professor in French and German is Prof. Edward Elias, who is a B. A. of Harvard and an M. A. of Chicago University. Prof. Elias has had much experience in teaching, principally in Normal Schools and is recommended by the Harvard Appointment Office.

Miss Marion Churchill of Digby, and Miss Dorothy Potts of Yarmouth, have each been recently appointed to positions on the staff of the Yarmouth Schools.

The Yarmouth Manual Training Department, which has been closed for the past two years, has been reopened with Mr. Edwin Ford of Milton, N. S., as Instructor.

A new school has been opened in the town of Yarmouth, N. S., with two Sisters of Charity as teachers.

The Sixth Annual School Fair of the Middle Coverdale School, of which Miss Emma Smith is the teacher, was held on Sept. 11th. The display of Agricultural product from the School Garden and Home Gardens would have done ample credit to any Agricultural Society. The poultry exhibit was also good. The Bridge-dale School united with the Middle Coverdale School in their exhibit. They also had an excellent exhibit of garden products and poultry. The judges were J. H. King and Miss Dixon of Moncton; Inspector F. A. Dixon, Director A. C. Gorham, Miss Ruby Steeves and C. C. MacDougall. Councillor J. W. Gaskin, presided and addresses were given by the Chairman and Director Gorham, both of whom complimented the teachers and pupils of the participating schools. After the prizes had been awarded supper was served.

Oakdene School, Bear River, N. S., has undergone expensive repairs this summer. New floors have been laid, and the water system repaired. R. E. Thurber is resuming his duties as Principal.

Bridgetown, N. S. School is installing a system

of steam-heating, at considerable expense. During the summer holidays the library was converted into a classroom, making seven departments. The staff is as follows: J. T. Archibald, Prin.; R. J. Messenger, Vice-Prin.; Misses Harding, Mailman, Newcombe, Crowell and Ritchie.

The Lawrencetown, N. S., School Exhibition was held in the Demonstration building, Lawrencetown, on Sept. 16th. The exhibit was well up to its usual standard. The supervisor playground, conducted during the summer by the members of the Women's Institute, has been an unqualified success.

Miss Irma Campbell, one of the travelling Rural Science teachers, is teaching this year at West Paradise, N. S.

BOOK REVIEWS

WANTED A MOTHER—by Clarence Hawks, price 4s. 6d., published by T. C. & E. C. Jack, Ltd., London and Edinburgh; (T. Nelson & Sons, Toronto).

This book is a simple story, illustrating childish faith and determination, and in language easily understood by young children.

It is written in such a style that keeps the child's interest maintained until the end of the book. The heroine, though young in years, is of the style that will engage the interest of even older people. The book is most interesting and should be in every child's library.

CONSERVATION READER—by Harold W. Fairbanks, price 75c., published by the World Book Co., Yonkers-On-Hudson, New York.

Possibly no book is more timely than this little Conservation Reader, by Fairbanks. It is an excellent supplementary reading-book, giving attractive history lessons, simple geology lessons and valuable bird lessons.

The chapter "How Our First Ancestors Lived," is indeed a fascinating history. How early man learned to make things, to do things, to build homes, to cultivate crops, and to tame animals, gives us a more intelligent grasp of the rise of our present day civilization than we otherwise should have. Particularly valuable, however, are the lessons on the need of conservation. The damage to farm land through loss of forests is forcibly portrayed. The economic loss through lack of bird protection is given with equal force. How we may restore our forests and bring back our birds is valuable information for any child to have.

The chapter on "What the Muddy Rivulet Has to Say," gives a very simple geological story which applies to everyday farm life. Geology becomes not a science of the distant past but the story of an active force at present working upon our own farm land. The problem of crop rotation is another conservation method well explained.

Altogether this very readable and very instructive book touches upon the most potent questions which now confront everyone. The teacher who uses this book will surely be up-to-date. In fact, more than one copy of such a book should be upon every teacher's desk.

THE CHILD'S FOOD GARDEN—by V. E. Kilpatrick, price 45c., published by the World Book Co., Yonkers-on-Hudson, New York.

This book is certainly a valuable one for any teacher to possess. It begins at the beginning. Every step in gardening is carefully explained and something is suggested for every month of the year. During the winter garden plans are outlined, seed-testing is done, and every thing is made ready for the spring drive. The book is excellently illustrated, practically every page bears a garden photograph.

Lest the children should be discouraged, the book starts with a small garden. Later on suggestions are of-

ferred for a larger one. Thrift is taught by hints on such details as care of tools. In fact, no detail is omitted. The book is written primarily for those who know absolutely nothing about gardening; but even those who have had much experience can learn something from it. Nor does it treat only of the growing of the crop. Harvesting and marketing are given the attention they deserve. Farm bookkeeping is not forgotten. The book ends with an interesting chapter on garden friends and enemies. The control of insect pests and the protection of the birds, toads, and lady beetles give excellent lessons on the animal side of garden life. Lastly, there is a set of sixty-three questions, the answers to which are to be found in this little book.

The teacher who feels diffident about attempting garden work or who feels helpless when certain garden problems confront her would be amply repaid by having this book near at hand. It would be a friend in time of need.

MUSICAL GAMES

Lucy South Proudfoot.

The aim of musical games is to develop rhythm and co-ordination and to make physical training attractive to children. Through singing games young people gain refinement of movement and an understanding of music as well as wholesome recreation. There is an element of acting in the singing game which inevitably appeals to children. Many musical games can be used equally well for a dozen children or for fifty.

For the Primary there is no better game than Magic Music. One child is sent from the room while the others hide some small article. When it is hidden the teacher strikes a chord on the piano, a signal for the child to return. He searches about the room guided by the piano. If he is near the hidden article the teacher strikes a high note, if he goes in the wrong direction, a low one. When he finds it he chooses a child to take his place and the game is repeated. If the game is to be played where there is no piano the children may sing instead. They sing loudly as the searcher approaches the object and softly if he turns away.

"Do you know old Santa Claus?" is suitable for first, second and third grades. The music is the familiar "Do you know the muffin man." A circle is formed. One child stands in the centre. All sing, "Oh, do you know old Santa Claus, old Santa Claus, old Santa Claus, Oh, do you know old Santa Claus, who comes this time of year." The child in the centre walks about the circle as all sing, "Oh yes, we know old Santa Claus, old Santa Claus," etc. The child in the centre chooses a partner from the circle, they link arms and walk about in the centre as all sing, "Two of us know old Santa Claus, old

Santa—" etc. Both children choose partners the next time, after the singing of "Oh do you know" and "Oh yes, we know." Then all sing "Four of us know." The game is continued in this manner until all the children have been chosen. They then march about in a circle in couples, singing, "All of us know old Santa Claus—" etc.

"Go round and round the village" finds favor with children in grades one to four. A circle is formed. Several children stand outside the circle. All sing, "Go round and round the village, go round and round the village, go round and round the village, as we have done before." During the singing the children standing outside the circle march round in single file. The ones forming the circle lift their hands to make arches through which the others march as all sing, "Go in and out the windows, go in and out the windows, go in and out the windows, as we have done before." The children pass in and out until the end of the strain when they stop in front of the nearest child in the circle, all singing, "Go stand before a partner, Go stand before a partner, Go stand before a partner, as we have done before." The child chosen gives her arm to her partner and goes with him outside the circle, singing, "Go follow him to London, Go follow him to London," etc. The game begins again with the children who were chosen standing outside the circle.

Older children enjoy Sir Roger de Coverley, without which no English Christmas festival would be complete. The children form two long lines, the girls on the right and the boys on the left. The girl at the head

of one line and the boy at the foot of the other start the figures. Each figure is then repeated by the boy and girl opposite the head couple.

Head girl and end boy advance to centre, give right hands, turn, return to place.

End girl and head boy repeat.

Head girl and end boy repeat the figure, giving left hands.

End girl and head boy repeat.

Head girl and end boy repeat, giving both hands.

End girl and head boy repeat.

Head girl and end boy advance to centre, pass around each other back to back and return to place.

End girl and head boy repeat.

Head girl and end boy advance, bow and return to place.

End girl and head boy repeat.

The lines divide, lead around to right and left and meet at the back. The first couple joins hands to form an arch. The others pass under and come down to form two lines as before.

(The music is also known as Sir Roger de Coverley and is written in 6 | 8 time.)

The Clock, a skipping game, is an excellent means of teaching children to keep time to music. Fourteen children form a set. Twelve represent the hours on the face of the clock, number thirteen is the hour hand and number fourteen the minute hand. The hours form a circle, standing double arm distance apart. The hour hand and the minute hand stand in front of number twelve. The music used is 6 | 8 time. At the first note the children in the circle clap their hands once. At this signal the hour hand and the minute hand face to the left, ready to skip about the circle. At the first note of the second measure the hour hand and minute start to skip. The hour hand skips to a position in front of and facing number one. The minute hand skips completely around the circle and stops facing number twelve. Two measures (16 counts) are required for the skipping. When the minute hand has reached number twelve, both the hour and the minute hands bow. (8 counts, one measure). The children in the circle then clap twice and the hour and minute hands skip to the new positions. This is continued until the hour hand reaches number twelve, then a new hour hand and minute hand are chosen.

Mrs. Kimmins of the Bermondsey University Settlement, London, writes, "All lovers of children should be sturdy advocates of the revival of all that is national and traditional, particularly in all matters relating to education, for there is little doubt that the historical method is the right one; and again, as all teachers will admit, there is nothing the children enjoy better and it is surely wiser to give children what they like, rather than what

they do not. Traditional songs and dances are of the utmost value."

HALLOWE'EN.

Pixie, so bold, elf and sprite,
All are on their rounds to-night,
In the wan moon's silver ray,
Thrive's their helter-skelter play.

The Meaning of Hallowe'en. Hallowe'en, which brings to most of us, memories of fun and frolic is an old festival. On the first of November, the Romans held a feast to Pomona, the goddess of fruit trees. The Druids had a feast at this time of the year in honor of the sun god, and in thanksgiving for harvest. By the ancient Britons these festivals seemed to have been considered as one. When the Britons were christianized, another feast, All Saints' Day, November first, was added. From this, the thirty-first of October, gets its name, "All Hallow Eve," from an old English word, halowe, meaning a saint.

Many strange beliefs and customs have been woven about this night. For centuries it was believed that the spirits of the departed returned to their homes. In many countries food was left for the spirits. Superstitious people, believing in charms and witchcraft thought that on the night of October thirty-first witches and goblins held revel and that fairies danced in the woods. From these spirits or their manifestations it was thought that the future might be determined and human destiny foretold.

Things To Do. A Hallowe'en Party, on the last Friday in October can be quite easily managed and will afford a variation from the usual round of school work. The refreshments used may be popcorn, molasses candy, doughnuts, apples and nuts.

Blindman's Buff and bean bags are two good games frequently played at such a party. Games in which one or two players by their confusion entertain the others present are much enjoyed. Blowing out the candle is one of these. Two players, preferably a boy and girl, are blind folded and after being turned about three times attempt to blow out a candle. In biting the apple the two contestants try to catch an apple suspended by a string and take a bite. Sometimes their arms are tied behind them. Peanut carry is a game which seems more simple than it is. Partners put all the peanuts they can upon the back of their hands and attempt to carry them to a certain goal.

Bobbing for apples is an old favorite. Striving to find the initial letter of one's future fate by swinging an apple paring three times over the head and letting it fall to the floor is much more certain if this incantation be pronounced:

Paring, paring, long and green,
Tell my fate for Hallowe'tn.

A pleasant variation to such a program may be found by introducing ghost stories or recitations as Little Prphant Annie, Seeing Things at Night, All Round the House in the Jet Black Night, or Tam o' Shanter's Ride.

Sometimes each person is given a short stick or fagot and is supposed to tell part of the story which the first narrator started, stopping when his fagot is burned.

The pupils in a school were asked to write original compositions on kings.

The prize was carried off by a bright youth, who perpetuated the following:

"The most powerful king on earth is Wor-king; the laziest, shir-king; a very pleasant king, smo-king; the wittiest, jo-king; the leanest, thin-king; the thirstiest, drin-king; the slyest, win-king; the most garrulous, tal-king.



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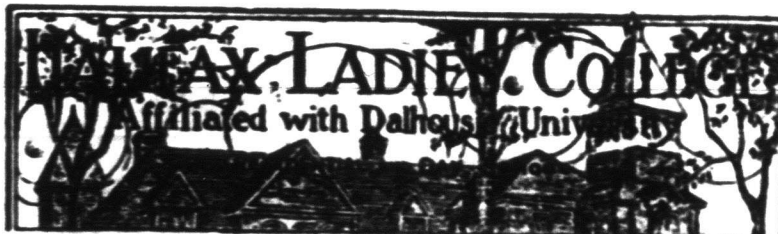
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