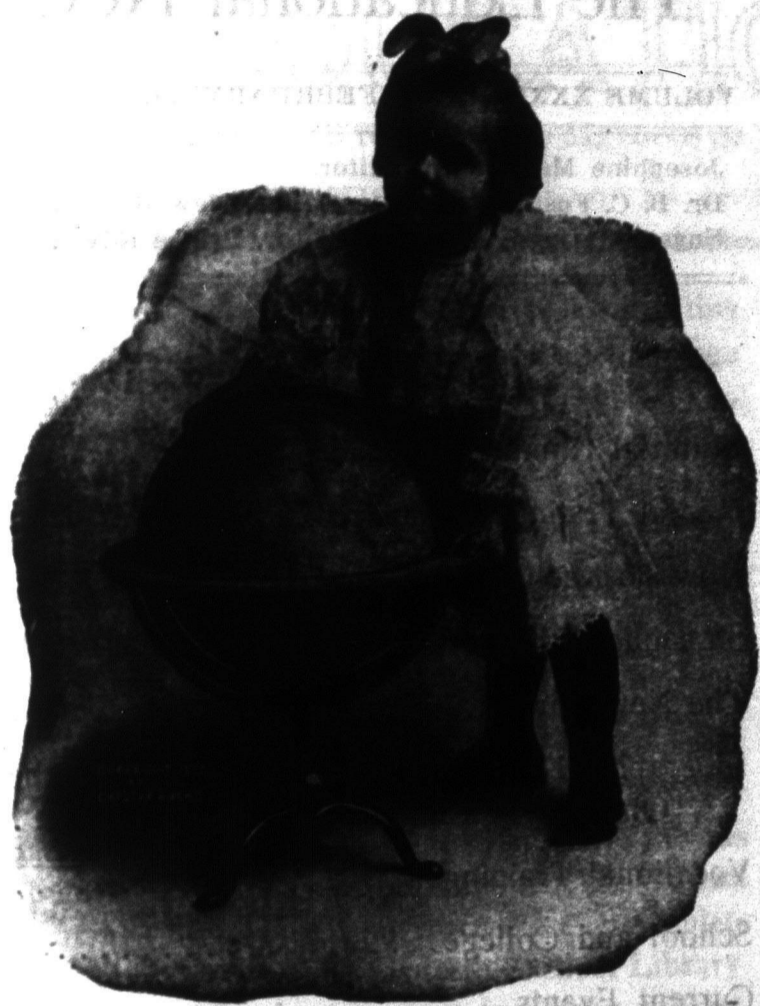


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March 24—Schools close for Easter Holidays.
March 30—Schools re-open after Easter Holidays.
May 18—Loyalist Day (Holiday, St. John City only).
May 23—Empire Day.
May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
May 24—Victoria Day (Public Holiday).
May 24—Third Class License Examinations begin (French Department).
June 3—King's Birthday (Public Holiday).
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June 14—License Examinations begin.
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Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.
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W. S. CARTER,

Chief Superintendent of Education.

Education Office, Fredericton, N. B.,
August 2nd, 1920.

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The Educational Review

VOLUME XXXV FEBRUARY, 1921 NO. 7

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

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BULLETIN

The March number of the Educational Review will contain the first of a series of articles by Dr. G. J. Trueman of Toronto on Methods of "Raising School Money." Dr. Ritchie of Halifax will write on "Care of the Teeth"; the interesting article on "Sir Howard Douglas" will be completed; Miss Smith, one of the most successful rural teachers in New Brunswick, will tell us of "Nature Study in Rural Schools". The Playground and English Literature will be looking toward Arbor Day and Empire Day. The April number will contain a program for Empire Day. Articles by Dr. Carney of Columbia University, Dean Laird of MacDonald College, Dr. Manuel of State Normal School, Gunnison, Colorado Dr. Anderson who has charge of the education among the New Canadians and many other well-known persons will soon appear.

THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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

THE Educational Review is late in appearing this month because it has been necessary to change Publishers. It is hoped that this has worked no inconvenience to any of our subscribers. We shall be on time hereafter.

The Subscription and Advertising Departments have been transferred to our Moncton Office. Please address all communications—THE EDUCATIONAL REVIEW, MONCTON, N. B.

ADDITIONS to the School Library are continually welcomed by the progressive teacher. The various Departments of the Federal Government in Ottawa publish many interesting and instructive pamphlets which will be valuable additions to the School Library. Most of these publications are sent free upon request. All teachers should see to it that their names are on the mailing list of the Publications Branch of the Department of Agriculture. Many of the pamphlets published by the Forestry Department will be found useful. This department also has prepared a book, *The Native Trees of Canada*, which may be obtained for 50c. and should be in every School Library. The *Weekly Bulletin of the Department of Trade and Commerce* should be on every teacher's desk. All copies should be filed in the Library and a card index made so that back numbers will be available for use in Geography.

THE School Library is a most necessary and essential part of a School's equipment, still many of our districts have neglected to provide even the beginnings of a library. Much is being done to overcome this neglect on the part of the District by many of our progressive teachers. Among the interesting letters which have come to the office of The Educational Review this month is one telling of the efforts of an ambitious teacher in a rural district of New Brunswick. She writes "When I came to this school last September I found there was no library. I have had a large cabinet built to hold agricultural literature and apparatus, part of it is to hold the School Library. This winter my pupils and I are making an autograph quilt as a means of raising money to get books. We are asking our friends for their names at a minimum of

10c. a name." You may be sure that The Educational Review was proud to send its name for that quilt.

WINTER is the time to make a collection of birds' nests. Such a collection will be an interesting and instructive accession to any school room. There is no harm in collecting them for the birds seldom return to the same nest. It is always best to cut off the branch upon which the nest rests and preserve them together. The position of the nest upon the branch and its method of attachment are often as interesting and necessary for identification as the materials from which it is made. The branch also provides the best way of preserving the nest, for, with a few strands of fine wire or strong thread it may be sewed to the branch so it will not fall off, when it is dried out. Wire loops can be fastened to the branch so that it can be hung on the wall or in a cabinet. Each nest should bear a neat label giving its name, where found and the name of the child who discovered it.

SAFETY First is a public precaution too often left to chance in these Atlantic Provinces. During the month of January three boys were killed by automobiles while coasting. This is an unnecessary and avoidable loss of life. The children are the Nation's most valuable asset, yet the towns and villages throughout these Provinces are so careless regarding their traffic regulations that such accidents are possible.

If there be no other place but the public highway for the children to coast, then the road must be policed by some person appointed by the community to be responsible for the safety of the children while coasting. He must have authority to stop any team or automobile and must be obeyed by the children. If there be another road which may be used, the highway being used for coasting may be closed to traffic during certain hours, when the children are coasting. The children must understand that coasting is allowed at no other time. This latter is not an impossible arrangement. In many large cities streets are roped off during certain hours, that they may be used as playgrounds for the children of that section.

If the community will not co-operate to afford the children a chance to coast then coasting on the public

thorough-fare must be considered a criminal offense and severely punished. The children must be protected. The teacher can do her share by giving "safety first" instruction in the school and by trying to influence the community to make and enforce "safety first" regulations.

THE Great War taught us many lessons and opened to us many facts of national import which had been overlooked in the rush of everyday living. The high percent of illiteracy even among native Canadians was appalling. This fact held, not only for Canada, but for our Mother Country and the United States. When fully aroused to the needs of education the British Parliament, though engaged in the greatest war of all history, passed a Compulsory Education act requiring all children to attend school full time until fourteen years of age and a minimum of 320 hours until eighteen. This law has brought about the development of the Continuation School which purposes to provide instruction during certain hours each week for young persons engaged in industry. The instruction is to be adapted to the needs and interests of the pupils. The age old reverence for the traditional curriculum is to be lost in the recognition of the demands of the individual pupil's needs and interests.

The Atlantic Provinces must conform to some such demands if our schools are to meet the needs of modern life. Our present curriculum must be adapted to meet the needs of our pupils. In many cases our curriculum is too barren. In these Provinces instruction in literature for the Elementary grades is limited to a few selections in the reader. Our instruction in oral and writing English is meager and unsatisfactory. We load up with arithmetic and forget that most of us need an accurate and thorough training in the four fundamental processes; need some knowledge of fractions, some practical instruction in the tables of weights and measures, an understanding of what interest, insurance and commission are; but need no very elaborate knowledge of the processes involved. Geography instruction needs a new point of view. The old intensive map study must be made subservient to the study of the people, their ways of life and customs. The topography of the country should be studied for its bearings on the people and their activities. If the League of Nations is to succeed it must be based on an understanding and an appreciation of the lives and needs of other nations. "No nation liveth to itself" today. History must be taught not a chronicle of battles and kings but as the account of the na-

tion working out the social problems of living together as a state among other states.

Such a re-organization of our curriculum will dismantle ancient idols and break down age-old prejudices. Too long have we made the curriculum, which should be a means, the end of instruction. The pupil with his needs of preparation for adaption to a complex social life must be the end toward which the curriculum is bent. The subjects taken up, the methods of instruction must be adapted to the end of preparing all the children of all the people to live healthy, happy, useful lives in this 'Canada of ours.'

THE MOUNT ALLISON CAMPAIGN

DURING the past few months several of the colleges of these Maritime Provinces have been compelled to appeal to their constituency for aid. St. Francis Xavier and Kings have already done so; Mt. Allison is at present making an appeal and Acadia will do so in the near future. To those of us who know one of these Colleges as our Alma Mater the obligation is greatest, yet each citizen of these Provinces has in some way profited by the untiring efforts of these educational institutions.

Although supported by the Methodists of these Provinces fifty-one percent of the fifteen thousand former students of Mt. Allison have come from other denominations. The call for help is, therefore, not restricted to those of Methodist faith but to all who are interested in the educational needs of the Provinces.

The goal set is half a million dollars to be used for the following urgent purposes. The first, a sufficient endowment to enable Mt. Allison to increase the salaries of the present staff of teachers, all of whom are at present sadly under-paid, and to add professors to several departments, which are at present over-crowded. The second, a library building in which to house her library of 26,000 books, half of which are stored because of insufficient space in the present library. The third, a residence for the University girls who are at present housed in a leased hotel building off the campus. To these must be added a new science building and a gymnasium, together with adequate housing facilities to accommodate the continually increasing student body.

God be thanked for books. They are the voices of the distant and the dead and make us heirs of the spiritual life of past ages.—*Channing*.

Mental Testing of Children

D. P. MacMillan, Ph. D., M. D., Director, Department of Child Study, Chicago Public Schools

MENTAL Testing has assumed in all realms of human behavior, such a position of importance in recent years, that no one, interested in human affairs, can afford to ignore it. Everyone who seeks to influence, i. e. to control for good or ill, human destinies, evolves some working method or technique of procedure. This must have a period of history of its own, before it can be standardized and made susceptible of general application. It is of interest to all to get a cross-section of normal and variant human action, but a matter of primary importance to teachers, since indeed they are for so large a portion of children's lives, the appointed guardians (I was about to say gardeners) to form habits that are economical of time, energy, and self-direction; to awaken and cultivate worthy interests that are satisfying in themselves and to inculcate aspirations that tease, entice and withal ennoble the possessor.

Then if this can be regarded in a sketchy way, as the end desired in education, it is easy to see that the evolution of the process of teaching, and an examination of the powers and capacities of children is a much more complex undertaking than it is usually regarded.

While it is true, then, that adequate and complete mental testing is a process of great complexity, and extreme difficulty — nevertheless our present day schemes of testing, like any other device, tool, or examination, serves a purpose which is worth while.

Rightly handled, testing of this sort proves enlightening to the teachers, to the school, administration, and to parents.

I should like to bring to the attention of teachers some of the salient features of the new movement in education under some such captions as the following: 1. What is measured; 2. The divisions of the field of testing or kinds of schemes suggested or employed; 3. Mental testing in relation to the teacher's everyday tasks; 4. The intimate connection of mental testing and the newer methods of teaching, such as project—plan of lessons, problem—teaching and the organic factors in education; 5. The value of mental testing to the principal, the supervisor and the school administrator.

Because of the limitations of sphere, some of this must of necessity, be left untouched, some must be merely suggested or implied in what is said and withal

much may appear to be condensed; nevertheless, I shall be grateful if what I write may provoke further interest and study, and best of all, if as many of my readers as possible, will undertake some practical application of mental testing with individuals, groups, or entire school systems.

First of all instead of "starting at the beginning" as children demand in their stories, I wish to review for you a bit of preliminary psychology. Those of you who have read standard text books on psychology, remember the highly technical terms, so forbidding or terrorizing if not wholly baffling that are used to divide us up and mark us off into compartments. Perhaps you recall that such texts begin with "Knowledge, then discuss Feeling, and end up with that will-o'-the-wisp in expository writings—the Will. We, nowadays, give all this three divisional way of looking at our minds a new turn. Everything is in a setting. We call it a situation. Forms, Fixtures, do not exist, it seems, in our present day thinkings. Change, only is the real. Animal forms have changed, are changing and will change. They are symptoms of a changing order. You recall your readings and your reflections on this. Even so, in mental things. There is no such thing as static thinking. Thinking, knowing—or whatever you term it, does not go on in vacuo; there is always some feeling mixed up with it and likewise in all normal life, there is always some action which comes before thinking, accompanies it and succeeds it. So to speak, one part of the mind must not be thought of as existing alone, supreme, and undisturbed by other parts. All this new attitude is what we call the relativity of every aspect of mind to every other part and to all, and furthermore, the relation of any bit of our life to the particular situation in which that life symptom is called out.

To sum-up in every situation of one's life, something is before one, it affects one somehow, and as a consequence one does something. This is, you see, our old three divisions of mind, but in relation to each other always, and in relation to some circumstance in which we have a problem or we are learning something new. For these reasons, Psychology of the school room must take its cue, not from the mind sleeping or day-dreaming, nor from taking in, nor from working things over contemplatively, nor from mere doing, in the sense of try and try again, without

thought to direct and purposive feeling to impel. We must think of all three viewpoints of a child's total mentality in the attitude of learning something new. And by the same token, it makes the teacher tremble in the face of the tremendous responsibility that lies before her, for the task is not to know and appreciate the working of her own mind in the face of a new problem for her, but the mind of the child in grappling with his problem, not to know, the giver, the questioner, the imparter of knowledge and director of efforts to acquire skill, but rather the child as learner, the child as inquirer, the child in a situation, in which his attitudes, his unformed skills, his developing interests are the one important thing, giving not only a complex to be simplified, but as well, the key to the situation.

The obvious lessons from all this is first; that intelligence testing is not complete mental testing; the value of any scheme of mental testing may be read off by comparing it with the test of free social life itself. Secondly, the testing of information gained is rarely indicative of motivated learning. Thirdly, that testing the school attainments of pupils shows up results that are dependant on many factors besides the mental ability of children, not the least of which is, of course, teaching.

Tests of all sorts are designed to be given either to groups or to individuals. Necessarily, the latter take longer time to administer they bring out a greater variety of individual differences and because they are so intensive they have definite and readily imagined limitations for general application.

Again; group testing may be divided into testing for Range of General Information, and Tests for determining School Attainments. The ordinary school tests, are tests of information in particular subjects. They are our old familiar friends, Examinations, albeit under more controlled conditions, standardized, graded as to difficulty, designed to cover certain fields, and not necessarily intergraded with one another. By the use of these tests we determine how much school children have learned of any school subject, as for example, Arithmetic, Reading, Spelling, Handwriting, English, Composition, Latin and so on.

Teachers ought to be familiar with the Spelling and Handwriting scales of both Dr. L. P. Ayer's of the Rockefeller Foundation and Professor G. L. Thorndike of Columbia University, as well as The Curtis Arithmetic and Geography Scales, the Reading Scales of Professor Grey of the University of Chicago, of Professor Kelly of Kansas City and of Professor Starch of the University of Wisconsin. In fact, nearly all the largest of American City School Administra-

tions and many State Departments of Education employ them for scales, records and rating.*

The best of the literature of this special feature of testing is always well summarized and kept up to date in the new *Journal of Educational Measurements* under the editorship of Prof. C. B. Buckingham, University of Illinois.

In addition to determining the school attainments of pupils it is often found necessary for control or checking purposes, to give a group Range of Information Test. Group tests of this sort offer the best service when such tests are given simultaneously to a large group of children for education purposes so that those children showing widely divergent variations may later be subjected to individual testings. Among the Group Informational tests that are in most general use, are, The Otis Intelligence Tests, published by the World Book Co., Yonkers, N. Y. and Chicago; The Pressey Group Intelligence Scale issued from the Department of Measurements and Statistics of the University of Indiana; The Meyer Group Tests published under the patronage of The Sentinel of Carlisle, Pa., and several others of like character. Some of which are equally serviceable to those mentioned, though less well known.

An easy transition to consider briefly, Tests for Individuals is made for us here through our preceding sketch of Tests of information. It must be remembered that what is desired is to test inherent natural ability. It is perfectly reasonable to make the distinction between actual or potential power, and the use, the training, the exercise to which that power has been subjected. A person may have an excellent mind and that mind may not have been trained to anything but the slightest degree. All sorts of opportunities may have been lacking for training; all degrees of lack of interest may be evidenced during the life history; all sorts of handicaps may have been imposed by life upon the individual. So that the person may be very unskilled and very ignorant, in short this person is considered to have very meagre attainments and little general information, and withal may be the possessor of superior native endowment. Individual tests, then that emphasize amount of information, must be themselves carefully evaluated. Moreover, they may be largely language tests. Therefore, teachers should be on their guard constantly, against a too literal interpretation of the results or findings of all such tests. To supplement this defect Performance Tests are usually added and there is a nearer approach to the common-to-all elements, which are evidence in our psy-

(Continued on page 219)

*Any one desiring sample copies can obtain the same at cost from Educational Review.

How to Keep Well---What to Eat

Claribel O'Blenes

This series is intended to supplement the present Health Readers by giving some practical health instruction. The material will have to be adapted by the teacher to the needs of her pupils.

WHAT to eat. Why consider such a question? Most people have their appetites satisfied with food that is more or less pleasing to their tastes. They have formed likes and dislikes satisfactory to themselves. Is there anything more to be desired?

In the modern health movements, food education is one of the important factors. Many organizations have been formed to promote health. They aim at helping the people build strong and healthy bodies. They try to prevent disease. They seek to detect dis-

Foods should meet the needs of the body and should be chosen with these needs in mind.

Food supplies three needs of the body:

- It serves as fuel, to give heat and provide energy for both internal and external work.
- It furnishes building material, for growth and repair.
- It helps to regulate body processes.

If a healthy well nourished body is to be formed, all of these needs must be adequately met. The value of any food depends upon its power to supply one or all of these needs.

Scientists have divided food into five groups, from the standpoint of their chemical constituents. The five foodstuffs are,—proteins, carbohydrates (starches and sugars), fats, mineral salts and water.

Each foodstuff supplies one or more of the body needs. Proteins, fats and carbohydrates are fuel foods.

Carbohydrates furnish the most economical fuel, and the one easiest to digest.

Fats furnish the most concentrated form of fuel. Fats digest at a slow rate, and to a slight degree retard digestion. Fats should be taken in moderation.

Protein is the most expensive form of fuel, not only in money but also in the wear and tear of the body in making use of it. It is the great builder, furnishing material for growth and repair and it should be saved for this purpose. If the fuel needs of the body are supplied by carbohydrates and fats, protein will not be used as fuel, but can carry on the work of building. A small amount of protein is all that the body needs.

Mineral salts are used for growth and repair and as regulators. Some kind of mineral salt is found in all parts of the body. The three most important mineral salts are those containing iron, calcium and phosphorus. Iron is needed in the blood, calcium to make firm bones and good teeth, and phosphorus for all of the cells. Phosphorus is of special value to the nervous system. These salts are found in our foods in



By courtesy of U. S. Bureau of Education

ease before it becomes incurable. They make use of all the present day knowledge to keep the people well. Our question therefore is, What shall we eat to build strong bodies, and at least prevent the diseases that are due to faulty nutrition?

The teacher's part in promoting health is in the schools with the children. Much scientific investigation has been made, since our Health Readers were written and today the field of health education is rich in practical knowledge, and it can be made one of our most attractive subjects. Children should be taught how to keep themselves physically fit or how to bring themselves up to the standard of physical fitness. The teacher is not in the school just to develop the mind of the child, but is there to develop his life. No child should be handicapped by a physical defect that can easily be removed, or by undernourishment, that can be prevented.

organic combination. Only small quantities are needed by the body, but these small quantities are very essential.

Water is the great regulator. It is found in practically all our foods. Besides the water contained in our foods, we should drink at least five glasses of water a day. A good rule is to drink a glass of water on rising in the morning, hot or cold, as you prefer.

Besides these chemical groups, another class of substances has been discovered within recent years. These substances are called vitamins and are now recognized as essential in any diet. Small quantities are all that are required. Without them growth is not normal. They also prevent certain diseases. Not all of our foods have as yet been examined for vitamins, but among those examined vitamins have been found in butter, milk, egg yolk, yellow corn, potato, cereals, milk, yeast, orange and tomato juice. An adequate diet also requires bulk to prevent constipation and to satisfy the appetite.

If an easy and practical way of choosing the diet is desired, choose some food each day from each of the following groups:

1. Fruits and vegetables.
2. Meat, fish, poultry, eggs, cheese, nuts, dried peas and beans and milk.
3. Cereals—cornmeal, oatmeal, rice, bread, etc.
4. Sugar, syrups, molasses, jelly and honey.
5. Fats—butter, drippings, suet and vegetable oils.

Fruits and vegetables especially when green supply mineral salts. Iron is obtained from spinach, string beans, cabbage, lean beef, celery and egg yolk. Calcium from cauliflower, celery, buttermilk, milk, cheese and spinach. Phosphorus from buttermilk, milk, cod fish (fresh), spinach, haddock (fresh), celery and lettuce.

Fruits and vegetables supply small amounts of carbohydrates. Cellulose the framework of vegetables and fruits give bulk to the diet. Vegetable acids give flavor and help to prevent constipation. Many of our fruits and vegetables contain vitamins. Many people do not eat enough fruits and vegetables, indeed it would be almost impossible to eat too much of these valuable foods. Dried fruits and vegetables contain a high percent. of carbohydrates and so are valuable as fuel foods.

From the second group we obtain our proteins. These are the most complex of all the foodstuffs. The proteins in dried peas and beans are not of the same quality, as those contained in meat, and other animal foods. Dishes made from peas and beans may be used part of the time in place of meat, eggs, fish and cheese, but should not take their place entirely.

Milk is a very important member of this second group. It almost deserves to be placed in a group by itself. Milk is our best food. No other food can take its place. Whenever possible each child should have a quart of milk a day. No consideration should be allowed to prevent each child receiving at least one pint a day. Dr. Graham Lusk says, "No family of five should buy meat until they have bought three quarts of milk." If children do not like milk, make dishes containing milk. Give them cocoa, cream soups, custards and puddings containing milk. Milk is the best food for both children and adults. Save on other foods, but provide plenty of milk for each member of the family. Milk contains all the food elements needed by the body. Its protein is of the best type. It contains sugar and fat. Milk supplies most of the lime, that the body needs. It is rich in phosphorus. It is not rich in iron, but the iron that it does contain is of a form easily used by the body. It is rich vitamins. Let milk take the place of tea and coffee. Tea and coffee are not foods. They are harmful especially to children. They irritate the digestive tract and overstimulate the nervous system. Children that are started off to school on a breakfast of tea or coffee and bread are not given a fair chance.

The third or cereal group is the group from which we obtain a large proportion of our fuel. White bread should not be the only cereal food used. Coarse cereals by means of their cellulose, help to prevent constipation. We have a great variety of cereal breakfast foods, and there is no better way to start the day than a good dish of porridge, but be sure it has been well cooked. Cereals need a long, slow cooking to make the food, that they contain available to the body. Some of them contain a considerable amount of fat. They are all rich in mineral salts. Most of them contain protein.

The fourth group or simple sweets are fuel foods. A small amount is necessary to give flavor to food. The craving for sweets should be considered, but wisdom should be used in the choice and in the amounts of sweets granted. Most people eat too much sweet. We should remember that candy is food. Children should not be allowed to eat it continually. Do not eat it immediately before meals. It takes away the appetite for more wholesome food. It is best to make it part of a meal. Eat it at the close. Concentrated sugar is irritating to the digestive tract. Sugar ferments readily in the stomach. Dried fruits, dates and raisins are a valuable source of sugar and make a splendid substitute for cane sugar with cereals and puddings. There is danger of children doing much

harm to the body and laying the foundation for many ills by eating too much sugar.

The fifth group of fats form another source. Our most valuable fat is butter and plenty of it should be used. Cooked fats are hard to digest. We should reduce our fried foods to a minimum. Whenever possible cook foods in other ways.

Many of the children have already formed their food habits and when these habits are bad, much teaching and persuasion may be necessary to change them. A child needs to realize that he is not getting the most out of life, if he is not physically fit. How can the child be brought to recognize the fact that he is undernourished or suffering from malnutrition? It is easy in any school to pick out the pale, listless, inattentive, peevish child, but such conditions are not altogether a safe measure. Other children may not measure up to the physical standard. Doctors and health workers, who are seeking to make every child physically efficient, have established a standard for judging the physical condition of all children. The relation of the weight of the child to his height and age gives the standard. Standard rates of increase in weight and height have also been established. Several of the newer books and bulletins on nutrition and health contain the charts showing these figures. Charts may also be obtained from the Child Health Organization, 156 Fifth Ave., New York. Much interest can be established among the children by having them keep their own weight charts, marking them graphically. Although faulty diet is not the only cause of underweight, it is one of the main causes. Physical defects such as diseased tonsils, adenoids, decayed teeth and faulty eyesight may cause underweight. These physical defects should be remedied and the child brought to a condition to use his food properly. He then needs to be given the proper food in order to be physically fit and lay the foundation for a strong and healthy body in after years.

The following suggestion may help in applying the rules and principles which have been given:

Begin the day right. Eat a good breakfast. Have a well cooked cereal for breakfast, some bread and butter and a glass of milk; add to this fruit or egg if desired.

Drink milk, but no tea or coffee.

Eat plenty of fruits and vegetables. It is almost impossible to eat too many vegetables.

Eat plenty of bread and butter, small amounts of plain cake and cookies, small amounts of sweets, meat but once a day and in small quantities.

Whenever possible cook foods by other methods than frying.

Teach children to eat the foods that are good for them.

Take plenty of time for meals.

Have meals regularly.

Use food to overcome constipation.

Be in a happy frame of mind during meal time.

Form a health club in your school.

Help the children to judge their own condition.

Help each child to become as physically efficient as it is possible for him to be.

HOW TO USE THESE HEALTH TALKS

(Editor)

This 'How to Keep Well' article is admirably fitted to the work of the upper grades and High School. The instruction for the little folks will need to be simplified. One original primary teacher has called proteins 'building-materials' and carbohydrates 'go-materials.' A 'What to Eat' chart may be made by the class, bearing the most important rules and illustrated by colored pictures of these foods cut from magazines. A "Good Food" poster may be arranged by each pupil and illustrated in the same way.

In the lower grades each child may make a little booklet in which the reading lesson based on the health talk may be copied. The lesson on milk should lead to some such summary:—

Milk will make me strong.

It will keep me warm.

Milk makes children grow.

I will drink milk.

I will be strong.

This lesson may be illustrated by drawings of the number of glasses of milk the child should drink each day.

To give this series of lessons practical value it will be well to start a Height and Weight Record for the Class. The class chart and the individual record cards may be obtained at a very reasonable cost from the Child Health Organization, 156 Fifth Ave., New York, N. Y.

The following books may be obtained there for 5c. each: Teaching Health. Further Steps in Teaching Health. The Diet of the School Child. The Child Health Alphabet and Cho-Cho, the Health Fairy are attractive supplementary readers which would delight Grade I and II pupils and may also be bought for a small amount from the above.

Childhood and Health, price 25c. may be obtained from the Child Welfare Association, 70 Fifth Ave., New York, N. Y.

NOVA SCOTIA TEACHERS

The Educational Review strives to serve all the teachers of the Atlantic Provinces. Have you read the biographical sketches of the Canadian authors who are represented in the High School Reader? This is the first of a series of articles on Nova Scotia High School English. Send in your subscription today so you will not miss an article.

We rise by the things that are under our feet,

By what we have mastered of good or gain,

By the hopes despoiled and the passions slain

And the conquered ills that we daily meet.

—Longfellow.

Sir Howard Douglas

By *W. C. Milner, Dominion Archivist*

ON A Saturday evening in summer ninety years ago four travellers pulled up at a tavern at the Bend of Petitcodiac—(later Moncton) for a night's entertainment. They came in a carriage with a pair of horses. In the morning, they settled their score, had their team ready and were preparing to start towards Dorchester, when the leader of them was served with a summons issued by Malcolm Wilmot, J. P., calling upon him to appear before him the next morning (Monday) for infraction of the Lord's Day. The horses were put up and the travelers returned to the inn. Moncton was then little more than a thinly populated settlement with farm houses scattered along the main highway leading from Dorchester to Salisbury. Sunday had not far advanced when it became noised through the settlement that 'Squire Wilmot had "nailed" the Lt. Governor, Sir Howard Douglas up at the tavern for violating the laws against the sanctity of the Sabbath. His companions were his Secretary, his Aide de Camp and his coachman. On Monday morning His Excellency duly attended to the demands of the summons and appeared before His Honor, the Justice, who mingling mercy with justice, dismissed the case, as His Excellency reconsidered his intention to travel on Sunday and had decided to respect the Sabbath. His Excellency thereupon departed en route for Halifax.

At a later date, the matter came up before the Executive Council. It decided that Mr. Wilmot carried too great burden of unctuous piety for the public good and a few days later a letter came to him from the Provincial Secretary, Hon. Jonathan Odell, notifying him that his name had been struck from the list of Justices.

Sir Howard Douglas was the most able, useful and patriotic of all our governors. He was an inspired ruler. In the whole annals of British Colonial statesmanship it is difficult to find his equal. The first two appearances of Sir Howard Douglas, in this country were rather dramatic. In 1795, when a subaltern, he was ordered to take a detachment of troops to Quebec in the "Phillis" transport. The ship made the coast, but was wrecked in a storm off Fortune Bay, Newfoundland, and nearly all on board perished. The wrecked survivors, under the command of Douglas, succeeded in reaching a fishing hamlet, where they spent the winter, and in the spring reached St. John's in a fishing schooner. From there they sailed for Hali-

fax in a trading schooner. The transport "Phillis" had long been given up as lost with all hands and the appearance of Lieutenant Douglas with these fugitives from the sea was the sensation of the moment. Prince Edward was commanding officer in Halifax and he, with the local authorities manifested the greatest sympathy and interest in them.

Thirty years after Lieut. Douglas made his second appearance. This time (1824) he came royally, in the frigate—"Sumarag" with his family, as Major General in the British Army to take command of the troops east of Quebec and in Bermuda, as Lieutenant Governor of New Brunswick. He was received with all possible honors by the authorities and the people.

A comical episode he records himself. He enquired of a gentleman who met him, and whose name he did not distinguish, "What has become of little Haliburton of the Fusiliers?" whom he had met thirty years ago. "Little Haliburton? Oh, yes," he was answered, "I know! He left the Fusiliers, sold out, turned lawyer, got made Judge, came out to Halifax and here he is to meet the Governor"—whereupon Sam Slick stretched out his hand which Sir Howard grasped with immense good humor. The thirty years had been very busy years, full of adventure and rich experience. After his shipwreck he returned to England as mate of a merchantman. He had commanded a detachment of artillery in Upper Canada and sojourned amongst the Cherokees. He was first superintendent of the senior department of the Royal Military College at Wycombe. Scientific military education had no existence before his day. At this time, a great English minister had declared that an English General meant an old woman with a riband. The French were credited with saying that they "knew better than to capture an English commander; he does us more good at the head of his army." A scientific army dates from the foundation on scientific principles laid by Douglas at the Military College.

A very close parallel exists between the designs and methods of the Kaiser today and those of Napoleon one hundred and ten years ago. Both violated solemn treaties as a "scrap of paper;" both attacked and overran unoffending countries. As to cruelties, nothing that has occurred since the days of primitive man can parallel the Kaiser's. Both started to challenge England's command of the seas; both organized huge navies; both tried conclusions with England, Napoleon

at Trafalgar and the Kaiser at Jutland. Both over-ran a large part of Europe. Both appeared as Angels of peace to take breath for another onslaught. In 1801, France was mistress of the Netherlands, Holland, Piedmont and Switzerland and her frontiers were on the Rhine. In 1916, Germany had over-run Belgium, Russia, Poland, Serbia, Montenegro, and a large part of Roumania, and was military dictator of Austria and Turkey. In 1801, Britain monopolized the carrying trade of the nations. Her industries, stimulated by the recent adoption of steam as a motive power made her the workshop as well as the market of the world. In a hundred years England's relative position to the other nations had not greatly changed. She retained her place as the world's commerce carrier and if other nations have grown rich and powerful, her expanding colonies and great dependencies have maintained for her, her commanding position. Napoleon, like the Kaiser, aimed at an invasion of England. In 1801, the population of Britain was fifteen millions against forty millions in France, a disproportion so great as to render such a project not seem impossible. He gathered a huge armament at Boulogne and had constructed an immense fleet of flat bottomed boats. English was threatened not only with a union of French and Spanish fleets, but with those of Denmark, Sweden, and Russia, a combination broken up by Nelson's destruction of the Danish fleet at Copenhagen. This was followed by the British capture of Malta and the victory of Abercomby at Abru-ker. Then took place after an interval of peace, the battle of Trafalgar, that established to this day England's supremacy on the sea.

In 1808, Napoleon sent armies into Spain, over-ran that country and placed his brother Joseph on the throne at Madrid. It was not till five years later that Wellington, after a series of brilliant victories, drove the invaders back over the Pyrennes.

General Douglas was appointed Assistant Quarter Master General to the forces in the Peninsula under Sir John Moore. He records a singular instance of incapacity in the navy at the time. After he had been at sea several days he discovered that the navigator of the vessel had never been near the Spanish coast and further he had no charts. Thick weather came on and no one could guess where wind and current were taking them. A frigate hove in sight, which they signalled. She came to and in answer to the query, where they were, the infuriated captain invited them to go to h-ll, and quickly resumed his course. However, by following the frigate they arrived at Vigo, their destination, instead of the other place. Col. Douglas was with Sir John Moore in his retreat at Es-la,

Bembibia, and Corunna. The marble monument over the remains of that heroic general was placed there by Col. Douglas. On his return to England he was sent with the disastrous expedition that undertook to capture Antwerp, the failure of which was ascribed to the jealousy and lack of co-operation between the land and naval commanders that gave rise to the epigram:—

"The Earl of Chatham with his sword drawn,
Stood waiting for Sir Richard Strachan,
Sir Richard, longing to be at 'em,
Stood waiting for the Earl of Chatham."

He was then despatched as British Commissioner to Spain with arms and clothing to reorganize the Galician army, which he accomplished so well that a ragged rabble became a victorious army. He had great difficulties to overcome. There was the same outcry then as now, that hospital and medical services were inadequate, that the officers formed a caste rejecting every reform; that graft was rampant and the Spanish army was dominated by supreme lethargy. One episode is recorded in Sir Howard Douglas's correspondence that equals in savagery anything the Huns have been guilty of. The French desired to occupy a monastery commanding a pass. The monks refused and defended it. They were overcome and the French punished them by roasting some of them and putting the rest to the sword. Soon after a party of French fell into the hands of the Spanish Guerillas, who obtained possession of an immense regimental oven and baked them in it.

Col. Douglas was constantly on the move in Spain, until the siege of Burgos, when he was recalled to England to take charge of the Military College which needed his military knowledge and experience. He then became an inventor and author. The war with America brought an opponent to the front, who sought to balance superiority in force by superiority in armament. The contest between the "President" and the "Little Belt," in which the latter was crippled while not a shot of her touched the "President," wakened the naval authorities to the importance of the teachings of Col. Douglas as to the value of naval gunnery. His studies in this line led him to invent the improved reflecting circle and semi-circle for marine surveying, thereafter widely used. These were followed by treatises on "Fortifications" and "Gunnery," which are largely the foundation of later works on those subjects.

(To be continued)

No book is so good as to be profitable when negligently read.—Seneca.

The New Europe

Professor G. A. Cornish, Faculty of Education, University of Toronto

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(Continued from November number)

POLAND

POLAND has suffered many vicissitudes. For centuries it was one of the great powers of Europe, at one time extending from the Baltic to the Black Sea, but during the latter part of the eighteenth century, when through internal strife it had become weakened, the lust for dominion on the part of Prussia, Austria, and Russia caused its partition among these three countries and the glory of the proud Kingdom of Poland suffered eclipse until the Entente Allies caused the restoration of the stolen territory, making Poland again one of the largest and most densely populated countries of Europe. It consists of Russian Poland taken from Russia; a part of Galicia extending south of the Carpathians, taken from Austria; and a part of the Province of Posen and of East and West Prussia taken from Germany. It extends along both sides of the Vistula to the Baltic Sea but Danzig, which formerly was its chief port, has not been restored to it for since the partition of Poland in the eighteenth century the population of that city has become almost entirely German. In order that Poland, however, should have untrammelled use of this, her only possible seaport, Danzig and an area of one hundred square miles around it has been internationalized and placed under the control of a commission. In two regions the boundary between Poland and Germany has yet to be decided, namely in the north between Poland and East Prussia and in the southwest between Poland and German Silesia. In both these regions votes of the people are to be taken in order to decide of which nation they wish to be a part. Of course, the position of the eastern boundary is not fixed, as that can be decided only by an agreement between Poland and the soviet government of Russia and up to the present no negotiations have taken place between the two countries.

Poland is the original home of the Slav race. From there they reached out to the east and to the south until to-day they are the most populous race in Europe. The peasants have always been steady, hard-working, and intensely patriotic; perhaps nowhere in Europe have they been more completely dominated by the nobility, who were the great land-owners. These

latter are impetuous, haughty, patriotic, great warriors but tyrannical in the extreme to the peasants on their estates, who were always miserable and in poverty. The Poles have always been artistic, fond of music and literature. They belong largely to the Roman Catholic Church.

The southern half of Poland is high and in the south extends to the crest of the Carpathian mountains. The northern half is a low, fertile plain, crossed by many rivers. The most northern part of this plain has rather poor drainage and is occupied by many lakes. In the east it tends to become marshy.

The Vistula river belongs almost entirely to Poland and its numerous tributaries ramify over the surface of the country in every direction. As both the main stream and its tributaries are navigable, it is of the greatest importance in the commerce of the country. For about three months, however, the Vistula and its tributaries are ice-bound and during the late summer the water is low.

The temperatures of Poland are continental. The winters are cold and prolonged, while the summers are hot. The rainfall is moderate on the plain, the west winds from the Atlantic losing much of their moisture before reaching Poland. With the increasing altitudes of the south the amount of rainfall increases. During the winter the ground is covered with snow.

The plain in the northern half of Poland is largely composed of old lake bottoms, the alluvial soils of which are exceedingly fertile; consequently, this is one of the best agricultural regions in Europe. Owing to the miserable condition of the peasants the agricultural development has been slow, but in recent years the process of breaking up the large estates and distributing them among the peasants has gone on rapidly to the great advantage of both the peasants and agriculture. Wheat, oats, rye, and barley are raised in considerable quantities. Potatoes are grown to a very great extent and are used largely in the distilleries for making liquors. During the last few decades sugar beets have been extensively cultivated and considerable quantities of flax are grown. The breeding of cattle, horses, and sheep is a source of much profit.

Forests of pine and deciduous trees cover a con-

siderable part of the less fertile parts of the plain and the higher lands in the south and much lumber is taken down the Vistula.

There is a large amount of fishing done along the Vistula.

In southwestern Silesia, the district whose nationality is to be settled by plebiscite contains some of the most valuable coal mines in Europe and if they pass to Poland she will be rich indeed. As it is, she has coal mines of considerable importance in the Silesia district and not far away are valuable zinc and tin mines. Iron is also mined in increasing quantities.

Poland has made rapid strides in developing manufacturing during the last forty years. Undoubtedly the proximity to Germany has been a great stimulus, and many of the manufactures are largely controlled by Germans. Most progress has been made in the making of textiles and especially cottons. This latter industry is centred in Lodz, the second largest city in Poland. The manufacture of sugar, leather, boots and shoes, machinery, and many other articles is centred in Warsaw.

WARSAW

WARSAW with a population of nearly a million is one of the great cities in Europe. It is splendidly situated for commerce. The route between eastern Europe and the populous parts of central Europe must pass between the Carpathians and the Baltic, and as the region near the Baltic is a maze of lakes and impassable swamps, this route is constricted to a narrow region at the middle of which is Warsaw. Consequently, it is the centre of six of the most important trunk railway lines in Europe. Add to this the fact that it is on the navigable Vistula near the confluence of five navigable tributaries which extend north, south, east, and west into productive regions of Poland and Russia and it is easy to anticipate that Warsaw may become a second Chicago. Its relation to Russia is very similar to the relation of Winnipeg to the prairie provinces. Lodz, a city the size of Toronto, is the Manchester of Poland. It has grown with rapid strides under the stimulus of its many German citizens. Posen is the most important city transferred from Germany to Poland. It is a city of about 150,000 inhabitants and besides being a railway centre has numerous miscellaneous manufactures. Cracow, the ancient capital of Poland, is still the intellectual centre of everything Polish, and contains more reminders of the ancient glory of Poland than any other city. It is situated on the Vistula at the upper end of naviga-

tion and with its numerous railways is a great trading centre for the products of Silesia, Hungary, and Poland. Near it are great salt mines.

(To be continued in March issue)

MENTAL TESTING OF CHILDREN

(Continued from page 212)

chological examinations of children wherein is emphasized discrimination of sizes, forms, colors, weights, movement-differences and the like.

The most widely used scales of intelligence ratings for individual testing are certain modifications of the Binet-Simon Scale of Intelligence, such as the Yerkes-Bridges Point Scale of Intelligence or the Standard Revision of the Binet-Simon Scale and the most generally employed and the best standardized Performance Scale Tests are those published by Professors Pintner and Patterson of the University of Cincinnati.

This work of individual testing of school children has been going on for over twenty years, as a matter of daily regular routine, in the city of Chicago. Indeed, it was the first city of the world to establish and maintain a department for this purpose as an integral part of its school system. Group tests of intelligence rating are used with many normal special groups and will be given to all pupils from the Kindergarten upward, and all special children, the extremely bright as well as the very dull and handicapped are regularly tested, evaluated and given educational placement accordingly.

The scale of rating which I employ is of twenty years' growth and of our own making,—the mental index for each child's intelligence rating is generalized from thousands of individual examinations and checked by their subsequent school history and life career. Teachers should learn to use all sorts of mental testing for groups to get the best results from their efforts and to safeguard their own interest. Administrators of School affairs will find ratings of this character highly serviceable and while it is reasonable to expect that in the future, Teachers' Training Schools of all sorts will train against unwise use of Testing, nevertheless everyone in the educational field should be familiar with them and teachers should begin at once to apply group tests to those pupils in whom they are most interested.

Every man must educate himself. His books and teacher are but helps; the work is his.—Webster.

Biographical Sketches of the Authors in the Ontario High School Reader

Winifred McGray, Yarmouth

CHARLES GEORGE DOUGLAS ROBERTS was born at Douglas, near Fredericton, New Brunswick, January 10, 1860, and was educated at the University of New Brunswick. He became editor of the *Toronto Week*, 1883 and later Professor of English Literature and Economics in King's College, Windsor, Nova Scotia. He was one of the literary arbiters at the World's Fair, Chicago. He has written largely, both in prose and verse and is the representative Canadian poet. He has been called the Longfellow of Canada. He wrote *Canadian Streams*, *An Ode for the Canadian Confederacy*, *The Silver Thaw*, *The Wrestler*, *Recessional*, *Kindred of the Wild*, *The Forge in the Forest*, *A Sister to Evangeline*, etc.

E. PAULINE JOHNSON (Tekahionwake) was born at "Chiefwood," Six Nations Reserve, County of Brant, Ontario. She was the daughter of George Henry M. Johnson, head chief of the Mohawk Indians and of Emily S. Howells of Bristol, England. She was educated by private tuition and at the Brantford Model School. In 1894 she visited England and while there published *The White Wampum*, a book of poems. She publicly recited her poems throughout Canada and the United States. She made her home at Winnipeg, Manitoba. Wrote: *At Husking Time*, *Shadow River*, *Brier*, *As Red Men Die*, *In April*, etc.

CHARLES HEAVYSEGE born in Huddersfield, England 1816, died at his home in Bleury St. Montreal July 14, 1879. He was a cabinetmaker by trade and a journalist. Author of *Saul*, a tragedy; *Jephthah's Daughter*, *Count Filippo*.

ELIZABETH GASKELL (1810-1865) was an English novelist. She wrote *Mary Barton*, *Moorland Cottage*, *Cranford*, *North and South* and a biography of Charlotte Bronte. She was a friend and helper of Thomas Wright, and was very active in charitable works during the cotton famine.

JAMES RUSSELL LOWELL (1819-1891) an American poet, was born in Cambridge, Mass. He was educated at Harvard University and succeeded Longfellow as professor of Modern Languages at Harvard. He was editor of the *Atlantic Monthly* from 1857 to 1862, of the *North American Review* from 1863 to 1872 and from 1880-85 was Minister to Great

Britain. He wrote *The Biglow Papers*, *My Study Windows*, *Under the Willows*, and other poems, etc.

WILLIAM EDMONSTOUNE AYTOUN, born in Edinburgh, June 1813, was educated at the Academy and the University and for some months studied German at Aschaffenburg. In 1835 he became, like his father, a Writer to the Signet, and in 1840 was called to the Scottish bar. To his mother he owed his love of balladlore and Jacobitism, and taking early to literary work, he entered in 1836 on his lifelong connection with Blackwood's. In 1845 he was appointed Professor of Rhetoric and Belles-Lettres in Edinburgh University and in five years quintupled the number of his hearers. His works include *Poland*, *Homer* and other poems (1832); *Lays of the Scottish Cavaliers* (1848); *Firmilian*, a Spasmodic Tragedy (1854), *Ben Gaultier Ballads* (1855); *Bothwell* (1856), etc. He died in 1865.

ASQUITH, RT. HON. H. H. Prime Minister of England (1908-1916) was born in 1852. In the course of the Home Rule debates, he rose rapidly to the first rank in the House. He was entrusted with the conduct of the Disestablishment of the Church of Wales bill in 1894. He was Chancellor of the Exchequer 1905-08. In 1915 Asquith organized the new coalition cabinet and in 1916 proposed compulsory military service bill which at once became law.

WILLIAM WILFRED CAMPBELL, dramatic and lyric poet and novelist, has been called *The Poet of the Lakes*. He is of Scottish and English descent on his father's side coming from the same stock as the poet Thomas Campbell and as *Fielding the British* novelist.

He was born in Berlin, Ont., in 1861, and was educated at Toronto University and at Cambridge, Mass. He was for a time rector at St. Stephen, N. B., but retired from the ministry in 1891 and went to Ottawa to live where he became attached to the Dominion Archives Bureau. He has written verse for English, American and Canadian magazines. Among his works are *The Mother*, *Lake Lyrics*, *The Dread Voyage*, *Mordred and Hildebrand* (tragedies), *A Beautiful Rebel* (historical novel), etc.

(Continued in March)

Vocational Training

Rev. D. J. MacDonald, St. Francis Xavier College

(Continued from January)

WE HAVE pre-vocational agricultural training in the nature study of our common schools. This work is of undoubted value and should receive the intelligent and hearty co-operation of all. Nature study though is not sufficient. It is a method of study rather than a subject of study. It aims to give the pupil acquaintance with and interest in the common things and processes of nature; it aims to give training in accurate observation. The school garden movement too is a step in the right direction, but both, it seems to me, are not sufficient for our rural districts and we should try to take another step in advance. In the seventh and eighth grades more technical agricultural instruction might be given to prepare pupils for the vocation of farming, because many of the pupils in these two grades have their last chance of getting agricultural training in school. As to how this training can be best carried on it is difficult to say, but a solution of the difficulty should not be impossible. An attempt has been made to introduce agricultural instruction in the common schools of Ontario which seems to yield gratifying results.

The Dominion Royal Commission on Industrial Training recommended "that after twelve years of age for the children whose parents expect or desire them to follow manual occupations, the content of the courses, the methods of instruction, and the experience from work undertaken at school should have as close relation as practicable to the productive, constructive, and conserving occupations to be followed after the children leave school." The Commission is further of the opinion that the time and attention devoted to pre-vocational or trade-preparatory work in no way detracts from or hinders progress in general education of a cultural sort."

Whatever may be said about introducing vocational agricultural instruction in the primary school, there would seem to be little reason for omitting this instruction from our high school course of studies. Our high schools should not be preparatory schools for college alone. They should be the schools wherein all the people, industrial as well as professional, are fitted for their life work. Were our high schools adapted for the training of classes other than those who intend to take up the learned professions, more students would avail themselves of the training offered in them.

Education should be universal, that is, all classes

should be able to profit by it. Universal education means the education of all sorts of people for all sorts of purposes and in all sorts of subjects that can contribute to the efficiency of the people.

Primary school education is largely of this kind. The preliminary training of our youth is pretty well suited to all. Our university education is fairly universal because it offers courses in all kinds of professions. It is our high school education that is not yet universal. True, the high schools are open to all who have finished the lower grades, but the courses offered in them are suited as a rule only to the prospective professional man. To the great majority of our people they do not offer instruction that will fit them for their life's work. In a country such as this there would seem to be need for some secondary vocational agricultural instruction.

Some agricultural training in our high schools would help even students who do not intend to take up farming as their avocation. In the American high schools with their well equipped laboratories and competent instructors, it is claimed that the teaching of science has not been very successful. If such is the condition there, the condition here is probably even worse. The main reason for this is that the student lacks sufficient apperceptive basis for any special course dealing with the theories of pure science. The result is that the student is apt to be repelled by such work. For this reason the teaching of science should be related more closely to the life of the student, to his daily experiences with food, plants, and animals. It seems then that it would be good for all students, for those intending to become farmers and others to change the instruction in high school science and relate it more and more to agriculture. A few agriculturists and science men of the United States as early as 1910 began to feel that the solution of both the agricultural and the science problems of the first high school year lies in the agricultural general science course.

"By this combination of agriculture and science the usefulness of scientific knowledge is emphasized. Such a course not only presents and teaches certain scientific facts, but it provides values for them. It gives an economic, as well as a cultural, motive for further scientific study. It relates the scientific facts taught to the life of man, to certain of his fundamental needs,

and to the problems of a basic industry. The agricultural work furnishes a core about which are grouped in a vital way the fundamental conceptions of elementary general science." (U. S. Bulletin, 1913, No. 14).

The question arises as to the best method of giving vocational agricultural training to pupils of high school standing. In several States of the United States, especially in Georgia, special county agricultural schools were established, but their success is in doubt. Many think that the ordinary high schools are the best places in which to give this kind of vocational training. In the public high schools, vocational training is organized in close connection with the general high school course. Approximately one quarter of the school time is given to the vocational subjects and three quarters to the academic or general subjects. A teacher with special training is in charge of the agricultural department of the high school and usually devotes the summer to supervising the practical work of the students.

In agricultural vocational training practical work is of the utmost importance. It is important for several reasons: it gives motive for school work otherwise meaningless and uninteresting; it renders more positive and lasting the results of instruction; and it appeals to the boy's love of activity. In no case is learning helped by doing so much as in agricultural vocational training. The science of agriculture becomes the real possession of a student only when he has worked out his principles in successful farm practice.

A certain school in a large city gives courses in swimming without any practice. The school gives instruction in all the motions necessary to do expert swimming. Some one asked a student of the school how he succeeded in swimming when he first went into the water after graduation. His laconic reply was "sunk."

A good way of combining practice with theory is the home-project plan. Under this plan the teacher outlines certain definite agricultural projects to be carried on at the homes of the students as a part of the course in agriculture. The home project may be of a productive nature such as the growing of a field of potatoes, or it may contribute some element of improvement about the farm such as constructing a concrete walk or planting and nurturing shade trees. The home project plan has this advantage that it is unnecessary for the high schools to maintain expensive equipment in land, implements and animals for the satisfactory teaching of agriculture. This plan gives opportunity for farm practice under actual and practical conditions. It is linked up closely with the home and thus helps the school instruction to function in

everyday life. It benefits not only the pupils but parents and the whole community.

There are many other methods of carrying on vocational agricultural instruction but I shall refer merely to the ones recommended by the Dominion of Canada Royal Commission on Industrial and Technical Education. This Commission recommends for Canada (1) that the teachers and the courses of the elementary schools be faced aright; (2) intermediate rural classes or schools for pupils of both sexes from thirteen years of age upwards. The courses in these schools or classes would be two-year ones. (3) Rural High Schools with a four-year course. During the first two years the courses would be the same as those of the intermediate schools or classes. (4) Resident or travelling county instructors for farming and housekeeping. (5) County agricultural and housekeeping schools for young men and women from seventeen years of age upwards. These would be somewhat similar in purpose and organization to the Danish Agricultural Schools, and (6) agricultural colleges to provide leaders and experts.

It may be difficult to determine what is the best method of imparting agricultural instruction to the youth of our Province, but some method we should adopt. The cost may seem to be prohibitive, but I have no doubt the results would more than compensate for the cost.

Vocational agricultural training will give more definite knowledge with regard to better ways of living. It will make contributions toward the improvement of sanitary and health conditions of the home and to community life. It will create a better attitude towards science and education by revealing to the farmer the results that follow from the study of scientific feeding of animals that will help in getting better ways of living at home.

The teaching of agriculture should result in a greater appreciation of the fine arts. The art of landscape gardening has in it all the essentials of a fine art. "It may be the adequate expression of a genuine emotion, using the finest materials in all creation, the grass, shrubs, flowers and trees. It should result in more beautiful countrysides and towns.

Vocational agricultural training should bring about greater co-operation among the farmers. The farmer is inclined to be an individualist, relying on his own unaided efforts to eke out a living. Agricultural training should lead directly to rural co-operation and organization. It fosters boys and girls clubs, it teaches co-operation in buying and selling, in combating insects and diseases and in general rural improvement.

Vocational agricultural training is necessary not only from the point of view of increased production of wealth, but also from the point of view of contentment of the farmers. There is a great difference between doing things through custom and doing them in the spirit of knowledge. There is more routine about the first way, and routine you know, is depressing, deadening. Give the farmers more agricultural instruction and you make their work more interesting for them.

Agricultural instruction will help to change public opinion with regard to the dignity of the farming profession. When agriculture receives as much attention as do the other professions, then will it cease to be looked upon as an inferior calling. Put farming on the same intellectual plane as the legal profession for example by giving it more attention in our high schools and universities and you dignify the profession, you eliminate snobbishness, you help to solve the problem of rural depopulation.

Our new democracy requires more vocational agricultural training. The farmers are taking the guidance of their political destinies into their own hands. If the farmers are going to do well, this increased share of control that they are seeking, they must be better educated. Some one has said that it will be one of the great astonishments of history that American democracy has had the hardihood to attempt our great political experiment upon a basis of an average sixth grade education. To us who know how little real democracy prevails in our supposedly democratic country it is no astonishment. Real democracy though seems to be coming, that is the masses are taking political affairs into their own hands, and it certainly will be a failure unless the masses receive something better than an average sixth grade education. How then are they to receive this? By giving the rising generation instruction suited to their needs, by giving them more vocational agricultural training. The quickest way to get more culture, the quickest way to prepare the farmers for the responsibility they are assuming is vocational agricultural training.

An excellent map of Europe after the Great War is published by Evans Brothers, Montague House, Russell Square, London, W. C. I. England. It is of a size for convenient use by the individual pupil. On the back, maps of many of the countries are given on a larger scale. This map cost 4d.

Books are the best things, well used; abused among the worst.—Emerson.

School and College

At a meeting of the Provincial Board of Technical Education held recently in St. John, N. B., with the President, Hon. Fred Magee in the chair, it was announced that Sackville and Milltown had adopted the plan of day Vocational Schools and had applied for assistance in providing buildings—Milltown to the extent of \$12,000, and Sackville, \$50,000. The Board recommended that the Government make grants on the following basis: 50 per cent. up to 5,000 population; 33 1-3 per cent. from 5,000 to 10,000; 25 per cent. over 10,000; and 33 1-3 per cent. for joint schemes. Fletcher Peacock, Director of Vocational Education, read his report of the Dominion Convention of Technical Education, and the meeting expressed its approval of the establishment of a Dominion Technical College. Out-of-town members who were present were Dr. W. S. Carter, of Fredericton; Dr. Bridges and Professor Gorham.

The ratepayers of West Florenceville have begun the erection of a new school building. It will be of brick and is being built on the foundation of the old Consolidated School building, destroyed by fire a few years ago. East Florenceville is also erecting a new school building.

ST. F. X. UNIVERSITY NOTES

St. F. X. University, Antigonish, has an enrolment of 200 students in the school of Arts and Science, and an enrolment of 100 in the Preparatory Department.

Rev. Dr. Hugh MacPherson has been added this year to the Engineering staff. During the past six years he was the Provincial Agricultural representative for Antigonish County, and did a great deal during that time towards introducing better farming methods into the county.

The University Campaign for \$500,000 is nearly over and has been a success. The objective aimed at has been practically reached. In view of the fact that the largest individual subscription received was \$5,000, and that there were not many of these, it may be seen that the University has an asset more valuable than the rich man's favor, the love and esteem of its alumni and of the common people.

Kent County. The annual meeting of the Kent Co. Teachers' Institute was held in Rexton, Oct. 21st and 22nd. At the first session Miss Louise Friel was elected President. Inspector Hebert then

addressed the Institute on several matters of interest to teachers, after which Miss Aline Juillet read a paper on "The Child's Character."

At the second session Mrs. A. B. Carson, President of the Rexton Red Cross Society, read a paper on "Medical Inspection." This was followed by a paper on "The Rural Teachers' Opportunity," by Miss Josephine MacLatchy, and "Nature Study" by Miss Edna LeBlanc.

At the close of the session tea was served by the ladies of the Rexton Red Cross.

At the third session Mr. A. S. McFarlane gave an excellent address on "The Teaching of English Literature in Rural Schools." Miss Connie Elsliger gave a lesson on "Geography" to Grade Four, and Miss Grace Cecil a paper on "The School as a Community Centre."

At the last session papers were read by Miss Bessie Smith on "Primary Reading and Literature," and by Miss Elizabeth Morton on "Primary Number." Officers for ensuing year are as follows:

President—Thomas Pickard.

Vice-President—Miss Louise Friel.

Secretary—Miss Nessie Ferguson.

Additional Members of Executive—Misses Emma Lanigan, Hilda Baxter, Grace Cail, Aline Juillet, Melina Goguen.

Buctouche was chosen as next place of meeting.

—Nessie Ferguson.

The Albert County Teachers' Institute met with the Westmorland County Institute in Moncton, Oct. 28 and 29. The following officers were elected for the Albert County Institute for the ensuing year:

President—Mr. Chester Eagles.

Vice President—Miss Margaret Barbour.

Secretary-Treasurer—Miss Ina Steeves.

Additional Members of Executive—Miss Katherine MacNaughton, Miss Berthenia O'Connor.

—Julia Brewster.

A merry heart doth good like medicine.—Proverbs.

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Current Events

Miss Ethel Murphy

Ontario Education Act The Education Department of the Province of Ontario aims at introducing in September the Adolescent School Attendance Act in every urban municipality with a population of five thousand or over. The central feature of the bill is contained in this clause:

"Every adolescent between 14 and 16 years of age shall attend school for the full time during which the schools of the municipality in which he resides are open each year unless excused for the reasons hereafter mentioned."

The exceptions are as follows: Boys and girls between 14 and 16 are exempted if they are physically disabled, if they have passed the matriculation examination or its equivalent, if they are in attendance at some other educational institution approved by the Minister, or if they are employed on the authority of a home permit or an employment certificate. A home permit is granted if the parent or guardian can convince the authorities that the boy or girl is needed at home. An employment certificate is granted if the services of the boy or girl are required for his or her maintenance or the maintenance of some dependent person. Even those who have these permits must attend part-time instruction aggregating 400 hours a year.

Between 16 and 18 years they must attend part-time instruction for an aggregate of 320 hours unless they have completed a course of study equivalent to matriculation.

M. Briand The Leygues Ministry in France has fallen and M. Briand, former Premier has undertaken to form a Cabinet. M. Briand is an extremely practical man. In his younger days he advocated the general strike as the best weapon of the working class, yet in 1910 it was he who as premier called railwaymen into the army in order to defeat a strike. M. Briand says with reference to German reparations 'it is better to reduce our claims on condition they are guaranteed by a definite contract than to seek more important payments in the future by our own strength alone.'

While in some cases British soldiers are in need of employment and French civilians are living in cellars in the devastated areas, the former Kaiser is in luxury in Holland with a steady inflow of money from Germany. Wars might end if those responsible for bringing them about were sure of ignominious punishment in case of failure.

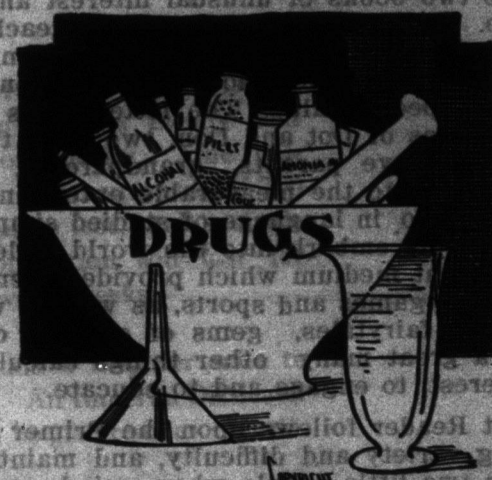
Poland Poland has finished the war with Soviet Russia with immense territory extending into Lithuania and the Ukraine, and 28 million inhabitants. Her situation is not very good however. Poland was established with two fronts, one against Bolshevik, Russia, the other against Germany. These are however the states she must be friendly with for the sake of her trade—she is dependent on Russia for raw materials and on Germany for industrial products.

The Polish aristocracy is very powerful and chief owners of the land. The masses are bitterly discontented and typhus and kindred diseases have been rife among them. One-third of the land is said to be lying uncultivated.

Sir Wm. Gage Sir William Gage, the Toronto publisher who recently died, will be remembered for his fight against tuberculosis. In comparatively few years by his efforts as philanthropist and educationist he reduced by fifty percent the death rate from this disease in Canada. He was one of the first to insist on the importance of preventive measures.

The Canadian Government Merchant Marine during the summer inaugurated the Canadian-India Service from St. John, N. B. and Montreal across the Atlantic via the Red Sea. With the opening of the Pacific route early in January by the departure of S. S. Canadian Inventor from Vancouver for Singapore and Calcutta the C. G. M. M. has at last encircled the globe with regular freight services east and west.

Ignorance never settles question.—Disraeli.



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OFFICIAL PAGE OF THE NEW BRUNSWICK ASSOCIATION

REPRESENTATIVES of the Teachers' Association of Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia met in Calgary on July 19-20-21 and formed the Canadian Teachers' Federation. The purpose of the Federation is to co-ordinate the efforts of the Provincial Associations, to unify their aims and to raise the salaries of teachers in 1921 to double the amount that they were in 1914.

The following are excerpts from newspaper editorials on the Calgary meeting.

"The organization of the Teachers' Federation of the different provinces was forced upon the teaching profession because the public did not properly appreciate the services of the teacher."—Calgary Albertan.

"Accepting probably the ancient adage that the best help is self-help, the Canadian Teachers are rapidly binding themselves together in professional alliances. The most recent movement in this direction was the federation of the provincial organizations of five of the provinces which was effected at the meeting

held in Calgary. At that meeting it was reported that 14,000 of the Canadian teachers were organized. The most far-reaching provision of the constitution is that in matters of dispute all provinces in the Federation will act together."—The Manitoba Free Press.

"The New Organization will undoubtedly prove one of the most powerful professional agencies in Canada."—The Winnipeg Tribune.

"The responsibility resting upon the shoulders of the teacher was never greater than now, yet the teacher is miserably underpaid. It is regrettable that the teachers, having a well established claim, have not been able to obtain fair treatment and have found it necessary to take the step which is implied in the formation of an inter-provincial association. The fault is not theirs."—The Montreal Gazette.

The Teachers' Association of the province of Nova Scotia at a meeting held last month decided to join the Canadian Teachers' Federation. Should the New Brunswick Teachers' Association not do likewise?

Book Reviews

Dr. Sloane, Normal College, Truro

THE STORY READERS: PRIMER, AND FIRST YEAR:

Published by World Book Co., Yonkers-on-Hudson, New York; mailing price, 36 cents for each volume.

Here are two books of unusual interest and charm for little people. They will delight, too, the teacher and parent. Paper, print and illustrations are all admirable, while contents are arranged on a novel plan and one which, we believe, is of special value. The letter press is made up of the adventures of Dot and Don, two little twins of nursery age, who have parents, grandparents, uncles and aunts, all devoted to the pleasurable entertainment of the little folk. And so, in language of studied simplicity, these little people embark into the world of learning thru the very pleasant medium which provides them with manual occupations, games and sports, as well as with delightful anecdotes, fairytales, gems of simple classic character, and a great many other things calculated to attract, to interest, to engage and to educate.

The First Reader follows upon the Primer in language of increasing variety and difficulty, and maintains the interest in the two little people whose minds are expanding under the kindly tutelage of those who love them. As supplementary readers they would be of surprising value.

From the same publishers comes the Conservation Reader. Please do not mistake: conservation, not conversation; for the book is designed to create, thru the agency of the public school, an intelligent interest and an enthusiasm for the conservation of our national resources of forest, field, water course, mine and fishery; of our wild birds and animals, and by implication, of our human resources of childhood, too often forgotten in our schemes of conservation. To our view, the book is a very pleasant pre-

sentation of the ends, purposes and methods which should actuate an interpretation of much that now passes as unproductive study in physical geography classes. The illustrations are most instructive; the letter press, paper, and binding are of the same high quality as in the books just above reviewed. We cannot commend this book too highly. The worst failure in geography teaching has been where we have neglected to relate our studies of the earth's surface to the needs and purposes of mankind. This book sets us right. We have not even studied our home geography justly until we have tested the economy of our environment and sought to ascertain in how far the community has husbanded the resources of nature for future use. The increasing cost of wood and wood products, such as paper, is bringing the nation to its senses as regard forest conservation. There are, however, resources of water-power, of irrigation possibilities, of land fertility, of drinking-water supply, of wild game, both four-footed and feathered, nay, even of wild flowers and shrubs, which we must be taught to protect and even to increase.

The author is Harold W. Fairbanks, well-known as a text-book writer of geographical subjects. It is a book of 216 pages.

THE PROGRESSIVE ROAD TO READING, 5 VOLUMES, VIZ., STORY STEPS, BOOKS I, II, III, IIIA;

Published by the Educational Book Co., Toronto

There is also a sixth volume called Plan of Work, which interprets the teaching of elementary reading on the fonic plan. The books are excellently put together both materially and in intellectual content; their illustrations are artistically effective; and they have all the merits of the best modern elementary readers. The authors keep in view the necessity of careful ear training as well as eye training, recognizing, obviously, the fact that the reading class should provide the very highest standard of English utterance. By implication, they insist upon the reading lesson providing not merely material for fonic drill, but

interesting and engaging mental content. The reading lesson, they hold, should convey a story, and one which the child shall be competent to visualize. Among many good features, we note in the early grades the marking of occasional troublesome vowels and of silent letters, a practise which we highly commend. Even where these books are not prescribed as regular text-books, they will prove valuable and delightful as supplementary readers.

pens, the fireflies and the like. The life-history story is told with all the intimacy of a personal anecdote and with the romance and glamour of a fairy tale. The text is not too difficult for Grade IV, and will certainly be easy reading for Grades V and VI. The illustrations, which appear to have been made expressly for this volume, are of rare merit. The type is large. At the end of the book, there follows a chapter of suggestions to teachers for obtaining the co-operation of the children in caring for insects while carrying them thru their life stages, the plain object of the book being to develop in pupils an intimacy with and an interest in the insect world. For the teacher's special benefit, there is also appended a list of reference books. In conclusion, it should be said that grown-ups can read this book with profit and enjoyment.

A LITTLE GATEWAY TO SCIENCE: HEXAPOD STORIES

By Edith M. Patch: the Atlantic Monthly Press, Boston

This little book on insects runs thru 178 pages of very fascinating information concerning our familiar friends, the butterflies, the bees, the moths, the leaf hop-

(Continued in March issue.)



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