

PAGES

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DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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THE EDUCATIONAL REVIEW,

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Fredericton, N. B.

This issue contains reports of the closing exercises of some of the Universities in the Maritime Provinces. We regret we were unable to secure reports from them all.

The June-July numbers of the Educational Review are combined this year as has been customary in the past. The next issue will be in August.

The Review extends to its readers best wishes for a pleasant vacation after the schools close for the current term. As the last teaching day of the term in N. B. schools falls on Monday, the Board of Education has given permission to teachers to substitute any Saturday in June for the last day of the term.

In accordance with an Act of the Legislature, passed at its last session, the Board of Education of N. B. has appointed and approved of the following Committee re Teachers' Salaries:

The Chief Superintendent of Education, Chairman; the Hon. P. J. Veniot, Minister of Public Works; Mr. W. S. Sutton, M. L. A., nominated by the leader of the Opposition; Mr. S. H. Flewelling, representing the School Trustees; W. McL. Barker, elected by teachers.

This Committee will probably have its first meeting early in July.

TEACHERS' SALARIES

The N. B. Teachers' Association has determined upon a schedule of salaries, which has been published and made known to many interested. In as far as has appeared the schedule has met with no opposition and seems moderate and fairly adequate to present requirements. There are, no doubt, a few seeming inequalities, but no such scheme could be expected to be without defects, and any mistake in it can be remedied without much delay.

It will be noted that the schedule provides for the higher class teachers, and is a gentlemen's agreement to which each teacher of those classes upon entering into a new engagement is expected to live up to. Though they have been accused of it, the teachers have formed no hard

and fast union, nor have they threatened to strike. Any competent teacher who sets a proper and adequate value upon his services will hesitate to underbid the schedule, and any one who does so through lack of confidence in himself to merit the scale of remuneration agreed upon, will be the object of the contempt of his fellow teachers.

Higher salaries and equal pay to the sexes for equal work, will no doubt cut off some of the more desirable positions from the female teachers. Owing to the scarcity at present of male teachers they are in no immediate danger.

Higher salaries will also make greater demands upon all teachers in the way of qualifications and training.

Competition will no doubt be very keen for the best positions and many more things will be inquired into than mere class of license. Many more of our teachers will find it necessary to take summer courses and keep abreast of the times by means of the numerous agencies that are provided for the purpose in many places.

"HUNGRY?" "YES, SIAM." "ALLRIGHT, I'LL FIJI"

Two British soldiers went into a restaurant in Salonica and asked for Turkey in Greece. The waiter said, "I'm sorry, gentlemen, but I can't Servia. Whereupon the Tommies shouted, "Fetch the Bosphorus!" When the manager arrived, he said, "I'm sorry, gentlemen, I don't want to Russia, but you can't Rumania." And so the Tommies went away Hungary.—*Current Education.*

ENCAENIA AT U. N. B.

The Encaenia of the University of New Brunswick was held on the fifteenth day of May. The weather was glorious and a large gathering assembled for the occasion. His Honor, Lieutenant-Governor Pugsley, took the chair at half-past two. Upon the platform were the members of the Senate and of the Alumni Society, and now for the first time, the officials of the recently incorporated Alumnae Society. This last mentioned Society has been in existence for nine years, but this year secured incorporation and the right to elect two members to the University Senate.

In his opening remarks Chancellor Jones spoke briefly of the work of the University in the past, of its position at the present time and of its hopes for the future. Its graduates and under-graduates had taken a great and glorious part in the World War. Some of the latter had already returned to the University since the signing of the armistice and would graduate this year; others had indicated their intention to return next fall and complete their course. For others, who had paid the supreme sacrifice in the war, their Alma Mater mourned indeed, yet with an exalted pride in their noble deeds,

whose memory would be forever cherished. And that their memory might be cherished by some outward and visible sign, bearing witness of them to generations yet unborn, the University purposed to erect a memorial building. A campaign for funds to pay for this building would be carried on during the coming summer. In memory of the fallen and in honor of those who had enlisted the faculty and students of the University had published a Memorial Magazine, which was now offered for sale to the public. The profits from this sale would be contributed to the building fund of the Memorial Building. He expressed regret that Prof Stiles and Professor Miller were leaving the University to accept more remunerative positions elsewhere, and congratulated the University upon the return of Professor Stevens to the chair of Mechanical Engineering after an honorable term of service at the front in Flanders. He said it was still uncertain whether Dr. Macdonald would return to the chair of English, and spoke of the good work done by the temporary professors, Baird, Blampin and Webb.

The address in praise of the founders was then read by Prof. Cameron, professor of chemistry in the University. His thesis was that the proper appreciation of the bearing of chemistry upon the commercial activities of the nation had been brought out by the war, and that this must lead to a great increase in experimental scientific work, research work, carried on within the British Empire, in order that the Empire might not be dependent on other nations for vital necessities.

This address was followed by the distribution of Medals, Prizes and Honor Certificates, as follows:

The Douglas Gold Medal, for the best English essay on the subject, "An Agricultural Policy for Canada," was presented to Miss F. M. H. VanWart by His Honor, the Lieutenant-Governor.

The Governor-General's Gold Medal, for the best standing in the five ordinary subjects of the Senior year, was presented to G. T. Mitton by Dr. W. S. Carter.

The Brydone-Jack Scholarship of fifty dollars, for Junior year Physics, was presented to K. B. Seely, by Sir Ezekiel McLeod.

The Ketchum Silver Medal, for Senior year Civil Engineering, was presented to A. C. Edgecombe by Dr. Thomas Walker.

The City of Fredericton Gold Medal, for the best thesis on "The Relation of Forestry to the War," was presented to C. R. Townsend by His Worship Mayor Hanson.

The Alumnae Society Scholarship of thirty dollars, for the girl of the Sophomore year making the best standing in all the subjects of the ordinary course, was presented to Miss Katherine Jarvis by Miss Hunter, the President of the Alumnae Society.

The prize of thirty dollars, given by Mr. A. S. Mac-

Farlane, President of the Alumni Society, for Freshman year English, was presented to L. G. Slipp by Dr. W. C. Crocket.

The Sir Frederick Williams-Taylor Gold Medal, for the best all-round athlete, was presented to G. F. Kuhring by Mrs. William Pugsley, wife of the Lieutenant-Governor.

The Purvis Loggie Memorial Scholarship of seventy-five dollars, for Sophomore Applied Science, was presented to W. W. Stevens by Sir Douglas Hazen.

The W. T. Whitehead Memorial Scholarship of sixty dollars, for Junior year Forestry, was presented to H. P. Webb by Mr. Justice Barry. Judge Barry announced on behalf of Mrs. Whitehead, that hereafter the amount of the prize would be one hundred dollars.

The prize of one hundred dollars given by the I. O. D. E. of New Brunswick, for the highest standing among returned men of the Senior year, was presented to J. M. Gibson by Dr. H. V. B. Bridges.

The Alumni Gold Medal for the best Latin version of a passage from an English prose writer, was presented to F. A. Patterson by Mr. A. S. MacFarlane, President of the Alumni Society.

The candidates for the degree of Bachelor of Science were then presented to the Chancellor by Professor Stiles. The recipients of this degree were:

Charles Roy Christie, Arthur Clarence Edgecombe, John Miles Gibson, Gustav Francis Kuhring, Brydone DeBlois Milledge, M. C., Harold Emery Seely.

The candidates for the degree of Bachelor of Arts were then presented to the Chancellor by Professor Raymond. The recipients of this degree were:

Joseph Aloysius Hanebry, Mary Maude MacMonagle, George Thomas Mitton, Georgina Helen Trueman, Frances Mary Hume VanWart.

The address to the graduating class was delivered by Dean Neales of Fredericton. His main line of thought was that righteousness, justice and fair dealing, mutual co-operation and consideration for one another, would make our country great.

Dr. D. Fraser Harris of Dalhousie University, was the Alumni orator. His subject was "Science and Character Building." He meant by Science that training of the mind imparted by a rigorous, unbiassed and sympathetic study of nature. He declared that it teaches patience, care and exactness and the dignity that is in all things; that Science produces heroes and has had its martyrs; that it teaches respect for nature and for other people's opinions and beliefs; that it reveals the beauty of nature; that it leads to the patient, loving interpretation of the world we live in.

Mr. A. C. Edgecombe delivered the valedictory for the graduating class, one of the best heard at the U. N. B. for many a year. He referred in deeply moving words

to U. N. B.'s Honor Roll, and his address closed the afternoon's proceedings.

U. N. B.'S HONOR ROLL

Ralph Markham, '98, killed in action.
 John H. Sweet, '99, killed in action.
 George P. Fenwick, '02, killed in action.
 A. Ernest G. Mackenzie, '02, killed in action.
 Charles M. Lawson, '03, killed in action.
 Edward B. McLean, '07, killed in action.
 Rainsford H. Winslow, '08, killed in action.
 Locksley McKnight, '09, killed in action.
 John T. Gibson, '10, killed in action.
 J. Talmage Haining, '10, missing, presumed killed.
 Melbourne R. C. Smith, '10, killed in action.
 Frank H. Tingley, '10, killed in action.
 Ralph B. Clarke, '11, killed in action.
 John F. Dolan, '11, killed in action.
 Burdette W. Harmon, '12, killed in action.
 C. E. Kingdon Jones, '12, killed in action.
 Jack C. Hanson, '13, killed in action.
 Robert K. Shives, '13, killed in action.
 Charles E. Freeze, '14, killed in action.
 Purves P. Loggie, '14, died in hospital.
 John I. Morrison, '14, killed in action.
 J. B. MacDonnell Fraser, '15, killed in action.
 Thomas J. Gorman, '15, killed in action.
 John B. Hipwell, '15, killed in action.
 James C. Ketchum, '15, killed in action.
 Hubert P. Osborne, '16, killed in action.
 L. Stanley Edgett, '17, killed in action.
 Stewart E. Kitchen, '17, killed in action.
 Austin B. Murray, '17, killed in action.
 Arthur B. Calwell, '18, died in hospital.
 Frederick D. Foley, '18, killed in action.
 J. Clarke Somerville, '19, killed in action.

KING'S COLLEGE ENCAENIAL EXERCISES

King's College Encaenial proceedings began at Windsor, N. S., on May 8th, at 10 o'clock a.m. The annual Encaenial service was held in Christ Church. The University sermon was preached by Rev. W. R. Hibbard, Headmaster of Rothesay Collegiate School.

Convocation was called at 2 p.m. Degrees were conferred as follows: M. A.—Robert A. Miller, B. A.; Sydney Smith, B. A.; Rev. Edwin Jukes, B. A.; Henry T. Pimm, B. A., (in absentie); Rev. J. William Foster, (in absentie); Cyril George Pearce, (in absentie).

B. A.—T. B. White, A. E. Gabriel, J. F. Shupe.

B. C. L. (ad eundem)—J. M. Keefe, LL. B., Grand Falls; Rev. H. St. Clair, H. B. Vaughan Evans, L. E. Manning, A. W. Carton, C. J. Melliday, St. John Law School.

B. D. (in absentie)—Rev. Edgar H. F. Fletcher.

D. D. (in absentie)—Rev. Henry Smart, M.A., B. D., New York.

Lic. Th.—Rev. Joseph Prescott, Rev. Edgar H. Fletcher (in absentie)

Honorary Degrees were conferred on the following:

D. D.—The Right Rev. J. Fielding Sweeney, Lord Bishop of Toronto.

D. C. L.—Rev. W. R. Hibbard, M. A., Rothesay, N. B.; Rev. A. W. Smithers, Fredericton, N. B.

The Alumni Oration was given by L. A. Forsyth, M. A., and the valedictory by A. E. Gabriel, B. A.

The prize winners were:

Governor-General's Medal, T. B. Wintle.

Stephenson Scholarship, Miss A. E. Miller.

Binney Exhibition, Miss Lesley Pickett, Reginald Parnell.

Almon Welsford Testimonial, H. W. Hickman; Bishop Binney Prize, Horace Walsh; DeBlois Prize, T. B. Wintle; Dr. M. A. B. Smith Prize, R. Parnell; J. Bennett Matriculation Scholarships, G. Fedsforth, Rothesay School; H. J. Best, Rothesay School.

COMMENCEMENT EXERCISES OF ST. FRANCIS XAVIER UNIVERSITY AND OF MOUNT ST. BERNARD'S LADIES' COLLEGE

The annual commencement of the University of St. Francis Xavier's College was held in Celtic Hall, Antigonish, on Tuesday, April 13th. An exceptionally large number of people were present for the occasion. The exercises opened at 2.30 p.m., with an address from the Reverend President, Dr. H. P. MacPherson. After dwelling for some moments on the great difficulties with which Colleges have had to contend during the past few years, Dr. MacPherson then proceeded to point out the many complex problems that will confront institutions of learning in the days to come, and impressed upon all the necessity of assisting to the utmost of their ability in the solving of these problems.

The Salutatory was delivered by Mr. John I. McNeil, B. A., who also read a very interesting paper on "Flying."

Next came the distribution of prizes and the awarding of degrees. The degrees conferred were as follows:

Bachelor of Arts—James Clifford Boyd, River Bourgeois, N. S.; Earl James MacDonald, Souris, P. E. I.; Neil Alexander McNeil, Grand Narrows, N. S.; John Ignatius McNeill, Sydney, N. S.; Charles Herbert O'Regan, St. John, N. B.; John Cameron Somers, Antigonish, N. S.

Bachelor of Science—Daniel Stephen Connolly, St. John, N. B.; Everett Patrick Dolan, Nelson, N. B.

Master of Arts—Isaac Duncan MacDougall, Strathlorne, N. S.; Stephen Neil MacEachern, Sydney, N. S.

Mr. Carl MacDonald, B. A., read a paper on Joyce

Kilmer, and delivered the Valedictory on behalf of Class 19.

ADDRESS TO THE GRADUATES

The address to the graduates was given by Captain the Rev Ronald MacDonald, former Chaplain of the 85th Battalion. In congratulating the graduates he reminded them that the scholarship donated by their degree was merely a foundation and required the erection of a larger edifice thereon. Whether such a superstructure would arise depended mainly on two things not taught ex professo, i. e., the will to succeed and the habit to study. While warmly commending excellence in any sphere of intellectual activity, the speaker emphasized the claims of general knowledge and culture.

Making due concession for the claims of science and specialization, Father MacDonald urged a more thorough study of ancient and modern languages, history and philosophy. With this end in view he pointed out the crying need for bursaries to assist clever students who personally can not bear the expense of post-graduate work. Father MacDonald referred in eulogistic terms to the activities of the French Acadians and Irish along these lines and urged Scotch Catholics to follow suit. In these days the bugle sounds a new reveille and the one word which accompanies the call is education.

BACCALAUREATE SERMON

His Lordship Bishop Morrison delivered the Baccalaureate sermon at the Cathedral before a very large congregation. He took as his text the words of Ecclesiasticus: "How great is he that findeth wisdom and knowledge, but there is none above him that feareth the Lord."

God's Holy Church has ever endeavoured to diffuse knowledge and learning as widely and effectively as possible. Education is one of the principal means by which men are made great. As such it should not be confined to any class but should be the possession of the people. Every man and woman today should be ready to assume a fair share of the responsibilities which democracy places upon us. Education fits us for these responsibilities, so it should ever be fostered and propagated. We should be duly thankful to the Church for her incessant labors in this connection. The one saving agency against barbarism was the Church, and if today we enjoy a splendid legacy of education it is to her that thanks are due.

Our institutions of learning are striving to fit our young men and women for the duties before them. Religious and moral training must form a part of this education, for the learned man without a conscience is a menace. It is only education which has the eternal truths for a basis that can stand, has stood the test of centuries.

Democracy supposes that no one class of people have

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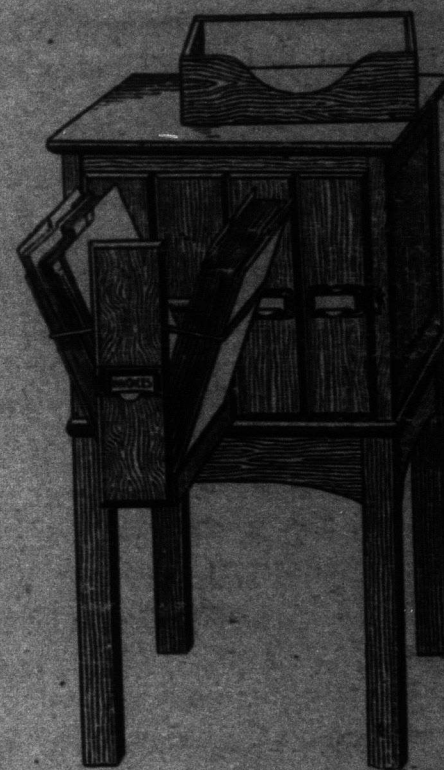
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COMMENCEMENT AT MT. ST. BERNARD

Under most auspicious circumstances the commencement exercises of Mount St. Bernard Convent took place. At the appointed hour the graduates, accompanied by the undergraduates, led the academic procession into the hall and took their places on the stage. On the elevation on either side the High school students, in white dresses, made a pretty picture. The program, which is given below, was carried out in an admirable manner:

Processional—Gounod.

Day of Rejoicing—Riga.

Essay and Salutatory—Woman's Part in Social Welfare—Mary McNaughton, B. A.

Blow Soft Winds—Vincent.

Adoration—Telma.

The Call of Spring—Lichter.

Essay and Valedictory—Woman and Training—Eleanor Boyce, B. A.

Conferring of Degrees.

Address to the Graduates by Right Rev. James Morrison, D. D.

Phæton—Saint Saens.

God Save the King.

The music, both instrumental and choral, was of the usual high order and showed the superior training given to the young ladies by this institution. The semi-chorus, "Blow Soft Winds," sung by Misses Ino Chisholm, B. Maloney, A. McArthur, M. Francis, M. McLellan, L. James, Stella MacDonald, A. Johnston, Inez Grant, was particularly well rendered.

Miss Mary McNaughton, B. A., delivered a splendid salutatory address.

Degrees were conferred on the following:

M. A.—Catherine A. MacDonald, North Sydney, N. S.

B. A.—Eleanor Boyce, St. John, N. B.; Bertha Kennarie, Atlantic, Mass.; Mary McNaughton, Antigonish, N. S.

Prizes were awarded as follows:

The Governor-General's medal for highest aggregate in Senior year—Eleanor Boyce, St. John, N. B.

A gold medal for English of the Junior year—Mary Anderson, Sherbrooke, N. S.

Ten dollars in gold for highest aggregate in Sophomore year—Nellie Landrigan, Charlottetown, P. E. I.

Rt. Rev. James Morrison, D.D., preached the commencement sermon.

MOUNT ALLISON CLOSING EXERCISES

The closing exercises of Mt. Allison institutions of learning began on Saturday morning, the 17th of May, with an exhibition of gymnasium work by the advanced class of the Ladies College in the University Gymnasium. At 11 o'clock there was a fine recital by the Junior students in Beethoven Hall. On Saturday evening the closing reception was held in the parlors of the Ladies' College.

On Sunday evening the Baccalaureate sermon was preached by Rev. D. B. Hemmeon, B. A. of St. John's, Nfd. Rev. Dr. Borden, President of Mt. A. University, and Prof. DesBarris, assisted in the service.

On Tuesday evening the Mt. A. University Convocation was held in the Charles Fawcett Memorial Hall. Dr. Borden presided and gave an excellent address to the graduating class. The valedictory was delivered by George F. Skinner, of St. John. Dr. George A. Inch, of Fredericton, and Dr. Wm. L. Goodwin, of Kingston, Ont., on whom degrees of LL. D. were conferred, delivered excellent addresses. Both speakers gave interesting reminiscences of their College days.

B. A. degrees were conferred on the following graduates: Eli Reid, Anthony, Fogo, Nfd.; Harriet Ada Barnes, Hampton, N. B.; Wilfrid Arnold, Burbridge, Lr. Canard, N. S.; Roy Arnold Crossman, Dorchester, N. B.; Ellen Chapman Bliss Hemmeon, St. John's Nfd.; Frances Henderson Jordan, St. John, N. B.; Lorne Fisher Lea, Victoria, P. E. I.; Marion Harrison Machum, Westfield Centre, N. B.; Morris Osborne Maxner, Brockton, Mass.; Gwendolyn Grace McKay, Brighton, N. S.; Helen Janet McMillan, Jacquet River, N. B.; Roland Dwight Mitton, Port Eigin, N. B.; Ettie Beryl Moore, St. John's Nfd.; James Orkney Murray, Sackville, N. B.; Margaret Stockton Pickard, Sackville, N. B.; George Ferguson Skinner, St. John, N. B.; Phyllis Harriet Woods, St. John's, Nfd.

B. Ss.—Wm. George Guy, Carbonnear, Nfd.

M. A. (in course)—Ray LeRoi Allen, Amherst, N. S.; Rev. Wm. A. Black, Sioux Falls, S. D.; Ernest Burgess Brundage, Amherst, N. S.; Rev. Geo. Stanley Helps, Hampton, N. B.

LL. D.—Prof. Wm. Lawson Goodwin, Kingston, Ont.; Geo. A. Inch, Fredericton, N. B.

Certificates in Applied Science—Cecil C. Langstroth, Hampton, N. B.; Raymond D. Stiles, Pictou, N. S.

The prize winners in Arts for the term were: The Alumni Honours, W. G. Guy, Nfd.; the Sheffield Mathematical Scholarship of \$60, W. A. Burbage, Lr. Canard, N. S.; the Margaret Horne Sinnott prizes of \$30 each, Miss Hemmeon, St. John's Nfd., and Miss Marion Morris, Granville, P. E. I.; Pridham Essay prizes, Miss Ruth Humphrey, Hampton, N. B.; prizes given by George R. Hartt, Halifax, Chemistry, J. W. Button,

Lunenburg, N. S.; \$10, Physics, Miss Evelyn Colpitts, Upper Dorchester, N. B.; English, 2nd prize, set of Temple-Shakespeare, Miss Margaret Murray, St. John, N. B.; Tyler Scholarships for Freshman Class, \$60 each, 1st, Miss Evelyn Colpitts, Upper Dorchester, N. B., 2nd, Nigel Tennant, St. John, N. B.

The University authorities have given their approval of a proposal to build a Memorial Library in honour of the Mt. A. men who gave their lives in the great war. The estimated cost of such a memorial is \$100,000, of which \$25,000 has been subscribed.

A movement has also been started to secure \$50,000 increased endowment, the primary object of which is to increase the salaries of the professors. Six subscriptions of \$5,000 each, for this fund have been secured.

The year just closed was one of marked success, and the educational results were most gratifying. The income from students' accounts was \$7,000 in advance of the previous year.

ACADIA UNIVERSITY, WOLFVILLE, N. S.

The eighty-first anniversary of Acadia occurred during the week beginning May twenty-fifth. Despite cold and rain the attendance of visitors was large and the exercises passed off with much enthusiasm. The goodly number of men who have returned from the war, and have in the latter months of the College year been pursuing their interrupted studies, gave additional interest to the occasion.

The year just closed has been a successful one on the scholastic and financial side. The returned soldiers have thrown themselves into their work with a commendable zeal that received special mention. An enterprise is now on foot to secure at an early date a fine gymnasium, at a cost of one hundred thousand dollars. It is to stand as a memorial to the men of the University who have sacrificed in the conflict of the nations. The students have been showing marked interest in this proposal and are pledging themselves as classes to generous contributions. Graduates and friends are falling into line to bring this movement to a successful issue at an early date.

The liberality of a few special friends, that is of friends whose means are beyond the ordinary, have now made it possible for the Governing Board to enlarge materially the present salaries of the professors and teachers. As President Cutten said on Commencement Day, the salaries of the professors will now be up to the remuneration given to men who use the pick and shovel, although falling short of the returns which come to tradesmen. The sum of one hundred thousand dollars has been contributed toward this object, thirty-five thousand dollars being given by Senator Curry, of Montreal; upwards of thirty-three thousand by the well-known Mr. Rocke-



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feller, ten thousand by Mr. W. H. Chase, of Wolfville, and the balance in smaller amounts from other sources.

Two persons presented gifts to the Institutions of ten thousand dollars and one thousand respectively, the former being made by a resident of Halifax, and the latter by an Anglican of Toronto. Their names were withheld by request of the donors. Senator Dennis, of the Halifax Herald, donated five thousand dollars in memory of his late friend Dr. E. M. Saunders, for the founding of Scholarships.

The attendance at the Boys' Academy has been, during the year just finished, the largest in the history of the school. To those who completed the course for College entrance a very fitting address was delivered by Mr. D. Macgillivray of the Canadian Bank of Commerce at Halifax. At the Girls' School also the enrollment has been large, although the graduating class was smaller than usual. The number in the College, small at the beginning of the year, because so many were serving at the front, kept enlarging after the signing of the armistice. There is every prospect for a record attendance next year, and meantime every effort will be made for the suitable accommodation and for the educational requirements of all who may arrive.

The Baccalaureate sermon was preached this year by Rev. H. P. Whidden, D.D., M. P., President of Bran-

don College, Manitoba, and member of the Canadian Parliament for Brandon. Twenty-two young men and women were sent forth with the B. A. degree; one with the B. Th., five with the M. A. in course, and seven with the Engineering Certificate. Honorary degrees were conferred as follows: The degree of LL. D. upon His Honor McCallum Grant, Lieutenant-Governor of Nova Scotia; the degree of D. Sc. upon Principal Sexton, of the Nova Scotia Technical College; the degree of D. C. L. upon Mr. Henry T. Ross, of Montreal, Secretary of the Canadian Bankers' Association; the degree of D.D. upon Rev. Bowley Green, of Moncton, N. B., and the M. A. degree upon a medical man, Dr. C. W. Dewis of Boston. All the gentlemen thus honored were heard in short addresses which were listened to with much interest by the great audience assembled in College Hall. As the visitors went forth from Wolfville on Thursday morning, the sun having returned after days of hiding, they were agreed that the Anniversary gave evidence of brighter days ushered in by the cessation of war.

—R. Y. E.

TRY THIS PLAN. IT "WORKS."

Instead of having a nature lesson without warning, or previous preparation on the part of the pupils, try the plan of posting up somewhere in the room, several days or even a month before the day set for the lesson, a set of questions intended to stimulate real observation and inquiry on the part of the pupils.

The set of questions on the Robin given below illustrates the idea. When the day comes for Robin Lesson, the pupils will have been really investigating for the purpose of securing correct answers. Requiring pupils to bring their answers in writing on the day appointed insures better work.

It will take some time to thoroughly discuss the relative merits of the answers brought in, but one nature lesson like this, in which the pupils really investigate, is worth more than a dozen taught in the old-fashioned way.

Similar sets can be prepared on other common, and easily observed, natural objects.

QUESTIONS ON THE ROBIN.

What time do the robins become common in this section?

What time do they become scarce in the fall?

Do any stay in this section all winter?

One often hears that robins are plumper in winter than in summer. Can you explain this?

There are several patches of white on the robin. Where are they?

What color is the robin's bill? Its legs?

Can you detect any difference in the coloring of the male and female?

Does the robin run, hop or walk when on the ground?

What peculiar habit has the robin—noticeable when first alighting after a flight?

How does the robin find its worms?

Have you ever seen the robin eating any other animal food than earth worms? If so, what?

What vegetable foods have you seen the robin eat?

How many different kinds of language has the robin; and for what occasion is each used?

What is the earliest date that robins begin to build in your locality?

What places other than in trees can you positively find nests?

Of what material or materials do they make their nests?

Can you find out the time required for building?

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every package**

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Do both birds assist in building?
 Do both sit on the eggs?
 What is the color of the eggs? Why?
 How long after the eggs are laid before they hatch?
 Look for the empty egg-shells beneath the nest.
 What becomes of them?
 Are the young blind or not when first hatched?
 Are they naked, or down-covered like chickens?
 Do both parents feed the young?
 Is food predigested as with some birds?
 How long are the young in the nest?
 Do the young differ in coloring from the parents?
 If so, how?
 Watch the nest (unobserved) for one hour after the young are fairly large. How many times are they fed in the hour?

Are the young robins ever fed by the parents after leaving the nest?

Can you be sure that the same pair of robins ever raise more than one family in a season?

E. C. Allen, Normal College, Truro, N. S., in Rural School Bulletin.

A USEFUL RHYME

When "ei" and "ie" both spell "e"
 How can we tell which it shall be?
 Here is a rule you may believe,
 That never, never will deceive,
 And all such problems will relieve;
 A simpler rule you can't conceive.
 It is not made of many pieces,
 'To puzzle daughters, sons, and nieces,
 Yet with it all the trouble ceases.
 After "c" an "e" apply,
 After other letters "i."
 Thus a general in a siege
 Writes a letter to his liege,
 Or an army holds its field,
 And will never deign to yield
 While a warrior holds a shield,
 Or has strength his arm to wield.
 Two exceptions we must note,
 Which all scholars learn by note,
 Leisure is the first of these;
 For the second we have seize.

—*The Teacher's World.*


METHODS FOR TEACHING FRACTIONS

AMOS O'BLENES, M.A.

To Divide a Whole Number by a Fraction

To divide a whole number by a fraction, e. g.
 $24 \div \frac{2}{3} = 24 \times \frac{3}{2} = 12 \times 3 = 36.$

Deduce rule: To divide a whole number by a fraction, multiply the whole number by the denominator of the



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fraction and divide the result by the numerator of the fraction, or when the numerator of the fraction is a factor of the whole number divide the whole number by the numerator of the fraction and multiply the result by the denominator of the fraction.

Those rules are very convenient for mental work.

The principle that multiplying both numerator and denominator of a fraction by the same number—or dividing both by the same number, does not change the value of the fraction, may be deduced by applying the four rules for multiplying and dividing fractions by whole numbers.

Q. If the numerator of a fraction be multiplied by any number how will the value of the fraction be changed? A. The value of the fraction will be multiplied by that number.

Q. If the denominator of the same fraction be multiplied by the same number how will the value of the fraction be changed. A. The value of the fraction will be divided by that number.

Q. If a given number be multiplied by any number and the result be divided by the same number how will the given number be changed? A. The given number will not be changed, e. g., if 8 be multiplied by 3 the result is 24, and if 24 be divided by 3 the original number 8 is obtained.

If both numerator and denominator of $\frac{1}{2}$ be multiplied by 2 the resulting fraction $\frac{2}{4}$ will equal the $\frac{1}{2}$ since there are twice as many pieces in the $\frac{2}{4}$ each half as large as the three pieces in the $\frac{1}{2}$.

Q. If the numerator of a fraction be divided by any number how is the value of the fraction changed? A. The value of the fraction will be divided by that number.

Q. If the denominator of the same fraction be divided by the same number how will the value of the fraction be changed? A. The value of the fraction will be multiplied by that number.

Q. If both numerator and denominator of a fraction be divided by the same number, how will the value of the resulting fraction compare with the value of the original fraction? A. The value of the two fractions will be the same, because dividing a given number by any number and multiplying the result by the same number will produce the given number; e. g.,

$$\text{e. g. } 24 \div 6 = 4 \text{ and } 4 \times 6 = 24$$

e. g. $\frac{6 \div 2}{8 \div 2} = \frac{3}{4}$. In $\frac{3}{4}$ there are half as many pieces as in $\frac{6}{8}$, but each quarter is twice as large as an eighth.

Cancelling.

The two principle upon which cancelling depends are: Dividing both numerator and denominator of a fraction by the same number does not change the value of the fraction. And, when any number of factors are to be multiplied and the product is to be divided by a given number the result will be the same if one of the factors can be divided by the given number before multiplying.

$$\text{e. g. } \frac{6}{7} \times \frac{5}{9} = \frac{30}{63}; \frac{30 \div 3}{63 \div 3} = \frac{10}{21}$$

$$\frac{6}{7} \times \frac{5}{9} = \frac{6 \times 5}{7 \times 9} = \frac{(6 \div 3) \times 5}{7 \times (9 \div 3)} = \frac{2 \times 5}{7 \times 3} = \frac{10}{21}$$

That is cancel by striking out of the numerator 6 and the denominator 9, the common factor 3, then multiply as before.

To Reduce Compound Fractions to Simple Fractions.

A compound fraction is a fraction of a fraction, e. g., $\frac{2}{3}$ of $\frac{1}{4}$.

Q. If I want two-thirds of any number what should I first get? A. One-third.

Q. How can I find $\frac{1}{3}$ of any number? A. Divide the number into three equal parts.

Q. Find $\frac{1}{3}$ of 12? A. $\frac{1}{3}$ of 12 is four.

Q. How is $\frac{1}{3}$ of any number found? A. By dividing the number by three.

Q. Find $\frac{1}{3}$ of $\frac{1}{4}$? A. $\frac{1}{3}$ of $\frac{1}{4}$ is $\frac{1}{4} \div 3$.

Q. How can I divide $\frac{1}{4}$ by 3? A. By multiplying the denominator by 3 thus $\frac{1}{4} \div 3 = \frac{1}{12}$.

Q. If $\frac{2}{3}$ is $\frac{1}{3}$ of $\frac{1}{4}$ how can I get $\frac{2}{3}$ of $\frac{1}{4}$? A. By multiplying $\frac{1}{12}$ by 2, thus $\frac{1}{12} \times 2 = \frac{2}{12}$, therefore $\frac{2}{3}$ of $\frac{1}{4} = \frac{2}{12}$.

Q. By examining the above give rule for reducing a compound fraction to a simple fraction. A. To reduce a compound fraction to a simple fraction multiply the numerators for a numerator and multiply the denominators for a denominator.

To Reduce Complex Fraction to a Simple Fraction.

A complex fraction is one having a simple fraction,

a compound fraction or a mixed number for one or for both of its terms.

Examples of complex fractions:

$$\frac{3}{4\frac{1}{2}}, \frac{1}{4}, \frac{1}{\frac{1}{2}}, \frac{1 \text{ of } 1}{7\frac{1}{2}}$$

Find the value of $\frac{3}{4\frac{1}{2}}$.

Q. How many quarters are there? A. 21 quarters.

Q. How many quarters make a unit? A. 4 quarters.

Q. How many times can four quarters be obtained from 21 quarters? A. As many times as 21 will contain 4, which is five times; therefore $\frac{3}{4\frac{1}{2}}$ will make 5 units.

Q. After making 5 units out of $\frac{3}{4\frac{1}{2}}$ how many quarters will be left? A. $\frac{1}{4}$.

therefore $\frac{3}{4\frac{1}{2}} = 21 \div 4 = 5\frac{1}{4}$.

Q. How may the value of a fraction be found?

A. By dividing the numerator by the denominator.

Find the value of $\frac{4\frac{1}{2}}{5\frac{1}{2}}$.

$$\frac{4\frac{1}{2}}{5\frac{1}{2}} = 4\frac{1}{2} \div 5\frac{1}{2} = \frac{9}{2} \div \frac{11}{2} = \frac{9}{2} \times \frac{2}{11} = \frac{9}{11}$$

A complex fraction may be reduced to a simple fraction by multiplying both numerator and denominator by some number that will clear them of fractions; e. g.,

to reduce $\frac{2\frac{1}{2}}{3\frac{1}{2}}$.

To find the number by which to multiply both numerator and denominator so as to clear both of fractions proceed as follows:

Q. By what number or numbers may $\frac{3}{4}$ be multiplied so as to make a whole number?

Arrange thus $\frac{3}{4} \times \frac{1}{1}$ and by applying the principle involved in cancelling it will be seen that $\frac{3}{4}$ can be changed to a whole number by multiplying by 4, 8, 12, 16, or any multiple of 4. And that $\frac{1}{5}$ may be changed to a whole number by multiplying it by any multiple of 5. Therefore both $\frac{3}{4}$ and $\frac{1}{5}$ may be made into whole numbers by multiplying both by a common multiple of 4 and 5. The L. C. M. is best, that is in this case 20:

$$\begin{array}{r} 2\frac{1}{2} \times 20 = 55 \\ 3\frac{1}{2} \times 20 = 76 \end{array}$$

A PORTRAIT FROM LIFE

Little Marion was doing her best to keep her father from being lonely, while he was trimming the shrubbery in the front yard. To every remark she made, her father responded with "M-hm, M-hm."

After enduring this mode of conversation as long as she possibly could, Marion looked up and said, "Daddy, you talk for a while and let me say 'M-hm!'"

Can you recall a number of times when you were the "M-hm" partner in a conversation in which Marion was telling the most important event which had occurred in her little world that day?

How do you suppose Tom felt yesterday when he received an "M-hm, M-hm" in response to the report that he had had a perfect paper in spelling?

He had dashed home madly, perhaps had given up a skating party, had torn into the house and shouted the good news, expecting an enthusiastic show of approval; but mother was busy at baking, sewing or darning, so probably barely raised her eyes, she forced "isn't that nice?" and dismissed the subject there.

Poor Tom's spirits were dampened, but not quenched, for father was still to be heard from. He would be loud in his praises, he always was, and spelling was his hobby. After hours of waiting, the latch-key clicked and Tom was at the door before Dad could open it.

"A perfect paper in spelling"! was fairly shrieked into his ear. Poor little Tom had not yet learned that just before dinner is no time to look for extra courtesies from Dad. All he received was an annoyed "All right,"

while Dad picked up the baby and began talking over the affairs of the day with Mother.

Can you put yourself in that child's place? A hard-worked-for honor achieved and practically no recognition given it by the two most important people in the world.

I wonder how he went about his spelling lesson today? I wonder if there was the same vim when the greatest incentive was gone. Think it over.

You are anxious that Tom should succeed? Then don't you be responsible for his failure. Don't be lacking in enthusiasm where his work and his interests are concerned. Never be too tired to be loud in his praise. Ask about his work every day. If he's having trouble, find out where the trouble lies. Let him know that you are back of him and he will surely show you that he is thoroughly well worth backin.—Helen M. Caron in *School And Home Education*.

HOW TO PRONOUNCE IT

The correct pronunciation is "Bohl-she-vee-kee," with accent on last syllable. It is hard to say what the

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Demonstrations in special subjects allied to the regular course will be given from time to time throughout the course by instructors not on the regular staff.

Satisfactory completion of the course entitles teachers to receive certificates of competency.

Teachers actually engaged in the public schools of New Brunswick are eligible for admission free of charge for tuition.

Teachers who propose to attend Second Year Classes are required to present themselves for examination on the Winter Reading and Experimental Course at 10 o'clock in the forenoon of opening day.

Transportation one way over railway lines from home to school. First class ticket will be paid by the Department of Agriculture. Teachers should therefore purchase return tickets.

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R. P. STEEVES, Director,
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"accepted English pronunciation" of the word is as it has been so recently imported into the language, but it is usually pronounced "Boll-she-vee-kee," with accent on third syllable, where it is more natural for an English speaking person to place the accent. (2) The literal meaning of the word is "the majority." It is used in Russia to designate the majority fraction of a political association or party in which a split occurs, the majority fraction being termed the "Mensheviki." The Bolsheviki that the world hears so much about is the majority fraction of the Social Democratic Party. The words "Bolshevik" and "Bolshevism" are not Russian words, but have been coined by English speaking people. They are shorter and less clumsy than Bolshevikal and Bolshevism. —*Toronto Star.*

SUPERANNUATION FOR TEACHERS

The Teacher's World. London, Eng.

April 1, 1919, will be a red-letter day for the Teaching Profession, since on that date began the beneficent and generously-planned operations of the School Teachers' (Superannuation) Act, 1918. Some of the most striking provisions of the Act are the following:

Three Notable Facts.—1. No contributions are to be paid by the Teacher.

2. The Teacher may retire with full benefits under the Act at the age of 60.

3. The great majority of Teachers in all schools not conducted for private profit will be eligible, if not otherwise provided for.

What the Act Gives the Teacher.—1. A Pension—based on Salary—which may be as much as one-half of his Average Salary for the last five years of service, or a smaller sum proportionate to the length of his service.

2. An Additional Allowance in the form of a Lump Sum, which will vary with the length of service, but may be as much as one and a half times the Average Salary.


Free Health Insurance.—A Teacher (otherwise eligible) who has taught ten years, and who breaks down in health so that he is permanently incapable of serving efficiently as a Teacher, may receive a Pension and Additional Allowance (Lump Sum) calculated at the same rate and in the same way as the Allowance receivable at age 60, i. e., a Pension of one-eightieth of his Average Salary and an Additional Allowance of one-thirtieth of his Average Salary for each year of recognized service. A Teacher not qualified by length of service to receive this benefit may be paid a Gratuity of an amount not exceeding one-twelfth of his Average Salary, for each year of service.

Free Life Insurance.—Every Teacher who comes under the Act, who will be younger than 60 on April 1, is in good health on that date, and has been in recognized

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service for a total period of five years, is insured, while in recognized service, free of all cost to himself, for a sum varying according to length of service and the salary he is receiving. This sum will not be less than the Average Salary (for last five years) and may be half as much again.

A Teacher who has already retired with Allowances under the Act is also insured for an amount not greater than his Average Salary (that is, Average Salary less any Allowance received) until a sum equal to the latter has been paid him in the shape of Allowances under the Act.

WHAT GOOD IS THE ROBIN?

"Now, what good is the robin? Everybody knows the robin. A boy came along the road with a .22 rifle, saw a robin sitting there, and killed it. I went over and picked the robin up. The cutworms were squirming on the ground; the robin had had them in his beak. I held the bird up, and two more fell out of his mouth. Remember one cutworm will cut down five tomato plants in a night. The cutworm does his work and then hides under the soil; Mr. Robin comes hopping along, picks in there and pulls him out—and turns him into a robin. If anyone tells you that a robin will destroy one hundred cut-worms in a day, take it from him that it is true."—*Jack Miner at the National Conference on Game and Wild Life.—From Conservation.*

RAMBLES IN NOVA SCOTIA

The Flowers and Ferns of a Mountain Side, and Some Birds

Now we have reached the lake that supplies the town with water. Along its edges the shad-bush, commonly called "wild pear," hangs out its white banners. Just back from the lakeside the hobble-bush spreads out its great clusters of white bloom which resemble the heads of the garden hydrangea. The flower cluster is surrounded with a circle of large white blooms that are neutral and exist only for show, yet they are by no means useless to the plant, as they are the banners it hangs out to attract insects to the work of cross-fertilization. Under the trees in the cool woods the goldthread sends up its little white flower from the golden yellow, thread-like roots that give the plant its name. This little plant is interesting because of the ingenuity it shows in having transformed its petals into nectaries. Those yellow clubs with a tiny cup-like depression on the larger end are really petals. While the hobble-bush transformed its outer circle of flowers into showy advertisements to attract insects, the goldthread has changed its petals into tiny nectaries, to spread out a feast of honey to attract insects to carry its pollen from bloom to bloom.

Leaning out over the water of the lake is the *Cassandra* or leather-leaf. The leaves are leathery and the waxy white flowers are arranged in the axils along the upper branches. The *Rhodora* spreads out its purple blooms about the lake. This plant purples the boglands in spring. The mountain-holly was ready to open its insignificant blooms by the lakeside.

While admiring the plants about the lake, a pair of Maryland yellow-throats hopped out of a clump of meadow-sweet and uttered a scolding "chack." On the stems of the *spiraea* the blackmasked male warbler hops nervously about while his unmasked and nondescript lady retires behind the screen of the thicket. From the thickety borders the yellow-throats send up their song, "wichity, wichity, wichity, wichity," which is given with much force and energy. Over the lake comes the call of the spotted sandpiper, "wet-feet, wet-feet," as Van Dyke writes it. Here too the rusty grackle or blackbird has found his chosen haunts.

While the woods were vocal with bird-songs that attracted our attention, the silent flowers were not overlooked. Beautiful tufts of the woodland blue violet looked up at us with modest eye. A large bed of yellow violets grew luxuriantly by a little runnel in the woods. On the shore of the lake we met the fragrant white violet with that delicate penciling on the lower petal that serves as a guide to the insect seeking a taste of honey from the spur. An abundance of the ill-scented wake-robin or trillium spread dark purple petals beneath the deciduous trees. Former experiences warn us not to make love to this trillium, yet its odor, so offensive to our olfactory

nerve, is said to be the means adopted by the plant to attract flesh-flies to the work of cross-fertilization. The blossom, resembling both in color and odor raw beef-steak of uncertain age, would naturally attract these flesh-flies.

A common shrub of the cool woods is the fly-honeysuckle, with thin leaves and yellow flowers drooping in pairs. A relative of the beautiful garden-honeysuckle, this straggling shrub bears but scant resemblance to the distinguished members of its family.

Beneath the shade of the hardwood trees the yellow *clintonia* lifts up a spike of usually three greenish-yellow flowers above the large, glossy, green leaves. Its name was given it in honor of a former governor of New York, DeWitt Clinton, who was also a naturalist. Another common flower of the spring woods is the twisted-stalk, whose bright green leaves are arranged along both sides of a gracefully forking stem. Turning over the stem we discover the rosy bells of bloom, each set at the end of a bent stalk, and this gives the plant its common as well as its scientific name (*Streptopus roseus*) meaning rosy twisted-stalk. A name that is descriptive of a plant is much to be preferred to tying the name of a governor of a State to a beautiful wood-land flower, even though that governor was interested in plants.

The false Solomon's seal was spreading out its wand of leaves but its flowers had not yet opened. The baneberry was holding up its cluster of foamy white flowers. The bunchberry had spread out its four petal-like bracts below the flower-cluster, and its tiny blooms were just beginning to open. The advertisement was thus out before the goods were arranged on the counter for insect-customers. The pretty little *smilacina*, or false lily-of-the-valley, was in bud.

The ferns were unrolling their crosiers in the woods. An abundance of Christmas fern grows on the mountain. Its evergreen leaves spread over the ground with the young fronds uncurling among them. That other rock-loving fern, the polypody, was everywhere clothing the rocks with its evergreen fronds. The lady-fern was in some cases well expanded. Around the lake the *osmundas* were flourishing. Under the deciduous trees we came upon the beautiful Virginian grape-fern, which rises its delicately dissected ternate frond of light green on a long stripe, the same frond bears the fructification on a differentiated portion. It is also called the rattlesnake-fern from the fancied resemblance of the spikes of fruit to the rattles of a snake.

At 10 o'clock we left the woods and returned home. The dandelions were lavishly "fringing the dusty road with harmless gold." Eave-swallows were busy repairing their nests under the eaves of a barn by the road. Near the town English sparrows were doing scavenger work among the horse-droppings on the street, and oc-

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asionally tumbling in a melee of love and war in the gutter. Near the house a yellow warbler presented himself on a thorn-bush, showing the reddish-brown streaks on his under parts. A chipping sparrow flew into a spruce across the street, where she had her horsehair-lined nest. We ended our morning with nature with the purple finches singing in the tree-tops as we entered the house.
—(Rev. G. C. Warren, Bridgetown, N. S., June, 1915).

WHICH ARE YOU?

There are two kinds of people on earth today,
Just two kinds of people, no more, I say;
Not the sinner and saint, for 'tis well understood
That the good are half bad and the bad are half good.
Not the rich and the poor, for to count a man's wealth,
You must know the state of his conscience and health.
Not the humble and proud, for in life's little span
Who puts on vain airs is not counted a man.
Not the happy and sad, for the swift flying years
Bring each man his laughter and each man his tears.
No; the two kinds of people on earth that I mean
Are the people who lift and the people who lean.
Wherever you go you will find the world's masses
Are always divided in just these two classes.
And oddly enough, you will find too, I ween,
There is only one lifter to twenty who lean.
In which class are you? Are you easing the load
Of overtaxed lifters who toil down the road?
Or are you a leaner who lets others bear
Your portion of labor and worry and care?

—Ella Wheeler Wilcox.

QUESTION BOX

X. Y. Z.—Question 3, page 22, Physics.

$$\text{Velocity pebble} = 32 \times 8 = 256$$

$$\text{Momentum pebble} = 256 \times \frac{1}{2} = 128$$

$$\text{Momentum weight} = 320 \times 5 = 1600$$

$$\text{Then.} \frac{\text{Momentum pebble}}{\text{Momentum Wt.}} = \frac{128}{1600} = \frac{2}{25}$$

(Note.—This assumes that acceleration due to gravity, in case of the pebble, is 32. The answer in the book is evidently wrong.—E. R.)

THE EVIL OMEN

The moonlight waked me last night,
But I turned away from it and closed my eyes.

The moon that I saw between the half-closed shutters
Was no round, friendly face, bringing back baby-days,
Evenings when I saw it rise golden brown above the pines
and wondered at it,

Nights when it silvered the frost pictures on the window
pane and made me unhappy because it was so
beautiful;

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It was no thin crescent, no worn-out sickle moon of dusk
or evening.

(These, too, with their memories, glad enough or sad
enough, but never terrible).

It was the leering, lop-sided, hunch-backed creature that
saw you go away from me forever,
The horrible gibbous moon.

That night you went away I went as far as the gate with
you,

You kissed me and hurried away, and I listened to your
footsteps and tried to be very brave;

Then I noticed the moon, low, just above the hawthorn
sprays,

The same gibbous moon that leered at me last night.
I knew, then, that you would never come back!

—Clare Griffin in *The Canadian Magazine*.

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CURRENT ITEMS

Harry G. Hawker, the Australian aviator, after weeks of waiting for favourable weather, started from Trepassey Bay, New Foundland, with flight commander Lieutenant Grieve, on Sunday afternoon, the 18th of May, in a Sopwith airplane, to fly to Britain. For several days after starting they were not heard of, but after they had been given up as lost, they were picked up by the tramp Danish steamer, Mary, 1100 miles from New Foundland and 800 miles from the coast of Ireland. The aviators were none the worse for their mishap. Their airplane was also picked up later.

The Donaldson Steamer Cassandra, on her outward trip struck an iceberg 160 miles of Cape Race on May 25th. She was able to sail into St. John's, Nfd., under her own steam, where repairs were made, after which the vessel continued her journey to Britain.

Premier Borden landed in Halifax on May 25th, on his return from overseas, where he had been for several weeks attending the Peace Conference. He proceeded at once to Ottawa.

The Quebec Legislature has been dissolved. Elections will be held on June 23rd.

The war has cost Great Britain £6,700,000,000 to March 31st last.

The Government of Greece has contracted with the Government of Canada for 12,000,000 bushels of wheat.

Great Britain paid tribute to Edith Cavell, the English nurse who was executed by the Germans at Brussels on Oct. 12th, 1915, when her body, en route from Brussels to her native village of Norwich, on the 15th of May last, was taken to Westminster Abbey for an impressive memorial service. The funeral was a public one, and the congregation of the Abbey included high officials of the government, representatives of foreign countries and men prominent in many walks of life. King George was represented by the Earl of Athlone, brother of Queen Mary. The service was conducted by the Dean of Westminster.

Lieutenant Stuart Graham, A. F. C., left Halifax at

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2.35 on the afternoon of June 5th, on the first leg of the first long distance flight that has been made in Canada. He arrived at 3.55 in St. John, his first stopping place on his way to Three Rivers, Province of Quebec. Mrs. Graham, the aviator's wife, flew with him as his navigator.

Canada, in common with other countries, is experiencing great unrest in industrial and labor circles. The excessive cost of living is one of the first causes of this unrest. Strikes on a large scale have occurred in Winnipeg, Calgary, Edmonton, Toronto and Montreal.

SCHOOL AND COLLEGE

The Board of School Trustees of the City of Moncton have engaged Mr. J. C. Farthing to have charge of the physical training and general athletics in connection with their schools for the next school year. He will also train the two cadet corps attached to the schools.

Lieutenant-Col. A. B. Snow has been appointed by the Military Department as Organizer and Inspector of Cadet Corps for New Brunswick, replacing Major George Keefe, a returned soldier, who has filled the office since some time last year.

Mr. A. B. Gilbert, M. A., has been selected by the University of New Brunswick as the next Rhodes Scholar from that institution. Mr. Gilbert lately returned from overseas where he went with the 9th Siege Battery, C. E. F. Previous to his enlistment he was Principal of the St. Stephen High School.

F. B. Meagher, M. A., Inspector of Schools for Carleton and Victoria counties, N. B., will take one of the Summer Courses at Columbia College, New York, in July.

W. J. S. Myles, M. A., Principal of the St. John High School, was in Fredericton on the 24th of May.

H. S. Laughlin B. Sc. F., (U. N. B. 1914) who was recently appointed to a position in the Forestry Department of New Brunswick, has resigned that position to accept another as Chief Forester with the Snowball Lumber Company, Chatham, N. B.

W. McL. Barker, Principal of Sussex Grammar School, will retire from that position at the end of the current school term. Mr. Barker has been appointed vice-principal of the Moncton Grammar School.

Miss Ella Hunter, B. A., and Miss Grace Fleming, B. A., were elected by the Alumnae Society of the Uni-

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versity of New Brunswick, members of the Senate of the U. N. B. under legislation passed at the last session of the Legislature, authorizing the Alumnae to be represented on the Senate.

Dr. H. S. Bridges Superintendent of St. John City schools, has gone to London, England, to attend a national gathering of the Masonic body.

John Stevens, M. A., Professor of Civil Engineering in the University of New Brunswick, after an absence of two years on leave overseas with the C. E. F., has returned and will resume his professional work at the University at the beginning of the next academic year in September.

Joseph K. Oldham, M. Sc. C. E., has accepted an important position in connection with his profession in New York City.

Hayward C. Kinghorn, B. Sc., since his return from overseas has been engaged with the Forestry Department of the Department of Lands and Mines, Fredericton, N. B.

DALHOUSIE UNIVERSITY, HALIFAX, N. S.

Special interest was attached to the recent Convocation, as this is the century year in Dalhousie's history. On the night before the ceremony of conferring degrees in Arts, Science and Law, the graduating class was entertained by the Alumni and Alumnae Associations. A large company of friends of the University met together at a most enjoyable dinner which, it is hoped, may be made an annual event for the eve of Convocation. Mr. H. E. Mahon was chairman, and enthusiastic speeches on the past record and future prospects of Dalhousie were delivered by the President, Mrs. G. S. Campbell, Miss Emmeline Mackenzie, Mr. Walter Crowe, Mr. G. Fred. Pearson, Professor Murray Macneill, Professor A. MacMechan, Captain J. E. Read, and Mr. Sidney Bonnell. It was intimated amid great applause that the centenary year is to be marked by a vigorous campaign for funds to extend the university's work, and especially to provide residences upon the campus for both men and women students. At Convocation on the following day President Mackenzie outlined to a very large audience the programme of extension which is contemplated, and for which the sum of a million dollars is to be asked. Addresses were delivered also by two Dalhousie graduates, upon whom the honorary degree of LL. D. was conferred in recognition of their eminent educational services, Principal Melville Cumming of the Agricultural College, Truro, and Principal Clarence Mackinnon of Pine Hill Theological College, Halifax. The proceedings were followed by the President's usual reception in the afternoon.

A fortnight later the Convocation for Medicine and Dentistry was held, and the first woman graduate in Dentistry in the Maritime Provinces, Miss Arrabelle Mackenzie, received the degree of D. D. S. Speeches were delivered by Lieutenant-Colonel Mackenzie and Captain H. A. Kent, both of whom had seen prolonged service overseas. Colonel Mackenzie's address upon the opportunities and responsibilities of the profession will not soon be forgotten by the graduates who listened to him, and Captain Kent, speaking as a returned chaplain, paid a glowing tribute to the work of the medical men and the nursing sisters at the front.

KNOW YOUR CHILD

By Dr. J. H. Francis of the United States Bureau of Education

No two children are alike, not even twin sisters. Any effort to make them so is wicked and wasteful. Courses of study administered to all children in the same way are destructive of originality and initiative. Uniformity of treatment is deadly and deadening.

Every normal child has possibilities in some things.

To help him to discover and develop them is the greatest service society can render him and itself.

To study about a child is not to know the individual child. Traditions, customs, preconceived notions of habit and conduct must be subordinated if not eliminated, while studying the child. Fraternize with him, associate with him, be a good fellow with him and study him. But do not let him know you are doing this. There is no other study so fascinating, so absorbingly interesting. He will surprise you every day with what he knows and can do. Really he will teach you some things worth knowing, that is if you are in a mood to learn.

First of all the child is a little animal. He needs food fit to eat, clothes fit to wear and a house fit to live in. But he is also eminently spiritual and needs spirits fit to associate with.

The child learns as naturally as he eats or grows. Thus he needs mental food. If he does not thrive on that found in the home or school, change his mental diet. It will do him good and may help you.

Fear is one of the most withering curses of all ages. Don't try to scare him. Cultivate his hope, faith and courage. He will need these qualities later. The fact that they are rare does not lessen their value.

A GALLANT IRISH SOLDIER

The following story is a true account of an episode in the Great War, told by a soldier who witnessed it.

At the Battle of Fricourt, 1st July, 1916, we were given orders to "go over" at 7.30 prompt, immediately following an hour's terrific bombardment by our artillery. This was the beginning of the great Somme offensive. Almost to the minute the artillery ceased its uproar, and over we went, amid the rattling of German machine-guns and thundering barrage fire.

Three of us were in one group—a Scot, an Irishman and myself—moving steadily towards the German lines. Arriving in Fritz's battered first line, we discovered a concrete "double-header," which is the soldiers' term for a two-entrance dug-out.

A dozen hand-grenades were quickly tossed down the steps, and we stood by, with bayonets ready, for the exit of the foe. And then it happened!

A huge German shell landed on the parapet in front of us and exploded with an ear-splitting "crump."

Finding myself gasping for breath and well-nigh crushed under the weight of earth which had half-buried me, I could only watch my comrades, and then I saw one of the noblest deeds ever enacted.

Now, each British soldier carries a medical kit, which consists of two compressed bandages, two medicated gauze dressings, two safety-pins, and a bottle of iodine, all enclosed in a waterproof covering. This is

placed within easy reach in a special pocket at the lower right-hand corner of the soldier's tunic.

The Scot had his right leg hanging from threads to his thigh, the Irishman his right arm blown completely off, both being struck by the same shell that had buried me. Both men were simply spouting blood from their terrible wounds. The Irishman was the first to rise, however, and then I heard him distinctly say, "Where's your field dressing, Jock?"

"I haven't any. Save yourself and leave me. I won't need any help soon."

But to leave his comrade in distress was not the plan of the Irishman. Instead, he tugged weakly at his own field dressing with his left arm, and placed it firmly on the Scot's gapping knee, which stopped the flow of blood. He had not the strength to fasten it securely, so he placed his head gently on the dressing and went to sleep, never to wake again.

A few moments later the regimental stretcher-bearers arrived and skilfully dressed the Scot's wound, after which they extricated me from my earthy prison. The Scot recovered, but he will never forget the gentle act of the gallant Irishman who laid down his life in order that another might live—the truest love that man can show.

—N. Z. School Journal.

TELL HIM NOW

If with pleasure you are viewing any work a man is doing,
If you like him or you love him tell him now;
Don't withhold your approbation till the parson makes oration
As he lies with snowy lilies o'er his brow;
For no matter how you shout it, he won't really care about it,
He won't know how many teardrops you have shed;
If you think some praise is due him, now's the time to pass it to him,
For he cannot read his tombstone when he's dead.
More than fame and more than money is the comment kind and sunny
And the hearty, warm approval of a friend;
For it gives to life a savor and it makes you stronger, braver,
And it gives you heart and spirit to the end.
If he earns your praise, bestow it; if you like him, let him know it;
Let the words of true encouragement be said;
Do not wait till life is over and he's underneath the Clover,
For he cannot read his tombstone when he's dead.—Ex.

New Brunswick School Calendar

1919—1920

1919 FIRST TERM

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

1920 SECOND TERM

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

N. B. OFFICIAL NOTICE

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

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

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

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

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

W. S. CARTER,

Chief Superintendent of Education.

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

OFFICIAL NOTICE

As the last teaching day of the present year falls upon Monday, permission has been given by the Board of Education to substitute any Saturday in June for the last teaching day in June.

From and after July 1, 1920, students will not be admitted to the Provincial Normal School under the full age of seventeen years.

W. S. CARTER,

Chief Superintendent Education.

OFFICIAL NOTICE

New Brunswick School Calendar

1918 — 1919

1919 SECOND TERM

- May 19—Observed as Loyalist Day in St. John Schools only
- May 23—Empire Day.
- May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 26—Observed as Victoria Day. (School Holiday).
- May 27—Class III License Examinations begin (French Dept).
- June 3—King's Birthday. (Public Holiday).
- June 6—Normal School closes.
- June 10—License Examinations begin.
- June 16—High School Entrance Examinations begin.
- June 27—Public Schools close.

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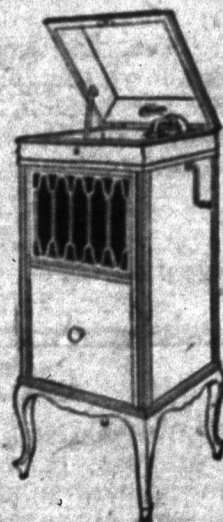
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