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## NEW BRUNSWICK SCHOOL CALENDAR

1920—1921

1921

SECOND TERM

- May 18—Loyalist Day (Holiday, St. John City only).
- May 23—Empire Day.
- May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 24—Victoria Day (Public Holiday).
- May 24—Third Class License Examinations begin (French Department).
- June 3—King's Birthday (Public Holiday).
- June 10—Normal School closes.
- June 14—License Examinations begin.
- June 20—High School Entrance Examinations begin.
- June 30—Public Schools close.

### OFFICIAL NOTICE

#### Loan to Teachers

The Board of Education of the Province of New Brunswick, beginning September 1921, will loan money to students who possess the necessary academic standing for admission, and who requires financial assistance to enable them to complete the Normal School Courses.

The maximum amount loaned to any student will be Four Hundred Dollars (\$400.), which will be advanced at the rate of Fifty Dollars (\$50.) per month during eight (8) months, beginning September 15, in each year.

The loan will be repayable over three (3) years (half-yearly), with interest, the first payment to be made six (6) months after graduation.

A condition will be imposed upon those who take advantage of the loan,—that they agree to teach in New Brunswick for three years and until such time as the loan is repaid.

Further information may be obtained by applying to the Education Office, Fredericton, N. B.

#### TRUSTEES' CONVENTION

The attention of School Boards and ratepayers is again directed to the following:

Section 45 of Chapter 50 is hereby amended by making said Section, Sub-section (1) thereof and adding the following as Sub-section (2) of said Section:

"(2) The School District may elect annually and provide for the payment of the expenses of one or more representatives of the District to County or Provincial Teachers' or Trustees' Institutes; in cities or incorporated towns to which Section 105 applies, such delegates may be appointed annually and their expenses provided for by the Trustees at any regular monthly meeting."

A convention of School Trustees and school officers will be held in Fredericton either in the Autumn of 1921 or the Winter of 1922, as a preference of those interested may be expressed.

The number of delegates to be elected by School Districts or appointed by Trustees is not limited for the first meeting and membership will be determined by the convention, for future meetings, as well as all other matters requiring adjustment.

At the first meeting the Chief Superintendent of Education will call the Meeting to order, arrange for a short programme and if possible have present an expert trustee from the West, where such conferences have been held for some years.

Delegates are requested to notify the Chief Superintendent of their election or appointment and to indicate their preference as to the time of meeting.

The first meeting will probably last for two days.

#### HISTORY

Sanderson's Ancient History or a good knowledge of Ancient History by any other author, will be the requirement for U. N. B. Matriculation and First Class Examinations for the next ensuing examinations.

W. S. CARTER,  
Chief Sup't of Education  
Education Office, April 20th, 1921.

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## NOVA SCOTIA Education Department

As the JOURNAL OF EDUCATION owing to local conditions cannot be issued before the end of April, the following more important items are advertised, as formerly intimated, in the EDUCATIONAL REVIEW for the month of May.

### CALENDAR, SUMMER, 1921

- June 24—High School Examinations begin.
- June 27—Regular Annual Meeting of School Sections.
- July 2—Last day for sending in to the respective authorities notice of attending  
RURAL SCIENCE SCHOOL, Truro, 13 July, and  
PHYSICAL TRAINING "B" Course, Truro, 13 July, and  
PHYSICAL INSTRUCTORS "A" Course (Halifax, about middle July)  
INSPECTORIAL TRAINING COURSES (25 July in each Inspectorate.)

\*It is hoped the JOURNAL may be issued by the middle of May.

\*The Manual of School Law is yet only half printed; but it is hoped to be issued shortly after the JOURNAL appears.

Examiners of the M. P. Q. papers are informed that special stress will be laid on the more important regulations published in the last two JOURNALS which should be kept for perusal in every school room.

M. P. Q. Examination, Thursday 30 June, 1921.

## The Educational Review

VOLUME XXXV

MAY, 1921

No. 10

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

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### TIME TABLE

#### Regular Provincial High School Examination, June, 1921

Hour	Grade XII	Grade XI	Grade X	Grade IX
Friday June 24.	9—11 English (a) 11—1 Greek (a) 3—5 French	English (a) Greek French	English Greek French	English ..... French
Saturday June 25.	9—11 Chemistry 11—1 Greek (b) 3—5 German	..... ..... .....	..... ..... .....	..... ..... .....
Monday June 27.	9—11 Geometry 11—1 Gen. History 3—5 Physics	Ancient History Geometry German	Geometry German English History	Drawing ..... Geography
Tuesday June 28.	9—11 Algebra 11—1 Latin (a); 3—5 Botany	Algebra ..... Chemistry	Algebra ..... Physics	Algebra ..... Science
Wed. June 29.	9—11 Trigonometry 11—1 English (b) 3—5 Latin (b)	Prac. Math. English (b) Latin	Arithmetic ..... Latin	Arithmetic ..... Latin



# THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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

**CANADA FIRST!** Many of us have forgotten the sacrifices of which we proved ourselves capable during the World War. We have grown careless, each thinking that his little extravagances would not count, yet we find that our National Imports exceeded our National Exports for the year ending February 1921, by \$86,000,000. Our Canadian dollar is greatly depreciated in United States' markets not only because of our great National debt to the United States but because we have bought more there than we have sold. How can each individual help? By buying goods "made in Canada." Each teacher should begin a campaign in her school room. The following are figures taken from a letter sent out by the Independent Order of the Daughters of the Empire, which form a convincing arraignment against each of us.

We spent last year in the United States—\$487,159 for tomatoes out of season, \$87,436 for cut flowers, \$28,037,511 for fresh and canned fruits, \$1,662,761 for eggs, \$1,664,242 for potatoes, \$792,733 for pears, \$522,400 for strawberries, \$6,459,033 for meats, \$422,882 for dairy products, \$25,000,000 worth of cotton goods, \$7,000,000 for automobiles.

All of these commodities are either luxuries which we could do without or are produced in our own country.

"Horror of a ruthless foe spurred every unselfish citizen to cast self-interest aside during the war and unite in a vast effort to beat off the threatening danger. Horror of a danger almost equally great—the danger of economic dependence upon a foreign nation—should spur us again along the hard and stony road of self-denial. It is a difficult prospect but at its end shine national independence and self-respect."

**E**DUCATIONAL matters commanded considerable attention among government circles during the recent session of the New Brunswick Legislature. Two important measures were past. The first provides for loans to be made to students needing the money to enable them to attend the Provincial Normal School. The maximum loan of \$400, for three years at six percent, is to be made in eight equal payments. Students receiving this loan are under obligation to teach at least three years in the Province. This is an important measure for we find from the Chief Superintendent's report that there has been a shortage of two hundred teachers in the schools during the last year. There has been a serious falling-off in the attendance of Normal School. This beneficent offer on the part of the Government will in part remove the excuse of insufficient funds.

A second important measure was the provision for a Trustees' Convention to be held during the year. School Trustees will gain a great deal of help and in-

spiration from meeting with other Trustees from the Province and other parts of the Dominion, listening to the discussion of common problems and reforms which are being prosecuted in different localities. This session will do much to hasten the needed reforms which we know are coming.

**S**EVERAL matters were discussed in Fredericton during the session which were not given definite form by the Government, one of these was the need of an Educational Survey throughout the Province. Our School System is worthy of praise in many respects but being a human document is not perfect. We expend considerable money for education, but our assessment for school purposes is not uniform. We demand that our teachers have at least one year in Normal School but little training is given in the ways of teaching the various subjects because of the insufficient preparation of many of the students. We have three Boards administering education—the Board of Education, the Vocational Board and the Department of Agriculture. Our curriculum has the core of the 'three R's' outlined by the Law of 1848 with many other subjects which have been added from time to time with little provision for practical interests. The compulsory law is poor. We have been interested in education but our interest has been limited by our Provincial prospective. We have judged our system by our own School Law and to many it has seemed "good." We hear some adverse criticisms, based in large part on personal prejudice. Why not have the System adjudged by experts in Education?

A survey would mean that our School System from the administrative duties of the Board of Education to the subjects taught by the Local License teacher in the most insignificant Poor District would be weighed in a scientific, educational balance against the needs of the Province educationally. For instance the expenditures of the three Boards would be considered in the light of the work each does for the Province and the amount of money the Province can reasonably afford to expend for the administration of education in light of other needed expenses, as teachers' salaries, school libraries, text-books, the maintenance of the University and the Normal School. The decisions of such an investigation would provide us with something to work on. We would know where our law had succeeded and where it had failed.

The Red Cross discussed with the Board of Education their plan of practical health instruction in Public Schools to supplement the present Health Readers. Indeed, it might be well, if the long lists of bones, the detailed description of the digestive process were supplanted by practical instruction in care of the teeth.

(Continued on page 296)



## The Fund for Schools

A Timely Discussion of One of  
Our Gravest Problems

Dominion Grants for Education

*George J. Trueman, Ph. D.*

IN 1913 an act was passed by the Canadian Parliament which marks a great extension in, if not a departure from, the old principle of Dominion subsidies. By the terms of this act, appropriations are annually payable to each of the provincial governments for the advancement of agriculture through "education, instruction and demonstration." The first year there was available five hundred thousand dollars. This was annually increased until in 1918 there was one million one hundred thousand distributed to the provinces annually thereafter, until 1923, the subsidy was to remain at this figure.

Six years later an act was passed appropriating the sum of two million dollars for the purpose of promoting and assisting technical education in Canada. This sum is to be paid to the different provincial governments during a period of ten years. Seven hundred thousand was allotted for 1920, and each year the amount will be increased until 1924 when the act provides for an appropriation of one million one hundred thousand. The annual allotment will then remain at this figure until 1929. Ten thousand dollars annually is to be paid each province, and the balance allotted according to population.

One might pause to notice that population is not a fair basis on which to divide money to be used for education, but that is not the question at issue just now. What I wish to emphasize is that the provinces are looking more and more to the Dominion for funds to carry on government. Many do not like this trend of affairs, as they believe money received by way of a subsidy will be spent carelessly—"come easy, go easy." Certainly in the past the tendency has been in that direction. The provinces have spent money freely; they then have tried in various ways to raise money locally and have finally sent a deputation to Ottawa to show the cabinet why their province should have special treatment. This is too much like the prodigal writing to the folks at home to help him out. If the provincial governments cultivate extravagant habits with the expectation of being helped out of difficulties, no system could be worse.

It is recognized by economists generally that a bonus given to wage earners is more carelessly spent, and not so beneficial as the same sum given as regular wages. A subsidy granted as an extra, after the budget for the year had been prepared, would be open to the same objection; but it need not be the case with apportionments like those described, which are made on proper basis and anticipated from year to year.

It is stated by some provincial statesmen that the Canadian Federal grants for agricultural education have been misspent. This may well be the case. The amount of money given without previous preparation

was at first large. The tendency was to place a premium on a quick expenditure of the money. The grant has only a tenure of ten years and it would not seem wise to build up too elaborate a structure with the possibility of having no money to support it at the end of that time. This may have led in some provinces to a profligate distribution. But none of these things is a necessary part of Dominion appropriations.

What is wanted for education is a permanent and elastic appropriation, something like that now handed over by the county for educational purposes in New Brunswick. The school district gets its regular revenue from two sources, local assessment, and the county fund. The money from the county fund is not earmarked and spent more carelessly than the rest. No one ever heard of a local school trustee or commissioner paying a teacher a higher salary than necessary because the county fund was generous. In what way does a regular income of this kind differ from income from endowment received and carefully administered by the trustees of colleges and universities all over the civilized world? How does it differ from money received by the government from its permanent funds, or from investments with the Dominion government? Only in this, that endowments, investments, and permanent funds yield regular income, and by no process of coaxing, threatening, or political wire pulling can they be made any greater.

There is no inherent difficulty in the principle of Dominion appropriations, and as soon as a fair, common-sense system is devised and adhered to, the prejudice against revenue so derived will disappear. But even if a perfect system could not at once be devised, the provinces are really forced to find a larger part of their revenue in this way. This condition might be remedied by the Province assuming the right to levy a tax on property. Such a tax is levied in all or nearly all the states of the union. But this would destroy the separation of the sources of provincial and local revenue, which is one of the desirable things about our present system.

Speaking on the separation of sources, Professor Seligman of Columbia University says:

"The separation of state and local revenues is therefore a matter of vital importance in the American commonwealths of to-day. Not so much because it forms in itself any solution of the problem, but because it is the indispensable initial step to any substantial progress. The separation of state and local revenues is not a cure, but it alone will make a cure possible. It is from this point of view that we must address ourselves to the problem.

What will be gained by the separation of state and local revenue is that the state revenues will no longer be collected from the same source and in the same manner as the local revenues. It means practically that there should be no state tax rate on general property added to the local tax rate through the process of apportioning state expenditures among the localities according to the assessed valuation. And it implies as a corollary that some other method of securing the state revenues be devised." (1)\*

If the principle of permanent and greatly increased subsidies is not worked out satisfactorily, the provincial government could call on all the counties to levy, with their own taxes, one or two mills for pro-

\* (1) Report of the National Tax Association, 1915.



vincial revenues. This might take the form of a special levy for school support and be distributed on some equitable basis. There is such a law in Maine and in New Jersey, and Massachusetts is likely to provide a state mill tax for school support at an early date. Another objection to this form of taxation, in addition to that raised by Dr. Seligman, is that it places a greater burden on immovable property. Real estate owners have borne the burden of taxation up until now with a good deal of patience. It is becoming better known, however, that an ever increasing proportion of wealth is in the form of personal property, tangible and intangible, which largely escapes taxation.

In its report to the Canadian government in 1913, the royal Commission on Industrial Training and Technical Education (2) recommended as follows:

"The industrial efficiency of the individual worker is of value not merely to himself, to the particular trade at which he belongs, to the community in which he lives, but also to the nation as a whole. Moreover, the facilities for travel and the frequent change of residence, indicate that, while the individual would obtain the benefit of industrial training and technical education in one locality, he might follow his occupation in another that might be far distant. That would be the more common and likely because of the large and rapid growth and development of Canada.

The very considerable increase in the population of Canada by immigration is throwing additional burdens for elementary education upon the communities and the province. The enhanced public revenues due to growth by immigration, go, in a large measure, into the Dominion exchequer. The increase of the volume of trade brings in larger amounts through the customs offices. This would indicate that the new financial responsibility and burdens for industrial training and technical education, on a scale large enough and generous enough to be available to all the people between the ages of 14 and 18, should be sustained in a large measure by funds from the Dominion Government."

Writing in the Montreal Star, President Cutten, of Acadia University, Nova Scotia, gives his opinion on Federal aid to education in the following words:

"The time has come for the Dominion to take a more active interest in education. Grants should be made to all the provinces for general education, and must be if the provinces are to do effective work. Through the medium of these grants the work in the different provinces could be articulated and standardized and improved. The value of this could not be over estimated, and while leaving the provinces, as at present, in control of this education, aid of great value would be rendered by advise and suggestion."

The principal of Federal aid for general education has recently received strong support in the United States from the commission of the "National Emergency in Education," etc. appointed by the National Education Association. Dr. Geo. D. Strayer, president of the association, is chairman of this commission and its findings come with unusual authority. In Commission Series No. 1, the statement is made:

"The rural and village schools are by far the weakest links in the educational chain. There is no way in which these links can be strengthened save through expenditure vastly greater than the local communities can supply. General state taxation has already proved itself inadequate to a solution of the problem on a national scale. The welfare of the nation itself is more intimately bound up with the intelligence of that majority of its children now enrolled in the rural and village schools than with any other single factor. Federal Co-operation in the support and development of rural education is clearly and unequivocally the only solution of the problem."

(2) Professor James W. Robertson was chairman of this commission.

## Individual Differences

### Teaching Children How to Study

Dean Laird, MacDonal College

(Continued from last issue)

SO MUCH have some school authorities been impressed with differences in class instruction, that they initiated different schemes for supervised study. Thus we find the assembly hall study period which is in charge of a principal or special teacher, to whom children who have difficulties may go for special help.

Then there is the special conference plan, whereby children may use the half-hour after school hours for seeking personal assistance from regular teachers. This method is adopted in Pittsburg.

A special study coach has sometimes been engaged to do work of this kind with backward children from different grades who are sent in small groups at special times. Specially qualified teachers are necessary for this scheme, with special training in psychology.

The delayed group plan has been found useful in the case of high school children who were somewhat slow with their work in entering high school grades. This scheme keeps children for a month or six weeks during the holidays and does not try to cover the first year's work until the beginning of August. They thus are delayed during the regular period for about six weeks and can afford to go more slowly during the regular school term. It has been found that by this means, the more backward or less well prepared children can tackle the second year's work of the high school with greater efficiency and less trouble.

There are also varieties of the divided period, or the Batavia plan of teaching. In this scheme two teachers are in charge of one room, one gives class instruction and the other supervises study. This scheme requires a special technique or teaching and is chiefly valuable where there are huge classes in big class rooms.

A variety of this scheme divides the teaching hour into two parts, the first being given to the lesson and the second to study.

Another variety of this is the double period consisting of two periods of forty minutes each, and carried on as in the case of the Batavia plan. Of course this is not successful in small schools.

There is also the weekly study period whereby one subject is taken for supervised study daily during the last half hour of the day. This gives five subjects an extra period of supervised study during the week.

There are numerous other varieties of this scheme, such as alternate days at teaching with days of supervised study, and dividing children into two groups in the class room and only giving occasional supervision of study during regular school hours.

Some progressive American principals have also had special printed cards or bulletins distributed to children. These cards contain directions for home study, some of them are elaborate, but some are very short and practical. These are intended to show the



pupil the best method of preparing his task and accomplishing it with least effort. Most of them deal with attention and memory very fully, but usually they fail to diagnose the peculiarities of each child and are too general to be really helpful.

But experience shows that children need to have training in the use of books, not merely school books, but all kinds of books. After all, when they leave school, their progress in knowledge depends on the printed page. For this reason, children need some training in the use of the school text book and reference books. Most of them do not know how to use the table of contents and the index. Many pupils do not even know the author or publisher's name. Too frequently, children try to memorize the words of the book.

In short, teachers should remember that there is no such thing as the average child, but that all children are different in various degrees. Probably the best advice that can be given to teachers is contained in the following recommendations:—

1st—All teachers should give occasional talks from time to time on how to study.

2nd—All teachers should make a careful study of the children in their classes and note the individual differences, both in ability and in achievement.

3rd—Teachers should make very careful assignments of all work and should lean to the problem or topic method of assignment, which is more satisfactory to children and teacher alike. Of course this means that teachers themselves must have a clear idea of what they intend to teach or to assign.

4th—All teachers should have occasional periods of supervised study or individual teaching. In penmanship and art work this is nearly always done, but in history and arithmetic we are inclined to condemn the results without troubling to investigate the means by which the children arrive at these incorrect results.

We are inclined to leave the methods of study to instinct, but even in the case of girls, who are believed to have more intuition than boys, it is a very dangerous principle. Those children who have mastered a method of study and adduce their plans to a system, have done so through a vast amount of trial and error and success, and have finally hit upon the correct method after much travail of soul. It is for this reason that teachers must be well advised to study individual differences of children and give training in methods of study as a matter of school room routine. It is not wise to put faith in the mechanical system of class organization.

P. S.—Teachers who wish to study this question further, can be recommended to read the following books:—

“Types of Teaching” by Earhart. Chs. VIII and IX.

“Brief Course in the Teaching Process” by Strayer. Chs. VIII and X.

“How to Study” by McMurry.

“Teaching How to Study” by Earhart.

“Supervised Study” by Hall-Quest.

“Supervised Study in History” by Simpson.

## Let the Experts Tell Us

*Fletcher Peacock, Director of Vocational Education,  
New Brunswick*

ON every hand we find those who ‘knock’ our educational system. Destructive criticism and proposed panaceas have become very common. Complaints are heard because we have no kindergarten, on which to spend money at the beginning, and because we have a University which requires money at the top. Some people think pupils don't have enough to do in school, others say they are over-worked.

The old theory of “Formal discipline” still compels many to call for a restricted curriculum and dependence upon “mental training.” An increasing number disregard this theory to the extent of advocating a broadened and enriched course at least in high school, with plenty of options to enable pupils to select subjects of study which they will later use. That is, some maintain that **general education** is sufficient, while others advise **Vocational training**.

The executive of the New Brunswick teachers Union complains that we have two or three systems of education—that we should have but one. The Moncton City Council demands that, in that city at least, vocational education be administered by a body not controlled by the local school board.

The St. John Vocational Committee has by resolution asked to be divorced from the school board of that place.

Many think that the funds for Agricultural education should flow through the education office rather than the Ministry of Agriculture.

The Department of Health and the St. John Ambulance are asking for a field of operation within the school.

A section of the community tells us that our rural districts are not getting a fair deal educationally—that more government aid should be extended to them. Many contend that Higher education in the University has a right to more public money.

The proposal that the Normal School should give only professional training has solid support. Many think it should be linked up with the University.

It is argued pro and con that there should be elected school boards; that there should be no Vocational Education Board, or Board of Education; that there should be a minister of education. Some hold that the Board of education should be reformed, and given charge of all educational matters, including Kindergarten and University, that the personnel of such Board should represent the different interests of the Province and the principal divisions of an educational program.

These and many other proposals are tossed aimlessly about. The people are unanimous upon nothing except that they are dissatisfied. As a result the

(Continued on page 292)



## OFFICIAL PAGE OF THE NEW BRUNSWICK TEACHERS' ASSOCIATION

*Dr. B. C. Foster, Associate-Editor*

**T**HE Schedule of Salaries of the N. B. T. A. for 1921 has been issued and is now in the hands of members.

In making a change members will bear in mind first their obligation not to engage at a salary less than the minimum, and also that the salaries now paid are in many cases much higher than the schedule rate. It would be wise, before engaging to find out what is being paid for the same class of work in other places. Great inequalities exist, e. g. a Second Class teacher in Marysville last year received \$850 from the Trustees, while a First Class teacher in Dalhousie got only \$400.

In the last issue of the Review it was stated that the Pensions Committee had agreed upon a scheme to provide adequate pensions for teachers and had placed the same before the Government with a view to having it adopted and an Act passed at the recent session of the Legislature.

The principal features of the proposed Act were as follows:

1. Age of retirement—males 60 years, females—55 years.
2. Period of service, 35 years.
3. Disability allowance after 20 years, according to length of service.
4. Amount of pension to be one-half the average salary for the last 5 years of service, minimum

pension \$250, maximum \$800.

5. Teachers to pay five per cent. of Government Grant on a First, Second and Third Class basis, the Government to supply the rest of the sum required.

Much disappointment was felt that the Act was not passed as expected. The following quotation from a letter received by the Committee from Premier Foster will sufficiently explain the situation:

"The proposed plan is an excellent one and the legislation well thought out. The principle has been favorably regarded by members of the Government. Your request, however, that it have immediate enactment is one that requires more than a passing consideration.

"Before embarking on a pension scheme of this kind, it is essential that the Government should know more accurately as to what the Expenditure will involve, not only in the immediate future, but for some years to come.

"During the recess we should be able to obtain such reports and information as will enable us to give final consideration to this matter at the next session of the Legislature and if the facts are as set forth by the teachers of the Province, I have not the slightest doubt that your 'Bill for Teachers' Pensions will then be readily agreed to."

## The School Closing Programme

**T**HE program for School Closing is often the one most difficult to arrange. The June Review, will contain a charming little Flower Play suited to the lower grades. We have been allowed the privilege of using an entertaining and unique play suited to the higher grades but the royalty needed is not in the purse of the Review at present. It is hoped that our subscribers who are in arrears will help us in this matter.

A teacher wishing to arrange an interesting and novel Closing exercise might use the stories of Robin Hood as a basis. The games and folk dances, such as "Here we go gathering nuts in May" and "Pop goes the weazel" might be introduced along with races, an archery contest, and a bout with quarter-staves. Friar Tuck, Little John, Maid Marion, Robin Hood and his foresters, with shepherdesses, milkmaids and farm boys in old English costumes will

make a delightful spectacle for an out door program. Novello and Company, London, have such a play made up largely of Folk dances and games called "Ye Olde Englyshe Pastymes," price 3s. Another similar program is entitled "May Day Revels," also costing 3s.

The teacher wishing to add something patriotic to her program will find "The Union Jack," a group of four songs, The Flag of St. George, The Flag of St. Andrew, The Flag of St. Patrick, and The Union Jack, a unique and entertaining number. The children singing each song carry the flags of which they are singing. This is published by Novello and costs 8 pence.

**T**HE enrollment in the Public Schools of Halifax for the month of March, 1921, was 600 more than for March, 1920.

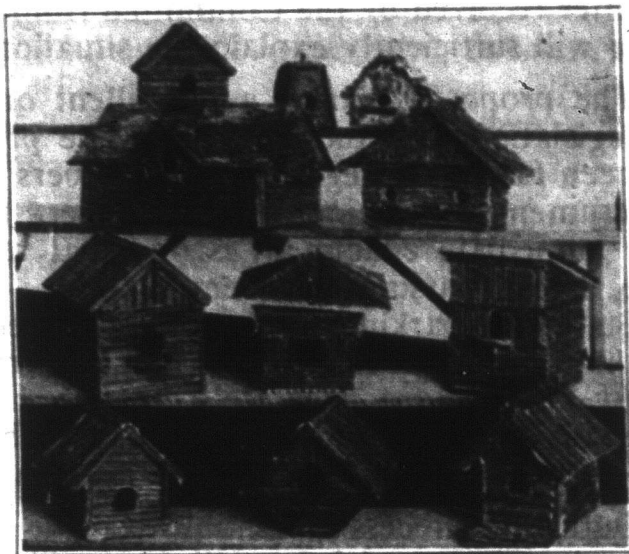


## Bird Houses Boys Can Build

Mr. A. L. Siepert.

**T**HIS is the time to prepare for the return of the birds, and to help them find proper homes to rear their families. Of the many varieties of birds, only a small number will nest in homes built for them and these can be attracted most successfully if the houses meet certain specifications. Wrens, blue birds, martins, and sometimes robins, fly catchers and flickers are most likely to accept hospitality.

In general bird houses vary in area of floor space,



By courtesy of Manual Arts Press

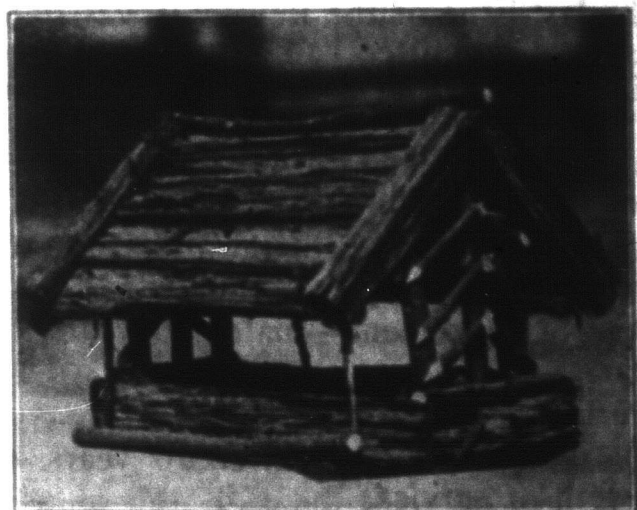
**RUSTIC HOUSES**

depth, diameter of opening, and material used for construction, depending upon the kind of bird for whom the house is built. Houses made of old and weathered boards are more attractive than those made of new lumber. Again, the odor of fresh paint is no more pleasing to birds than to human beings. All joints should be made square and tight to guard against drafts and rain.

Blue birds are among the early comers. The house must be wide and deep enough to provide sufficient space to permit the young birds to mature fully before being obliged to leave the nest. That means floor space of about 5 in. x 5 in. or even 6 in. x 6 in., and a depth of from 6 in. to 9 in. The opening should be placed 5 in. or 6 in. from the floor and be from 1 1/4 to 1 1/2 in diameter. It is not necessary to provide a perch as the parent birds readily enter by holding on with their claws. The house may be built with a gable roof or a sloping shed roof. Boards taken from packing boxes serve well as material. A rustic effect which the birds seem to like is easily secured by splitting small saplings in two and nailing these halves side by side to the walls of the house until the entire surface is covered. Since blue birds frequently rear two or even three families during a summer it is advisable to plan the house so the top or one side can be removed for cleaning purposes. The cleaning should be done as soon as the young birds have all left the nest. The house should be firmly fastened to a pole

and set up so it stands eight or ten feet from the ground with the opening facing east or south and away from the prevailing wind and rain.

Wrens have built in all manner of places, but a house measuring 4 in. x 4 in. on the inside and from 5 in. to 6 in. deep is very welcome. The opening should be from 7/8 to 1 in. in diameter. If made larger sparrows can enter and very easily destroy the eggs or young. It is better to have the house too large than too small, since the housekeep will carry in tiny sticks and straws until just the right amount of room is left to rear the family. If the house is made too small, this filling-up process is curtailed, but the youngsters are forced to leave home too early to be able to fly or take care of themselves. Set the



By courtesy of Manual Arts Press

**ROBIN SHELTER**

house on a pole, or nail it under the eaves of some building.

Blue birds and wrens are not sociable. They do not welcome other bird families in the near neighborhood. It is therefore useless to build a two-family house for them, or to place two houses within a short distance of each other.

Robins make use of nesting shelves placed in trees, on telephone poles, or the side of a building. These shelves may be closed on one or two sides only. The idea is merely to provide a safe place for the robin to build a nest.

Bird houses should be set in place before the birds arrive from the South land, so that they are ready for inspection when the tenants arrive. Protection must be given against cats, sparrows and sometimes boys. If safety from enemies is given, the houses will be occupied as the builder's reward, and a splendid opportunity becomes available for the study of bird life.

Those who think must govern those who toil.



## How To Keep Well --- Good Health Habits

*Sibella A. Barrington, Matron of Infants Home, Halifax*

**N**EVER before in the world's history has the child, as an individual, and a power in the State, been considered as highly as by the thinking men and women of to-day. The war with its wastage of human life made us pause, to gaze with far-seeing eyes into the future, and by so doing know that if the world is to be better for all the suffering it has endured, we must begin at the beginning, and train the children from their earliest days to be good, healthy citizens. Where do we begin? First, the home, then the school, perhaps in many cases first the school, so that the child may train the parent and thus improve the home.

**Air** There are four plain aids to health given by Fisher and Fisk in "How to Live." Do we stop to think that Air, the most important factor in health, is not given the place it should have in school rooms or homes? Every room should be properly ventilated, but draughts should be carefully avoided. Keep the windows open, in summer, with fly-screens or netting to keep out the pests. In winter keep a fitted board under the lower sash, so that the fresh air can come in between the sashes. Try this plan and see how well it works. Again, even on a snowy night, the window can be left wide open if you tack a piece of cotton over the opening, in comes "Mr. Air," but out stays "Mrs. Snow." Understand, fresh air is full of life and health; bad air full of poison bringing disease, and ill health. Which will you choose? Live as much as possible out of doors, sleep out; once you know how well you feel in the morning after a night in the open, in the summer, you will try it again and again. Play out in the air. Games in the open air are worth twice as much as those played indoors, and games are part of life. We must play well if we are to live well and be healthy. Choose out-door work when you can. Mother Nature is a good teacher. Those who love her and her teachings live clean healthy, good lives, helping each other and making the world better.

Make a habit of deep breathing. Do we realize that half the world or more does not know how to breathe? Oh yes, we think we do, but just stop and think how you do it. Do you stand erect and breathe deeply, make your lungs laugh for joy when they feel the pure air going in and the bad forced out? Try working a pump with little, quick jerks, and you will never draw much water, but use long, slow strokes and the pure water flows freely. Think of this. You are at the pump handle, breathe deeply, make the air flow in in even breaths, and the results will be bright eyes, clear complexion, increased vigor, in fact health. Let your whole body breathe by wearing loose porous clothes next it. The pores of the skin throw off a great many pois-

ons from the system, and if your clothing is thick and heavy it absorbs these poisons, and they in turn, cause disease. Wear light things in the house, and warm extra garments when you go out doors.

**Food** Avoid eating too much thus giving the organs too much work to do. The tendency to-day is towards over-eating. Eat at regular intervals; do not eat between meals. You would not like to be kept working all the time, would you? Do your poor internal organs like to have to work all the time, first a cake, then a sweet, then some fruit, but always something to nibble? Humans are not mice, but I believe even mice do not nibble all the time. Good food, not too much meat, or too many eggs, but a variety; some for bulk, some for heat, some hard, to cause a good deal of mastication, some raw; but above all eat slowly, do not hurry, you have all the time there is, it is all yours. Use it aright, and one way is by eating right.

Drink water between meals, and drink plenty. You need to be clean inside as well as out, and water really is the proper drink for this purpose. Do not be like the man who said, "It is a good thing. God gave us water to wash with but he never meant us to drink it." It really is to be used freely as a drink, and the water habit is one of the best health habits. Begin to-day to drink water.

**Throwing off Poisons** There are certain poisons which must be carried off from the system. Let us think a minute about them. When we eat, no matter how good the food may be, it is not all taken up into the system and turned into blood, bone, flesh and muscle. There is always the ash left, and this has to be cast out of our bodies just as carefully as we clean our stoves or grates from their ashes. How is this done? By having the bowels move thoroughly every day. You may say, now shall I take medicine? Most emphatically No.

Again you must form a Good Health Habit. You eat your breakfast every day. That you think essential. Then form the health habit, of having the bowels move every day at a certain time. Food is the proper thing for this purpose, food with bulk, not trash; fruit, vegetables, cream, butter, honey, syrup, stewed fruit of all kinds are good with plenty of water. Let me impress upon you regularity in eating. Never take drugs or medicine of any kind unless ordered by a physician. Stand, sit and walk erectly. Do not slouch. One of the common causes of constipation is the careless slouching habit. It is so easy to slouch along, but remember a person's ability is judged first by his or her appearance. So form the Good Health Habit of walking correctly. Once the habit is formed, it becomes impossib-



le to walk incorrectly. Walk as if the whole earth belonged to you and you rejoiced accordingly.

Poisons must not be allowed to enter the body, keep every part clean. It is so easy to form the habit of always taking a morning bath. The very feeling of health acquired by this is reward enough. Keep the teeth well brushed, first thing in the morning and last thing at night, also after each meal, when possible. A few minutes spent in this way may prevent years of toothache, and perhaps in the end false teeth and diseased gums, which are a sure source of infection. Keep the hair well brushed and clean, and gain by so doing, glossy hair and a clean healthy scalp.

When bathing, do it thoroughly; clean the ears, nose, teeth, gums and nails. Through all these channels infection enters the body, causing lassitude and inability to properly perform our duties. Always wash the hands before eating; dirty hands are not only unsightly, but a positive menace to good health. Water and soap are cheap; use them freely. Always clean the nails after washing the hands. Keep out the flies, they are one of the most common means by which disease is carried. One fly can infect a great many people, and carries with it an amount of filthy germs which are deposited in various places. Form the habit of seeing that the flies are kept out of your homes and schools.

**Activity** "Whatsoever thy hand finds to do, do it with thy might" is an old, old Bible verse, but is it not the very best foundation for Good Health Habits we can possibly have? Work with all your might, but choose the right kind of work, for no one can do good work and get the best results from it; if the heart and mind as well as strength are not put into it.

Strange as it may seem, play takes an important place in the plan for health. To be a good citizen one must be an all-round sport. To win a Rhodes Scholarship to-day, one has to be an athlete as well as a student, which proves what a big part play takes in the plan of life. But again choose your play out-of-doors as much as possible, and, above all, play fair. Make a habit, a good health habit of helping those less fortunate than yourself, who seem to have all work and no play, to get a chance for both.

Sleep a proper length of time. Remember that late hours are injurious to health. "Early to bed and early to rise" is best, for an hour spent in work or play while the sun shines is better than many hours snatched from sleep. Five or ten minutes rest after dinner often saves a nervous breakdown. Form the good health rest habit; everyone needs it.

Do not worry, keep on smiling, always remember that "A merry heart maketh a cheerful countenance." Worry does not help even in trouble, but causes poisonous secretions to take hold upon the organs, and so renders us unfit to meet a big crisis. When that occurs, keep serene and whole-hearted;

the world will go on, so will life, whether you worry or not. Do your very best, then leave the results. Worry is one of the curses of this age. Form a good health habit, never worry. Be an all-round person, one who loves life for all it holds, health, happiness and service, for God, King and Country. Good Health Habits are easy to acquire and once laid hold of hard to forget. The most important of all is, to train the mind to think. If we think straight we must live aright. Nothing that is unclean in body or mind can find a resting place in our plan of life. One of the best men this world ever knew, one who gave his best to help mankind, left his family four simple rules for their guidance: "Think Straight, Live Straight, Ride Straight and Shoot Straight, then good health and happiness will be your portion through life."

#### RULES OF THE HEALTH GAME

- 1  
A full bath more than once a week
- 2  
Brushing the teeth at least once every day
- 3  
Sleeping long hours with windows open
- 4  
Drinking as much milk as possible, but no coffee or tea
- 5  
Eating some vegetables or fruit every day
- 6  
Drinking at least four glasses of water a day
- 7  
Playing part of every day out of doors
- 8  
A bowel movement every morning

U. S. Bureau of Education

#### LET THE EXPERTS TELL US

(Continued from page 288)

wheels of progress are completely chained. We lack a coherent educational policy. There is no directing voice from within the Province to tell us "what is truth" in this important matter,—at least none that commands common respect and support.

Under such circumstances therefore why not have a scientific and business like survey of the whole situation made by capable and representative experts from abroad? The authoritative pronouncement of such a survey Committee might very well be made the basis of a complete, well balanced and modern educational program, which could be supported by the great majority. It should put us on the path of constructive progress, and prove of inestimable value to the Province as a whole.



## Elementary Reading

Emma C. Colwell, St. John Public Schools

(Continued from last issue)

When reading from the books I call for two words, three words, four words as the phrase demands, to be read silently then aloud, jumping around the class. This holds attention as they never know upon whom I will call next. I have found this plan equally successful in Grades II and III.

Oral Reading is the expression in the exact words of the printed page, of the thought gained from that page by silent reading. Intelligent oral reading depends upon understanding the thought. Oral Reading must be both expressive and fluent and this depends upon seeing the words in groups. We have worked to this end from the beginning and must so continue to work through the Primary Grades.

Questioning by teacher is a great aid in obtaining expression. For instance Sarah is asked to read, "Tom has an egg." She succeeds in naming the words correctly, but fails to give any expression. What has Tom? I ask. Who has the egg? "Dan had a dog." What did Dan have? a bird? Who owned the dog? "Run fox, or the dog will catch you." Do you want the fox to be caught? What is the fox doing? Make him run.

"I see a big pig." What do you see? What kind of a pig? Make him big—or bigger than that, etc.

Another aid to expression is by getting the thought from silent reading. Read with the eyes. I say. Now tell me what your eyes read. No! *tell it to me.* Tell it so your classmates will know what you saw. Tell it pleasantly. If the lesson has a story, bring out the points of the story in a little questioning. Now tell the story to your classmates. When the thought is grasped it will be given clearly. The attention of the class may be held by the fact that they are watching for errors. These may be corrected by class questioning, but the reader must not be interrupted, to correct an error. Wait till he has finished, then have the mistakes pointed out, corrected, and the passage reread.

Expression may also be obtained by imitation. By imitating a good reader in the class or by imitating the teacher. But this I hold as a last resource.

Too much importance cannot be laid on the amount and variety of drill necessary to make the words used well known. As the number of words learned increases it will be found necessary to drill them in a period apart from the reading period. Certainly a child should not stop in reading a sentence to find out a word.

Neither should children of the Primary Grades be sent home to learn a lesson the words of which have not been taught in school. Ours is the task to instruct. But Primary children may be sent home to put down on paper a given number of times a word or words which have been taught that day. This has a three-fold purpose. It tests the child's memory. It brings the home in touch with the school. It also serves as a foundation for future *home study*. These words may be printed on paper provided by the teacher. For this purpose I introduce paper folding. We fold a book. Now take it home and put down in your book five times the word we learned today. Great care is taken of this little book, it will hold all the words for the week. The children will treasure them all up as long as we use them. When they have learned to print on lines I ask them to get ruled note-books.

Primary teaching rightly consists of two-thirds drill work. The skillful teacher will construct her own methods and devices for these drills, often called forth by the present needs of the class, always remembering however that any drill which does not arouse the child's mental activity is worthless. A good drill should be a good mental gymnastic.

One or two successful devices might be mentioned. The words may be placed on the successive rounds of a ladder and the children may climb up or down this ladder. He who misses falls off and must try again. Tell the story of Virginia. Or again the words may be placed on the board in a list. Two children may be selected to go to the front. One indicates to the class a word which he wishes the other child to find. The second child then turns and points to a word asking "Is it chick?" The class responding. No, it is not chick, or yes, it is chick as the case may be. The entire class is getting a good drill in word mastery. This may be kept up as long as is considered necessary. (Describe this more fully.)

With children who have advanced to Grades II and III phonics should continue to be a part of the daily drill. A pupil may have entered these grades from an outside district where phonics were not taught. Or it is quite possible for a child to forget the sounds of the letters where a phonic drill is not kept up. I have had pupils in Grade VI who had not the faintest idea of the sounds. Appeared not to know what I was talking of when I asked for sounds. A class in Grades II, III and IV should frequently be called upon for

(Continued on page 296)



## A Word Drill for Grade I

Stella T. Payson

I PUT on the board lists of three words from the primer, such as the following:—

man	dog	jug	bee	men	ox	and
pan	log	rug	tree	ten	box	hand
fan	frog	mug	three	pen	fox	stand

I put on a great many, perhaps 30 or 40 lists, using duplicates of course. The children go to the board one by one, point out and read a list, loudly, and erase it. This is a very popular exercise as children dearly love to rub out. After this has become a familiar exercise I vary it, by putting in each list a word which is not in the primer—thus:—

man	dog	jug	bee	men	and	pig
pan	log	rug	tree	ten	hand	big
tan	bog	tug	free	Ben	band	wig

When this has become familiar, I vary it by putting only odd words in the lists—thus:—

dog	boy	hen	Tom	run	play
chick	will	brook	Sam	look	jug
and	pig	sheep	Ann	duck	watch

Any teacher will see numerous ways of varying this exercise—by using phrases and sentences instead of lists—by having the children themselves make the lists for others to read, etc.

### A POEM BY A GRADE II PUPIL

A fellow teacher read the old fable of The Wind and the Sun to her Grade II class, and, having questioned them on it, later asked the children to write the story in their own words. One little girl asked if she might write a verse instead. This is what she wrote:—

Mr. Wind is very bold  
 Yes he makes it very cold  
 Mr. Wind, the kites he flies,  
 Mr. Wind lives in the skys.  
 I like very much Mr. Sun  
 He gives us such a lot of fun  
 Mr. Sun lives in the sky  
 Mr. Sun is very spry.

To my mind this verse,—the product of an eight year old brain—is worth publishing. The use of capitals at the beginning of each line and for the personification of sun and wind is worthy of mention. The child asked for no help with the spelling, yet failed only in forming the plural of fly and sky, which errors she promptly corrected when told that it was like lady and ladies.

Needless to say a pupil of this type is not hard to teach.

E. M. M., St. John

Look at your mailing wrapper. Are you in arrears? Help us to pay our bills by paying yours.

## A Spelling Test

THIS list of words was sent by Mr. G. K. Butler, Supervisor of Schools for the city of Halifax, to the Principal of each of the Common Schools asking that the accompanying suggestions be respected.

Give the following words as a spelling test to Grades V to VIII on March 21 at 9.30 or 2.00 and report on or before March 25 as follows:

1. Number took test in each Grade.
2. Total number of mistakes made by each grade.
3. Total number in each grade spelled every word correctly.
4. Total number of words all members of grade spelled correctly.
6. Smallest number of words correctly spelled by any one member of grade.

Please note that these are all common words in every day use.

Cellar	cypress	curtains
Foundation	ash	mason
basement	oak	plumber
cement	beech	electrician
concrete	pine	tinsmith
gravel	elm	solder
joist	maple	enamel
studding	birch	kettle
beam	brass	limestone
rafter	copper	carpet
roof	galvanized	paint
shingles	zinc	pictures
lumber	lead	statues
siding	verandah	mattress
finish	balcony	quilt
casement	garret	blanket
casing	attic	radiator
frame	carpenter	thermometer
window	basin	magazine
sash	stove	temperature
glass	andiron	coke
weight	varnish	kerosene
threshold	stain	electricity
hinges	filler	candle
pulley	wooden	parlor
latch	brick	kitchen
knob	stone	soap
lock	granite	scrubbing
key	marble	washing
spring	furnace	laundry
spruce	grate	wringer
fir	mantle	chimney
hemlock	tiles	saucepan

The results obtained were as follows:

	Number taking test	Number mistakes	Average	Number Spelling all correctly	Poorest results
Grade V.....	819	21792	26.6	—	10
Grade VI.....	823	15638	19	9	19
Grade VII...	528	6916	13.1	7	45
Grade VIII..	479	4364	9.1	18	58

Mr. Butler in his letter adds—"It must be remembered this test was not a review of any previously assigned work but a test of the pupil's knowledge of every day words."



## Aims of Modern Geography Teachers

By E. E. Lockey, State Normal School, Wayne, Nebraska

If we are to play our parts well as good citizens in the new social and economic order into which we are moving, it is quite necessary that we become thoroughly conversant with the life and problems of the peoples with whom we are associated. The world is becoming smaller every day. We hear from neighboring towns about once a week, but from France, Russia and China every day. What happens in Europe this morning we may have in this morning's paper. Since we can keep ourselves informed concerning important affairs in Europe or South America as easily as we can keep up on the community gossip, it seems that the whole world has really become one large neighborhood of interesting and independent folks. Society will expect the educated man or woman of the future to understand well the social and economic ties that bind the peoples of the world together into one large unity. If our children are to develop into worthy leaders for the future, it is our duty to provide ample opportunity for them to study these problems. What can our schools offer children that will satisfy this pressing need? The answer is evidently more and better geography. The trend of modern geography is well shown in the following statement of aims.

1. Geography should seek to create in the children an abiding interest in how the people of different countries live,—their important industries, their fine achievements, their pleasures, their leisure time activities,—and the reciprocal duties and responsibilities that exist between them and us.
2. It should give pupils a mastery of geographic facts and principles so they will be able to explain the operation of the interesting phenomena noted in connection with the developing of important industries, the location and growth of leading cities, and the interdependence of the peoples in different parts of the world.
3. It should produce a social orientation in the lives of the pupils such as will lead them to a sympathetic study and understanding of peoples and races other than their own.
4. It should determine for the pupils whether or not a people are using wisely the resources nature has given them, how they may improve their opportunities, and what we may do to assist them.
5. It should give such a thorough training in the use of the tools of the subject, namely,—maps, texts, reference books, government bulletins, etc.—that the pupils may become independent workers in the solution of ?????

Training in this kind of geography will furnish vital material with which to develop an intelligent citizenship that will find equitable adjustment for the intricate difficulties that are being forced upon us by the world's becoming smaller every day, and by our neighbors crowding us from every side.

The reason that geography training has not produced better results in terms of the aims here set forth is largely due to the fact that we have thoughtlessly conceived the value of geography to be individual and mercenary rather than mutual and altruistic; and that we have never realized that the purposes of geography might include definite provision for proper social orientation in the world of increasingly interdependent workers as well as for physical orientation in the world of objects.

In the new world order that is upon us, geography occupies a unique place. It is the chief subject upon which we may depend for the moral teaching of these complex human relationships. It occupies a field that is peculiarly its own. One may search through the other subjects of the common school, in vain, to find any systematic attempt to present a comprehensive view of the home, the life and work of the Brazilian or any other modern peoples. The program of the new era calls for the elimination of international strife and jealousies, and the substitution of friendship and the co-operative spirit. The place to begin the rehearsal of this program is in the geography class of the elementary school.

Organization to avert international conflict in the future must provide for a better understanding between races and peoples. Geography deals with the activities of modern peoples as they are busying themselves in the noble task of providing the world with the necessities of life. The better we understand our relationships in connection with these activities, the better we will be able to adjust our conflicting interests without appeal to arms. Intelligence alone will never make the world safe for democracy. It is only when intelligence is tempered with virtue that the world will be safe indeed.

The program for the new geography is a complete one. It provides for a study of man not only in relation to the economic and industrial phases of his physical environment but rounds out and completes the program by introducing the most vital and necessary element in the whole field of geography, namely, the social and moral obligations that perforce go with such closely interwoven human interests. To be sure, some of these problems are too complex and difficult for elementary pupils, but there are simple and easily understood phases of the social and moral elements of geography that we dare not omit, even in the elementary school. Let it be said that this generation not only had the physical and moral courage to crush the head of autocratic government in the world, but that, along with the many other worthy provisions looking to the future security of the world, it was wise enough and good enough to organize a complete program for geographical training, one calculated to take full advantage of geographical knowledge of introducing the moral and social corrolaries that should accompany geographical principles.

(From Magazine Service of National Council of Geography Teachers.)

A. E. PARKINS, Director,  
George Peabody College for Teachers.



## Stencils for the Blackboard in May

Grace E. Cail, Coal Branch, N. B.

ONE OF the many features which makes a school room attractive is the use of blackboard stencils in bright and harmonizing colors. Children delight in seeing pretty borders on the boards. Their expressions of pleasure, when discussing a new design, surely make it worth while to the teacher who has spent a few minutes in preparing some stencil suited to that particular month or season.

Many teachers do not make use of this opportunity to add attractiveness to their rooms, because they do not have stencils on hand to use. Some easy and pretty designs may be made by any teacher who can draw. What could be more suitable for a May border than one composed of the Coats-of-Arms of the different Provinces of the Dominion? These may be made quite easily by drawing the "shield-shaped" outline on drawing paper or any heavy paper (wrapping paper will do.) The same outline may be transferred to other paper by using carbon paper, and the design drawn in for each Province. These lines may then be perforated by using an unthreaded sewing-machine for the longer lines, the shorter lines and difficult curves may be pricked with a pin or point of a sharp compass.

These are transferred to the board by holding the paper in place and tapping it gently with an eraser filled with chalk dust. This leaves the design in little white dots on the board. These are then traced in with colored crayons and filled in with the appropriate colors. The shield I use, measures four inches at the greatest width and six inches at the greatest length. This size seems best suited for ordinary use and will not take up too much space on the black-boards. The Coats-of-Arms of each of the other chief possessions of the British Empire may be used, as well as those of the Provinces and the Dominion. These stencils may be used for borders by placing them in line equidistant from each other. Those of the Provinces may be arranged in a circle around the Dominion Coat-of-Arms, making a pretty design and may be used effectively for a lesson on Empire Day.

Any teacher who may be fortunate enough to have a copy of the "Atlas of Canada" published about 1916 can copy the correct colors for the Canadian Coats-of-Arms. While those of the British Isles and the Empire may be found in the booklet, "A Help to Victory on Empire Day."

Flags of the Allied Countries in the late War make a pretty border. The outline of the flag looks best if drawn with curved lines as if floating in the breeze. These stencils are made three inches by six inches. A large illustrated dictionary will usually show the flags of the countries of the world and from this the design and colors may be copied.

Such blackboard decorations may be prepared by the older pupils who enjoy the work and appreciate the responsibility. Stencils of various designs

may be purchased from the George Hendry Company, Toronto. Let us try to make our school-rooms bright and attractive by decorating our blackboards with pretty borders, for the children will enjoy the hours spent in school much more and will work better in pleasant surroundings.

### ELEMENTARY READING

(Continued from page 293)

the short sound of a—its long sound—the short sound of e—its long sound—etc. and the syllabic drill kept up daily. In these grades care must be taken that the diacritical marks used are the same as those used in the dictionary. To read intelligently the pupil must not only have mastered the pronunciation of the words, but he must know their meanings. Punctuation marks also help in good reading. A period marks the end of a thought. A comma indicates a slight change, a phrase or a clause may be enclosed in commas, and may need to be read softer, slower, or faster because of this. A question mark should be heeded.

An animal may be trained by being made to repeat certain actions which of themselves they would be incapable of doing. But they can do no more. The education of children accomplishes much more than this. It gives them the power to think and to intelligently understand what they read. Teaching which does not accomplish this is mere training.

Emerson has said—"Teaching is the conscious act of the trained spirit of a teacher influencing the less trained spirit of the pupil to the end that the pupil may come into possession of all the knowledge, culture and training he is capable of receiving." And thus becoming a healthy, happy useful member of the community.

### EDITORIAL COMMENT

(Continued from page 285)

personal hygiene and proper food. Excellent work is being done by the co-operation of the Provincial Board of Education and the Junior Red Cross in Saskatchewan. The Board of Education has promised to give the matter their consideration.

A plan to replace the present Teachers' Pension law was presented to the Premier. It was intimated that if statistics giving the number of teachers, their present salaries, and tenure of office, together with a report of the workings of Teachers' pensions in other Provinces were presented, the Government would consider the scheme at the next session.

A most entertaining play, calling for simple costuming and staging, will appear in the June number if 100 of our subscribers who are in arrears pay up before May 21st. Moncton teachers who have read the play want to use it for School Closing.



**Question Box**

**Q.** Can you please tell me where to get copies of First and Second Class Normal Entrance papers for past years and what the charge is for them? Also what algebra is required for first and second class entrance and what history for First?—M. S. E.

Normal entrance questions of previous years for New Brunswick may be obtained free of charge from the Education Office, Fredericton.

Requirements for entrance may be found on pages 157 and 158 of the School Law, 1913.

Algebra for Second Class—Prescribed Text-Book, to the end of Quadratic Equations:

Algebra for First Class—Prescribed Text-Book complete.

History for First Class—Outlines of the World's History—Ancient and Oriental Monarchies, Greece and Rome—Sanderson, Renouf Publishing Company Ltd., Montreal.—J. H. M.

**Q.** Kindly give me a list of the Prime Ministers of Great Britain and their dates from Balfour's time to the present.—A. R. S.

The following are the list of Prime Ministers taken from Whitaker's Almanac, 1921.

- July 12, 1902.....A. J. Balfour
- Dec. 5, 1905.....Sir. H. C. Bannerman
- April 8, 1908.....H. H. Asquith
- Coalition Ministers:
- June 10, 1915.....H. H. Asquith
- Dec. 7, 1916.....D. Lloyd George
- A. Bonar Law

(A. Bonar Law recently resigned, A. Chamberlain has been appointed in his place.)

**Q.** My pupils reported Cabbage Moth, Nighthawk and Song Sparrow March 12th. Are these observations correct?

That date is quite probable for the Song sparrow. The nighthawk, however, feeds upon small flying insects which swarm in myriads in the warm air of May. These birds do not arrive, therefore, until the insects are plentiful. It was probably a Wilson's Snipe that the children mistook for a nighthawk.

The Cabbage "moth" is a butterfly instead of a moth. If the cocoon were in a sunny attic or other warm place, the butterfly might emerge in March. Such, however, would not happen out of doors.

**Q.** How far apart should snapdragon seeds be planted?

Snapdragon plants should be about six inches apart, but it is not feasible to plant small seeds at regular distances. In general it is best to sow all small seeds about as thickly as a farmer sows turnip seed. Later the seedlings can be transplanted to proper distances. Seeds scattered too thinly often fail to come up. When planted thickly, however, they help each other to break thru the soil.

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

**A Summary of the Great War**

Ethel Murphy, B. A.

(Continued from last issue)

**I**N November 1914 Turkey entered the war on the side of the Central Powers. It became necessary for Egypt to be proclaimed a British Protectorate.

**1915**

The chief engagements during the winter months were the French offensive in CHAMPAGNE and the British attack on NEUVE CHAPELLE, March 10th, 1915. The Germans also made attack on the French near Soissons in January and on the British in the same month at Bassee and Givenchy.

The second battle of YPRES was fought toward the last of April, (twenty fifth). Poison Gas was used and the Canadian troops suffered severely but the Germans again failed to break through to Calais.

In 1915 the submarine campaign began. On May 7th, 1915 the Lusitania was sunk. The British Government declared a counter blockade of Germany by Britain and France.

In February 1915 the Allied forces attempted to force the Dardanelles, first by naval force, later by land attack. Many of the troops were Australians and New Zealanders. The object of the land attack was the capture of the heights of Gallipoli peninsula. The Allies failed.

A British force was sent into Mesopotamia in 1915. Sept. 23rd the battle of KUT-ET-AMARA was won and an advance was made on Bagdad. The British force, under General Townsend, was too small and was surrounded at Kut where in April 1916 they were obliged to surrender. This by no means ended the Mesopotamia campaign though it was a severe blow to the British.

**Italy** May 22nd, 1915, Italy declared war on Austria. At first the Italians were successful. In May 1916 the Austrians made a drive in the Trentino. The Italians' answer was the attack on Gorizia in August. The city was captured by the Italians. Owing to the fact that Germany had assisted Austria, Italy declared war on Germany, August 28th, 1916. In the summer of 1917 however part of the Italian army had become discontented and the Germans and Austrians united in a blow on the Caporetto sector. In two days territory had been lost that had taken two and one half years of hard fighting to gain. By November 3rd the Italians were driven to the Piave River and there by the aid of France and Great Britain the enemy was checked.

During the early part of the war the Russians were of great service to the Allies in that they diverted German troops from the Western Front at a time when that was in great danger.



*Bulgaria* In October, 1915 Bulgaria entered the war on the side of the Central Powers. Serbia was soon over-run, the Allies being unable to furnish help without weakening the defense on the Western Front.

### 1916

In February, 1916, began the great German drive on VERDUN. The first attack lasted until April, and gained for the Germans considerable territory but only one of the outlying forts of Verdun, Fort Douaumont. The second attack began May 3rd and lasted until July. It was also unsuccessful.

The defense system of Verdun was similar to the 'ring fortresses' at Liege and Namur. The line of forts and batteries formed a circuit of about thirty miles. The city lies in a valley between the heights of the Meuse. To the north and east the chief hills are: Hill 304, Dead Man's Hill (LeMort Homme), the Goose's Crest, Talon Hill, Pepper Hill and the heights around the forts Douaumont and Vaux. General Petain was in charge of the defense. It was at Verdun that the expression 'They shall not pass' was first used.

On May 31st, 1916 the BATTLE OF JUTLAND, also called the battle of Horn, was fought resulting in a victory for the British. This was the first great naval battle in over a century. The fight began at 3 p. m. and lasted six hours. The Germans then sought shelter and although a running fight was kept up all night 'low visibility' prevented the British from destroying the German fleet.

**The annual convention of the Prince Edward Island Teachers' Union will be held at Charlottetown, on Wednesday and Thursday, the 1st and 2nd of June.**

**Prominent speakers will be present to assist in making the program interesting and instructive.**

**It is hoped a large number of teachers will avail themselves of the privilege of attending this profitable convention.**

June 5th, Lord Kitchener was drowned off the Orkneys on his way to Russia.

FIRST BATTLE OF THE SOMME, July to November, 1916. The objects of this offensive on the part of the British and French was thus stated by Sir Douglas Haig: "To relieve the pressure on Verdun; to assist our Allies in the other theatres of the war by stopping any further transfer of German troops from the Western Front; and to wear down the forces opposed to us." All this was accomplished. The Germans had made some attempts to forestall this offensive by making attacks in the Ypres salient, held by the British. In March and April, 1916 there was fierce fighting at St. Eloi in which the Canadians took part. On June 2nd was fought the battle of Sanctuary Woods and the Princess Pat's and the Canadian Rifles suffered heavily.

During Easter week, 1916 a serious rebellion broke out in Ireland. It was suppressed and the leaders executed.

While the First Battle of Somme was in progress the French made a great assault on VERDUN, winning back in a few days what it had taken the Germans eight months to gain.

*Roumania and Greece* In 1917 Roumania entered the war on the side of the Allies. Greece was divided, the King, Queen and Court pro-German but one large section of the people headed by M. Venizelos was in favor of Intervention on the side of the Allies. It was hoped that an election would put M. Venizelos in power but before it could take place the Bulgarians and Germans had begun an offensive on the Saloniki front. On August 30th a revolution broke out at Saloniki and the supporters of Venizelos gained power. It was January, 1917 before the demands of the Allies were complied with and by that time the Austro-Germans and Bulgarians had over-run the most of Roumania. Russia might have saved Roumania but Russia was nearing revolution.

### 1917

On the British front fighting continued during the winter, 1916-1917. In March the British were near Bapaume. The Germans retreated to the 'Hindenburg Line' and Bapaume and Poronne were occupied by the British. But the 'Hindenburg Line' was well defended. On April 9th, 1917 the Canadians captured Vimy Ridge.

*United States* On Good Friday, April 6th, the United States declared war on Germany.

Bagdad was taken by the British March, 1917 and Jerusalem in December of the same year.

### THE RUSSIAN REVOLUTION

December 29th, 1916 Rasputin was assassinated by several Russian nobles. Rasputin was a most disreputable character who had great influence with the Imperial Family. Alarmed by his death the Court party tried to strike at the liberal elements. The



Duma which should have met January 25, 1917, was postponed for a month and the general congress of the Union of Towns and Zemstvas (County Councils) was forbidden. This Union was one of the most valuable agents for good Government. Early in March the food question in Petrograd became serious and March 12th, 1917 the revolution began, the soldiers of the Petrograd garrison siding with the people. From the Duma was chosen a Provisional Government with Kerensky as one member. The Council of Workmen's and Soldier's Delegates or Soviet represented the more radical elements.

On March 15th, Czar Nicholas abdicated in favor of his brother, the Grand Duke Michael. The Grand Duke, however, renounced his claim and accepted the Provisional Government. Unfortunately there was among the radical party a small body known as Bolsheviki whose leader was Lenin. They taught class war and the triumph of the working class or 'proletariat' over the 'bourgeoisie' or middle class. The discipline of the army was breaking down. When in July Kerensky ordered an offensive against the offensive Austrians in Galicia, the Russian army gave way and many of the soldiers went home. In November Kerensky had to flee and the Bolsheviki took control of the government with Lenin as premier and Trotsky as minister of war. A reign of terror began in Russia and plunged the nation into such distress as no other has ever experienced.

Finland declared its independence and was preparing to set up a monarchy with a German king. The Ukraine also set up a government of its own and the other Provinces were following. The Bolsheviki concluded with the Germans the treaty of Brest-Litovsk. In the summer of 1917 the Czar and his family were assassinated.

**1917**

On May 5th, 1917, the French began a great attack on CHEMIN DES DAMES, the highway which tops the ridge from the vicinity of Laon toward Rheims. Within two days the whole ridge was in the hands of the French but at a terrible cost. The battle was stopped at the height of the French success and a change of French commanders was made.

**Ypres** From early in the war the Germans had held Messines Ridge, a height running south west from Ypres several miles. The British for a month had worked at night, honey-combing the base with galleries into which they packed dynamite. On the morning of June 7th, 1917 they blew this up. The British guns fired on the German troops behind the ridge and the British infantry went forward and dug themselves in unopposed. After this General Haig began a series of attacks which lasted during the summer and autumn of 1917 and shoved the Germans slowly off the high ground east of Ypres.

In 1916 at Courcellette, in the Somme battles tanks had been used and now they were used again in large numbers against Cambrai. On the morning of November 30th, 1917 they went forward driving the Germans to the very gates of Cambrai; but the British

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had not expected such success and they could not get their re-inforcements there in time to drive the victory home. Nevertheless the British was important.

### 1918

The spring of 1918 found the Germans confident on account of the success of the intrigues in Russia. On March 21st. began the last German offensive on the Western Front. General Gough held the line from Cambrai to St. Quentin with insufficient forces. It was at this point—the junction of the British and French armies—that the Germans attacked. General Gough's force was overwhelmed and the Germans advanced through a break in the line. The British to the north and the French to the south had to fall back rapidly and such reserves as were available were hurried in. After desperate efforts for two days the Allies had been unable to close the gap and there was great danger that one or the other army would be outflanked. General Sandeman Carey gathered a small force of stragglers, camp followers, cooks and a small force of American engineers who had been working behind the British front. They took rifles, machine guns and artillery from the battle front and ammunition and shells from the abandoned dumps and they stopped the German advance.

The Allied situation was never so critical as in the latter part of March and the early part of April, 1918. In April Marshal Foch was appointed commander-in-chief. American troops were rushed to France. To check the submarine, the Belgian harbors of Zeebrugge and Ostend, which had been used as German bases, were blocked by a detachment of the British fleet under Admiral Keyes. In May the Germans made their last rush on Paris, reaching Chateau Thierry. Here they were checked and began their retreat, going as far as Aisne, north of Soissons. On August 8th, the British and French launched an offensive in Picardy along the Somme. The Germans were soon in retreat to the Hindenburg Line. In October that line was broken. North of Ypres the Belgians drove the Germans almost to Rouler. On September 12th, 1918 Bulgaria sued for peace, surrendering unconditionally. On October 30th, 1918 Turkey surrendered. Austria gave in on November 3rd, the Kaiser abdicated November 9th and the Germans signed the Armistice November 11th, 1918.

(Please note an error which occurred in the April issue. The area of France is 207,000 square miles not 20,700 square miles.)

**CONSCIENTIOUS DENTIST**—The youth seated himself in the dentist's chair. He wore a wonderful striped shirt and an even more wonderful checked suit. He had the vacant stare that goes with both.

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"Why?"

"Well," replied the dentist, "how will I know when he is unconscious?"—*The American Legion Weekly.*

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## School and College

**DURING** the recent Convention of the United Farmers of Nova Scotia held in Truro a resolution was passed stating that the children in rural communities are not receiving an adequate common school education and advocated the following reforms:

1. A more uniform assessment for the purpose of upkeep of country schools.

2. A radical simplification of the curriculum limiting the number of subjects taught and arriving at thoroughness and accuracy as a mind habit.

**THE** corner-stone of the new Law-Arts Building of Dalhousie University was laid with appropriate dignity on Saturday, April 23rd.

The ceremony was performed by George S. Campbell, chairman of the Board of Governors, who used the identical trowel for the purpose that was in the hands of Earl Dalhousie, when he laid the corner-stone of the original Dalhousie University on the north end of the Grand Parade over 100 years ago.

**CONVOCATION** of Pine Hill College held at old St. Matthews, Wednesday, April 20th., was addressed by Dr. J. W. MacMillan, Victoria College, Toronto. The attendance during the past year has been the largest in the history of the College.

**THE** Evening Technical School of Halifax held its annual closing exercises on the evening of April 15th. The handiwork of the pupils was on exhibition during the afternoon. Dr. MacKay, Dr. Sexton, Inspector Barteaux and the members of the School Board addressed the meeting, commenting upon the success of the session just closing.

**THE** Debating Team of Acadia University won in the Debate with University of New Brunswick on March 30th. The U. N. B. team was composed of J. W. Sears, leader, H. F. G. Bridges, and R. K. Jones, and the Acadia team of J. W. Lank, W. H. Elgee, and C. B. Lumsden, leader.

**THE** teachers of Moose Jaw, Sask., returned to work after a five-day strike. An agreement was signed by the Teachers' Alliance and the School Board. The School Board recognizes the Teachers' Alliance and agrees to treat with the teachers through it. The teachers in Edmonton who were striking also returned to work.

**THE** formal public opening of the New Florenceville school took place in the school assembly hall on Monday evening, February 21st. Mr. A. D. McCain, Chairman of the local School Board, presided. A short programme of choruses, piano duets, recitations and speeches was carried out after which the ladies of the district served refreshments. A general inspection of the new building by the public closed a pleasant evening.



# Book Reviews

## HUMAN GEOGRAPHIES

By Fangrievé and Young. Vol. IV In the New World, Vol. V In the Old World. George Phillip and Sons, Ltd., London. Price 2s. each

Two excellent books on the physical geography of the world. Numerous diagrams are used in developing the ideas presented.

"Vol. IV emphasizes the relation of wind and rain belts and vegetation; Vol. V seeks to reduce the apparent disorder in world climatic phenomena to certain simple rules.—J. W. B.

## GEOGRAPHY LESSONS, SECOND STAGE

By R. I. Finch. Vol. 1. Evans Bros., London

This book is divided into four sections, 1st, Physical Geography of the world 2nd, Simple studies of Great Britain, 3rd, Mediterranean Land, 4th, A brief study in economics.

The first part gives an interesting study on how climate effects the human race.

The second part gives an interesting account of Great Britain, how it is fed and its relative importance in each of the main industries of the world.

The third part discusses the Mediterranean countries, their climate productions and trade.

The fourth part gives the history of many common things that we see all around us.—J. W. B.



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Section V contains a number of examination questions. A useful book for both teacher and pupil. The Pupil's Edition contains questions only.—J. W. B.

**ORIGINAL AND PROGRESSIVE DIALOGUES**

By Beryl Heitland. Evans Bros., London, Price 3s. 6d.

A number of very original dialogues, some of them are extremely clever. Various different subjects are treated, most of which call for very simple costumes.—J. W. B.

**THE CANADIAN GIRLS AT WORK**

Marjory MacMurchy—Thomas Nelson and Sons, Toronto

This book describes in a simple manner the many professions open to Canadian women.

**LIFE IN ANCIENT BRITAIN**

Norman Ault Longmans, Green and Co., 4th Ave. and 30th St., New York.—\$2.00

An interesting and instructive book, giving the history and development of primaeval man. This book presents in an able manner the social and economic aspects of his life. Numerous illustrations present the idea that the change from age to age was very gradual.—J. W. B.

**JACK'S OTHER INSECTS**

Edmund Selous—Methuen and Co., Ltd., London

This book is a continuation of Jack's Insects. This author brings the insects to our mind in a vivid manner, impressing on us their habits, form of body, food, means of

protection, etc. Some of the insects so charmingly described are the cicada, wasp, glow-worm, cucujo, water-spider. Many misapprehensions are cleared up and a rather clear conception of the natural history of some of the more common insect is presented.—J. W. B.

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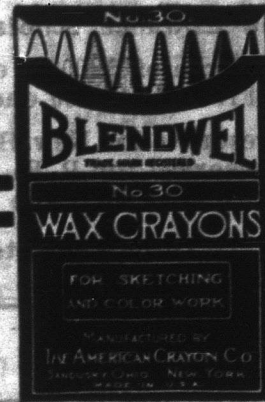
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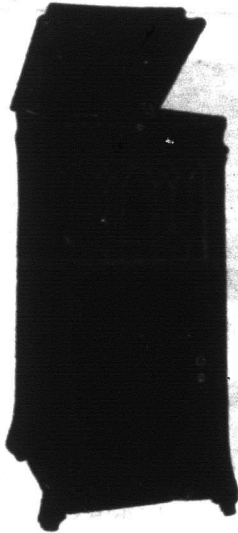
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