

PAGES

MISSING

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THE EDUCATIONAL REVIEW,

Fredericton, N. B.

THE MARITIME CONVENTION

Fine weather, a record attendance, an unexcelled auditorium, and unbounded hospitality on the part of the citizens of Moncton, all rendered the Maritime Convention a notable one, which will have pleasant and interesting memories in the minds of those who were present.

The programme was varied and of living interest, and was carried out in its entirety in a prompt and business-like manner.

The local committee deserves special commendation for the thorough and efficient manner in which it provided accommodation for such a large number of teachers with satisfaction to all.

Such subjects as "Maritime Reciprocity in Teachers and Textbooks," "The Claim of the Maritime Provinces for Federal Subsidies in lieu of Western Lands," and "Maritime Union," are of common interest to all living in the provinces by the sea. They were all ably dealt with and the excellent addresses given will give a new and educative point of view to many teachers who heard them.

It has been wisely decided by the executive to have Attorney General Daniels' lucid statement of our claim for federal subsidies printed in pamphlet form and distributed among teachers and others.

Though the time was very fully occupied, yet opportunity was found for the re-organization of the New Brunswick Teachers' Association, a conference of the Household Science Teachers, a meeting of the New Brunswick Vocational Committee, and a conference of the Chief Superintendent of New Brunswick with his Inspectors. All of these meetings will no doubt have

fruitful results which will be referred to in other issues.

The address of Dr. MacKay, Superintendent of Education in Nova Scotia, made at the opening of the convention, is given in this issue, and will be read with interest and pleasure by those who were not privileged to be at the convention as well as by those who were there. The Review hopes to have other papers read at the convention for publication in subsequent issues.

A TALK WITH SUBSCRIBERS AND PATRONS

We hope to have the Review published earlier in the next and succeeding months. Should any mistakes be made in the addresses or in the dates to which subscriptions have been paid subscribers are requested to notify the editor so that they may be corrected with as little delay as possible.

Subscribers are requested to carefully examine the dates on their Review. If the date shows that the subscription price is due or overdue, the logical thing to do will be to consult the nearest postmaster as to the cost of a postal note. Prices are very high for everything except the Educational Review which is published at the same price as in normal times. A word to the thoughtful and considerate is sufficient.

Some requests for change of address came too late to have the change made for this issue. They will be attended to in the next number.

When asking for change of address please be careful to give the old address as well as the new, giving the name of the county in which the post office is situated in each case. When this is done addresses are much more easily found and changes are more easily made.

ADDRESS

By Dr. A. H. MacKay, at the opening of the Maritime Teachers' Convention held at Moncton, N. B.,
August 27-29.

I have very great pleasure in thanking Dr. Carter for the welcome to Nova Scotia from New Brunswick. Educationally the two provinces have had very much in common since the reconstruction of the systems by the late Dr. Theodore Rand; and under Dr. Carter, the present distinguished Chief Superintendent and your humble servant, mutual progress has been made towards a more complete coordination and articulation of the two systems with each other. Pupils, and even teachers, are not now seriously incommoded by their transference from one province to the other.

It is also a great pleasure to meet the educational representatives of Prince Edward Island in Convention; for we are all alike in the category of the eastern provinces of Canada, which have supplied and are still supplying the many and larger provinces of the west with the men and women who are making them great.

We are also alike in receiving no material benefit from this altruistic colonization of a mighty Dominion—not even when they come to divide our common unorganized territory which without a whimper they bestowed entirely (without the suggestion of a quid pro quo) to all the other provinces to the west of us. So we three are now in the same unique position of bereavement by the west of our men, our women, our teachers and our lands. For this reason alone it would be desirable we should meet to console each other and to plan how we may better carry on the work on this continent to which we gave its original momentum and which we still continue to supply while we have to provide without any extraneous aid for our own upkeep and local development. Our programme provides for the consideration of these aspects.

The three provinces have an area of over 50,000 square miles, nearly 33,000,000 acres, a population now of about one million and nearly 200,000 pupils at school during the year. We are giving up home made text books for ones no whit better, but being made in larger quantities are cheaper, and being used in other provinces tend to minimize the disadvantages of interprovincial migration and save money for useful purposes. We can save a great deal more time and money when we can organize for the banishment of the non-decimal weights and measures from the country and the common schools, when the improvement of our uncivilized spelling will not continue to hedge out those whose mother language is not English from rapidly acquiring the growing universal tongue. In a word, we find so much which the schools are asked to do in eight or twelve years, that we must give up some interesting habits and practices in order to give thorough training in what we find to be the most essential. We have to study how to make the best use of the money available, how to obtain the best training in the interests of the individual and the general public, with the least loss of time (our most valuable asset).

For this we must carefully and continuously observe what each educational administration unit is doing and its results. This requires not only good but comparable statistics. Thus, we find that in scholarly Prince Edward Island 12 per cent. of the pupils learn Latin, in all round New Brunswick, 6 per cent., and in work-a-day Nova Scotia no more than three per cent. And so forth.

We find last year that in Prince Edward Island there were 392 more girls than boys at school; in New Brunswick 2,123 more boys than girls, and in Nova Scotia 1912 more boys than girls. But we find also that in the latter province the boys form the majority in Grades I. to V., and by a total majority of over 3,000; while the girls form the majority from Grades VI. to

XII., with a total majority of over 5,000. We should like to know, for instance, how this tide flows in New Brunswick and Prince Edward Island. In our High Schools we have now about 3,000 boys, 6,000 girls—a ratio of 3 to 6. Fifteen years ago, when we first provided for these statistics, the ratio was 3 boys to 5 girls.

There was a time when the High School girls were comparatively few. But because of our lack of statistics we cannot say when or how fast the new order has been flowing in.

This leads me to note that the Dominion Government in connexion with the Census Department has commenced to compile the educational statistics of the provinces of Canada. But the statistical systems of many of the provinces are so variant that some interesting and even valuable comparisons cannot be made in tabular form. As this department at Ottawa may develop into something covering a portion of the character of the work of the Education Bureau at Washington, and thus be of extremely great value to us as well as to the rest of the world, our respective administrations should be stimulated to co-operate with each other and with the census sub-department. At the two conferences of the Education Departments of the Empire in London, 1907 and 1911, it was mooted that the educational statistics of the Empire should be collaborated. But we were not able to show that this could be done even for Canada. In developing a statistical bureau of education for Canada, we will be taking the first step towards a similar statistical bureau for the Empire.

In doing this we should endeavor also to articulate with the system developed at Washington which for so many years has been generously exchanging its invaluable publications with us. Our statistics thus amplified in some respects and standardized would represent our educational status more luminously to ourselves, as well as to the international statisticians and students of educational development. This is a work not for our provincial conventions, of course, but for our Education Departments which should be stimulated by them, and especially by the Dominion Educational Association, the President of which we have the honor to have with us in the person of Dr. Carter, Chief Superintendent of Education for New Brunswick. Hence my reference to this matter here.

The peculiarly close relation of these three provinces to each other suggests that we should consult each other more than any of the other provinces—we are so very much, not only in the same corner of the Dominion, but in the same box. I feel disposed to make concessions to enable us to get not only the best and cheapest text books, but the same; to standardize our programmes of study on general if not on identical lines—identity might not be desirable even if attainable; and to stand-

ardize our classes of teacher in a similar manner—all to establish a general reciprocity of educational interaction.

We are getting along very well together now, so that I would not advise a strenuous effort to rapidly reach a common system. I would be content with a gradual approach every time a change has to be made in the general direction indicated.

We could then co-operate with more power in establishing a better remuneration for our various classes of teachers, for it is the rate of remuneration which ultimately controls the character and quality of every profession in a free country.

Some eighty years ago (1837) the education committee of the House of Assembly in Nova Scotia reported in favor of admitting women to the teaching profession. In 1865 there were 397 women to 520 men teaching. By 1870 the women were in the majority. By 1884 they were 2 to 1. By 1890, 3 to 1. By 1902, 4 to 1. But why go on—today they are 15 to 1. Out of our 3,000 teachers we have not 200 men, and the most of these are well advanced in years. The war is partly responsible for this ratio. But in the year ended July, 1914, there were about eleven women for every man in our schools.

It is the small salaries prevailing which have sent our men teachers out of the profession and which are now sending our women teachers by the hundred every year to the west. Our educational work, no matter how ideal the system, can never rise above the teachers we can obtain and retain. That is why in Nova Scotia the Government had to take the problem of salaries in hand to save education. The people themselves during the last five years are assumed to have fixed a standard average. By next school year, the standard below \$200 has to increase 50 per cent.; below \$300, 40 per cent.; below \$400, 30 per cent.; below \$500, 20 per cent.; below \$750, 15 per cent., and above \$750, 10 per cent.

No school or teacher will be recognized as legal after the first day of August, 1909, if this regulation is not observed. But this is only a beginning.

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

The clergy would have us teach the true religion. The temperance reformers would have us to train every-

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

All these things we must attempt to do, even before we can develop the conditions which may enable us to do them well. We shall all be interested in studying the suggestions about to be made to us by those who have had most success in doing most of the impossibles at present demanded of us. We must cultivate hopefulness, and exert ourselves to do the best possible; for perseverance with intelligence and hopefulness are constantly changing impossibilities into accomplishments.

THE GREAT WAR

Dates of the Severance of Diplomatic Relations and Declarations of War with Germany and Her Allies.

(Compiled for the Educational Review by J. Vroom)

The thirty-six nations in the following list are numbered in the order of their first breach of friendly relations with the Central Powers. The dates here given are approximately correct. The declaration of war or severance of diplomatic relations was made in each case by the recognized government of the country, or by leaders in control of armed forces; and was made against Germany, except where otherwise noted.

1. Serbia, by refusing to submit to Austria's dic-

tation, afforded Austria an excuse for a declaration of war. This was issued July 28, 1914, unquestionably in accordance with German plans.

Serbia declared war against Germany August 9, 1914; and against Bulgaria October 15, 1915.

2. Russia as the ally of Serbia, began mobilization when that country was attacked; whereupon Germany declared war against Russia August 1, 1914.

Russia declared war against Austria August 6, 1914 and against Turkey November 3, 1914; and against Bulgaria October 19th, 1915.

Peace with Germany was signed by the Bolsheviki (accent on the second syllable) March 3, 1918; but even the Germans, who dictated the terms of peace, no longer observe the treaty, and it may be considered as of no effect.

3. Luxemburg, after a formal resistance, was invaded and occupied by the Germans August 1, 1914.

4. Belgium was invaded by Germans August 2, and Germany declared war against Belgium August 4, 1914.

Austria declared war against Belgium August 28, 1914.

5. France, as the ally of Russia, was to be attacked, and if possible vanquished before Russia was fully prepared to strike; therefore Germany declared war against France August 3, 1914.

France declared war against Austria August 10, 1914; against Turkey November 5, 1914; and against Bulgaria October 16, 1915.

6. Great Britain declared war against Germany August 4, 1914, just before midnight; against Austria August 12, 1914; against Turkey November 5, 1914; and against Bulgaria October 15, 1915.

7. Montenegro declared war against Austria August 7, and against Germany August 12, 1914.

8. Portugal, instead of making a declaration of neutrality, as many other nations did at the time, declared her adhesion to her old alliance with Great Britain August 7, 1914; and on November 23 of the same year authorized military intervention, which was equivalent to a declaration of war.

Meanwhile German forces had invaded Portuguese territory in Africa, August 14, 1914, although Germany did not formally declare war against Portugal until March 9, 1916.

9. Egypt, then a semi-independent state tributary to the Ottoman empire, severed diplomatic relations with Germany August 13, 1914.

Egypt came under British protection December 17, 1914.

10. Japan, as an ally of Great Britain, declared war against Germany August 23, 1914.

Austria declared war against Japan two days later.

11. Italy declared war against Austria May 24, 1915, and severed diplomatic relations with Germany on the same day; declared war against Turkey August 21, 1915; against Bulgaria October 19, 1915; and against Germany August 29, 1916.

12. San Marino declared war against Austria June 3, 1915.

13. Persia severed diplomatic relations with Germany and Austria November 14, 1915.

14. That part of Arabia called the Hedjaz declared its independence under the Grand Shereef (not Grand Sheriff) of Mecca and made war upon Turkey August 23, 1916.

The insurgents were recognized as associate belligerents by the Entente Allies January 3, 1917.

15. Roumania declared war against Austria August 27, 1916, and was immediately involved in war with the other Central Powers.

Roumania was compelled to sign a treaty of peace May 9, 1918.

16. The United States of America severed diplomatic relations with Germany February 3, 1917, and declared war April 6, 1917.

17. China severed diplomatic relations with Germany March 14, 1917, and declared war August 14, 1917.

18. Cuba, apparently acting in agreement with the United States in the matter, declared war April 7, 1917.

19. Panama took similar action on the same day.

20. Brazil severed diplomatic relations April 11, and declared war October 26, 1917.

21. Bolivia severed diplomatic relations April 14, 1917.

22. Guatemala severed relations April 27, 1917, and declared war April 22, 1918.

23. Honduras severed diplomatic relations May 17, 1917, and declared war July 19, 1918.

24. Nicaragua severed relations May 18, 1917, and declared war May 7, 1918.

25. Albania came under the protection of Italy and joined in the war against Austria June 3, 1917.

26. Haiti severed diplomatic relations with Germany June 17, 1917, and declared war July 15, 1918.

27. Greece declared war against Germany and her allies June 29, 1917.

28. Poland, represented by armed forces on the western front, was formally recognized by the Entente Allies July 19, 1917.

29. Siam declared war July 22, 1917.

30. Liberia declared war August 4, 1917.

31. Costa Rica, or the leaders of the dominant party in Costa Rica recognized by Germany as the es-

tablished government, though not so recognized by Great Britain and the United States, severed diplomatic relations with Germany September 21, 1917, and declared war May 24, 1918.

32. Peru severed diplomatic relations October 6, 1917.

33. Uruguay severed diplomatic relations October 7, 1917.

34. Ecuador severed diplomatic relations December 7, 1917; and some authorities say this was followed next day by a declaration of war.

35. Yugoslavia (meaning the country of the Southern Slavs) including Bosnia, Croatia, and other districts in Austria-Hungary, declared its independence and was received into formal alliance with Italy April 11, 1918.

36. The Czechs (pronounced checks) of Bohemia, and the Slovaks, of Moravia, who surrendered in great numbers rather than to fight against the Russians, and who are now fighting in Serbia against the pro-German Bolshevik (accent the first syllable) or Soviet forces, also sent an armed force to the western front, which was formally recognized and welcomed by the French June 20, 1918.

The British Government recognized the Czech-Slovaks as a nation August 13, 1918.

We might add to this number by regarding as separate belligerents those sorely stricken eastern nations that were Russia, and that are now striving separately to defend themselves from German and Turkish aggression and looking to us for assistance. Or, if we prefer to lessen the number, counting these as still belonging to Russia, we might also count out Egypt as now under British protection; Albania as Italian; Liberia, Cuba and Panama as dependents of the United States; Luxemburg as non-resisting; Serbia and Montenegro as now to be included in the proposed new Yugoslav state; Persia, Arabia, Uruguay, Peru and Bolivia as not yet actually at war with the Teutonic powers; and Ecuador and Costa Rica as more or less doubtful and unreliable because of internal strife. We should still have to reckon no less than twenty-one nations either actually engaged in war against Germany and Austria or waiting the opportunity to rise against them—surely a number sufficient to show that the world at large is aware of the danger of German domination.

SCHOOL FAIRS

R. P. Steeves, M. A.

Already two school fairs have been held in New Brunswick; both have been successful. At McQuade's, District No. 21, Moncton, Mrs. S. I. Renton, teacher, the first fair of the season took place on Labor Day. Over one hundred visitors attended.

Twenty-one children had exhibits including garden, home plot, school room and poultry work. The showing was a most creditable one. The prize list as awarded totalled the sum of \$13.55, forty per cent. of which was provided by the Department of Agriculture. In addition special prizes were given by private individuals. Speeches were delivered in the afternoon by the Hon. F. J. Sweeney and Messrs. Taylor, Murphy and Doherty of Moncton. The exhibit prizes were awarded by the director. Mr. Job Renton acted as chairman.

The attendance of pupils at this school is year by year increasing, several families having moved in. Five years ago it was 8; last term it was 26. The new school house and grounds testify to the growing interest in the school and the prosperity of the place.

Mrs. Renton, who has been teaching in this district since 1913, deserves much credit for the work she has done.

On Saturday, the 7th, another very successful fair was held at the Middle Coverdale A. Co. At this fair there were some exhibits from a neighboring district, Bridgedale.

The tendency of this school fair work is to encourage districts to work together, to train the children to co-operate with each other in school and community work.

There was a large attendance of visitors at this fair. Thirty-three children had exhibits. The prize list as awarded amounted to \$27.10, the usual percentage (40) being provided by the Agricultural Department. The school garden in this district is a model for neatness and yield. It is constantly used in the school as an educational means and this contributes materially to the good indoor work that is being done. The teacher, Miss Emma A. Smith, holds a First Class Superior License. She is warmly commended for the interest she has developed in her school.

Speeches were delivered in the afternoon by Mrs. C. J. Osman of Hillsboro, Dr. Burden of Moncton, and others. The prizes were distributed by Director Steeves.

Following is a list of places and dates of school fairs to be held as arranged at present:

- Sunny Brae, September 12th.
- Sussex, September 14th.
- Jacksonville, September 16th.
- Hampton, September 17th.
- Rothsay, September 18th.
- Blackville September 18th.
- Kingston, September 19th.
- Lower Millstream and Apohaqui, September 20th.
- Hartland, September 23rd.
- Chatham, September 25th.
- Cambridge, October 1st.
- Petitcodiac, October 2nd.

Richibucto, October 4th.

Other school fairs will be announced later.

At all fairs the aim is to accentuate the educational side of the work, using modern and local industry to increase interest in the schools and aid in securing a greater amount of general education.

GRAMMAR SCHOOL CENTENARY

The hundredth anniversary of the opening of the Grammar School of Charlotte County was celebrated at St. Andrews, N. B., on the evening of August 16th last, in the assembly room of the Prince Arthur School. Dr. Wallace Broad, Chairman of the School Board, presided. Speeches were made by Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick; Father Howland, a graduate of the Grammar School; Mr. S. A. Worrell, Inspector of Schools, and a former principal of the school; Mr. William Brodie, also a former principal, and Rev. C. M. Sills, D. D., "the oldest living master of the school."

Mr. E. A. Smith read the "Autobiography of the Charlotte County Grammar School." Mr. James Vroom read a sketch of the schools in St. Andrews previous to the founding of the Grammar School in 1818. Mr. M. N. Cockburn, K. C., read an interesting historical sketch of the Grammar School.

The names of the principals in chronological order are: Messrs. John Cassils, Donald Morrison, Randal Smith, Francis Partridge, Chas. M. Sills, Jos. A. Wade, James Covey, Arthur Wilkinson, J. T. Horsman, Wm. Brodie, Thomas Colpitts, Fred Day, J. A. Allen, Geo. Sherwood, Geo. Trueman, Samuel Worrell, William Woods, Wm. Morrow, George Carpenter, Miss Edna Giberson, and Miss Salome Townsend.

BEGINNING THE TERM

R. D. Hanson, Inspector, Fredericton, N. B.

The season is here when the Inspector has again to take up the round of duty in visiting the schools in his district. While he will meet some old familiar faces in the school room, there will doubtless be many new ones. To some of the latter, it may be, the Inspector's visit is a matter to be gotten over as quickly and as smoothly as possible.

Let us point out to the beginner that here is an opportunity to discuss what happens in every school, and the Inspector, while not infallible, has probably met and dealt with the very troubles that now confront the teacher. And let me make a suggestion: Nothing is more conducive to success in a teacher's work than a neat, clean, well-ventilated school room. Neatness and cleanliness are two of the best lessons any child ever learned; and a teacher's work cannot be effective if these conditions

are lacking in the room in which the child spends a good portion of the day.

I would like to say a word in regard to the care of apparatus. The majority of teachers keep this in very good condition; but there is occasionally one who, through inexperience or a natural disinclination to look after details, lets the apparatus take care of itself. The result is usually disastrous.

I have seen a map so placed that it hung partly in front of a window. This would sometimes be opened for ventilation, and before long the map would be partly torn from its rollers. This neglect puts extra expense on the district, while trustees object to replacing apparatus unless the previous equipment has lasted a reasonable time.

Nothing is more beneficial to a school than a good library. The fact that a student reads outside of his prescribed school course enlarges his vocabulary, broadens his views and generally increases his ability to assimilate knowledge. This has been the result of my own experience, and other teachers confirm my opinion. This district contains quite a number of excellent libraries which have been gathered by the energy of the teachers to whom sufficient credit has not always been given; and yet the protection of these with their recognized value is one of the most baffling difficulties the Inspector has to combat. Books are lost because of insufficient records—the next teacher cannot trace them; the library is depleted and incoming pupils are deprived of the pleasure and knowledge which previous classes enjoyed. This is not true of all schools by any means, but is true of too many.

In conclusion, let me urge every teacher to determine to make her school work as successful as possible. It is an unfortunate condition in our profession that many of those who are engaged in it intend to practice it but a short time, and then take up some other vocation. Because of this there is a tendency in some cases to give less attention and put less energy into the school work than would obtain were it the intention to make teaching a life work. I wish to say that success depends not only on natural ability, but on the application of power acquired through proper habits. The teacher who begins by literally doing with all her might whatsoever her hands find to do, is acquiring that power. It will bring success in her present work, and should she decide to enter another profession, it will equally insure success there.

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SHAW CORRESPONDENCE SCHOOL

YONGE AND GERRARD STREETS

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TORONTO

TRANSFIGURED GEOGRAPHY

By Mary Bronson Hartt.

One way to put life into the year's work in geography is to organize your group of young geographers into a Travel Club—a real society with officers, by-laws, penny dues, and a badge—especially a badge. I have seen this tried with girls from ten to fourteen by a teacher wise beyond her years, and it was amazing how the glamor of club affairs lit up the routine work with maps and question papers through the rest of the week.

If the local powers-that-be don't smile on the notion of your devoting one school period a week to the imaginary travels of the club, then meet out of hours. It will be a sacrifice of time. But the enthusiasm generated will swing along so much more gaily the regular class work, that you'll count it cheap at the price.

Nothing rubs in geography like actually going over the ground. So what you want to do for the children is to create a lively illusion of travelling in the flesh across those countries which otherwise are so likely to seem mere tormenting paper patch-work of odd-shaped, part-colored bits, set in a border of ocean blue. You cannot possibly be too realistic nor too detailed. If you are going to study the British Isles, begin with the railway journey to the port of embarkation. Decide what actual train it is best for the club to take in order to reach the

steamer with ample margin for possible delays. Discuss the proper kind of luggage, the proper travelling outfit. Send to a steamship office for cabin plans of some popular ship, and for advertising matter containing pictures of ocean greyhounds. At the first club meeting produce these documents and let the children decide whether to go first or second cabin, considering prices and the relative comfort of the two, and teach them in what part of the ship are the most desirable cabins. If you are at all artful you can have their eyes bulging over these romantic details. Tell them how the experienced traveller always looks sharp to get his steamer-chair placed for the voyage and his seat at the first table in the dining saloon reserved, while the foolish virgins are up on deck trying to shout goodbye banalities to the friends on the pier below. Don't forget the distribution of steamer letters in the saloon as soon as the steamer sails, and the wireless newspaper printed on board, and the telling of time by ship's bells, and the porpoises, and the racks that hold the dishes on the table when Old Ocean goes on a rampage—it all adds to the delicious illusion that the club is really off for the other side. It doesn't teach any geography, it is true. But it serves to create an atmosphere of eager interest which smooths the way for the best kind of geography-teaching in later meetings.

The steamship company will furnish you with a chart showing the track of the steamer across the Atlantic, and you can explain why steamers vary their course at certain seasons to avoid icebergs. (Your imaginary trip will have to hold to lines laid down in normal times before the U-boats mused things up). If you cannot make certain from the chart what would be the first point of land sighted, by all means write and ask the steamship people. Make the children appreciate in what a fever of excitement the club would be if they were all huddled in the bow peering ahead at a dim something said to be EUROPE, that lies like a cloud on the distant horizon.

If your steamer calls on the north coast of Ireland, a very good route would be—Londonderry, Giant's Causeway, Belfast, Dublin—which will introduce the clubs to the peculiarities of travel by Irish jaunting-car, to the rich Irish country with its matchless lakes, to the peat-gathering and the sod-roofed huts, before they make the rough crossing to Holyhead in Wales. Manifestly you cannot manage a comprehensive tour of Ireland if you are to cover the British Isles in a season. But that is not the point. Enough can be done to make Ireland a living idea so that when the class enters on its formal study of Irish topography and Irish products in regular school work, the word Ireland will have a flavor, will bring up vivid images to illuminate the pages of lifeless maps and hard names.

Just a whisk across Wales—Holyhead, Bangor, Carnarvon Castle—and the club will come to anchor in the fascinating old English city of Chester on the Dee. Possible routes in England are legion; but a well-planned one will take in beside London, at least one typical cathedral town, like Wells, one of the great English public schools—Eaton, Harrow, or Rugby—which will prove wildly interesting to your Canadian scholars, either Oxford or Cambridge, the lake country, Warwickshire, a great commercial city like Birmingham or Liverpool, a characteristic south coast resort like Margate or Brighton, and perhaps a peep at the wilder country of Devon and Cornwall. Then Scotland—Edinburgh, Melrose and Dryburgh, the Trossachs, the lochs, Glasgow, and HOME.

A similar plan can be followed with any European country or the Far East. Routes can be chosen to display the most characteristic phases of the life and topography of the country. Yet deliberate discrimination in favor of what is romantic and picturesque and naturally attractive to children eliminates everything dry and bore-some. You are not under bonds to teach the club everything they ought one day to know. Your object is to make them in love with the countries they visit (on a magic carpet) so that when they bone down later to real geography study, they'll have an appetite for the dryer details.

So much for Eurpoe. But what if your class is studying North America? Well, in that case the leader of the travel-club won't find her path quite so well blazed. Descriptive books are naturally rarer than those setting forth the charms of a travel-ridden country like England. Still, if you will take a little preliminary pains, a most fascinating trip can be arranged. Tourist associations will send you superbly illustrated booklets describing every phase of Canadian scenery. It may be that if you write to Ottawa you may secure illustrated pamphlets on the forest reserves, etc. I know that the United States Government distributes a beautiful set of booklets on the National Parks. Then there are the transcontinental railways which publish descriptive books for tourists. And the universities—at one time McGill sent out lectures on Canadian scenery with illustrative slides—you might be able to borrow the text even if you have not access to a stereopticon. Or through some local woman's club which has been studying Canada you might get the loan of a reflectoscope and a set of picture postcards. Or you might get some club speaker to come and tell the children what it is like in distant cities of the Dominion.

Wherever your club selects to travel, a scrapbook will be indispensable. Collect all the pictures you can lay your hands on and let the children scout about among their friends for more. If it's Canadian travel,

let the members persuade their correspondents in other parts of the country to send them picture postcards for the collection.

So far as is possible let the children themselves gather information for the club meetings. If the school has no library and there is no lending library near, this won't be easy. But if books are accessible, send each member direct to the source of wisdom to read up some one particular point and present it to the club. They might be trained to write short papers, one to be read each week, and you could give the writer credit for the work on his regular competition requirement.

Which brings us to the fact that the travel club will supply subjects for essays the livelong winter through. Sometimes you can have the children write as if in a diary the account of a stay in Chester, or Stratford; at another time the essays might take the form of letters home. The children may be encouraged to attempt fiction, inventing little mishaps and adventures which the club is supposed to have encountered on its way. The young writers will find English flowing freely and naturally off their pens if only they have something to say.

THE WAR

On March 21st last the Germans began their great drive for Paris, following this with four other drives which resulted in the loss to the Entente Allies of much territory and many prisoners together with large quantities of war material and heavy guns. A few weeks ago General Foch began a counter offensive which resulted in the driving of the Germans from the Marne salient. The French, American and British have all participated in this great offensive. All or nearly all the territory won by the Germans since March 21st last has been recovered. The number of prisoners and amount of war material taken by the Allies is not known, but it is known that a very large number of the enemy have been captured together with vast quantities of war material and a very large number of heavy guns. The enemy is still being pushed back. Their man-power is decreasing while that of the Allies is increasing with every transport reaching Europe carrying United States troops. The British are nearing Cambrai and St. Quentin. General Pershing celebrated his 53rd birthday on the 13th September by making an attack on the enemy in the Loraine section, driving him out of the St. Mihiel salient, capturing 12,000 prisoners and advancing within four miles of Metz. This brings the Allies to within striking distance of German territory. The Canadians have been in the thick of the fight in the Picardy offensive, and have won much praise for their valiant deeds.

The Teutons, seeing their chances of winning fading

away, have started a new "peace offensive." Germany has offered, it is said, peace terms to Belgium, while Austria-Hungary has asked the Entente Allies and neutral countries to send delegates to some neutral place to discuss peace terms. The United States and Britain have said over and over again that peace terms will be dictated by the countries fighting for liberty and not by Germany and her allies.

Premier Lloyd George recently stated, "That General Foch's counter offensive was the most brilliant in the annals of history; that during the month of July 305,000 American troops had been brought over, of whom 185,000 were brought in British ships; that since August, 1914, including those already with the colors, Great Britain alone had raised for the army 6,250,000 men; that the Dominions had contributed 1,000,000 men; India 1,250,000 men; that one hundred and fifty German submarines had been destroyed, more than half of them in the last year; that the American army would soon be not far short of the German army itself; that when war began, the British Navy, then the largest in the world, represented a tonnage of 2,500,000, and that now, including the auxiliary fleet, it is 8,000,000, and that every trade route of the world is patrolled by its ships."

GREAT BRITAIN'S FINANCES

Great Britain's daily war expense is \$34,930,000. Before the war the people of Great Britain paid about \$1,000,000,000 a year by way of taxation; today they are paying taxes annually to the amount of \$3,270,000,000. And yet for her third War Loan she has raised \$5,000,000,000. She is spending \$9,305,000,000 on her army, her navy, her air services and her munition factories and supplies. And yet she has advanced loans to her allies amounting in the aggregate to \$8,160,000,000.

After more than four years of exhausting war, Britain's credit is still unimpaired. Her "silver bullets" are being turned out by the hundred million, and every one is finding its billet. Her people are cheerfully bearing the ever-increasing strain which has been placed upon their shoulders, and will spare no effort in blood or treasure till victory is assured.

THE COUNTERSIGN WAS "MARY"

'Twas near the break of day, but still
The moon was shining brightly;
The west wind as it passed the flowers
Set each one swaying slightly;
The sentry slow paced to and fro
A faithful night watch keeping,
While in the tents behind him stretched,
His comrades all lay sleeping.

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Slow to and fro the sentry paced,
His musket on his shoulder,
But not a thought of death or war
Was with the brave young soldier.
Ah, ho! his heart was far away
Where, on a western prairie,
A rose-twined cottage stood. That night
The countersign was "Mary."

And there his own true love he saw,
Blue eyes were kindly beaming;
Above them, on her sun-kissed brow,
Her curls like sunlight gleaming,
And heard her singing as she churned
The butter in the dairy,
The song she loved the best. That night
The countersign was "Mary."

"Oh, for one kiss from her! he sighed,
When up the lone road glancing,
He spied a form, a little form,
With faltering steps advancing,
And as it neared him silently
He gazed at it in wonder;
Then dropped his musket to his hand,
And challenged "Who goes yonder?"

Still on it came. "Not one step more,
Be you man, or child, or fairy,
Unless you give the countersign,
Halt! Who goes there?" " 'Tis Mary,"
A sweet voice cried, and in his arms
The girl he'd left behind him
Half-fainting fell. O'er many miles
She'd bravely toiled to find him.

"I heard that you were wounded, dear,"
She sobbed: "My heart was breaking;
I could not stay a moment, but,
All other ties forsaking,
I travelled, by my grief made strong,
Kind heaven watching o'er me,
Until,—unhurt and well?" "Yes, love,"
"At last you stood before me."

"They told me that I could not pass
The lines to seek my lover
Before day fairly came; but I
Pressed on ere night was o'er,
And as I told my name, I found
The way free as our prairie,"
"Because, thank God! tonight," he said,
"The countersign is "Mary."

—Margaret Eytinge.

THE ROUND TABLE

The Round Table for September, a quarterly review of the politics of the British Empire, gives much interesting and valuable information on Imperial subjects. It contains articles on such subjects as The League of the Nations, The Promise of the Future, The Means of Victory, The Spirit of the Russian Revolution, The Montagu-Chelmsford Report making proposals for constitutional advancement in India, Canada and the Imperial Problem, and articles relating to Australia, South Africa and New Zealand. Price 65c. per copy; \$2.50 per annum. May be obtained from booksellers, or from The MacMillan Co., of Canada, 70 Bond Street, Toronto.

THE AMERICAN VOICE

We must admit, although with shame, that foreign observers in the United States, and foreigners who observe our tourists in Europe, are right in declaring the American voice to be the worst in the world. Hearing it all the time, we Americans do not notice how bad it is. The chief offenders are not the newsboys and other street criers who shout in our ears, but the common run of people—men and women, boys and girls, of education and social advantages, as well as those who lack both. We offend, not in our loud talking only, but in ordinary conversation. Our voices are harsh, our tones nasal. It is enough to state the fact. Anyone can verify it whose ears can distinguish between sounds that are pleasant and musical and those that are harsh and discordant.

It is easy to understand why an English girl's voice is melodious and rich, whereas that of an American girl is usually not so. Each acquires in childhood the quality of voice that she hears every day. Our voices are what they are because they are like those of our fathers, our mothers and our neighbors.

The fact points the way to the remedy. If we wish to improve the voices of Americans of the next generation we must first train the teachers, for some of the most offensively sharp and penetrating voices are those of "school-ma'ams." The work should be undertaken at once. It would be a good rule, if it were practicable, for school boards to refuse positions to all candidates whose voices are disagreeably harsh and nasal. Probably it is not practicable, for the double reason that the ears of the members of school boards are not sensitive enough to apply the test, and that the number of teachers required is greater than the number of candidates who can meet the requirements.

But our boards of education could examine and copy the system that is universal in Holland. In that country every normal school has a specialist in hygienics. Each of the large cities also has an expert who gives free instruction to school teachers. The teachers, by example and instruction, influence the voices of their pupils.

There are inspectors who examine the pupils to discover defective and badly trained voices, and to procure special treatment for them. Moreover, there is a Dutch association for speech culture, which has a distinct influence in improving the system throughout the country.

Shakespeare wrote:

Her voice was ever soft,
Gentle and low, an excellent thing in woman.
If it was true in his time, it is no less true today,
not only of woman, but of men and boys and girls.

PRESIDENT WILSON IN FAVOR OF KEEPING UP THE SCHOOLS

The U. S. Department of the Interior authorizes the following:

President Wilson urges generous support for schools of all grades during war time. In a letter to Secretary Lane approving the Bureau of Education's plan for an educational campaign this summer and fall, he says:

"I am pleased to know that despite the usual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges, is a matter of very great importance, affecting both strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only of trained leadership in all lines of industrial, commercial, social and civil life, but for a high average of intelligence and preparation on the part of the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the support of the schools and for the maintenance of attendance upon them, and trust that you may have the cooperation in this work of the American Council of Education."

RUMORS RE CLOSING OF COLLEGES

Some reports have been circulated to the effect that colleges are likely to close the coming year; and we are requested to publish a contradiction. We have had placed

in our hands the following remarks of President Lowell of Harvard University in this connection:

During the past year or two nearly every college and university in the land has heard from time to time with more or less surprise that it intends "closing up next year." One of the latest of these "canards" is in connection with Harvard University. President Lowell in his recent report to the Board of Overseers disposes of the rumor thus:

"Rumors seem to have got abroad in some places that Harvard College will shut its gates next year. If such rumors merit contradiction, they may not only be contradicted, but repudiated, for the college would be unworthy of its traditions if it ceased to carry on its proper work at a crisis like the present.

"If education, not specifically directed to military use, is a mere luxury enabling men to find a source of relaxation and enjoyment, but not essential to the welfare of the community as a whole, then the college had better close its doors permanently. But if, on the other hand, education in the manifold forms in which it is given by the various institutions of learning, is essential to modern civilization, then the college cannot certainly cease to impart it.

"France, which, on the side of the Allies, has borne by far the heaviest part in the war, has insisted that her young men should pursue their ordinary courses of study, until they come to the age for beginning military instruction. We cannot do better than follow that example.

"Our young people are a little too prone to mistake excitement for duty. The outbreak of war naturally makes people a little excited, but this is a time when every man and boy should have a more than usually keen sense of duty, should not allow excitement or exuberance of patriotism to deter him from performing to the best of his ability the obligations that lie before him. The duty of the boy or young man is to train himself to clear thought, to steady application, and to persistent purpose. The college course is designed to furnish these things; and the only difference in the feeling that a young man should have about college in these days is a stronger determination to make the most of the opportunities it affords, to take his studies at school or college more seriously, and more with the object as a citizen, of making them ultimately profitable to the nation."—*The Casket, Antigonish*

CORRECTED

Teacher.—Willie, have you whispered today without permission?

Willie.—Only wunst.

Teacher.—Johnny, should Willie have said "wunst?"

Johnny.—No'm—he should have said twict.

THE KHAKE COLLEGE OF CANADA

The following information about the Khaki College is gleaned from the columns of the Buxton Herald (England) a copy of which was mailed to the Educational Review by Major L. D. Jones, formerly Principal of the Superior School at Dalhousie, N. B. The Major has been invalided from France and is free to return to Canada, but instead he is remaining in England and is giving instruction in a number of subjects of the course in the "College."

The Khaki College was originated by Dr. Tory, President of the University of Alberta. It is worked, by permission of the Canadian Government, through the agency of the Y. M. C. A., which association raises funds for the purpose. Dr. Tory is "loaned" as long as the war lasts and during demobilization, in order that he may personally supervise the carrying into effect of his great idea.

The object of the Khaki University is to give the Canadian soldier in England and in France an opportunity of employing to his future advantage, time which might otherwise be wasted; to equip him with useful knowledge which will qualify him for remunerative employment after the war, and to provide means by which he may continue studies upon which he was engaged before joining the colors, and in this way retain knowledge which as a former University student he may have acquired. Soldiers' studies begun, say at Buxton, or any other place where there is a branch of the college, may be continued in any regimental depot, or in any camp or hospital in which he may find himself. Any standing gained by the examinations in England or in France will be recognized by Canadian universities.

The Khaki University now has fourteen thousand students.

The subjects taught include: Agriculture, mixed farming, stock-judging, poultry, bees, etc.; mathematics—elementary and advanced; shorthand, typewriting, book-keeping, commercial law, botany, chemistry, engineering, steam, electricity, and mining engineering; matriculation subjects; classics; telegraphy; reading, writing, arithmetic, and English classes for foreigners.

DREAMER AND DOER

By Bartlett Brooks

A dreamer and a doer
Were born the selfsame day,
Grew up and dwelt together
In comrade work and play.

The dreamer sent his fancy
On classic fields to roam,
The doer fashioned temples
From common clay, at home.

The dreamer saw a kingdom
Where right ruled everything,
Where justice dwelt with liberty
And every man was king.

The doer fought, triumphant
Through hatred, pain and dearth,
To bring the kingdom nearer
Of peace, good will on earth.

The dreamer saw his Master,
Compassionate and mild.
The doer toiled and suffered—
Lifted the crippled child,

Led forth the blind and erring,
Till in his face men saw
The Master's spirit shining
And touched his robe in awe.

How could that mystic dreamer
Such wondrous visions see?
How could the toil-worn doer
Rise to such mastery?

How could the dreamer triumph?
How could the doer plan?
Ah! You have read the answer!
They were the self-same man!

Fare forth, my valiant doer,
Where storm-tossed pennons gleam,
But lose not, in thy striving,
The vision and the dream!

OFFICIAL NOTICE

The New Brunswick High School Algebra (Crawford) prescribed by the Board of Education to take the place of Todhunter & Loney's Algebra from and after July 1, 1918, will be allotted among the several grades as follows:

Grade VII.—Chapters I to IV, inclusive.

Grade VIII.—Chapters I to X, inclusive, omitting,

Chapters VII and IX with applications.

Grade IX.—Chapters I to XII, inclusive.

Grade X.—Chapters I to XVI, inclusive.

Grade XI.—Chapters I to XXII, inclusive.

Latin—Grades XI and XII, Allen's Latin Grammar (Clarendon Press) as a book of reference.

W. S. CARTER,
Chief Superintendent of Education.

RAMBLING TALKS

This department is intended to deal with the actual work of the school. All correspondence relating to this department should be addressed to the Editor, Educational Review, Fredericton, N. B. If the letter is endorsed "Rambling Talks," it will be forwarded at once to me. —E. R.

BEGINNERS

A short time ago I met a teacher, who had recently entered the teaching profession, and who was already showing signs of discouragement.

She had started teaching with high ideals. She had meant to accomplish so much, but she was already feeling that she had failed.

Probably this experience is common to most beginners. They are discouraged if they do not see immediate results. They expect to reap as soon as they have sown. Experienced teachers know that we must allow time for assimilation and growth.

A teacher, relating to her early experiences, said that at the end of the first week she was puzzled to know what she was to do the second week, as she had told them all she knew. To her surprise she found that all she had told the pupils during the first week had made little impression on them. She soon learned that constant drill was the price of success.

Our young teachers should not be discouraged if they find that some of their best efforts fail to impress the pupils. Children do not acquire knowledge in lumps or flashes. By hearing certain things over and over again, they become familiar with them. By being in a certain atmosphere or environment, they gradually acquire certain habits of thinking and acting. To be permanent, the process must necessarily be slow.

The complaint, that children do not remember what they hear, should help us in our teaching. Knowledge should be presented in such a way as to appeal to as many of the senses as possible. What the pupil hears merely, does often "go in one ear and out the other." That which appeals to both the eye and the ear is more liable to impress the mind. That, which appeals to eye and ear and hand, is still more impressive.

I intended writing a few paragraphs on the teaching of geography to grade six—or rather the use of maps in teaching geography to this grade—but will take it up later, as there are two or three questions to be discussed, that may be of general interest.

TO CORRESPONDENTS

A. E. W. J.—Since the same pupils are tardy morning after morning, I would find out how far they live from the school. They may not leave home early enough, or they may loiter on the way. A visit to the parents is necessary in this case. If you walk to their home you will discover the distance for yourself. If they do not leave home early enough, a talk with the parents may remedy matters.

What about your opening exercises? Each morning you should have some pleasant feature at the opening session. The opening exercises should be of such a nature, that the pupil would feel that he had missed some-

thing, if he were not present. I have known teachers to read an interesting story as a part of the opening exercises. If the story is long, so much the better, as it may be continued from morning to morning until finished.

You are right about the importance of punctuality. It is a habit that we can acquire in our youth, just as easily as we acquire its opposite—the habit of being late.

B. W. J.—From what you say I would think that you give your younger pupils too much to prepare at home. If it takes all your time to "hear lessons," who teaches the pupils?

We must not expect too much from young children. I think that you should spend some time each afternoon going over the next day's lessons. Children must be taught to pronounce difficult words, and told what they mean. A word-drill on the black-board should precede every reading lesson, in the lower grades. How can we expect children to read with expression, if they cannot pronounce the words, and do not know what the words mean? The "monotonous drone" you speak of can be cured by "teaching" reading, instead of "hearing" the reading lesson.

X. Y. Z.—The only Notes for Teachers on the Ontario Readers (grades 9 and 10, Nova Scotia) that I have ever seen, were issued by some Toronto firm. The book, or rather pamphlet, consisted of a dozen typewritten pages. While the "notes" were very good, the price was unreasonably high, and the workmanship very poor.

E. R.

WHAT CANADA HAS DONE IN THE GREAT WAR

The director of public information has given out the following statement as to Canada's achievements in the four years of the great war:—

Canada entered the war with a regular army of 3,000 men. At the beginning of last month she had sent overseas 390,000, while there were being trained 60,000 in the country; 43,000 have been killed; 113,007 have appeared in casualty lists as wounded or sick, 2,224 are prisoners of war and 384 are set down as missing. Of the wounded between 30,000 and 40,000 have returned to duty and 50,000 have been sent back to Canada certified unfit for further service, 10,000 soldiers have received distinctions of one kind or another, of whom there are thirty with the Victoria Cross.

As to the supply of munitions, Canada has supplied fifty-five per cent. of the output for the British army in the last six months of 1917, in respect of shrapnel. Total production of shells to recent date 60,000,000 pounds; total production of explosives, 100,000,000 pounds; total production of airplane, 2,500; the total value of orders placed in Canada by

the British Government, \$1,200,000,000. Employed in this work were 350,000 men and women at one time.

In shipbuilding, contracts have been placed in the Dominion for 112 vessels with a total tonnage of 450,000. Most of these will be launched in 1918.

In food supply Canada has increased the beef export by nearly 75,000,000 pounds per annum, and pork by 125,000,000 per annum.

In finance Canada's total outlay for war purposes was about \$875,000,000 by March 31st last. National debt stood at \$33,000,000. At the end of this year \$1,200,000,000. Borrowed from Canadians has been the sum of \$756,000,000, or \$100 per head of the entire population.

Patriotic and Red Cross subscriptions total more than \$40,000,000 for the Patriotic Fund. Red Cross, \$18,000,000. Grand total of gifts amounts to \$11 per head of the population and a total of \$90,000,000 to the present.

CURRENT ITEMS

A Russian Prince recently arrived in England states that soon after the Bolsheviki had murdered the Czar they killed his son who would have been fourteen years old in August.

It is said that the birth rate in European countries affected by the war will be over will be over 12,000,000 below that of normal times.

The United States will launch their fourth Victory Loan campaign on September 28th.

The Minister of Finance is organizing Canada's second Victory Loan campaign which will begin towards the last of October.

Early in August, Surgeon General Gorgas of the U. S. War Department, called upon the American Red Cross to employ every possible means to increase the enrolment of nurses for immediate assignment to duty in the army. He asked that at least 1000 nurses be enrolled each week for the next two months.

Prince Lichnowsky, German Ambassador to Great Britain at the outbreak of the war, has been expelled from his seat in the Prussian House of Lords, for publishing a series of memoirs in which he declared that the war cannot be laid at the doors of Great Britain, France or Russia, but was the direct outgrowth of carefully laid plans of the German ruling class.

Sir Charles Fielding, Director General of Food Production in England, has informed the London Daily Mail that England's grain crops this year will be the biggest since 1868.

More than 300,000 women are now engaged on the land in Great Britain.

The Americans expect to have nearly three million men in France by the end of 1918.

The British Government has issued a proclamation formally recognizing the Czecho-Slovaks as an allied nation.

The Entente Allies have decided to send troops for service in Siberia. A force of 4,000 men will be mobilized in Canada for this expedition, under the command of Brigadier General J. H. Elmsley, C. M. G., D. S. O., Royal Canadian Dragoons. Lieutenant Colonel A. H. H. Powell, A. A. G., Military District No. 7, has been selected as base commandant of the Canadian Expeditionary Force in Siberia. It has been learned that the Maritime Provinces representatives with the Siberian force, who will constitute "A" Company of the 260th Canadian Rifles, will have two platoons from New Brunswick, which will be commanded respectively by Captain H. D. Warren, of Sussex, and Lieutenant W. H. Brooks, of St. John.

Lieutenant George Murray, Halifax, N. S., Lieutenant Arthur Nicholls, R. C. R., Halifax, N. S., and Captain (Acting Major) John McIntosh Miller, Valcartier, have been awarded the Military Cross for distinguished conduct in the war.

His Royal Highness, Prince Arthur of Connaught, who was sent on an important mission by King George to the Emperor of Japan, passed through St. John, N. B., on his return journey on August 24th, when an address of welcome was presented to him by Premier Foster, on behalf of the Government and people of New Brunswick, at a reception given him by the Government of New Brunswick. After the reception His Royal Highness was entertained at a garden party given by His Honour Lieutenant-Governor and Mrs. Pugsley at their residence in Rothesay.

Canadian troops had a large part in the Allied offensive on the Western front. In the recent British offensive in Picardy the Canadian cavalry are said to have worked with the Canadian infantry for the first time. For the first time also the Canadian force employed tanks in large numbers. Up to August 12th the corps' prisoners numbered 9,000 with over 150 guns captured. Sir Edward Kemp, Overseas Minister of Militia, sent a telegram conveying his hearty congratulations to Lieutenant-General Sir Arthur Currie, the Canadian corps commander, and those under him, "on the greatest success in the history of the Canadian forces." They have since captured many prisoners, many guns and much war material.

A new telephone service has been inaugurated between New Brunswick and Prince Edward Island. A cable, nine miles long, has been laid between Cape Tormentine and Cape Borden, the terminals of the car ferry service. The only telephone service with the Island before was via Pictou, and did not prove very satisfactory.

A school of 250 whales was recently driven ashore

at River John, Pictou County, N. S., by motor boats, and were left on the shore by the outgoing tide. They were from ten to thirty-five feet in length.

Quebec bridge, one of the world's greatest engineering feats, on August 21st, withstood the supreme test applied to it when two huge trains, loaded to capacity and weighing with their loads about fourteen million pounds, were driven out and allowed to stand simultaneously on the central span.

It has been announced in New York that the money and property formerly German owned, which had been taken over by A. Mitchell Palmer, enemy property custodian, had passed the \$500,000,000 mark.

Up to August 10th Loyd George stated that 60,000 prisoners and nearly 900 guns had been taken by the Allies in the recent battles on the Marne and the Somme.

On August 8th, when the Entente Allies' offensive in Picardy opened, the Germans lost 65 aeroplanes. Fifty British machines were missing.

SCHOOL AND COLLEGE

Miss Annie Baird, Fredericton, has assumed the principalship of the Superior School at Harcourt, N. B.

Miss Marion Gibson, Fredericton, and Miss Edith Dennison, Marysville, have joined the staff of the Campbellton, N. B., schools.

Miss Florence Coster, St. John, is teaching at Whitehead, Kings Co., N. B.

Mr. Vernon F. Holyoke has been appointed principal of the school at Aroostook Junction, N. B.

Miss Bernice MacNaughton, B. A., has been appointed principal of the Victoria County Grammar School at Andover, N. B.

Miss Margaret Callahan, Newcastle, has been appointed to the staff of the Campbellton, N. B., schools.

Mr. J. R. McMonagle, B. A., has been appointed principal of the Charlotte County Grammar School at St. Andrews, N. B.

Miss Julia Neales has been promoted by the Woodstock, N. B., School Board to the principalship of the Carleton County Grammar School.

Rev. A. H. and Mrs. Barker, Presbyterian Missionaries to Corea, who have been home on furlough for the last year, recently started on the journey back to their mission field. Mr. and Mrs. Barker are both graduates of the University of New Brunswick and were formerly teachers in the public schools of New Brunswick.

Professor W. F. Ganong, Ph.D., of Smith College, Northampton, Mass., U. S. A., spent a part of his vacation at his old home in St. Stephen, N. B.

Mr. Hugh C. Titus, B. A., has been appointed principal of the Restigouche County Grammar School at Campbellton, N. B.

Miss Lillian Corbett, B. A., principal of the Grammar School at Grand Forks, B. C., has arrived here to spend a few weeks at her old home, Forest Hill.—*Fredericton Gleaner*.

Mr. W. E. Blampin, Honour Graduate of McGill University, in English and History, has been appointed by the Senate of the University of New Brunswick to the Chair of English and Modern History for the next academic year.

Mr. Waldo H. Swan has been appointed principal of the Superior School at Stanley, N. B.

The School Board has unanimously agreed to raise the salary of Fraser McDonald to \$1000—a well deserved and well earned tribute to his constant work in season and out of season with and for the boys in every department of their work and their activities.

The School Board has approved the payment of \$724.50 for the Technical Schools, that is half the cost of the winter's operation by the Technical Schools. In the Technical Schools last winter there were enrolled the following numbers in their classes:—Mathematics, 8; Arithmetic, 14; Structural Drafting, 3; Electricity, 5; Bookkeeping, 28; Stenography and Typewriting, 40; Dressmaking, 52; Domestic Science, 38; Mechanical Drawing, 12; Naval Architecture, 17; Auto Repair, 40. A total of 275.—*The Enterprise, New Glasgow, N.S.*

Miss Isabel St. John Bliss, B. A., Fredericton, has gone to Wilkie, Sask., to take a position on the High School staff there.

Prof. W. C. Kierstead, Ph.D., who has been provincial secretary of the Board of Food Control in New Brunswick for the past year, will resume his work at the University of New Brunswick at the beginning of the fall term.

Miss Louise Scott, B. A., is principal of the Sunbury County Grammar School at Fredericton Junction, N. B.

Miss Grace Davis, B. A., is the new principal of the Superior School at St. Martins, N. B.

Miss Anna C. Kelly, B. A., has been appointed to the principalship of the Superior School at Edmundston, N. B.

Miss Salome Townsend, B. A., has assumed the principalship of the Kent County Grammar School at Richibucto, N. B.

Mr. Howard Baird, Miss Eleanor Dickson, Miss Laura Howard, Miss Pearl Ross, and Miss Alice Leake, have been added to the staff of the Sussex, N. B., schools.

Miss Lillian Norris has charge of the school at Titusville, and Miss Bernice Robertson is teaching the school at Upham, N. B., the present term.

W. McL. Barker, M. A., formerly on the staff of the

Moncton High School, is now the principal of the Kings County Grammar School at Sussex, N. B.

Martin G. Fox, B. A., has entered upon his third year as principal of Sackville, N. B., High School. In July last eight of his graduation class of thirteen students wrote the High School Leaving examinations at Moncton, and all were successful.

Dr. Carter, Chief Superintendent of Education for New Brunswick, has gone to Toronto as a delegate to the General Synod of the Episcopal Church in Canada. He will be gone two weeks.

A meeting of the Vocational Educational Committee of New Brunswick was held in Moncton on the last day of the Institute. There were present Fred. Magee, M. L. A., Chairman; Dr. Carter, Vice-Chairman; W. R. Reek and G. H. Maxwell. Fletcher Peacock was elected temporary secretary and director.

Acting Superintendent Shaw and Mr. J. D. Seaman from Prince Edward Island, were present at the Maritime Institute at Moncton, N. B. Among those present from Nova Scotia were: Dr. A. H. MacKay, Superintendent of Schools; Dr. David Soloan, Principal of Normal College, Truro; Supervisor Butler of Halifax; Inspectors Campbell and Foster; Principal Creelman and others.

Miss Edna B. Boyd is now the principal of the Superior School at Hillsborough, N. B.

Lord Beaverbrook is to build an up-to-date school house in his home village, the village of Beaverbrook, on the C. G. R., about nine miles north of Newcastle. —*Fredericton Daily Mail.*

The following is a list of the successful candidates, in order of merit in the Connolly Estate Scholarship Examination held in Charlottetown and Summerside on July 23rd and 24th, 1918:

Francis Nelligan, Tignish.
Theodore Monaghan, Charlottetown.
Louis Callaghan, Emyvale.
Edmund E. Doyle, Summerside.
Charles E. Murphy, Vernon.
William E. Power, Hope River.
Leonard Farmer, Kinkora.
Charles McCarthy, Souris West.
St. Clair Trainor, Albany.
James Austin Noonan, Bedeque.
Francis Daly, Hope River.
Francis L. Campbell, Kellys Cross.
Herbert N. Murphy, Panmure Island.
Ralph Malone, Green Bay.
Peter Sullivan, Cardigan.

—*Charlottetown (P. E. I.) Cuardian*

Mr. P. M. Monahan, who has served three years as a teacher in the public schools of New Brunswick, has joined the staff of St. Thomas College at Chatham, N. B.

The St. John School Board has added the following teachers to their reserve staff: Miss Julia T. Crawford, Miss Winnifred Green, Miss Dorothy Hickson, and Miss Margaret Newcomb.

Hon. A. E. Arseneault, Premier of Prince Edward Island, has been in Toronto consulting with the Ontario Department of Education with regard to having a uniform system of text books for schools. He believes a great benefit would accrue from having uniformity of text-books for the schools of all Canada. This matter was considered at a conference of the Premiers of the Maritime Provinces recently held at Halifax, N. S.

The St. Andrew's Beacon, referring to the death of Miss Augusta Wade, an esteemed teacher of the town schools, says: "For over forty-one years she taught in the schools of St. Andrews, and under her tuition more than one thousand pupils have passed to the higher grades and into active life. The St. Andrews Board of School Trustees have passed a resolution recording their great appreciation of her services through such a long period of years, and the esteem in which she was universally held."

In the Normal School entrance examinations held in various places of New Brunswick last July, there were 698 candidates, of whom 199 wrote for first class, 421 for second class and 78 for third class. The results of these examinations were that 69 passed for first class, 308 for second class, 176 for third class, and 145 failed to pass for any class.

Normal School opened at Fredericton, N. B., on September 3rd, with 253 student teachers enrolled. Of these 58 entered for first class, 156 for second class and 39 for third class. Only 20 of the number are males. Students are admitted this year at 16 years of age.

Major F. A. Good has resumed his work in botany and school gardening at the Normal School, Fredericton, N. B. R. P. Gorham, B. S. A., was the acting instructor in these subjects during Major Good's leave of absence.

Netherwood School, Rothesay, N. B., opened on September 18th with fifteen new pupils, filling the school to its capacity. Miss E. Gillis takes the place of Miss Lee on the staff. Mrs. Elizabeth Fraser, Halifax, N. S., takes charge of the Matron's duties. The Old Girls' Society is planning to send money to Miss Mary Barnhill, an old student who has been a nurse at the front for three years.

Examiner.—"Now, William, if a man can do one-fourth of a piece of work in two days, how long will it take him to finish it?"

William.—"Is it a contrac' job, or is he workin' by the day?"—*Life.*

JOKE ON UNCLE JOE

While campaigning in Iowa ex-Speaker Cannon was once inveigled into visiting the public schools of a town where he was billed to speak. In one of the lower grades an ambitious teacher called upon a youthful Demosthenes to entertain the distinguished visitor with an exhibition of amateur oratory. The selection attempted was Byron's "Battle of Waterloo," and just as the boy reached the end of the first paragraph, speaker Cannon gave vent to a violent sneeze. "But, hush! hark!" declaimed the youngster;" a deep sound strikes like a rising knell. Did ye not hear it?"

The visitors smiled, and in a moment the second sneeze—which the Speaker was vainly trying to hold back—came with increased violence.

"But, hark!" bawled the boy, "that heavy sound breaks in once more, and nearer, clearer, deadlier than before! Arm! arm! It is—it is—the cannon's opening roar!"

This was too much, and the laugh that broke from the party swelled to a roar when Uncle Joe chuckled: "Put your weapons, children; I won't shoot any more."

—*The School.*

BRITAIN'S PRICE

(From the Philadelphia Public Ledger).

What the English have done in this war is too recent to need recapitulation. They gradually took over greater and greater sections of the front. They first fought defensive actions with all the dogged courage for which the British are famous—they then created that early turn in the tide which released the series of Allied offensives that finally sent the Germans back to the Hindenburg line—and beyond. They rose to the rank of a full military partner of France—and there is no higher rank.

For all this they paid. There is hardly a home in Great Britain which does not have its unvisited grave in France or Belgium—not a street on which the permanently maimed do not limp to unaccustomed tasks. And the figures show that the percentage of casualties from the mother country exceeds the percentage from the overseas dominions, thus disposing of one of the vilest, meanest, most dastardly lies of the whole satanic German propaganda, which charged that the English were putting their colonials and their allies in the foremost of the battle. Lord Northcliffe estimates their killed alone at 900,000.

Willis—How do you like army life? Quite a number of new turns for a fellow to get used to I suppose.

Gillis—You bet. At night you turn in, and just as you are about to turn over somebody turns up and says: "Turn out."—*Life.*


AMERICA'S GREATEST DANGER

(From an interview in the Churchman with Rev. J. Stuart Holden, of London, two days before he sailed for home).

"America is feeling only a ripple on the surface," he said after a pause. I felt that he didn't want to say it, for fear, perhaps, of being misunderstood by people for whom he had high regard. But I know that he spoke from deep conviction.

"Please don't think that I fail to understand all that you are doing, and all that you will do," he continued. "But the war hasn't really disturbed your living deeply yet. I know how difficult it is for Americans to sense the truth of such words. That is natural. But we have had four years of it. Why, to give you an illustration of what I mean, let me tell you that in my own church I haven't a man left under fifty-one years of age. And then you must remember that, for example, there hasn't been a pleasure car manufactured in England since January, 1915. Not a piano has been made, and I doubt whether any has been sold. You can't buy an ordinary sack suit, such as this I have on. 'I've had this for five years'—and the smile came back as he said it. "We have four million women in war industry. I need not tell you the significance of that.

"While I was in Pittsburg an afternoon paper came out with four-inch headlines, 'Sixteen Americans Killed; Win Great Battle.' Well, our casualty lists are sometimes a hundred thousand a week, and we don't talk of winning battles. The real danger in America, I think, is optimism. I know so well how splendidly your men have fought, and I know how natural your pride in them is, but after all they occupy only a small part of the front, and, as I say, there is danger in talking of winning great battles. This is a very friendly criticism, but I feel that optimism is a danger the people of America cannot be too often warned against."



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