



# Educational Review

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## CONTENTS

|   |     |
|---|-----|
| Editorial Notes .....                       | 103 |
| Editorials ..                               | 103 |
| The Project-Problem Method in History ..... | 105 |
| Human Geography .....                       | 108 |
| Seen Here and There .....                   | 110 |
| English Literature in the Grades .....      | 112 |
| Primary Education .....                     | 117 |
| Rural Home Economics .....                  | 118 |
| Current Events .....                        | 118 |
| Book Reviews .....                          | 119 |
| School and College .....                    | 120 |

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Fredericton, N. B.

The Educational Review, extends heartiest New Year's Greetings to all its friends.

The Problem-Project Method of teaching is discussed in the present issue. We are most fortunate to have articles by Prof. Whitbeck, of the University of Wisconsin, and Prof. Branom, of Harris Teachers' College.

The February number of the Educational Review will be concerned largely with discussions of the relation of the school and the community.

The editor of The Educational Review would urge all teachers to write to the Department of Trade and Commerce, Ottawa, asking to have the Weekly Bulletin sent them. It should be on the desk of all teachers of Geography in Canada.

## EDITORIALS

**EDUCATION, A SCIENCE.** The realization that there is a form of education entirely compatible with the ideals of a Democracy is the necessary prerequisite of a Science of Education.

Germany had no science of education. Their's was a system dictated by a central board and formalized to the last detail. Its form was determined by its purpose, to perpetuate the existing class distinctions and develop the solidarity of the German nation. The educational system of a Democracy has different ideals to that of an autocracy. Education must fit each individual to fill his place in the State. The individual, as well as the State must have his rightful place in the democratic ideal of education.

When the Democracies of North America were organized there existed no precedent to follow. They, feeling no contradiction between their needs and existing education, borrowed the only form of schools they knew, those which had developed in monarchical states. Wise statesmen soon began to realize that in their ideal of political equality there existed the demand for equal educational opportunity. After years of controversy the tax-supported public school was evolved and accepted. With the increased understanding of the true meaning of Democracy we find that there is no contradiction between personal freedom and compulsory education.

This is shown by the extensive legislation for compulsory education.

The history of the development of various administrative units and their respective duties is another section in the science of education. We realize that there is a true balance of power which should exist between the duties of district, county, province and Dominion. This balance of power is not yet clearly realized, but we search that we may find.

Another field of investigation in educational science is "what knowledge is most worth." The conventional school during the early decades of our national life prepared for College. We realize that one type of school does not meet the demand of equality of educational opportunity. We must fit the youth for business, trade, and industry, as well as for the learned professions. Above all we must find what the contents of the curriculum which best fits an individual to be a citizen and a patriot.

#### TEACHERS' ORGANIZATION.

Strength in Union is quite as true of the influence of educators as of political institutions. Teachers should organize. Teachers in the past have had little or no influence in dictating the educational policy of the State. Each individual teacher has been but a "voice crying." Too long has education been administered by "the butcher, the baker and candle-stick maker," whose first interest often is to decrease the school budget. Teachers should organize that they may speak with the authority of a concerted group to the forces in Society which control education.

Teachers need more wages. To do their most efficient work teachers must have good food, warm clothes, a pleasant home and recreation. "All work and no play" has the same effect in the teacher that it had on "Jack." It is an obvious fact that Society is imposing upon the majority of its teachers at present. Teachers should organize in order that they may demand a decent living wage for every teacher in the Dominion.

There are dangers lurking in organization. We must not fall victim to the fallacies to which some other organizations have succumbed. There is an old adage "Two wrongs never made a right," which we will do well to remember. When teachers consider using a "strike" to gain their ends they must remember that the strike of teachers in any community would weaken the moral fibre of that community, as perhaps no other strike would. Public opinion has taken a decided stand, and rightly, against the Boston police strike and the coal-miners' strike in winter. Can teachers' organizations expect to hold any prestige with Society if they so desecrate the strength which union gives?

#### RESOLUTIONS OF THE NATIONAL EDUCATIONAL CONFERENCE.

The National Conference on Character Education in Relation to Canadian Citizenship held in Winnipeg during October of the past year was attended by fifteen hundred and four accredited delegates. Popular interest was shown by the fact that some meetings were attended by audiences of five thousand people. The resolutions of this conference are significant of the times and of interest to all. The following are some of the resolutions:

##### CHARACTER EDUCATION.

That this Conference puts itself on record as recognizing the necessity for the deepening and strengthening of the moral and spiritual factors in our National Education, alike in the School, the Church and the Home, and instructs the newly appointed National Council to make a consideration of the problem here involved a first charge upon its deliberations.

Believing that the moral education of the youth of our country must depend on the development of sound physical bodies, the Conference desires to express its conviction that every possible means should be taken for safeguarding and promoting the health of the children in all parts of the country. To this end we believe that a complete system of medical and dental inspection under competent doctors and nurses should be organized in every province for both rural and urban schools; also that provision should be made for the adequate and specific training of all teachers in the principles of hygiene, particularly applied to the conditions of school life.

That inasmuch as the prevailing emphasis on competitive methods in industry and commerce has tended to a weakening of the sense of solidarity among the citizens of Canada, and the perversion of motive resulting from undue regard to the rewards of work as compared with interest in the service rendered, this Conference recommends that all our schools promote by every reasonable means the spirit and practice of co-operative effort both in team-games and in class work.

That this Conference expresses its conviction that provision should be made for free and compulsory education up to the age of 16 years and part-time education for all the youth of Canada up to the age of eighteen.

Whereas on account of the waste of the recent war and the demands of the present task of reconstruction the conservation of the youth of our country is of such vital importance; Resolved that this National Conference on Character Education expresses its conviction that provision for state aid should be made for parents who would otherwise be forced through economic neces-

sity to take their children away from school during the compulsory period;

And further, in the opinion of this Conference, there should be Factory Acts or other legal enactments rigidly enforced in every Province prohibiting the employment of children under the age of compulsory school attendance.

That inasmuch as education cannot fulfil its proper function without the playgrounds and equipment suitable for the development of organized play, this Conference calls the attention of our Canadian School authorities to the fact that many of our school grounds are inadequate to this purpose.

That this Conference having regard to the fact that Canada is largely an agricultural country, expresses its conviction that it is in the best interests of the whole country that a high type of rural schools be developed; And that as a means to this end continuation work in rural schools be encouraged and every inducement be offered to rural pupils to attend these schools until such time as attendance to the age of 16 years be made compulsory.

#### THE TEACHING PROFESSION.

This Conference records its opinion that to obtain the highest educational results for our people the community must provide enlarged opportunity for the education and training of teachers, raise the standard of education for admission to the teaching profession, taking measures at the same time to attract men and women of special gifts for this high service by raising the social status of the teachers and providing a scale of remuneration so liberal as to free them from economic anxiety.

That having regard to the principle of fair and open discussion as a fundamental principle of democracy, the Conference urges upon all bodies in whom is vested the control of educational affairs the necessity of dealing in a frank and public manner with cases involving the reduction in rank or dismissal of teachers or instructors under their control.

#### OBEDIENT OLIVER

Oliver was studying through the story in his reading lesson.

"It was not a sloop," said the captain: "it was a larger vessel. By the rig I took her to be a—a—a—" Here he stopped, for the word was unfamiliar in this connection.

"Bark," prompted the teacher.

Still Oliver hesitated.

"Bark!" repeated the teacher, quite sharply.

Oliver's expression was puzzled. However, being an obedient lad, he shouted, "Bow-wow!"

#### THE PROJECT-PROBLEM METHOD IN HISTORY.

Mendel E. Branom, Professor of Geography and History,  
Harris Teachers' College, St. Louis, Mo.

The project method is not a panacea for all educational ills, but its intelligent use will go far toward bringing about the ideal school system. The all-absorbing problem of the teacher is to select, organize, and relate materials in such a way that the child develops desirably, efficiently, and happily. The project method involves the organization of school work into units of activity that not only are socially desirable but that also are adapted to the child. Furthermore, the child must discover in the situation a problem or a viewpoint, the interpretation or unfolding of which appeals to him as having a personal value, which makes him eager to put forth the requisite energy. The project method, effectively used, takes account of both social and individual needs, and the two viewpoints are blended in the situation that confronts the child.

At least three classes of projects may be recognized in the teaching of history, (a) the information-project, (b) the enjoyment-project, and (c) the problem-project.

(a) The information-project involves the studying of history for the purpose of securing information. Discussions, lectures, and printed articles may arouse in a listener or a reader a desire to ascertain exact facts with respect to a certain incident. Some people read history books in order that they may secure information that may be valuable in the solution of problems unexpectedly thrust upon them, but their reading is not undertaken with the explicit purpose of solving any particular problem.

(b) The enjoyment-project involves the reading of history, or the listening to historical accounts simply because of the pleasure that is derived therefrom. A person may be deeply absorbed in some interesting presentation of the European conflict, incidentally securing information, but fundamentally securing enjoyment out of the situation. He may have in mind no particular problem, no special information that he would like to secure, but he takes the narrative as it comes, vividly living over in imagination the experiences of other people, or visualizing certain events, primarily for sheer enjoyment.

(c) The problem-project involves the securing of information in history in order that a mental query may be satisfied. How difficult a mental query needs to be before it properly can be called a project-problem need not be given serious consideration from the practical standpoint. In music the question may just as appropriately be raised, as to when a child is really securing music from the piano. There are all gradations from the striking of one note to the playing of the most com-

plicated selection. No music teacher wants her pupil to engage in the striking of a single note if he can master combinations, and as rapidly as the pupil is able he is initiated into the mysteries of more and more complex selections. A similar analogy holds true with respect to problem-projects. It is possible to ask the child questions that can be answered by a simple mental response. To the extent that questions and simple answers are involved the problem-project is of the most elementary nature. If we desire to develop a human being as rapidly as possible, we will confront him with project-problems of increasing complexity, just as quickly as his unfolding nature will permit. To encourage a person to confine himself to the simpler problems when he is capable of wrestling with problems of considerable difficulty, involving a large number of facts and much reflective thinking, unnecessarily retards his progress.

There are two types of problems that are easily recognized in the teaching of history, (a) the effect-to-cause problem, and (b) the cause-to-effect problem. An event is studied and an effort is made to explain how the event came to be, or an event is studied and an effort is made to discover the effects of this occurrence upon subsequent and attendant events. The same situation may give rise to a backward problem, or how the event came to be, and a forward problem, or the effect that the event had upon subsequent events.

In a unit of work recently undertaken the teacher entered into a discussion with the children of one of our national holidays, the Fourth of July. She attempted to arouse a general interest in this holiday by asking such questions as the following: "How many of you have celebrated the Fourth of July?" "How did you celebrate it?" "Did other people also observe the day?" "In what manner?" "Why did you wish to observe the day?" "Why has the day been set aside as a day of general rejoicing and as a day of special consecration to our country?" In connection with the preceding questions it was found that practically all of the children had observed the day, and had looked forward to the Fourth of July for the purpose of having a good time, in such ways as shooting firecrackers, eating goodies, and watching the fireworks. In a more or less hazy way they knew that there was some relation to the government. They knew that patriotic speeches were made and that the soldiers paraded. The discussion, appealing to the experiences and interests of the children aroused in them a desire to know more about Independence Day.

Several descriptions of the convention in Independence Hall were read and the children informally dramatized the great event. The children agreed upon the characters they would represent. The resolution of Richard Henry Lee, "That these United Colonies are, and of right ought to be, free and independent states,"

etc., was introduced, discussed and temporarily tabled. A committee was appointed to draft a declaration of independence. The declaration was returned, read, discussed, amended, and adopted. The Liberty Bell pealed forth the glad tidings and heralds proclaimed far and wide the adoption of the Declaration of Independence. The heralds met children representing loyalists. The loyalists indignantly shook their heads and stated that such proceedings were treasonable. It was their judgment that the leaders soon would suffer the death penalty. The heralds met children representing patriots. The patriots rejoiced and said that the mother country had interfered too freely in the affairs of the colonies. In the dramatization was brought out clearly the division of opinion concerning the course that was taken.

Out of this introductory material arose the problem, "Why did the colonists differ as to the desirability of adopting the 'Declaration of Independence?'" The various factors having a bearing on this problem, as the attitude of George III, the Stamp Act, the Townshend Acts, the Boston Massacre, and the repressive measures, were analyzed and an attempt made to understand the British viewpoint, as well as the viewpoint of the patriots. The conclusion was reached that the difference in opinion was largely due to varying economic interests and ideals. In order that each child might express his own judgment, individual summaries were required.

Out of the foregoing discussion naturally arose the problem, "If you had lived in 1776 would you have been a patriot or a loyalist?" The solution of this problem involved the use of material that had been analyzed in the solution of the preceding problem. It, therefore, tested the ability of pupils to use the materials in a new situation, indicated the ideals of the pupils, and at the same time afforded an opportunity to review the ground covered on the basis of a real need.

In the foregoing illustration an attempt was made to appreciate the effect by a careful analysis of the causes. The effect, the "Declaration of Independence," was related to the child's experiences in such a way that he became interested to such an extent that he wanted to interpret the effect in terms of its preceding and attending causes.

In history an effect which results from a cause may in turn become the cause of a subsequent event. Out of the situation created through the dramatization of the adoption of the Declaration of Independence was raised the question, "Was the mere statement of the Congress that the colonies were independent sufficient?" This line of thought led to the problem, "How was the Declaration of Independence made good?" The solution of this problem involved a consideration of (a) the military campaigns, (b) the assistance of France, (c) the

financial needs, (d) the securing of supplies, (e) the disposition of traitors, (f) the co-operation of colonies, (g) the qualities of the leaders, and (h) the Treaty of Paris. In conclusion the interpretation was adequately summarized.

The supplementary question was raised, "Was it at times uncertain whether the colonists could make good their Declaration of Independence?" This line of thought led to the interpretative problem, "Why was it at times doubtful whether colonists would succeed?" This problem had the same advantages as those indicated for the supplementary problem in the preceding illustration.

In the preceding illustrations of problem solving, it has been shown that there are two important types of problems that may be used in history. Out of the situation involved in the adoption of the Declaration of Independence arose the problem with backward perspective or an effect-to-cause problem, "Why did the colonists differ as to the desirability of adopting the Declaration of Independence?" Out of the same situation arose a problem with a forward perspective, or a cause-to-effect problem, "How was the Declaration of Independence made good?" Each problem brought together in meaningful relation numerous facts of American history. The details involved in the solution of each problem were involved in the solution of new but closely related problems. The problems were related to the child's interests and experiences so that he could see real values in their interpretation. He was willing to put forth the requisite energy for their solution. When the pupil is confronted with a problematic situation that is socially desirable, if he believes that the solution of the problem is of value and enters into the interpretation of the situation with energy and boundless enthusiasm, the school has practically realized an ideal use of the problem-project.

In relating the history work to the child's interests and experiences a similar evolution has been made. Formerly the schoolmaster assigned pages of the book. It was the child's business to adapt himself to the material. It was the teacher's business to "hear" the lessons so that he might ascertain whether the facts were mastered. If the work were difficult and distasteful to the child, so much the better, for his faculties would be developed all the more effectively. The emphasis placed upon the facts of the textbook induced the pupil to memorize the contents which resulted in the retention of forms (words) but an inadequate master of ideas.

Emphasis upon the interpretation of facts stimulated the pupils to relate events, to evaluate events, and to engage in reflective thinking. The further grouping of facts into a few large topics tended to emphasize the more important topics, selected because of their influence upon the social group. The emphasis placed upon the

important phases of history, and the organization of the numerous facts into few comprehensive units have enabled teachers to indicate more readily to pupils the social values of the problems. As a result the history work can be motivated with less difficulty. The changing viewpoint and emphasis in the content of history is in complete harmony with the changing viewpoint and emphasis in method.

The modern textbooks are helpful in suggesting worth-while problems, but the teacher has the responsibility of establishing a vital relation between the pupil and the problems of history. It is not sufficient that the public, the historian, and the teacher shall believe that certain problems of history should be taught. The problem should be related to the child's interests and experiences in such a way that, because of individual or social values involved, it becomes a real personal problem to the child. In other words, the unit of work must be motivated. The quality of instruction is influenced by the degree of success of the teacher in this respect.

The varying extent to which problems may be motivated may be illustrated as follows: (a) Suppose the teacher simply assigns the problem, "Study for tomorrow's recitation the causes of the Revolutionary War." The teacher has done nothing to stimulate an interest in the problem. The problem may make a strong appeal to the child but the teacher has not been responsible for this interest; (b) The teacher may assign the problem, and then discuss the Fourth of July and the Declaration of Independence in an endeavor to give the children a motive for wanting to interpret the problem. This type of assignment is comparable to the method of the pulpit orator, who reads his text and then proceeds to analyze it. The chief objection to this plan is the fact that the natural order is reversed, "the cart precedes the horse." (c) The teacher may discuss with the children their past experiences that have a bearing on the problem that she would like to raise. She may consider the Fourth of July and relating this to July 4th, 1776, appeal to their dramatic instinct, by permitting them to dramatize the conditions under which the Declaration was adopted. Out of this introductory material, the problem may be raised. (d) The children themselves may come to school with an interest aroused through outside agencies in the Fourth of July. The teacher may grasp the opportunity to assist them in answering their queries about the day, and out of their natural interests lead them into a consideration of the problems that will make this day meaningful.

Which offers the better chance for strong motivation, (a) an assignment simply stated in the form of a problem, (b) as assignment stated as a problem, followed by an endeavor to arouse interest in it, (c) a situa-

tion related to the child's interests and experiences, out of which the problem naturally arises in the mind of the child, the introductory material being managed by the teacher, or (d) an assignment which utilizes the interests, experiences, and wants that the child brings to school, by helping the child to interpret any particular problem that he brings to school for assistance? It is but fair to state that practically step "c" is about as far as we can go under present school conditions.

The foregoing discussion has suggested the desirability of recognizing a four-fold division of the problem-project: (a) introductory material out of which the problem arises; (b) the problem raised and concisely stated; (c) materials having a possible bearing on the problem secured and interpreted, and (d) the problem solved or the materials summarized.

It is not particularly difficult to make a list of problems, the consideration of which is socially desirable. Neither is it difficult for the teacher, who recognizes her social responsibilities, to become enthusiastic in the consideration of these problems. The responsibility of directing a history class offers adequate motivation for the teacher. The pupils, however, have no such social responsibility and the enthusiasm of the teacher while important is not necessarily contagious. How, then, can a teacher adequately motivate her work so that the problems will arise out of the child's interests and experiences? There is no infallible way. Not always will the same introductory material arouse corresponding interest in different groups of children, nor will the same problem inevitably be raised by different groups out of the same initial discussion. The trained historian can list problems that will cover the field, but the technique of the skilled teacher is necessary to get a child to adopt a problem as his own personal problem.

The World War has brought forcefully to the front a suggestive solution of the problem of motivation. The schools were called upon to aid other institutions in the struggle for the preservation of national ideals. The children enthusiastically assisted in Red Cross work, in the bond issues, in the thrift stamp sales, and in innumerable other ways. The teacher did not need to worry about motivating such work. The pupils entered into the work wholeheartedly because they saw the worthwhileness of the activities in which they were engaged.

Other institutions no longer are making such insistent demands upon the school, although to a greater extent than before the war organizations are bringing their problems to the school room. Just as other organizations are asking for assistance from the schools, so have the schools the right to ask for the co-operation of out-of-school forces. In other words the school must find its problems in the world's work and play. The twentieth century child should be primarily concerned

with the vital problems of his age. The history taught in the elementary schools is justifiable only to the extent that it can illuminate the problems of the present. The content of history should be relentlessly evaluated by this criterion and all irrelevant material should be eliminated.

Current events are of invaluable assistance. The prohibition and woman suffrage amendments have offered an excellent opportunity for discussing real issues. That part of the Constitution bearing on the provision for amendments and their adoption has been related to these vital problems. When Congress passed the recent prohibition measure, the provision for a bill to become a law without the President's signature and also over the President's veto were strikingly brought out in the press discussions. The present differences of capital and labor, the proposed unionization of policemen and school teachers, the governmental supervision of trunk railroads, the opening of the Mississippi River to increased traffic, the requests of De Valera and his followers, the encouragement of the foreign trade, are some of the more vital problems of today, that can be justified on the basis of social need, and means for the motivation of which can be secured more readily than for many problems, the issues of which have virtually passed away.

We may confidently look forward to the teaching of history as one of the indispensable subjects of the elementary schools. The text book maker will study the vital problems of modern civilization and will select his materials with the interpretation of modern problems in view. The teacher will make suggestive lists of desirable problems, and will carefully study the various possibilities of motivating them. She will take various situations that make a strong appeal to many children and will consider the various problems that may arise therefrom. The child, confronted with problems that make a strong appeal, will wholeheartedly interpret each problem because of the worthwhileness of the unit of work. The outlook is especially promising in view of the fact that there is perfect harmony between the evolution of content and the evolution of method. Furthermore, the teacher is being prepared more effectively than ever for the careful performance of her important task of relating properly the material to the child.

*Branom—Project Method in Education.*

#### HUMAN GEOGRAPHY.

R. H. Whitbeck, Professor of Geography, University of Wisconsin.

For many years about the only kind of geography taught in the High Schools of the United States was physical geography. The report of the committee of ten, in 1893, recommended that physical geography be re-



quired in the first year of all of the standard courses in American High Schools. This recommendation was widely adopted and, during the 90's, almost every High School in the United States taught physical geography. However, the proportion of High School students studying physical geography has steadily declined since 1900, and today is scarcely fifty per cent, as large as the proportion was fifteen years ago. This decline has been true of all the natural sciences in the High Schools. At the same time there has been a notable growth of the social sciences. The trend in education is unmistakably toward socializing the curriculum. This trend of sentiment in education is showing itself plainly in the field of geography. For ten years past there has been going up from the geographers of the country a demand that High School geography be humanized. Two High School textbooks in human geography have already come upon the market. There has been a very decided growth of commercial geography in the High Schools. It is almost universally agreed among geographers and school men that the kind of geography most needed in the High Schools is some form of human geography—that is, geography in which human activities are stressed. At present, the form of human geography most in favor is commercial geography, but, as it is commonly taught, it is almost entirely a memory study and a book study. Because of this weakness, the school men are looking for some phase of geography which shall involve a larger amount of reasoning and judging, and which shall give a greater variety of training than commercial geography as now taught seems able to give.

Of late, much has been said and written regarding the problem method, or the problem-project method of teaching. A considerable number of thoughtful geography teachers are maintaining that some form of problem method is far more productive of educational results than any other form of teaching. The problem, placed before a pupil, is essentially a challenge. It says to the pupil, "here is something to be solved; can you do it?" Youth seldom refuses to accept a challenge; the psychology involved in the problem method is, therefore, sound. It can hardly be expected that the problem-project method will solve all of our difficulties in geography teaching. Like many other good ideas which have been brought forward from time to time, it will contribute its quota of benefit and pass on to give place to some newer idea. However, whatever of merit the method possesses will impress itself upon our educational thought, and, to that extent, will be a permanent benefit.

The problem method can be successfully used only by a teacher of rather broad training in geography, and by one who has at her disposal considerable time for gathering and organizing material. Furthermore, the pupil must have access to a large variety of reference

material. Given, then, a competent teacher and ample reference material, the problem method of teaching is likely to prove more effective than any form of textbook method can be.

In my judgment, the unit of study in human geography should be the political division known as the *country*—that is, we should study China, Japan, France, or Great Britain as countries or nations. Practically every nation has certain pressing problems involving geography, and, if we are going to select problems for study, we should select actual problems; those which really face the country which we are studying—for example, Canada: a country of vast area and resources and small population is faced with the problem of attracting people who shall develop her resources and build up her industries. On the other hand, Japan is faced with an almost opposite problem; namely, a very small area and a very dense population. Japan's pressing need is for more territory, more raw materials, more foreign markets.

Argentina is faced with a problem of securing coal and manufactures, and labor to develop her agriculture; and so each country is faced with one or more great problems, every one of which involves many geographical elements. It seems entirely reasonable to make the study of these problems, so far as they are geographical, the centres of our study of geography. Following is a sample outline of a method of studying Japan by the problem method. This outline would probably require simplifying for High School use:

#### THE STUDY OF JAPAN: A GEOGRAPHICAL PROBLEM

**GIVEN:** An able, aggressive ambitious people in a restricted area, but intent upon holding a place as a world power.

**PROBLEM:** What elements in the geography of Japan favor or hinder her ambitions, and why is the United States concerned about them?

#### QUESTIONS FOR CONSIDERATION:

1. What is the density of population of Japan?
2. Compare this with the destiny in England, France and Germany
3. What proportion of the area of Japan can be devoted to food production?
4. Can so large a population be supported on such a small food-producing area? Can food production in the islands be increased?
5. Consider the growth of population in Japan in recent decades; suggest ways in which Japan might relieve this pressure of population and food shortage.
6. How did the British Isles meet a similar problem? Belgium? France? Germany?
7. Consider the territorial expansion of Russia; of the United States. Are Japan's ambitions unprecedented?

8. To what extent is Japan self-sufficient in: (a) coal, (b) iron, (c) petroleum, (d) copper and other minerals, (e) cotton, (f) raw materials generally?

9. Compare with the British Isles in these respects.

10. If Japan is to follow England's example and turn her energies into manufacturing, what adjustments must she make?

11. Could China supply any of the minerals and raw materials much needed by Japan? Could Manchuria? Could Siberia?

12. As a whole, is the Orient a producer or a buyer of manufactures? What is the population of China? India? Consider these countries as markets for Japan's manufactures.

13. Might it not be to the advantage of these countries to supply Japan with needed food, fuel, and raw materials, and take manufactures in return?

14. Why should Japan care to gain a larger measure of control in Chinese affairs? In Siberia? In Manchuria? In Korea?

15. To what extent have other great nations sought similar control beyond their own boundaries? (Consider England especially).

16. In what ways would the growth of Japanese power in the Orient concern us?

17. Why are the American people so much concerned about the growth of Japanese power? Were we equally concerned over the ambitions of France? Of Russia? Of Germany prior to the war?

18. We have our Munroe Doctrine for the Western Hemisphere; why do we object to Japan's having one for the Far East?

19. Some people predict that Japan and the United States will come to war. What would be the causes of such a war? Are the causes sufficient to lead to war? Why would such a war probably result in Japan's defeat? What would be gained?

20. What should be our attitude toward Japan's ambitions in the Far East?

[Synopsis of an address before the Department of Geography, Missouri State Teachers' Association, St. Louis, Nov. 7, 1919.]

#### SEEN HERE AND THERE.

The Horace Mann School\* is well adapted to observation. Should the teacher be indisposed or not in a company mood, a card, "This room is not open to visitors today," is hung on the door. A cardless door implies that visitors are welcome but are expected to enter and leave as unobtrusively as possible. The children consequently never play to an audience, and in fact never bother with the visitors at all until something is needed from his or her locker, which perhaps the visitor

is using for a seat. While wandering about the Horace Mann School the other day I jotted down some phases of the work which appealed most to me and am passing them on.

Two interesting looking sheets of paper pinned on the wall in the back of one room invited closer scrutiny. A typewriter on a table nearby had evidently been used to print the following:

"If you know the answers, sign below."

1. What keeps a clock going?
2. What makes it keep time?
3. What do you do when the clock is fast?
4. What do you do when the clock is slow?
5. What are all the wheels inside for?
6. How do you wind a grandfather's clock?
7. Does a watch have a pendulum? What takes its place?

8. If a clock is brought from a warm room into a cold room, what happens? What must you do?

There were twelve names signed to this sheet.

The other paper had these questions:

1. Who first tried to make an electric lamp?
2. Why did he want it?
3. Why did he fail?
4. Did he finally succeed? How?
5. Who made the first electric lamp?
6. What did he use for a filament?
7. What is now used for filaments?
8. Why does every bulb have a point on one end?
9. What happened when we broke the point off under water?

10. How hard does the air press on anything?

Only three names appeared on this sheet.

Near the typewriter such magazines as, Popular Science, National Geographic, Scribners, World's Work, Atlantic Monthly, Century, invited one to sit down and look up the answers to the questions, then and there.

On a bulletin board outside another VI. room was posted this list of projects. In tabular form was given name of pupil, undertaking the project, with the date of beginning and date of completion:

|                |                           |
|----------------|---------------------------|
| Electric Motor | Trees                     |
| Submarine      | Planets                   |
| Butterflies    | Conductors                |
| Wireless       | Thermometers              |
| Camera         | Disinfectants             |
| Ignition       | Auto Engine               |
| Batteries      | Mercury silver            |
| Steam Engine   | Electric heating devices  |
|                | Transmission-differential |

From information obtained later, I found that a slight suggestion from the teacher had started this activity. The projects of the pupil's own choosing were considered complete when oral descriptions of them had

been judged by the class to be sufficiently inclusive and explicit. Incidentally, the names of boys formed the majority in the list of signatures.

In a Grade IV. room, the children interested in tree had made a collection of different kinds of branches, and had fastened these on a strip of green burlap, with each branch tagged, otherwise I fear this list could not follow, maple, sweet gum, hickory, dogwood, witch hazel, bayberry, oak, mulberry, ash, elm, beech, birch. Many pictures of other trees, mounted on cardboard, were placed along the ledge under these branches. On a nearby table were fruits of these trees in attractive, hand-made, paper baskets.

A writing lesson was in progress in an outer room. The children, in a correct seating posture, were making movements in the air, with their hands, to the rhythmical accompaniment of 1, 2, 3, 4, 5, push, pull, push, pull, stop, given by one of the pupils, who then directed them to use pen and ink and make the motions on the desk. Closer examination revealed the fact that the 1, 2, 3, 4, 5, gave ellipses, or rather one heavy one, while the push, pull, push, pull, stop, gave the heavy line in the centre. Then the children all chimed in the chant, apparently very happy in the exercise.

An especially attractive and sunny Grade IV. room invited entrance. It was library time. The teacher, being relatively free, kindly explained the project, for a project it really was. The children at the beginning of the year had obtained permission from the teacher to have a library all their own. The committee they appointed fairly swamped the Horace Mann librarian with questions, but the result was a workable scheme. The books solicited from their friends or brought from home were catalogued and made ready for use. Each member, who had had to qualify for entrance by passing a reading examination, wrote on a card the name of the book read, date, and a short digest of the story. Some resumes were particularly fine, the majority only mediocre and a few very poor indeed. This activity, Miss Orr said, had resulted in remarkable improvement in both oral and silent reading and in written language also. The children, with help from the teacher, criticised the written reports of each member. So, according to the criteria of a project, or purposive activity, this can most assuredly be classed as such, because these children had purposed, planned, executed and judged.

In my visit to Grade I. I was fortunate enough to see a full period, or special project time, when each pupil felt free to work on any individual project he had on hand. Two girls were starting a doll's hammock. Another girl was finishing a very pretty blue rug for a doll, several children were making most creditable scrap-books, others were drawing animals or flowers on their board and cutting out the figure with a jig-saw, then

polishing it with sandpaper. A little girl was knitting a scarf and talking happily to two or three other children who were painting cards. Four children were at the board, two of whom were instructing the others in the mysteries and intricacies of their last French lesson. A little boy was absorbed in the task of writing a letter, another was reading the thermometer and making the chart for the day. Still another boy was making an aeroplane, another was puzzling over his submarine. At another carpenter bench a lad was valiantly striving to put wheels on his cart, but they refused to stay. It was interesting to see the social co-operation, so evident in this room, manifest itself when this boy's neighbor left his own interesting automobile and came to his assistance. Between them the trouble was remedied and two happier boys seldom seen.

In the back of the room, at the last work bench, four boys were engrossed in the construction of a Panama canal. From their conversation, it was evident this topic had come up in a recent geography lesson and they wanted to see "how it worked anyhow." They had constructed a most ingenious affair, with adjustable locks. When the teacher asked if it really worked, they cried out, "You bet it does." The science teacher had helped them, they told her.

All these articles, when completed, were to go in a Christmas box to a diphtheria ward of a children's hospital on the East Side. I overheard several little girls and one boy discussing what to cook in their laboratory kitchen on the fifth floor to put in the box.

The observation of these free periods is most interesting to me, because it is there, if ever, that the inherent individual differences of these children will be revealed. With more of this purposive activity, both manual and intellectual, will those instincts and tendencies to physical energy, independencies, self-reliance, adaptability, pride in accomplishment, sociability, etc., so often neglected or positively inhibited in a conventional, restricted system of education, have better chance for expression.—*Elsie Mills.*

\* Horace Mann School is the Model School of Teachers' College, Columbia.

#### OF NO USE THERE

Edward, aged five, evinced a determination not to go to school at all. Finally his favorite aunt was called in to use her persuasive powers.

"Surely, Edward," she said, "you want to go to school with your big brother in the autumn."

"No, ma'am," said Edward, "I have decided not to go to school. I can't read, I can't write, and I can't sing. So what use should I be at school.—Harpers.

## ENGLISH LITERATURE IN THE GRADES.

### Grade I.

#### A GOOD PLAY.

We built a ship upon the stairs  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the billows.

We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake;"  
Which was enough for Tom and me  
To go a-sailing on, till tea.

We sailed along for days and days,  
And had the very best of plays;  
But Tom fell out and hurt his knee,  
So there was no one left but me.

—Robert Louis Stevenson.

#### I. Preparation.

John, will you tell us some game you like to play on stormy days? etc. Have you ever played train by placing several chairs in a row and pretending you were the conductor, Mary? Tell us about it, etc.

#### II. Presentation.

I am going to tell you what two little boys did who had to play indoors. See if you think they had a good time.

The teacher should then quote the poem in a pleasant, vivacious manner.

#### III. Analysis and Memorizing.

Who can tell me where the boys built their boat? Of what did they build it? What did they take which would be helpful if they were wrecked? What did they take to eat? Do you think they had a good time? Why? Quote the whole poem, asking the children to answer questions similar to the above, in the words of the poem.

The poem should be memorized. It will likely take a number of additional repetitions after the above lesson to accomplish this. Occasional repetitions may be worked in as change of task several times during the succeeding days.

#### IV. Correlation.

The children should use this as a theme for their drawing lessons, while working on the memorizing. The best drawings may be hung about the room as decoration. The children enjoy them.

### Grade II.

#### FALLING SNOW.

See the pretty snow flakes  
Falling from the sky;  
On the walls and housetops  
Soft and thick they lie.

On the window-ledges,  
On the branches bare;  
Now how fast they gather,  
Filling all the air.

Look into the garden,  
Where the grass was green;  
Covered by the snow flakes,  
Not a blade is seen.

Now the bare black bushes  
All look soft and white,  
Everything is laden,  
What a pretty sight!

—Anonymous.

#### I. Preparation.

This lesson may well be given on a morning after a snow storm, but preferably during a snow storm which has come after a thaw. The children may be allowed to look out of the windows and under the teacher's guidance talk about the snow covering the fields, shrubs, trees, fences, etc. The beauty of the scene should be talked of.

#### II. Presentation.

I am going to quote for you a poem written by someone who enjoyed a snow storm as we have.

The teacher should quote the poem with enthusiasm, her tone growing more sprightly and vivacious in the third and fourth stanzas.

#### III. Analysis and Memorizing.

Do you think the snow flakes are falling fast or slow in first stanza? How can you tell that the storm is getting worse in second stanza? What is meant by "window-ledges? What does "laden" mean? The poem should be quoted several times as a whole. The pupils may be asked for the part they like best, the teacher quoting this, thus giving repetitions to particular parts.

#### IV. Correlation.

The children may be encouraged to search for pretty snow pictures in old magazines and make a collection of them.

Grade II. should be encouraged to start a book of "Memory Gems," the poems being copied by each child and such pictures as the above used as illustrations. Sometimes they will enjoy their own drawings best. These books had better be made of loose pages tied together than a bound note book.

### Grade III.

#### PICTURE BOOKS IN WINTER.

Summer fading, winter comes,  
Frosty mornings, tingling thumbs,  
Window robins, winter rooks  
And the picture story-books.

Water now is turned to stone,  
Nurse and I can walk upon;  
Still we find the flowing brooks  
In the picture story-books.

All the pretty things put by,  
Wait upon the children's eye,  
Sheep and shepherds, trees and crooks,  
In the picture story-books.

We may see how all things are,  
Seas and cities, near and far,  
And the flying fairies' looks,  
In the picture story-books.

How am I to sing your praise,  
Happy chimney-corner days,  
Sitting safe in nursery nooks,  
Reading picture story-books?

—Robert Louis Stevenson.

#### I. Preparation.

Winter is quite different to summer, is it not? Let us think of as many differences as we can. The teacher should guide the children to enumerate such things as leaves and flowers gone, green grass gone and earth covered with snow; brooks and rivers frozen over; most of the birds have left us, we see only sparrows and an occasional crow; many stormy days and we have to play indoors. What are some of the ways you amuse yourself when you have to stay indoors? Dolls, toys, games, books. Then by a discussion of each one's favorite books bring out the different things which may be found in picture books. All interesting summer scenes, flowers, sheep and cows grazing in the meadows, unusual things as fairies and brownies, strange and distant countries—all these one finds in picture books. Winter may be cold and disagreeable but it gives us time for our picture books.

#### II. Presentation.

Today we have a poem written by a man who remembered how much he, as a boy, had enjoyed his picture books in the winter.

The teacher should read the poem in a pleasant, enthusiastic tone, expressing the child's pleasure at each new treasure in his picture books, reaching the climax in the last verse.

#### III. Analysis and Oral Reading.

The poem may be written upon the board to be used in the analysis of the poem. What is meant by "frosty mornings?" "tingling thumbs?" In the country where this little boy lived the robins stayed all winter. Sometimes on frosty mornings he scattered some crumbs on the window sill for the robins. They also called crows "rooks." Who can tell us how to tell a robin? Who can describe a crow? What does he mean when he says "Water now is turned to stone?" What do we use it for? Who can tell all the signs of winter he mentions?

Now let us see what he finds in his picture books. Who can tell one thing? Another? Another? etc. Now who can tell us all the things he finds in his picture books? Who will read all the verses, telling what he finds in the picture books. Who will read the verse that tells us he enjoys his picture books?

#### IV. Memorizing.

The pupils should memorize this poem. The teacher may help them by suggesting that first the poet tells about winter, then the books.

#### V. Correlation.

Pupils of this grade should have a book in which

they copy their memory verses. These may be illustrated by pictures from magazines or by their own drawings depicting the story of the poem. An oral English lesson on "My favorite story book" might be quite well used in connection with this poem.

#### Grade IV.

#### THE CHILDREN'S HOUR.

Henry Wadsworth Longfellow.

(N. B. Reader, p. 30; N. S. Reader).

#### I. Presentation.

We are going to take up another poem by Henry Wadsworth Longfellow called "The Children's Hour." What other poem of Longfellow's have you recently studied? (Village Blacksmith).

\*Before reading *The Children's Hour* I want to read you a letter which Longfellow wrote the same year he wrote this poem. The letter is addressed to "Emily," a little girl of twelve.

August, 18, 1859.

Emily A.—

Your letter followed me down here by the seaside, where I am passing the summer with my three little girls. The oldest is about your age; but as little girls' ages keep changing every year, I cannot remember exactly how old she is, and have to ask her Mamma, who has a better memory than I have. Her name is Alice; I never forget that. She is a nice girl, and loves poetry almost as much as you do.

The second is Edith, with blue eyes and beautiful golden locks which I sometimes call her "nankeen hair" to make her laugh. She is a very busy little woman, and wears grey boots. The youngest is Allegra; which, you know, means merry; and she is the merriest little thing you ever saw—always singing and laughing all over the house.

I do not say anything about the two boys. They are such noisy fellows it is of no use to talk about them. It will be fun to read this poem which was written about three little girls.

What do you suppose the title means? Let us read the whole poem to see if we can discover.

#### II. Presentation.

The teacher should read the first three stanzas in a quiet, natural tone, the next four with vivacity, the last three changing again to a thoughtful rather meditative tone.

#### III. Analysis of Poem.

What name do we generally give to the time between "dark and daylight?" Why did the children come down to see their father then, do you suppose?

Read the next two stanzas silently. Who can describe the picture contained in these two stanzas? Where have we heard of these little girls before?

Who can tell about the next picture? What does "plotting" mean?

Read the next two stanzas silently. Who can tell about the little girls entering the room? What do we mean by "raid?" The teacher should then tell the class about a castle with its high walls to keep out enemies and its watch towers, dungeons, etc., calling attention to Longfellow's reference to his castle, unguarded doors, turret, tower, etc.

The teacher should read the next stanza and then tell of the cruel Bishop of Bingen.

Read the next three stanzas silently. What do you suppose the poet means by these verses?

Banditti, plural of bandit, a robber. What does "scaled" mean? Help the children to work out the meaning of these stanzas without too much attention to details of construction.

#### IV. Oral Reading.

The poem should be read by the class to insure the correct interpretation. Then it may be memorized by all.

#### V. Correlation.

The poem may be given by one of the pupils during the Friday afternoon programme.

\* Copied from footnote p. 232. Page, Curtis Hibben, Chief American Poets.

Grade V.

#### THE PATRIOTIC DEAD.

How sleep the brave, who sink to rest  
By all their country's wishes blest!  
When Spring, with dewy fingers cold,  
Returns to deck their hallowed mould,  
She there shall dress a sweeter sod,  
Than Fancy's feet have ever trod.

By fairy hands their knell is rung,  
By forms unseen their dirge is sung,  
There Honour, comes, a pilgrim gray,  
To bless the turf that wraps their clay;  
And Freedom shall awhile repair  
To dwell a weeping hermit there.

—William Collins.

#### I. Preparation.

The teacher's aim in taking up this poem is to impress upon the children the nobility of dying for one's country and the honour due to one who dies such a death. Some discussion of the reason why our Boys who went so nobly to fight in the late war, what their sacrifice bought for us and our gratitude to them, should be brought out before this poem is taken up.

#### II. Presentation.

The teacher should read this poem with finest enthusiasm to inspire the pupils to appreciate the nobleness of the idea expressed. This poem may be taken up without preparation on the part of the students. It frequently happens that too detailed study kills the spirit of

appreciation. Care should be taken to guard against this, here.

Who are referred to as the "brave?" Do the first two lines mean that they are going to sleep for the night? Why are these men "blest" by their "country's wishes?" From the first two lines can you tell the poet thought about dying for one's country? What is meant by "hallowed mould?" What do the lines, "When Spring, with dewy fingers cold, Returns to deck their hallowed mould" mean? Why does the author say that Spring's fingers are "dewy" and "cold"? Why is this a "sweeter sod?" How will Spring "dress" this place? What word is more commonly used than "Fancy" to express the same idea? The teacher must aim to bring out the poet's idea that the very earth honors the soldier's sacrifice.

What is a "knell?" What bells do you suppose the poet thinks the fairies use? What is a "dirge?" Why does "Honour" come to the soldier's grave? Why is "Honour" called a "pilgrim gray?" Why does "Freedom" come to the soldier's grave? What does "repair" mean? What is a "hermit?" Why will Freedom stay there alone and weep?

Who will put in his own words the poet's idea in this poem?

#### IV Oral Reading and Memorizing.

The members of the class should read this poem orally to assure the teacher that they have appreciated the nobility of the sentiment expressed in this poem. The poem should be memorized.

#### V. Correlation.

The study of this poem can well be correlated with study of two modern poems of great value and infinite significance to us: Rupert Brooke's "The Soldier" and MacCrae's "In Flanders Fields." This last will lead to a discussion which may well follow the study of the assigned poem, dealing with the necessity and obligation of living nobly for one's country. This may be introduced in the Civics lesson or during opening exercise, while this poem is still fresh in the minds of the pupils.

Grade VI.

#### HELVELLYN.

Sir Walter Scott.

(N. B. Reader, p. 99; N. S. Reader.)

#### I. Preparation.

Early in the spring of 1805 a young man who was fond of taking long walks by himself lost his way on Mt. Helvellyn. He died from exposure during a storm. When his body was discovered three months later they found his terrier dog guarding the remains. This dog had been his constant companion in his lonely rambles through Cumberland and Westmoreland.

## II. Presentation.

The class may read this poem to themselves after the above introduction and prepare it for recitation.

## III. Analysis of Poem.

Who will describe the scene which spread out before the poet as he ascended the mountain? How do you know that it was a lonely place? What did he suddenly discover? Who was the "Pilgrim of Nature?" Who was he so called? What is meant by "Tenantless clay?" by "nor yet quite deserted?" What had the dog been doing?

To whom are the first four lines addressed? What is a "requiem?" What does "meet" mean in the fifth line of this stanza? Put the last four lines in your own words.

What is referred to in the fifth verse? Why say "When a Prince to the fate of the Peasant was yielded," meaning that he is dead? What is "tapestry?" What does "scutcheons" mean? "Lamenting?" Describe the funeral preparations for this prince? Why does the poet describe this so minutely?

What new name does Scott give this "wanderer" in the last stanza? Why was it "meeter" that the wanderer should die in the wilds of Helvellyn? What are "obsequies?" Why does Scott think that this was a more stately couch?

## IV. Oral Reading.

The pupils should read this poem in thoughtful tone, being careful to express the admiration for the faithfulness of the dog in the latter part of the second stanza and part of the third, and the poet's realization of the appropriate scene of the wanderer's death. It will be well to have the students memorize this poem.

(Note.—Grades VI. and VIII. should also keep a book of memory gems. It will be well to have them write a brief account of the poet's life. By writing to the Perry Picture Co. or Elson Co., it is possible to get pictures of the poets and their homes, etc., for a cent each. Pictures depicting some fact in relation to the poet or his life greatly enhance the value of such a book to the owner. It is also interesting to encourage the pupils to search for one or two other poems by the same author which they enjoy and add them to their books. Perhaps in this way the teacher may be assisted in her search for poems which the pupils of that grade will appreciate.)

Grade VII.

## THE LAST LEAF.

I saw him once before  
As he passed by the door,  
And again  
The pavement stones resound  
As he totters on the ground  
With his cane.

They say that in his prime  
Ere the pruning-knife of Time  
Cut him down,  
Not a better man was found  
By the crier on his round  
Through the town.

But now he walks the streets  
And he looks at all he meets  
Sad and wan,  
And he shakes his feeble head,  
That it seems as if he said,  
They are gone

The mossy marbles rest  
On the lips that he has prest  
In their bloom,  
And the names he loved to hear  
Have been carved for many a year  
On the tomb.

My grandmamma has said—  
Poor old lady, she is dead—  
That,  
That he had a Roman nose  
And his cheek was like a rose  
In the snow.

But now his nose is thin,  
And it rests upon his chin  
Like a staff,  
And a crook is in his back,  
And a melancholy crack  
In his laugh.

I know it is a sin  
For me to sit and grin  
At him here;  
But the old three-cornered hat,  
And the breeches, and all that,  
Are so queer!

And if I should live to be  
The last leaf upon the tree  
In the spring,  
Let them smile, as I do now,  
At the old forsaken bough  
Where I cling.

—Oliver Wendell Holmes.

## I. Preparation.

This poem was suggested by the sight of a figure well known to Bostonians, in 1831 or thereabouts, that of Major Thomas Melville. He was sometimes called the "last of the cocked hats." Writing of this poem Holmes says, "the major had been a personable young man, very evidently, and retained evidence of it, which had something imposing and something odd about it for youthful eyes like mine." Holmes in his old age wrote, "I have lasted long enough to serve as an illustration of my own poem." The teacher must be careful to bring out the pathos of the poem with the humor. Many persons have loved this poem. Lincoln said the Last Leaf was "inexpressibly touching" and knew it by heart.\*

## II. Presentation.

The teacher may assign this poem for study although it is clear enough to be taken up first hand by

the class. The teacher in her rendering of the poem should endeavor to place clearly before the pupils the pathos so aptly combined with humor.

### III. Analysis of Poem.

Do you think Holmes had frequently seen Major Melville? Why does he describe this old man as "tottering?"

Who will tell us about the "Crier" and his duties? Who will put the second stanza in his own words very briefly? To whom does the old man refer when he seems to say, "They are gone?"

Who will put the idea of the next stanza in his own words? Describe Major Melville's appearance when young. When old. Does the young poet think it is right for him to poke fun at the old man? How does he seek to justify himself?

What idea do you think the poet intends to convey in this poem? Why did Lincoln think this poem "inexpressibly touching?" Do you think it effective to make people think while they smile as in this poem? Or do you believe that sad poems are better to teach lessons?

### IV. Oral Reading and Memorizing.

Several members of the class should read this poem orally to assure correct interpretation and appreciation. I think most students will want to memorize the poem, the metre is so unusual.

### V. Correlation.

The class will no doubt enjoy the study of other humorous poems of Oliver Wendell Holmes such as *The Deacon's Masterpiece*, *Contentment*, *My Aunt*, etc. The teacher must feel a responsibility toward humorous appreciation as well as the appreciation of beauty and truth.

Grade VIII.

#### OLD IRONSIDES.

Ay, tear her tattered ensign down!  
 Long has it waved on high,  
 And many an eye has danced to see  
 That banner in the sky;  
 Beneath it rung the battle shout,  
 And burst the cannon's roar;  
 The meteor of the ocean air  
 Shall sweep the clouds no more.  
 Her deck once red with heroes' blood,  
 Where knelt the vanquished foe,  
 When winds were hurrying over the flood,  
 And waves were white below.  
 No more shall feel the victor's tread,  
 Or know the conquered knee;  
 The harpies of the shore shall pluck  
 The eagle of the sea!  
 Oh, better that her shattered bulk  
 Should sink beneath the wave;  
 Her thunders shook the mighty deep,  
 And there should be her grave;  
 Nail to the mast her holy flag,  
 Set every threadbare sail,  
 And give her to the god of storms  
 The lightning and the gale!

—Oliver Wendell Holmes.

### I. Preparation.

When Oliver Wendell Holmes was a student in Harvard Law School he read in the newspaper that the frigate *Constitution*, famous for its many battles, but old and unseaworthy, was condemned by the Navy Department to be destroyed. He wrote this poem and sent it to a Boston paper. It was copied in many others and soon such a storm of protest arose that the United States Navy Department decided to repair the old ship. The *Constitution*, which Holmes calls "Old Ironsides" in this poem, was launched in 1797. It served in the war against the pirates in the Mediterranean and later in the war of 1812. Owing to this poem of Holmes it was repaired in 1834 and continued to be used until 1881. From that time until 1897 she was kept at the Navy Yard in Portsmouth N. H. In 1897 the *Constitution* was taken to Charlestown Navy Yard for the celebration of the centenary of her launching.\*

### II. Presentation.

The teacher should read the whole poem with dignity to express the honor due to so noble a history as that of "Old Ironsides."

### III. Analysis of Poem.

What attitude does poet wish to express in first line, disgust or approval? What is the "ensign?" What do the third and fourth line mean? Who can recall another poem and quote the line in which "meteor" is used in referring to a flag? Who will give the meaning of the first stanza in his own words?

Read second stanza silently. What is meant by "vanquished foe?" How are they referred to later in same stanza? What word would we use instead of "flood?" What are "harpies?" Who can give us the thought of the second stanza in his own words?

Read the third stanza silently. What does "her shattered bulk" mean? "her thunders?" Why does the poet refer to her sails as "threadbare?" What does the poet suggest be done with "Old Ironsides?" Why does he suggest this? Why does he think it unfair that she be torn to pieces?

Who in history was called "Old Ironsides?" Why do you suppose Holmes used this title here?

### IV Oral Reading and Memorizing.

The pupils should read this poem orally to assure the teacher that they have grasped the idea so vigorously expressed in this poem. The poem should be memorized and may be used in a Friday afternoon programme

### V Correlation.

The pupils should be encouraged to review their knowledge of the War of 1812 to find references to the *Constitution*. The moral discipline will also be good. Pupils in school must be taught the necessity of giving honour to an adversary when deserved.



## PRIMARY EDUCATION.

## MULTIPLICATION.

The first step in the teaching of multiplication is to teach a multiplication table. In building up a table objects should be used at first. The next step might be to make the multiplication table by addition. The pupil may be taught to make the table for himself. If he wishes to make the table of 3 times, he starts with one 3. To this he adds another 3 and finds that  $2 \times 3 = 6$ . He continues in the same way to  $12 \times 3 = 36$ .

The multiplication table should be memorized in the same way as the addition table, that is, the pupil should get a mental picture of the table as he sees it on the board, on the slate, or on the note book. To assist the pupils to get this mental picture have the tables on the board where they can see them as they do their multiplication questions, but get them to compete in an effort to do the work without looking at the tables as soon as possible.

As soon as the tables of twos and threes have been learned by the pupils they should begin to use them in multiplying. There are two methods of writing the multiplication tables, e. g. the table of threes or three times table may be written thus:

|                    |    |                    |
|--------------------|----|--------------------|
| $1 \times 3 = 3$   | or | $3 \times 1 = 3$   |
| $2 \times 3 = 6$   |    | $3 \times 2 = 6$   |
| $3 \times 3 = 9$   |    | $3 \times 3 = 9$   |
| $4 \times 3 = 12$  |    | $3 \times 4 = 12$  |
| $5 \times 3 = 15$  |    | $3 \times 5 = 15$  |
| $6 \times 3 = 18$  |    | $3 \times 6 = 18$  |
| $7 \times 3 = 21$  |    | $3 \times 7 = 21$  |
| $8 \times 3 = 24$  |    | $3 \times 8 = 24$  |
| $9 \times 3 = 27$  |    | $3 \times 9 = 27$  |
| $10 \times 3 = 30$ |    | $3 \times 10 = 30$ |
| $11 \times 3 = 33$ |    | $3 \times 11 = 33$ |
| $12 \times 3 = 36$ |    | $3 \times 12 = 36$ |

The usual way of repeating the table to the left is: one three is three; two threes are six; three threes are nine, etc., while the table to the right would be repeated: three ones are three; three twos are six; three threes are nine, etc. Some use the word "times," thus one times three is three; two times three are six, etc. If multiplication is begun as soon as the tables of twos and threes are learned questions must be used to agree with the form of table used. If the table to the left is used no figure in the multiplicand should exceed 3, while any number from 1 to 12 may be used in the multiplier. If the table to the right is used any of figures from 1 to 9 may be used in the multiplicand, but no figure higher than 3 may be used in the multiplier. If the form of the left hand table is used a very simple method of supplying drill in which the pupils may do the work and prove the result is as follows, e. g., multiply say 213 by

2 thus  $\begin{array}{r} 213 \\ 426 \\ \hline \end{array}$ , then write the multiplicand twice and add, thus  $\begin{array}{r} 213 \\ 426 \\ 426 \\ \hline \end{array}$  then use the same multiplicand and multiply by 3 and prove by adding the 213 to the sum 426. Proceed in the same way using as multiplier the numbers 4, 5, 6, etc., to 12, and proving the work in the same way. In this way the pupils get drill without taking much of the teacher's time.

When the table of fours has been learned, fours may be used in the multiplicand, and so on with the numbers to 9.

If the form of table to the left is used the tables of tens, elevens and twelves are only used in mental work.

The principle of carrying may be arrived at the same as in addition. When two or more figures are used in the multiplier, if it is thought advisable to teach the reason for the position of the several partial products which, when added, gives the complete product, the following method may be found convenient. Show that any order such as units, tens, hundreds, etc., when multiplied by units gives a product in the same order, e. g., take 3 units 2 times and the result is 6 units; take 3 bundles of tens 2 times and the result is 6 tens, and so on with hundreds, thousands, etc.

Next show that when the 2 units are taken 3 tens times, that is, when 2 units are taken 30 times the result is 60 units or 6 tens.

Take for example  $42 \times 23 =$

$$\begin{array}{r} 42 \\ \times 23 \\ \hline 126 \\ 84 \\ \hline 966 \end{array}$$

Thus it may be shown that when you use the second or tens figure in the multiplier you are taking the 2 units in the multiplicand 2 tens times, that is 20 times, which gives 40 units or 4 tens, and the reason can be seen for placing the 4 tens under the two tens in the first partial product. Since we all do our work of adding, subtracting, multiplying and dividing without any thought of the reason for the various steps in the process many may consider any time taken in teaching the reason is wasted. Since so much of the work in arithmetic must be reasoned apart from all rules or mechanical operations the earlier we can create in the pupil a desire to know the reason for everything he does, the better.

Teach that multiplication is used to put together numbers that are all alike and to find how much they all amount to.—*Amos O'Blenes.*

## SCHOOLING WITHOUT SCHOOL.

"Our principal indictment of elementary education is that it is administered by those of little faith in the child. I fear it has too much faith in itself and in methods to have much left over for anything else." W. Follett.—*Harper's.*

## RURAL HOME ECONOMICS.

## SEWING COURSE SUITABLE FOR RURAL SCHOOLS (Continued).

By Miss Mallory.

The fifth problem introduced into this course is the kitchen holder. This is needed by any one who does cooking and a few extra ones could be made for use in the school where the Hot Lunches is being carried on. Use any firm wash material for the outside of the holder. Denim or galatea are good. Outing flannel is the most satisfactory material for the lining. This one we cut round  $6\frac{1}{2}$  inches in diameter, and finish it with bias binding tape, sewing on a ring or straight tape to hang it by.

The principles taught in this are:

Tailor's basting.

Folding and joining bias binding.

Sewing on tape.

The sixth problem is a lesson on darning. The teacher can make this lesson very attractive by first introducing the weaving card. Cut a strip of card board  $2\frac{1}{2}$  inches by 4 inches and sew on cotton across each end as the card board might not be strong enough to hold the stitches. With an embroidery needle or small darning needle and some pretty shade of coarse silk or em-

broidery cotton make warp threads the full length of the card board about one-sixteenth of an inch apart and fasten securely. Then with a different shade weave back and forth over the warp threads, taking up every other stitch, making a plain weave or taking up one stitch and dropping two, making a twill weave. This teaches the warp and woof thread selvedge. The different weaves, plain and twill, harmonizing colors and also different designs can be introduced. Any primary teacher might find this interesting for the smaller grades.

After this stocking darning or darning of tears can be much better understood and parents especially will be delighted with this project.

This is most effectively taken up in Clothing and Health, by Kime & Cooley, pages 164-170.

Teachers who are attempting this course will also find the Cornell Junior Extension Bulletins very helpful.

Bulletin I. First Lessons in Sewing.

Bulletin II. Elementary Garment Making.

These come free of charge, address:

New York State College of Agriculture,  
Connell University,  
Ithaca, N. Y.

## CURRENT EVENTS.

*The Noble Lady, the Member from Plymouth.* Much interest and conjecture has centered about the recent election of Lady Astor to the British Parliament. It will be recalled that she is not the first woman to be elected to Parliament. This honor fell to Countess Markievicz, who, in accord with other Sein Fein members has refused to take her seat. Lady Astor took her seat on December 1st. She was escorted at her introduction by Lloyd George and Arthur Balfour. The impressive ceremony was witnessed by a large audience, all available space being occupied. Lady Astor has been allotted a corner seat near that of Lloyd George.

*Ontario's New Government.* The victory of the Ontario Farmers in the recent Provincial election is a fact which may hold grave significance for the future of our older parties. Refusing to unite either with the Liberals or Conservatives they have formed a coalition with the Independent Labor party and will "introduce progressive legislation and force the Liberals and Conservatives alike to toe the mark and show where they stand." Mr. Drury is the new Premier.

*The Flight to Australia.* We are no longer set aghast by remarkable aviating feats. Still the proposed flight from England to Australia has been watched with interest. The prize of £10,000 offered by the Australia government has been won by Capt. Ross Smith, a native of Australia, who left the Hounslow Aviation Field near London on November 12th, reaching Cairo six days later. Thence he proceeded by way of Delhi, Rangoon, and various points along the Malay peninsula and islands of Oceania. Capt. Smith reached Port Darwin, near the northernmost tip of Australia on December tenth, having still two days to spare. An international sporting element was added to the flight by the attempt of Lieutenant Poulet, the French military aviator, who started about a month before Capt. Smith. Poulet was delayed by accidents and the Australian aviator overtook him in Rangoon. Poulet was close behind at the last reports received from him, a few days before Capt. Smith's arrival in Australia.

*Bulgarian Peace Treaty.* Bulgaria entered the war actuated by purely selfish interests. She threw her strength on the side of Germany hoping to gain, thereby, territorial expansion and commercial profit. To such a country the Peace Treaty should mete a heavy penalty.

By the treaty signed Bulgaria is to have an economic outlet to the Aegean Sea, an undeserved concession, but one which may make for peace in the Balkans. There are certain changes in frontier which relate to the concessions in Thrace and to localities on Serbian border which are for the protection of Serbia. Bulgaria is, also, required to recognize the independence of Serbs, Croats and Slovacs. An army of 20,000 may be maintained but no importation of arms is to be allowed. A reparation of \$450,000,000 to be paid in semi-annual installments for thirty-seven years is demanded for the losses of the Allies due to Bulgaria's entrance into the war.

Bulgaria is also to renounce the treaties of Brest, Litouisk and Buckarest. The treaty was signed under conditions which have been claimed by the Bulgarian minister to the United States to be most humiliating. The concensus of opinion is that the signature of the treaty was entirely deserved by Bulgaria. The signing of the treaties of Versailles and St. Germain were attended by considerable ceremony. The Bulgarian treaty was signed in Neuilly, a suburb of Paris, in the office of the Mayor.

*Lord Jellicoe's Tour.* Our country is being honored by a visit from Lord Jellicoe, the Admiral who commanded the Grand Fleet during most of the war. He comes as Britain's envoy to put before the Government and people of Canada the plan of naval preparedness for the Empire.

His mission is purely advisory and a consequence of the discussions of naval defense at the Imperial War Conference of last year. "It is true that the technical advisors of the Admiralty on that occasion advocated a centralized navy, but the Dominion representatives frankly told them that their proposals were impracticable, and insisted upon the principle of local autonomy. This decision was embodied in a resolution, which in part reads:

"It is thoroughly recognized that the character of construction, armament and equipment and the methods and principles of training, shall proceed upon the same lines in all the navies of the Empire. For this purpose the Dominion would welcome visits from a highly qualified representative of the Admiralty who, by reason of his ability and experience would be thoroughly competent to advise the naval authorities of the Dominion."

One Ontario paper says: "Our interest in the Navy and our dependence on it are as great as any part of the Empire. In sharing in the benefits that accrue from the maintenance of this magnificent force, we must also share in the expense and responsibility. There may be differences of opinion as to how Canada's aid to the Navy may best be applied, but on the general principle of Canadian assistance there can be but one conclusion."

#### *The Roumanian Exodus*

An interesting sign of revived national interest is shown in the exodus of Roumanians from Canada and the United States returning to their native land. There are about 100,000 Roumanians in Canada, most of whom came from Bukowina, the small minority from the ancient kingdom of Roumania. Of these it is estimated about one-half will leave Canada. There are 300,000 in the United States, of whom 100,000 it is expected will return to their homeland. This Roumanian immigration has extended over the last twenty or thirty years. They have been coming to America actuated by the necessity of escaping racial or religious persecution; or desirous of availing themselves of the rich opportunities of labor in the New World. Most of these men have been employed as unskilled laborers.

The return to their homeland is due to one of several causes. They have for five years been cut off from all communication with their families and friends. Another important factor is the new Roumanian land legislation. Large and fertile estates have been taken over by the Government and are being parceled out to the people on most desirable terms. The Roumanian buying such land may have forty years in which to complete his payments. These immigrants have not been assimilated because most of them came to America to stay for a short time, leaving their families in Roumania. These Roumanians are a thrifty people. It is estimated that the average individual takes about \$2,000 in cash with him. (Adapted from Literary Digest.)

#### BOOK REVIEWS.

Among the newer books in Agriculture three specially good ones are: *Principles of Agriculture, Gehrs*; *Productive Agriculture, Gehrs*, and *One Hundred Exercises in Agriculture, Gehrs and James*.

The first two of these books have much in common; though, as the title implies, *Productive Agriculture* is better adapted to real farm conditions. In *Principles of Agriculture*, the principles of Improvement in both plant and animal are well laid down. At the end of each chapter is an excellent set of questions, problems and references. The History and Geography of the topic under discussion will make the book a vital one for class use.

The book is very readable indeed. Cuts, tabular forms, graphs and questions break the monotony of the printed page. The author shows *the real teacher*. The habit of numbering his factors or points, as one would at a blackboard, makes these points easily grasped. Every phase of agriculture is treated in such a manner that it cannot fail to create an interest in what is too often a dry book subject.

The economic view-point is always kept in mind. Dollars and cents are agreeably combined with real education.

Productive Agriculture is instructional, as all books must be; but its problems are good. Instead of vague references and general statements, government reports are quoted. The book is not a theoretical treatise, but a practical guide. It is a good book for the farmer and for the farm boy. For all-round, mixed farming, it is a good reference book—which, after all, any text book should be.

The chapters on farm animals, fertilizers and plant foods are specially good. Facts are given, but reasons are given too; therefore it is educational. The chapter on vegetable gardening would be of interest even to the city child. The chapters on choosing and planning a farm and on farm book-keeping touch upon a topic too often passed over. The whole book is worthy of thoughtful study.

The third book "One Hundred Exercises in Agriculture," is a laboratory manual. The laboratory, however, is the farm as well as the school room. The questions cannot be answered from a book. The student must interview practical farmers, do work himself, and observe real farm activities. Thus only can he ever really know. "Knowledge is of things we see."

Each exercise systematically follows object, material, method, observations or conclusions and questions. When the exercise is done, the student has not only acquired useful facts, but has learned how to proceed with similar problems. Such exercises as seed-testing and plant propagation are very practical indeed. This book will keep any boy busy and happy, and develop in him the ability to do things.

—L. A. DeWolfe.

#### SCHOOL AND COLLEGE.

Mr. S. W. Irons, for many years Principal of Victoria Schol, Moncton, recently passed away at his home in Moncton, after a long and tedious illness. A number of years ago Mr. Irons obtained leave of absence in order to seek his health in a more favorable climate, and after undergoing treatment in a sanitarium he returned to Moncton much improved in health, but soon the ravages of disease again showed itself, and finally he succumbed to the malady that had seized him. Mr. Irons was a most successful teacher, and his passing is much regretted by the teaching profession as well as by the large number of students whom he had the privilege to instruct.

Mr. L. A. Moore, who has been Principal of the Superior School, Elgin, N. B., has been appointed Inspector of Schools, to fill the place occupied by the late

Inspector Meagher. Mr. Moore will probably make Woodstock his headquarters, since his inspectorate includes Carleton County, the greater portion of Victoria, and the upper portion of York County.

The Executive of the New Brunswick Teachers' Association held a meeting in St. John during the Christmas vacation. A very large number of teachers eligible for membership in the Association are already members of the organization, and it is expected that before long practically all the teachers holding a license above second class will be enrolled.

A meeting of the Committee on Text Books for the Public Schools of New Brunswick was held in St. John during the Christmas holidays. The members of this Committee are: Dr. W. S. Carter, Dr. H. S. Bridges, J. Frank Owens, W. J. S. Myles, Joseph Harrington, Miss Emma Colwell, Dr. B. C. Foster, Dr. C. C. Jones, Dr. H. V. B. Bridges, H. H. Hagerman, Miss Ella Thorne, Inspector Hebert and Geo. J. Oulton.

The Executive of the New Brunswick Teachers' Institute met in St. John on Dec. 30th to arrange the program, etc., for the next meeting of the Institute. The members of the Executive are the Chief Supt. of Education, Dr. B. C. Foster, Dr. H. S. Bridges, W. J. S. Myles, Miss Bessie Wilson, Miss Ethel Murphy, Miss Anna Poirier and Miss Rita Jaillet.

Mr. E. J. Lay, Supervisor of the Amherst, N. S., Schools, passed away very suddenly on Oct. 29th. Mr. Lay was formerly Principal of the Amherst Schools, and later Inspector of Schools for Cumberland County. On resigning his position as Inspector of Schools he was appointed Supervisor of the Amherst Schools, a position which he filled to the satisfaction of both teachers and the School Board of the town. Mr. Lay was a man eminently fitted for his work, and his passing is regretted by a very large constituency of friends.

The York and Sunbury Teachers' Institute was held in the High School Building, Fredericton, December 18th and 19th. The program was an excellent one and proved very helpful to the teachers. Over one hundred and fifty teachers were enrolled. The Executive of the Institute for the ensuing year is Alonzo Stiles, President; J. W. Smith, Vice-President; John E. Page, Secretary-Treasurer; Miss Zula Hallett and Miss Louise Scott.

Miss Ella L. Thorne, who for many years has been the efficient Secretary-Treasurer, was made an honorary member of the Executive, and received due appreciation from the Institute in the way of an address and purse. Inspector Hanson made the presentation.

Much satisfaction is expressed by the graduates and student body of the University of New Brunswick of the election of Gregory Bridges, '20, of this city, as the first Rhodes scholar selected under the method by which candidates are chosen from the entire province instead of from each University in turn. The selection was made by a committee composed of Sir Douglas Hazen, Ralph St. J. Freeze, J. B. McNair and W. H. Irving, the last three of whom having been Rhodes' scholars. The Rhodes scholar elect is a son of Dr. H. V. B. Bridges, Principal of the Normal School. He is at present a member of the Senior Class at the University, having resumed his studies upon his return from overseas last year. Mr. Bridges received his education in the public schools of Fredericton, and won the medal for the highest standing in mathematics upon graduating from the Fredericton High School. He matriculated in the first division and has always attained a high standing in his classes, having taken first-class honors in classics for three years. After completing his Arts course at U. N. B. this year, Mr. Bridges will proceed to Oxford University, where he will study law.

The Carleton-Victoria Teachers' Institute was held in the Fisher Memorial School, Woodstock, on Thursday and Friday, Dec. 18 and 19. One hundred and

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thirteen teachers enrolled, eighty-seven from Carleton and twenty-six from Victoria. The papers and lessons given were: Vocational Education, Mr. S. C. Heckbert; Agricultural Lesson, Mr. F. A. Dixon; Latin, Miss Julia Neales; Algebra, Miss Serena True; Primary Number, Miss Kathleen McCluskey; Primary Nature, Miss Isabel Upham; Drawing, Mr. C. Douglas Dickson and Miss Violet Gilbert; School Fairs, Director Gorham and Mr. F. A. Dixon; Home Economics in Rural Schools, Miss Bernice Mallory; The Great War and its Lessons, Miss Bessie Fraser and Mr. Elmer Close; Literature, Miss Jessie Clark and Mr. R. G. Mowatt.

At the public meeting Thursday evening, the speakers were Mr. T. C. Ketchum, of Woodstock, and Lt.-Col. Snow, of St. John. Feeling reference was made by several speakers to the death of Inspector Meagher, and the great loss sustained by the teaching profession. A committee, consisting of Miss Bessie Fraser, Grand Falls; Miss Frances Milmore, Woodstock; Mr. C. Douglas Dickson, Hartland, was appointed to solicit and receive small subscriptions from the teachers in the two counties for a fund to provide a suitable memorial to the late Inspector.

The following officers were elected by the Institute: President, Mr. A. D. Jonah; Vice-President, Mr. Elmer Close; Secretary-Treasurer, Miss Bessie Fraser; Assist-

ant Secretary, Miss Frances Milmore. Additional members of Executive, Miss Anna Cassidy, Miss Kathleen O'Hara.

Miss Townshend, Principal of the Richibucto Grammar School, organized a War Savings Society in connection with her school on Oct. 13th, and up to the time of the Christmas vacation the sum of \$102.50 in Thrift Stamps had been purchased by the pupils.

#### ADVANCEMENT IN SCIENCE

A tribute not only to the spirit of the Englishman, but to the type of education in that country is given by Prof. R. D. Carmichael, University of Illinois, in the December Scientific Monthly.

"Of the three countries which have led in scientific development it seems to be the impartial verdict of history that we owe to France the largest number of works perfect in form and substance and classical for all time; that the greatest bulk of scientific work, at least in more recent years, has been produced in Germany; but that the new ideas which have fructified science in earlier times and also in the nineteenth century, have arisen more frequently in England than in any other country."

#### HIS REAL FEAR.

A circus-man tells of a lion-tamer, brave as lion-tamers must necessarily be, but who had his little weakness—a mortal terror of bronchitis. One morning when he came out from a cage containing two half-starved lions, which he had entered with perfect composure, he shook his head gravely.

"Some day," he remarked to a fellow-worker, "I'll get my death in there."


"Nonsense!" said the other. "The lions will never get the better of you."

"The lions?" the tamer exclaimed. "Good heavens! You don't suppose I am afraid of them! It is those confounded cages. They are awful places for draughts."  
—Harper's.

#### MISUNDERSTOOD.

Mother was busy so she bade little Bobbie to run across the street and see "how old Mrs. Jones is this morning."

It was only a short time before Bobbie returned with this announcement: "Mrs. Jones says it's none of your business how old she is."—Harper's.



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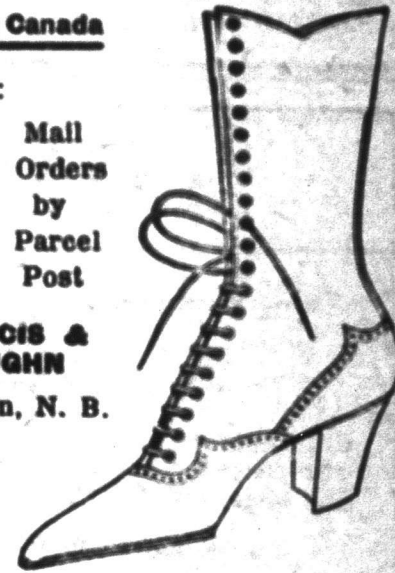
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### New Brunswick School Calendar

1919-1920

1919

FIRST TERM

- July 1st—Dominion Day.
- July 1st—Normal School Entrance and Matric. and Leaving Exams. begin.
- July 14th—Annual School Meeting.
- Aug. 6th—French Department of Normal School opens.
- Aug. 26th—Public Schools open.
- Sept. 1st—Labor Day (Public Holiday).
- Sept. 2nd—Normal School opens.
- Sept. 2nd—Thanksgiving Day (Public Holiday).
- Dec. 9th—French Dept. Normal School Entrance Exams begin.
- Dec. 16th—Third Class License Examinations begin.
- Dec. 19th—Normal and Public Schools close for Xmas. Holidays.

1920

SECOND TERM

- Jan. 5th—Normal and Public Schools re-open after Xmas. Holidays.
- April 8th—Schools close for Easter Holidays.
- April 14th—Schools re-open after Easter.
- May 18th—Loyalist Day (Holiday, St. John City only).
- May 21st—Empire Day.
- May 24th—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 24th—Victoria Day. (Public Holiday).
- May 25th—Class III License Exams begin (French Dept.).
- June 3rd—King's Birthday. (Public Holiday).
- June 4th?—Normal School closes.
- June 8th—License Examinations begin.
- June 21st—High School Entrance Examinations begin.
- June 30th—Public Schools close.

### N. B. OFFICIAL NOTICE

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

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

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

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

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

W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,  
Dec. 26th, 1918.

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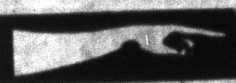
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| Dep. 3 45 p.m.         |                                   | Dep. 12 45 a.m.      |                 |
| Tues. Thurs. Sat.      | Edmundston East. Sta.             | Arr. 1 35 a.m.       |                 |
| Arr. 1 40 a.m.         | Edmundston Allen Sta.             |                      |                 |
| Dep. 2 50 a.m.         | St. Leonard                       |                      |                 |
| Arr. 3 42 a.m.         | Grand Falls                       |                      |                 |
| " 4 05 a.m.            | Plaster Rock                      |                      |                 |
| " 5 04 a.m.            | McGivney                          |                      |                 |
| " 7 45 a.m.            | Fredericton East. Sta.            |                      |                 |
| " 11 15 a.m.           | Fredericton Allen Sta.            |                      |                 |
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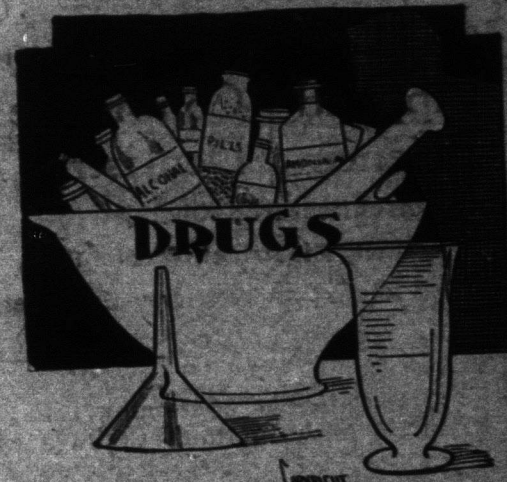
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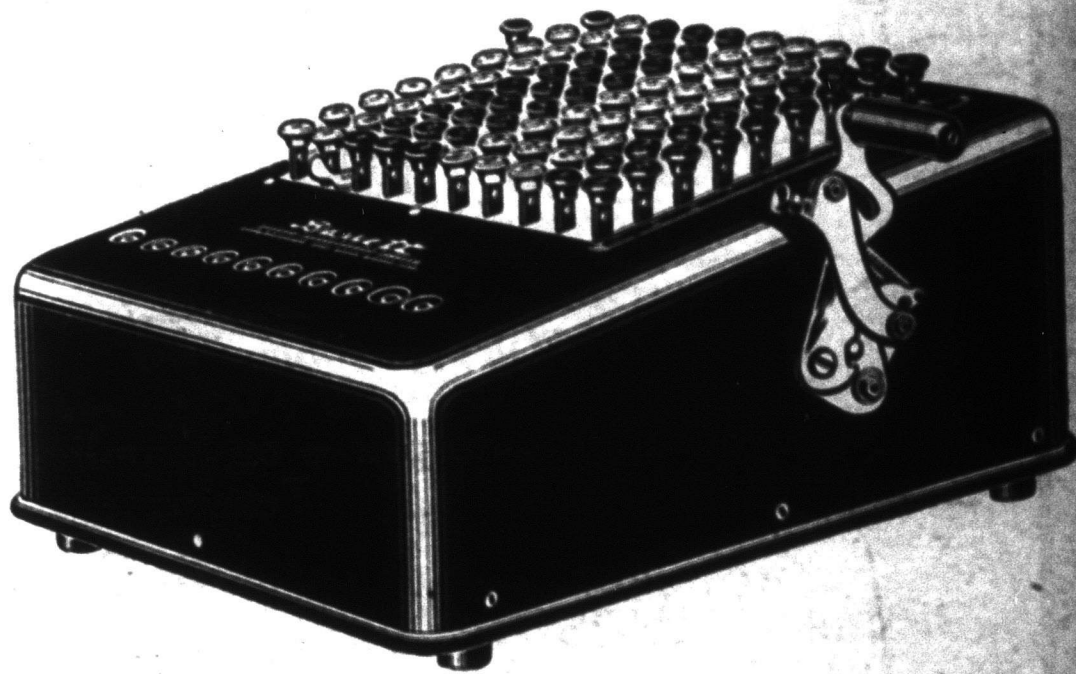
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