

**PAGES**

**MISSING**

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## THE NATURE STUDY COURSE FOR NEW BRUNSWICK SCHOOLS.

At several of the Teachers' Institutes this year, the Nature Study Course has been vigorously discussed, and in some cases, severely criticised. This discussion is a very good thing. It indicates a lively interest and freedom of thought, draws attention to weak points, and throws light upon difficulties. If such an important course of study could be introduced with no comment from those who are to teach it, the indication would be either

that free speech was not encouraged in our teachers, or that they cared little about what they are to teach and how it is to be taught.

Few, if any, teachers will deny that in an agricultural country nature study and agriculture should be taught. The question is whether the course as it stands is the best that can be devised.

The two adverse criticisms that we hear, from different sources, are that more work is laid down than can be accomplished in the given time, and that the course as a whole is not adapted to city schools.

In answer to questions asked at an Institute meeting in October the Director of Elementary Agricultural Education distinctly stated that it is not expected that the detailed course shall be carried out in full in every school, but that the course was made comprehensive so that all teachers might choose from it according to their environment and opportunity. He referred inquirers to the Introduction in the Nature Study pamphlet, presumably to the instruction, on page 8, that where more work is laid down than can be properly carried out, "subjects that are best adapted for study in the locality and that will therefore assist most in the education of the pupils, should be taken up."

Clear as this instruction is, it seems in some cases to have been overlooked or not fully understood. It might well be expanded and made more emphatic and detailed. Teachers of experience realize that in following any course of study they must depend upon their own judgment, but there are many inexperienced teachers who lack this confidence and need authoritative and explicit advice.

Destructive and unsympathetic criticisms leads to nothing. But the many teachers who, in different parts of the province, are carrying out the course with good results, should be able to make valuable constructive suggestions towards its next revision, whenever that may be. The Director has made it clear that such suggestions will be gladly considered.

## NATURE STUDY OF ANIMALS.

H. G. PERRY.

Among the near relatives of insects we must include sow-bugs, centipedes and millipedes. These forms may not look much like insects to the casual observer, but a close examination shows them to be built on the same general plan, in regard to both internal and external anatomy. In common with insects they are built up of a series of segments, the outer covering of the body is hard and crust-like, the head is easily distinguished in all and is provided with eyes, a pair of antennae and similar mouth-parts, and all possess jointed legs.

## SOW-BUGS.

Sow-bugs, some species of which are also called pill-bugs from their habit of rolling up into a round ball when disturbed, are dark colored, flat, oval bodied animals, with several pairs of legs.

They live in damp situations under stones, chunks of wood, etc., and in cellars, and respire the saturated atmosphere found in such places.

They live for the most part on decaying vegetable matter, especially that which is offensive to man.

Sow-bugs have a very near relative, the Isopods, found in tide pools all along our coasts. Look for these Isopods. They are so much like sow-bugs in general appearance that one would guess the relationship at once. They both belong to the Order Isopoda (Gr. isos, equal; pous, foot.)

Topics for investigation and study:

1. Note the shape of the body. Is the shape an adaptation? Explain how.
2. Is the body divisible like that of insects, into head, thorax and abdomen?
3. Count the segments. Is there any evidence of fusion in any part other than the head?
4. Examine the eyes. Are they stalked like those of the lobster and crab?
5. How many pairs of walking legs are there? Are they all alike?
6. Examine the mouth-parts with a hand lens, and compare them with the mouth-parts of the grasshopper.
7. On the posterior surface of all of the abdominal appendages except the last pair, which are

modified to form oval feelers, are gills, the only respiratory organ they possess. Look for these with a hand lens.

8. Explain why this animal must live in damp places.

## CENTIPEDES.

Centipedes are of world-wide distribution, and are represented in our latitudes by very active, lithe, mostly chestnut-brown, rather fierce looking little creatures, varying from an inch to an inch and a half in length.

They live in damp, dark places, especially under stones and bark, and within or under decaying wood, among barn-yard refuse, in loose soil, and under fallen trees. When disturbed they rush nervously about as if trying to escape.

They feed upon insects and their larvae, snails, earthworms, etc., and often do much good by helping to keep in check many forms of troublesome insects.

Tropical Centipedes are much larger, often being over a foot in length, and are said to be very poisonous. Our species are not poisonous to man though they are able to poison their prey.

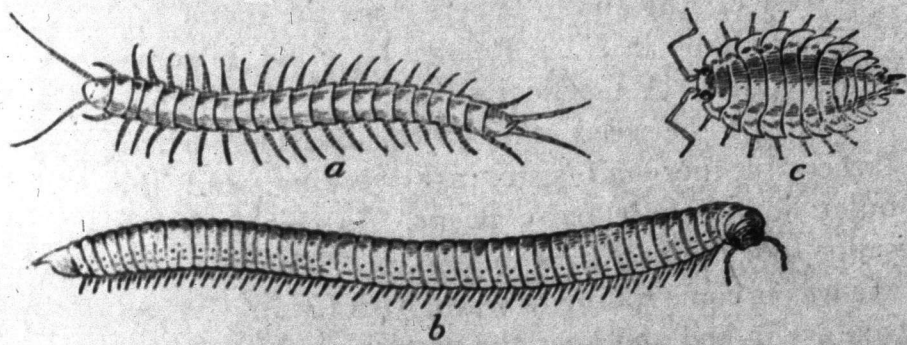
Topics for investigation and study:

1. Notice the shape of the body. Of what is it made up? Count the number of segments. Are they moveable? Does the animal show adaptation in form and habits? Explain.
2. Is there a distinct head? Examine the mouth-parts and compare with other forms, such as the sow-bug, grasshopper, etc. Examine the eyes and the antennae.
3. How many appendages are there? Have all the segments appendages?
4. How do the appendages just behind the head differ from the others? These are used for grasping its prey, and are provided with poison glands, which open on their inner sides near the free ends.
5. Note how it uses its legs in running. Do those on a side all move at the same time? Are all the legs alike?
6. Near the base of the legs are small oval openings, the breathing pores, of the tubular or tracheal respiratory system, much like the tracheal system of insects. The breathing pores are hard to see except in favourable specimens. Compare this respiratory apparatus with that of the sow-bug. Do they need such damp situations? Why not?

MILLIPEDES.

The Millipede differs considerably in appearance from the centipede. It has a dark-brown or black, shiny cylindrical body, with an enormous number of legs, in spite of which, however, its movements are slow.

They are often abundant under the dead bark of logs or stumps, in decaying wood and in loose garden soil. Dead snails and earthworms serve



a, Centipede; b, Millipede; c, Sow-bug. Copied from "Nature-Study and Life," by permission of Ginn & Co., Boston, Mass.

as food for many species, but some feed on vegetables both sound and decaying, and often prove a serious pest to the farmer and gardener.

Topics for investigation and study:

1. Does the millipede attempt to escape when disturbed? Note how it rolls itself into a ring. Can this be for protection? Compare this with the protective attitude of some caterpillars, e. g., the common red and black caterpillar of the *Isabella* tiger moth. See if it gives off an ill smelling odor when disturbed? What purpose can such an odor serve?
2. Compare the shape and build of the body with the centipede. Is it hard or soft?
3. How many segments are there? How many pairs of legs?
4. A peculiarity of this animal is found in the fusion of segments. Most of the segments as looked at from above correspond to two segments fused, and are provided with two pairs of legs. Each of these fused segments has the internal organs also duplicated. Note that this double arrangement only begins with the fifth segment behind the head.
5. Do all the segments bear appendages?
6. Do the first pair of appendages behind the head show modification for prehension, as we found in the centipede? Does this animal need such an organ?

7. Note the movement of the legs in walking. Does the animal move rapidly?

8. Examine the head. Note the short club-shaped antennae and the mouth-parts, and compare with those of the centipede.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

THE TANTRAMAR REVISITED.

(N. B. Reader III, p. 13.)

Several teachers have asked for notes on this poem, saying that they find it a difficult one to teach. The difficulty is evident. It is a poem of description and reflection, and the mood that it expresses is one that children do not enter into. Moreover, it does not appeal to the ear as strongly as a rhymed poem. A good deal of study is needed for intelligent reading of it.

The children can be led to see that the poet, after many years of changes and sadness, has come back to a place he loved. He looks at the beautiful scene and finds it all the same as he remembers it, but for fear of finding even here some change, he will not look too closely.

The writer, Charles G. D. Roberts, one of the best known Canadian writers, was born at Douglas, New Brunswick, in 1860. He was principal of the grammar school at Chatham, and of the York Street school, Fredericton, and later Professor of English Literature at Kings College, Windsor. Since 1895, he has lived in New York and given his whole time to writing. He is now serving in the army, having volunteered very early in the war.

The Tantramar is the great marsh, forty square miles in extent, at the head of the Bay of Fundy. The tidal river, Tantramar (from French *Tintamarre*, a hubbub) runs through it. The region had a great attraction for the poet, as all his readers know. See, in his collected poems, *Ave*, *The Tide on Tantramar*, *The Salt Flats* and others. Minudie is across the bay, in Cumberland county.

Note the title and read the introductory lines one to seven. In what mood has the writer come back to the Tantramar? Note:—The words "chance and change;" how lines one and two express the flight of time; the meaning of "died from remembrance;" and of "marred, or moulded, or broken;" the break between lines seven and eight; and the all important line, "Only in these

green hills, aslant to the sea, *no change.*" This contrast is the key-note.

Describe in your own words the "vantage-ground." Tell what the writer sees before and beneath him. Where does he leave off telling what he actually sees, and begin telling what he *has* seen and remembers? What time of year is it? What time of day? What phrase is repeated again and again?

All who know the scene will recognize the accuracy of the picture, but it is hard to visualize for those who have never seen the "miles on miles of green barred" by duller hues as the gusts of wind bend the grass; "the foraging gulls" swooping round the nets; the "wide red flats" and "the tawny bay." Note all the verbs and adjectives that express colour. Is there any motion in the picture? Any sound?

Lines forty to fifty-four describe the scene as it will be at different hours, and as the poet has seen it when the nets were being taken in. In line fifty-five he comes back to the present. Why does he not go down to the marshland? Note how he comes back to the thought of "the hands of chance and change." What changes "in spirit or flesh" might he find if he did go?

Explain: "The gossiping grass." Do you know the story of King Midas and the whispering reeds? "Out of the teeth of the dawn," see line fourteen; "*sea-spoiling* fathoms of drift-net." What are meant by the spoils of the sea?

In the latest edition of this poem there are the following slight differences: Line six, "all I have most adored" is "all I most have adored;" line fifteen, "ribbon" is spelled "riband;" line twenty-three reads "the river channels divide them." Discuss these changes: Pick out alliterative phrases or lines, like: "Winnowing soft gray wings," "sways them softly at will." What lines give you the clearest pictures? Which please you most by their sound?

#### LULLABY: TENNYSON.

(N. B. Reader II, p. 68. N. S. Reader II, p. 155.)

Teach the children to say this poem from memory, and let them practise saying it very softly and sweetly. The mother is putting the baby to sleep. How does she sing to him? This question will lower the little voices. The father is away on the sea in a boat. The wind will blow him home. The mother calls to the wind to blow

softly. In the second verse she speaks to the baby, and her voice grows softer and softer as the baby falls asleep.

If the children know the points of the compass, and a little about directions, they may be asked where they think the mother and baby were. Would a wind blowing from the west to us blow "over the rolling waters," or over the land? What is the name of the writer of the poem? In what country did he live? Is there water on the west of England? Where does the moon set?

The Lullaby in N. S. Reader II, p. 93, is sometimes called "A Gaelic Lullaby." Here there is a contrast between the storm outside, where father, brother and sister are working, and the quiet home where baby sleeps. Is this father a sailor too? What is he toiling at? Who has seen the waves come rolling in white with foam? When you are in bed and hear the winds roar hoarse and deep, how does it make you feel?

The simple language and the repeated phrases in these little poems make them easy for the children to memorize, and they are both worth learning.

#### THE WAR AND THE JEWS.

Will the Jews get back to their own land of Palestine as one result of the world war? Many students of history and Bible prophecy think they will. The man who is said to know more about the Jews, their past history and their present situation, than any other living man, is David Baron of London. He is a distinguished Jewish Christian missionary and leader of missions to the Jews in several of the warring nations. Mr. Baron has written an article on the Jews and their land that throws much light on the question as to what effect the war will have upon Palestine and the Jews. This article will be published in two numbers of "The Sunday School Times," an every-week religious paper, issued in Philadelphia. The publishers will be glad to send free copies of the issues containing Mr. Baron's article to readers of this paper who will send a request to "The Sunday School Times," 1031 Walnut Street, Philadelphia, Pa.

I think your splendid summary of Current Events alone worth the price of subscription.  
— M. B.

**HINTS ON USING BOTANICAL TEXT-BOOKS.**

L. A. DEWOLFE.

In most of our schools, so-called Botany is taught only to Grade IX. And even here, it is not really *taught*.

Teachers who give the text-book to the pupils, and then require them to take the chapters in order miss opportunities of using field material in its proper season.

Don't follow the order of any text-book. Follow the order of the seasons; and look ahead.

Since *Beginners' Botany* by Bailey is prescribed in Nova Scotia and New Brunswick, and every teacher should have it whether she teaches Grade IX or not, I am venturing to suggest a good use to make of that book during November. In a future article, I shall offer similar suggestions for other months.

Chapter I is not important. The teacher should read it; and then ask the pupils to observe variations such as are mentioned here. Explain to the pupils that if there were no such thing as variation in plants, no new species or varieties could ever originate; and, consequently, none of our cultivated fruits, vegetables, grain and flowers could have been possible.

If any teacher has the use of *Introduction to Botany*, by Bergen and Caldwell, she should read Chapter XII for additional help on this topic. Much of that chapter, however, can be used later for winter discussion.

Chapter II is important. Don't ask the children to read it, however, until they have done some observation work. Take the children for a walk in the woods. Possibly they'll find, in a forest of fir trees, the ground literally covered with young fir seedlings two or three inches high. Are the big trees so close together? Then, can all these fir seedlings grow up to be trees? Certainly not. There won't be room for them. Which, then, will probably live, and which die? Isn't this a battle for life?

Observe, too, where the branches are longest and where shortest on the trees. Notice trees in an open field. Are the branches longer on the north or south side? If there should be any difference, ask why. Note also the length of branches in relation to the direction of prevailing winds.

Notice which plants die in the autumn. Notice which ones have annual stems, but perennial roots.

Makes list of annuals and perennials *from first-hand observation*.

After having done this, ask the older pupils (say, Grades VII to X) to read Chapters I and II. These chapters mean something now. The children will say they are "easy." Whereas if the reading were done before the field trip, it would be meaningless. After the reading, the children should take a second trip over the same ground to verify any points mentioned, which they had not noticed on the first trip.

Page 5 has suggestions enough to keep a class busy for a week.

The teacher should make good use of the "suggestions" given at the ends of the various chapters in the book.

The first two paragraphs of Chapter III belong with Chapter II. The remainder of that chapter can wait until a more convenient season in mid-winter.

Chapter VII should be begun before the ground freezes. Dig up a number of weeds, grasses, clovers, garden plants, etc., and study their roots. Wash off the mud, and put the roots in jars of water where the small rootlets will float into somewhat natural positions. Note particularly the small lumps on the roots of clover. Look for the same on sweet peas. Now read part of Chapter VII, and page 39.

Treat similarly Chapter IX.

Make a collection of leaves before they are all gone. If dried leaves are soaked in water, they will become pliable; and may be pressed the same as green leaves. This material will do for winter use with Chapter XI. The primary grades can make good use of this work. Avoid, of course, the technical terms in this chapter — at least until the facts can be described in common language.

Chapter XVI is very important. The teacher should study it carefully. Make your *hardwood* cuttings now according to directions on pages 125, 126. Include rose twigs among these.

Before the ground freezes, get in a supply of sand. Clean sand from the bed of a brook will be good. If any verbenas, petunias, pinks, snapdragons, etc., are still alive in any neighboring gardens, secure some cuttings at once. Follow directions on pages 122, 123. Start cuttings from house plants. Will all plants grow from cuttings?

Grafting may be left until spring. But practice work covering the mechanical operation might be

profitable in mid-winter, provided the material is available. Practise by grafting willow, alder or other wild trees as well as apple trees.

Don't neglect to gather your hardwood cuttings at once, and bury them in sand until towards spring.

Chapters XXI and XXII are autumn ones. Gather all available material possible which will illustrate these chapters. The pictures in the text are worth much. But the real fruits and seeds are worth more. The children's combined efforts will soon get together a very creditable collection covering the chapters mentioned.

No other chapters force themselves upon us this fall. But these must be got out of the way before the spring rush begins, and while material is still available. Aim to have them done by Christmas vacation. In all cases, study the material first. Then read the book. Then study the material again.

#### TURKISH SCHOOL CHILDREN.

"Turkish children recite their lessons all together in the old-fashioned schools, and if you could hear them, you would think that you had gone into Wonderland with Alice where 'things wouldn't come straight.' The little girls go to school in groups, and with them is always an old servant who carries all their books on what looks for all the world like a small clothes-tree. The boys go and come in two long lines attended by their teacher. They carry their own books and wear long trousers and fezzes exactly like their fathers. Some of the tiny girls carry their own little tables and drawing-boards. In the gipsy village in Scutari the children learn their lessons by songs in the street. They stand in a circle with a big girl in the middle, and they get noisier and noisier the more interested they grow."—Lindamira Harbeson, in the November *St. Nicholas*.

China has determined to maintain the form of a republic, but the chief ruler will be virtually an emperor. He will still be called president, but the appointment to that office will be permanent and hereditary.

#### A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHENE H. MACLATCHY.

(Continued.)

The Law of 1802<sup>1</sup> was superseded by a more elaborate enactment intituled "An Act for encouraging and extending literature in this province," passed March 5, 1805.<sup>2</sup> The preamble reasserted "That the education of youth is of utmost importance in society" and continued that "public attention to that object has been by experience found to be attended with utmost beneficial effects." The first eight sections of this Act were concerned with the establishment of a Grammar School in the City of St. John. The remaining five sections dealt with the establishment in "each and every county of this province<sup>3</sup> of two schools for the instructing of youth of both sexes in English language, writing and arithmetic, which schools shall be under the direction, regulation and control and management of the Justices of the Peace for the said Counties." Five duties of the Justices in administering these Parish Schools were stipulated in this law. The first was to "appoint the masters for the said schools from time to time and to displace them at their pleasure."<sup>4</sup> A second duty was "to direct and appoint the places where such schools are to be kept or holden from time to time so that only one of the said schools shall be kept or holden in any one parish at one and the same time for one continued year and no longer, and shall then be removed to another parish and shall be continued in like manner, until each and every parish shall

<sup>1</sup>Dr. W. O. Raymond, in "New Brunswick Schools of Olden Times," has the following paragraph—"The House of Assembly were desirous at this time to promote common school legislation, and on March 11, 1803, it was ordered that Archibald MacLean, (member for York), and Robert Pagan (member for Charlotte) be a committee to prepare a bill for the establishment of common schools throughout the province. This bill, however failed to pass, and for ten years, the Journals of the Legislature are almost a blank as regards educational matters." (ED. REVIEW, December, 1893, p. 115). Dr. Raymond must have obtained his copy of the law of 1805 after the Sections referring to common schools had expired. They were enacted to last for six years, to 1811, and were continued by 50 G. III, Cap. 33 to 1816.

<sup>2</sup>45 G. III, Cap. XII, Sects. 9-13. See Part II, No. II (1) of this paper.

<sup>3</sup>St. John excepted. Ibid. Sect. 9.

have received the benefit of having such a school before the same school shall return to the parish where it was once holden."<sup>1</sup> The Justices were also to pay to each master of such English schools the sum of £25 received from the Provincial Fund of £375, laid aside for that purpose.<sup>2</sup> The fourth duty of the Justices was that of appointing a committee, to "visit and examine" the schools twice a year.<sup>3</sup> The rector or missionary of the Church of England in the parish in which the school was situated was suggested, by the act, as a member of this committee, who were to report to the Justices regarding the conditions of the school. The fifth duty was that of admitting "any number not exceeding four, to be free scholars without charge for their tuition" in any such English school.<sup>4</sup> The choice of such pupils was to rest with the Justices. The Justices were to be "held accountable to the legislature for their conduct and arrangement of the monies granted them by this act."<sup>5</sup>

The sections of the above act which dealt with common schools were limited to six years.<sup>6</sup> This portion of the law was continued by 50 G. III, Cap. XXXIII, "An Act to continue the establishment of Common Schools as provided for by an Act intituled "An Act for encouraging and extending literature in this province,"<sup>7</sup> until March 5, 1816, and then it expired.

The Act of 1805 contained several improved provisions. The duties of the Justices as a Parish School Committee were more carefully determined, thus giving the central authority, the Lieutenant Governor in Council, a means of checking up their administration. This Act provided for the inspection of schools by a committee from the parish and also the admission of four free scholars

in each school. This Act contained two points of weakness. The first and greater was that of decreasing the provincial grant and limiting it to two schools in each parish. The second was a provision for the moving school, which was to pass from parish to parish. Since there were six parishes in each county and two English schools were to be established in each county, this Act provided for the possibility of an English school in each parish once in three years. This grant provided two good schools in each county because the salary was much better than the usual one at the time. It did not interfere with the schools already in existence, but aimed to provide each parish with a good school some of the time. Although this moving characteristic recalls the moving school of Massachusetts<sup>1</sup> which developed during the last quarter of the seventeenth century and was superseded by the district school under the law of 1789; still, it lacked many of the evils of the latter. Its length of tenure in each parish was set by law, "one continued year;" its succession was decided by an impartial Board; and its teacher had a good salary assured by the government.

This Act continued in force for ten years, and was superseded by 56 Geo. III, Cap. XXIII (1816.) "An Act to Encourage the Establishment of Schools in this Province." This act also exhibited several marks of advancement in the educational ideals of the legislators. It provided for a local Board of three trustees for each parish, to be appointed yearly by the Justices of the Peace for the county "at the time of the appointment of town and parish officers."<sup>2</sup> These men were to be sworn to the faithful discharge of their duties and held accountable, as were other town officers. The duties of immediate administration were by this Act vested in these local trustees. They were to procure a school house, hire the teacher, visit and inspect the schools<sup>3</sup> and make annual report to the Justices of their respective counties.<sup>4</sup> The duties of the Justices were supervisory in character. They were to distribute provincial

<sup>4</sup> & <sup>1</sup>Ibid. Sect. 9.

<sup>2</sup>Ibid. Sect. 10.

<sup>3</sup>Sect. 11.

<sup>4</sup>These, as other schools, were to be supported in part by the tuition fees of the pupils.

<sup>5</sup>Speaking of this Act, Hannay says. "This Act is a long step in advance of any former enactments with regard to schools in this province and was a recognition of the fact that the youth of the counties were entitled to the benefits of education." Hannay Op. Cit., Vol. I, p. 300.

<sup>6</sup>Secs. 9 to 13, inclusive. 45 Geo. III, Cap. XII.

<sup>7</sup>Acts of the General Assembly of His Majesty's Province of New Brunswick, 1810. Jacob S. Mott, Prince William St., London.

<sup>1</sup>See Harlan Updegraff "The Origin of the Moving School of Massachusetts."

<sup>2</sup>56 G. III, Cap. XXIII, Sect. 1. See Part II, No. II (2) of this paper.

<sup>3</sup>Ibid. Sect. 6.

<sup>4</sup>Ibid. Sect. 12.



grants to each parish,<sup>1</sup> call an annual town meeting to discuss school matters at the request of five freeholders,<sup>2</sup> and have general supervision and control of the trustees by means of by-laws and regulations which they were empowered to draw up.<sup>3</sup>

Here, for the first time, we find certain demands made of the teachers. They must "be duly licensed as by His Majesty's royal instructions is directed."<sup>4</sup> In Sec. 76 of His Majesty's instructions to Governor Carleton, we read, "And we do further direct, that no schoolmaster who shall arrive in our said province from this kingdom, be henceforward be permitted to keep the school in our said province without the license of the Lord Bishop of London, and that no person now there, or that shall come from other parts, shall be admitted to keep school in New Brunswick, without your Lieutenant Governor's license first obtained."<sup>5</sup>

The trustees were also allowed by this Act to use £1 for prizes, to be awarded to the pupils who quitted themselves best at the examinations for each year. These prizes were to be awarded only to those who were able to repeat by heart "the Creed, the Lord's Prayer, and the Ten Commandments."<sup>6</sup> The necessity of religious instruction in the schools was still common as late as 1851, for we find a man who visited New Brunswick at that time remarking, "The schoolmaster teaches the religious catechism which the parents of his pupils wish their children to learn. Thus the same schoolmaster teaches, in the same school, the Church of England catechism, the Assembly's catechism, and that of the Romish Church. The schoolmaster at Bay du Vin was surprised that I should think there was anything remarkable in his being required to teach all three, though he said he had once before heard someone make remarks regarding it. He was a Roman Catholic, but it was enough for him that he had been ordered to do it."<sup>7</sup>

<sup>1</sup>Ibid. Sect. 12. <sup>2</sup>Ibid. Sect. 4. <sup>3</sup>Ibid. Sect. 12. <sup>4</sup>Ibid. Sect. 6.

<sup>5</sup>This section resembles closely similar clauses in the instructions to earlier governors of the British provinces in America. See New York, 1686; Elsie Clews, *Educational Legislation and Administration of Colonial Governments*, p. 227.

<sup>6</sup>56 G. III, Cap. XXII, Sect. 10.

<sup>7</sup>Bay du Vin was at that time a small settlement in the northern part of New Brunswick. Taken from "Notes on North America." James F. W. Johnston, Vol. I, p. 112.

## HINTS FOR NOVEMBER AND DECEMBER.

BY THE EDITOR.

I have lately had several requests for some suggestions on composition in the lower grades. When children first begin to write they should have a great deal of practice in making simple sentences. The change of seasons and the nature study suggested for the month offer good subject matter. After a few minutes talk about the month and the season, put on the board a list of the words used, letting the children suggest them; e. g. autumn, leaves, short, eleventh, ready, prepare. Then let the children write from five to ten sentences of their own about autumn or November. Each sentence must tell only one thing, must begin with a capital and be followed by a full stop. After practice in this exercise, the class may go on to writing two statements connected by "and" or "but," then to writing a very short connected paragraph on the subject. Where a nature lesson is given to several grades together, the composition on the subject studied may be graded in the same way, the younger children writing only separate sentences. If new words used in the lesson and any words likely to be misspelled are put on the board, mistakes in spelling may be avoided. One exercise should be given on the abbreviation of the name of the month, for practice in writing dates. Put on the board sentences such as, "Robert Louis Stevenson was born on the 13th of November, 1850," and have them copied with the abbreviated date. Do not let the preposition be omitted before a date or day of the week.

In an old number of *Primary Education* I came upon a suggestion for spelling lessons that might also give variety in making sentences. Put on the board a list of words whose opposites will quickly occur to the children, e. g. high, quick, tall. Have them make sentences containing the antonyms. For a more elaborate exercise make a sentence using one of the words, and then state the same thought, using the antonyms. *examples*: Mary is short for her age. Mary is not tall for her age. I do not write quickly. I write rather slowly.

An interesting composition subject for an advanced class is a comparative description of a scene as it was in September and as it is now. A study might first be made of Scott's lines:

November's sky is chill and drear,  
 November's leaf is red and sear.  
 Late, gazing down the steepy linn,  
 That hems our little garden in,  
 Low in its dark and narrow glen,  
 You scarce the rivulet might ken,  
 So thick the tangled greenwood grew,  
 So feeble trilled the streamlet through;  
 Now, murmuring hoarse, and frequent seen  
 Through bush and brier, no longer green,  
 An angry brook, it sweeps the glade,  
 Brawls over rock and wild cascade,  
 And, foaming brown with doubled speed,  
 Hurries its waters to the Tweed.

— *Marmion*.

and Bryant's lines in *Autumn Woods* may be compared.

"The rivulet, late unseen,  
 Where bickering through the shrubs its waters run,  
 Shines with the image of its golden screen  
 And glimmerings of the sun."

Bryant's poem, Lampmans' *In November* (both in N. S. Reader IV) and Longfellow's *To Autumn* are suitable for study. The little ones should learn Stevenson's *Autumn Fires*.

I suppose that nearly every primary teacher has a copy of *A Child's Garden of Verses*. It, and Christina Rossetti's *Sing Song* (MacMillan & Company, 80 cents) and J. C. Smith's *Book of Verse for Boys and Girls* (Oxford: The Clarendon Press, 2s.) should be in every schoolroom. As this is Stevenson's birthday month, one at least of his poems should be learned, and something about his life taught to the children. He would be sixty-five this month if he had lived. It may interest them to know that when he was very little a great war was going on, and his mother wrote "Lou prays every night that God will bless the poor soldiers that are fighting at Sebastopol." His mother called him Lou, but his father's name for him, "Smout," or "Smoutie" (a young salmon) is not so pretty, and after he got to be a big boy, he fined everyone who said it a penny, so it was dropped. He was born and grew up in Edinburgh, and was a very delicate child, spending many days every year in bed from illness. *The Land of Counterpane*, beginning "When I was sick and lay a-bed" tells about this, and we see how he tells about the pleasures and not the pain of being ill. That is like him, for though he had a great deal of illness all through his life, and often had his plans upset and had to leave his home and live far away from all his friends because of his ill-

health, he never made a fuss about it. He liked to think about his games and fun and adventure. He said "I am one of the few people in the world who do not forget their own lives," and in the *Child's Garden* he has told us much that he remembered about his childhood. Being an only child, and often not well enough to go out at all in winter, he had to play alone, or his kind nurse — Cummie, he called her — read or sang to him. He loved Cummie dearly, and wrote a little poem to her at the beginning of the *Child's Garden*, and when he had a house of his own he had her to stay with him. In summer he used to stay at his grandfather's house in the country, where his cousins came also, and they had fine games together. Read *A Good Play, Marching Song, Farewell to the Farm*. He says that when he was little he used to be terribly afraid on stormy nights, when the wind sounded to him like galloping horsemen. Read *Windy Nights*.

After Stevenson grew up he lived in different places, trying to find a home where he would be well. At last he went to the island of Samoa in the Pacific ocean, where he built a house and lived very happily. The people of that island loved him, and called him "Tusitala," which means "the story teller," because he was so clever at telling stories. His house was on a hill, and there was no good road, so the people made him a road for a present, and it was called "The Road of Loving Hearts." He was married but had no children. But he was very fond of children, and liked to write stories for boys. He wrote a great many books, and became famous. And he had many friends, because he was friendly and kind and brave. He died quite suddenly at his home in Samoa and was buried in the place he had chosen, at the top of a high hill overlooking the sea.

December brings preparations for Christmas, and the December REVIEW will have some helps for Christmas programmes. Let the children have their full share in helping to make the closing day pleasant. Did you ever try letting the older pupils plan a surprise for the teacher and the little ones? Secrets are of the essence of Christmas, and great will be the interest if one-half the school is wondering what the other half is going to do. The teacher will have to be discreetly blind and deaf, and she can give her attention to drilling the younger pupils in their secret preparations. Where there are graded schools, the children

in one grade might plan a programme to surprise another. Decorations may often be left to the older pupils.

On another page we print a little Christmas play suitable for war time. The REVIEW for November, 1913 has the play "Christmas Eve in the Forest," and that for November, 1914, contains a list of suitable carols and hymns with addresses of publishers. Books that have stores of Christmas poems are *The Book of Christmas*, Hamilton Mabie, (MacMillan, \$1.25) and *The Christmas Treasury*, (Baker, Taylor Co., New York, \$1.50).

[The Child's Garden of Verse may be had in a great variety of editions. A good one is that published by McClelland, Goodchild and Stewart, at 75 cents. Scribner has a beautiful edition for \$2.50.]

### THE FUNDAMENTAL PRINCIPLES UNDERLYING THE CHOICE OF STANDARD WEIGHTS FOR THE ELEMENTS.

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Reprinted from *The Chemical News* of July 30th, 1912.

(Continued.)

A still greater difficulty is caused by the fact that elements frequently combine in more than one ratio forming more than one compound. Hydrogen, for example, unites with sixteen times its weight of oxygen as well as with eight times its weight. Should the standard quantity of oxygen be 8 or 16? This question caused difficulty for a long time and so long as *weights only* were considered the problem was unsolvable.

Solids and liquids have no definite and *general* relationship between their weight and volume, but gases have, and so our formulae for gases can be made to represent volumes as well as weights, and if our standard numbers for weight can be suitably fitted to volumes a decided advance can be made. Assuming that 1 gm. of hydrogen has been taken as standard weight and is represented by some symbol such as H, a very natural volume to choose as the fundamental standard would be the volume of 1 gm. of hydrogen, which at the normal temperature and pressure is approximately 11.2 litres. Now, if H is the standard quantity, the standard quantities of all gases containing hydrogen must have a certain number of these standard quantities of hydrogen,

one or two or three or four, etc., H. If 11.2 litres is to be the standard volume, 11.2 litres of all gaseous compounds of hydrogen, should contain 1, 2, 3, or 4 etc., grms. of hydrogen. This turns out to be true for many compounds of hydrogen such as sulphuretted hydrogen, marsh-gas, and ethylene, but not for phosphoretted hydrogen, ammonia and hydrobromic acid and a number of others. If, however, 22.4 litres be taken as the standard volume the difficulty disappears. 22.4 litres of ammonia and of phosphoretted hydrogen have in their composition 3 grms. of hydrogen and 22.4 litres of hydrobromic acid contains 1 gm. of hydrogen, and there is no gaseous compound of hydrogen known which has not in that volume some integral number of grms. of hydrogen; that is, the standard *volume* of the gas contains some integral multiple of the standard *weight* of hydrogen. Now, if this same volume, 22.4 litres, be chosen for the gaseous compounds of oxygen, it will be found that the oxygen contained is always some multiple of 16. In the same way 22.4 litres of gaseous nitrogen compounds contain some integral multiple of 14 grms. of nitrogen.

Now, the point to be decided regarding the standard of oxygen was whether it shall be 8 or 16, because these are the ratios in which it combines with the unit weight of hydrogen. In the same way the question regarding nitrogen was whether it should be 14 or some multiple or submultiple of 14. It will be seen that the experiments with gases give the preference to 16 and 14 as the standard quantities of oxygen and nitrogen. The same reasoning applies to all those elements that give gaseous compounds easily worked with, and so their most satisfactory standard numbers are deduced.

If 100 grms. of oxygen had been taken as the standard weight of that element, the volume would have been different, namely, 6.25 times as great, but the reasoning would be exactly the same.

It has been assumed up to now that the weight of oxygen in water is exactly eight times that of the hydrogen. This is not exactly the case, but more nearly 7.94 times as much, and if the standard weight of hydrogen is taken as unity the standard weight of oxygen would be not 16 but 15.88 nearly. Now, many more elements combine with oxygen than with hydrogen, and the ratio of the element

to oxygen is more often determined than the ratio to hydrogen, and if the number assigned to the element is to be compared with hydrogen as unity it is evident that the ratio to oxygen must be multiplied by 15.88. If there is any error in the ratio of oxygen to hydrogen this error would appear in the other elements, being greater as the standard number is greater, so that in the case of uranium the oxygen error would be multiplied by 15. Hence it is now usual to make oxygen the standard, but instead of 100, as selected by Berzelius, the standard quantity is taken as 16. This gives the standard quantity of hydrogen as 1.0075 instead of unity. This small difference does not usually need to be considered. One advantage of taking the standard quantity of oxygen as 16 is that the standard quantities of most of the other elements are sufficiently near whole numbers that these whole numbers may for most purposes be taken as exact. It is to be clearly understood that making the standard quantity of oxygen 16, arose from making the standard quantity of hydrogen unity. No one would naturally have chosen 16 as the standard quantity of oxygen in the first instance.

It may be asked whether the law of Dulong and Petit does not give our present atomic weights — does not decide, for instance, whether the standard quantity for iron shall not be 56 instead of 28 or 7, as was suggested early in this article. Would not Dulong and Petit's law preclude oxygen being taken as 100 and the standard of iron 350? The reply is, not at all! Dulong and Petit's law is often given in the form that the product of the atomic weight multiplied by the specific heat of an element is approximately 6.4. This, however, is not really the law. With the set of standard weights that we have adopted for the different elements the product of these standard weights and the specific heats is approximately 6.4, and if any new element were discovered and its specific heat determined the number which would be chosen for the standard weight would be that which multiplied by the specific heat would most nearly approach 6.4. But this is because we have already fixed upon the standard weights for the other elements. If all the other standard weights were half their present value, the product would be 3.2; if they were double, the product would be 12.8. All that Dulong and Petit's law asserts is, that the standard weights of all the elements shall

be so chosen that the product of the standard weight into the specific heat will be approximately constant. All the standard weights must conform; the product in all cases may (so far as *this* law is concerned) be 3.2 or 6.4 or 17 or 100, or any other number, but it is not allowable for the product to be in one case 3.2, in another 6.4, in another 17 or 19 or 100.

The Periodic law would also be unaffected by the value assigned to the primary standard, provided the *ratio* between the standard weights is kept the same as now. The Periodic law would be interfered with if calcium were given a value of 20 while potassium was kept at 39, but if the value of potassium were halved or doubled, the Periodic law would be undisturbed, provided the present numbers for all the other elements were correspondingly halved or doubled.

The line of argument presented above is not difficult to follow if the student's mind is not prejudiced by wrong impressions already received or misconceptions already formed. This treatment of the subject should be introduced before the atomic theory, but not till some familiarity is obtained with simple experimental phenomena. Water, hydrogen, oxygen, hydrogen peroxide, ozone, air, nitrogen, ammonia, nitrous oxide, nitric oxide, carbon dioxide, and carbon monoxide may well be experimented with and their properties discussed as a beginning in the study of chemistry. Incidentally, the difference between a mixture and a compound will be noticed, and facts may be learned which may be used to lead up to the laws of chemical combination and hence to formulae. In order to change the symbol weight of an element to atomic it is only necessary to introduce the atomic theory, and Avogadro's law will allow the standard formulae for gases to be translated into molecular formulae. The student should be made to thoroughly realize that Avogadro's law is not a law in the same sense as the laws of constant, multiple and reciprocal proportions, but that they are statements of fact, while it is merely the statement of a theory; a theory indeed, in accordance with all the facts so far known, but nevertheless a theory.

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While reviewing some of his soldiers in France, King George was seriously hurt by a fall from his horse. He returned to England, but is still unable to walk.

### THE STUDY OF CIVICS.

[An address by Principal Henry Harvey Stuart, of Douglastown, N. B., Superior School, to the United Teachers' Institutes in Bathurst, September 25, 1915.]

There is no more important subject than Civics on the public school curriculum. Its recent inclusion is a most favorable sign of the times, and the teacher who truly loves his country will do his best to present the subject intelligibly to his pupils.

The prescribed text (R. S. Jenkin's Canadian Civics) is an admirable one, covering nearly all the points of importance and giving suggestions whereby the wide-awake teacher is enabled to supply the rest.

The aim of true education being the development of good citizens, it follows that the study of Civics is absolutely necessary to that end, and at last we have a book to guide us in teaching the subject.

The text is very thorough. It first considers the world as a whole, then divides it into Powers, great and small, noticing their different kinds of government. Then our Empire is similarly treated. The constitution and government of the Dominion of Canada is considered pretty exhaustively and in a manner to rivet the child's attention. The existence of political parties is explained, and the intricacies of political platforms, conventions and other meetings, the manner of selecting and nominating candidates, the way of voting, etc., are laid bare, and the duties and powers of each department of government are described.

The chapter on Taxation and National Debt is a good one. Its discussion of the Tariff, protection and free Trade is unbiased, and the way in which our government raises its revenue is made plain.

Following that of the Dominion comes an explanation of the provincial system, then of the municipal. Then the procedure of Law Courts is described, and the educational system, and the book closes with a few well chosen words on the duties of the citizen.

No adult should fail to read the text book, and no parent should allow his children to be deprived of its lessons in school.

The question arises as to when and how to teach it.

No particular time being assigned, Civics is presumably authorized for all grades. The inclusion of Civics questions in the High School and

Normal School entrance examinations, this year, indicates that pupils who do not study it in Grade VII, or Grade VIII at the latest, will suffer by not doing so.

Civics can be taught in all grades, even the first. In this case we should not follow the order of the text, which begins at the outside and works towards the centre, the proper course when beginning with one of the higher grades, but should begin with what comes under the pupil's own observation, working from that outwards to matters more general and abstract.

Children of Grade I have seen a policeman and have some idea of what he's for. Starting with what the child already knows, the teacher can easily lead him to understand who appoints and pays the policeman and assigns his duties. The little fellow's knowledge of roads and bridges, street lighting, the town water system, etc., can all be made starting points for lessons in Civics. The very fact that the child is in school leads him to question why, and from that question he can be led to understand something of our school system. So in all grades.

Geography lessons incidentally overlap into the domain of Civics, as the geography of no country or district is complete without references to its stage of civilization, government and power, and its peculiar institutions.

Long before the Civics text is in the pupil's hand, he should have learned much about the district school system; how the County and Town Councils are elected and how municipal taxes are levied and spent; how a citizen votes at school meetings and in County, Town, Provincial and Dominion elections.

When should the pupil have the text? Not later than Grade VII. For if he doesn't complete the text in Grade VII the chance is that, due to the fact that the great majority never pass that grade, he'll never complete it, and that he'll be thrown on the country an ill-informed citizen of more menace than value to the body politic.

Most citizens object to paying taxes, not, let us hope, because of inherent unwillingness to bear their fair share of the public expenses, but because they do not understand how the taxes are apportioned and why so much is needed, or because they mistrust that they are not fairly apportioned or impartially collected.

Failure to understand the real difference between

direct and indirect taxation is responsible for much of our political trouble.

The widespread ignorance of the rules of debate, or of parliamentary procedure, which rules are taught in our Civics text, prevents intelligent expression of opinion at many public meetings.

The average citizen, knowing little or nothing about taxation, the principles of our political parties and the complexity of government, is easily deceived regarding the conduct of public affairs. Teach the child Civics and you take a long step in the direction of overcoming this helplessness of many voters.

Our democracy, in so far as our government is a democracy, is on trial. If it is to last, we must have an educated people. In ancient Athens, the system of education was so perfect that the time came when it was a matter of indifference whether the officials were elected or chosen by lot, as almost every citizen was qualified. Yet Athens fell ingloriously. Why? Well, her citizens were all well trained, but who were her citizens? No woman was a full citizen, and girls were not given the opportunity of obtaining the same education as a boy. Women being kept in inferiority and ignorance, the mental and moral and even the physical stamina of the men finally deteriorated. And a very large proportion of the men, being slaves, got no education at all except manual education, and were accorded neither political nor civil rights. With these two handicaps, Athenian civilization, the most glorious of the ancient world, broke down and passed off the stage. Had Athens, in time, given equality of opportunity to all her people, her history might have been very different from what it is.

That nation will finally triumph which spends most money on, and takes most interest in, education—if that education be not only material but moral and spiritual as well. Democracies must learn to bear and forbear, to labor and to wait; hence their citizens must be wise.

Great natural resources, a numerous population and unlimited wealth will not avail to save from destruction the nation that has not developed good citizenship. Ignorance is as dangerous to us as it ever was to the dead civilizations of former days.

Medical supervision of schools is authorized in every New Brunswick district and in operation in none.

Compulsory attendance at school may be

enforced by all districts, but it is not. Why? Some people, ignorant of the principles of Civics, are indifferent to their children's education and make no struggle against the conditions that allow or compel them to leave school too early. Others, who know the fatal effects of ignorance, and have the power to remedy the conditions that breed it, encourage the disregard of the law and frown upon any honest attempt to enforce it, because its non-enforcement enables them to obtain child labor cheap and thereby make great gain for themselves.

As the ancient democracies went down, largely because they denied equality of opportunity to a portion of their people, so must our institutions crumble and our power pass into other hands unless we see that all the boys and girls of our land have an equal opportunity in life—that no necessities of their parents that can be relieved by the state are allowed to stand between them and a good education—that they obtain the education that will enable them not only to think clearly but to actually do things; that none be allowed to enter upon the duties of life unskilled.

But the question arises: If all are trained in citizenship and become skilled workmen, who will do the hardest and dirtiest work hitherto done by the ignorant and unskilled? This question is easily answered. The hardest and dirtiest work, the doer of which is now the poorest paid and least respected, could be disposed of in either of three ways. Let each citizen do his own share, or let it be done by turn, or let the hardest and dirtiest work be accompanied by the highest pay and, if necessary, the highest honor. Let each child be taught that manual work is as honorable as any other, and that the best citizen is he or she that is of most use in the community.

The whole school curriculum is of value. Few, if any subjects, can be profitably dropped, but Civics is an essential study that cannot be neglected without seriously undermining the stability of the nation and inviting disaster.

Among the many cruel and merciless deeds of the Germans in Belgium, none has aroused more indignation in England and elsewhere than the shooting of Edith Cavell, an English hospital nurse, who was sentenced to death by a German court martial for hiding fugitives and helping them escape to Holland. In London a statue will be erected to her memory, and thousands attended a memorial service which was held in St. Paul's Cathedral. In this country it is proposed to honour her by giving the name Mount Cavell to the peak now called Mount Robson, the highest mountain in Canada.

## CHILDREN'S BOOKS FOR CHRISTMAS.

## SOME SUGGESTIONS.

BY THE EDITOR.

It is too early to give an account of this season's Christmas books, but there is plenty of choice among old favourites. If you want books for very little people you cannot do better than send to Frederick Warne & Company, 12 East 33rd Street, New York, and E. P. Dutton & Company, Boston, for their catalogues of children's books. You can hardly go wrong in ordering from these catalogues, but consider especially the series of Caldecott *Picture Books* (50 cents each), the Kate Greenaway *Mother Goose* (60 cents), and the Beatrix Potter books. Everyone knows *Peter Rabbit* and his fellows, *Jemima Puddleduck*, and the *Flopsy Bunnies* are equally charming. They are 50 cents each. Even more delightful are the stories of *Little Black Mingo* and *Little Black Sambo*, and others published by Nisbet, London, at one shilling and one and sixpence. *A Book of Fairy Tale Bears*, by Clifton Johnson, published by Houghton, Mifflin & Co. is much beloved.

Children a little older like Mrs. Burnett's *Racketty Packetty House*, *The Cozy Lion* and *The Spring Cleaning*. These are published by The Century Company, New York, at 60 cents, and a cheaper edition, Warne's, I think, is to be had at the Church Book Store, St. John. Dutton publishes a pretty edition of Thackeray's *The Rose and the Ring*, with the author's own illustrations, at 40 cents. At the Church Book Store I saw *Stories for the Seven Year Olds*, with other volumes for the eight and nine year olds, published by Jack, and said to be great favourites. These are 35 and 45 cents.

*Pierrot, a dog of Belgium*, a true story of a dog at the war, is to be had at the same place, (McClelland, Goodchild & Stewart, \$1.00).

E. G. Nelson & Company, St. John, have a beautiful copy of *The Children's Blue Bird*, published by Briggs (\$2.50); a fascinating fairy story, *The Witches, Kitchen*, by Gerald Young, (Harrap, \$1.50) and a charming *Peter Pan A. B. C. Book* for the babies (Frowde, 90 cents).

Books in any way bearing on the great war should be looked at cautiously. Too many have been rushed together — made to sell, and not to read. But a permanently interesting book for boys is *The British Army Book*, which gives the

story of the organization and equipment of the army, and in the latest edition brings in deeds and lessons of the present war. Uniform with this is *The British Navy Book*, written by an officer in the Royal Marines (Blackie & Son, each \$1.00). *With French at the Front*, by Captain Brereton, is published by the same firm, at the same price. *The V. C., Its Heroes and their Valour* (\$1.50), and *The Boy Scouts Roll of Honor* (\$1.00), are published by Cassell & Company. These, with *The Roll Call of Honor*, a new book of golden deeds, selected by "Q" and published by Nelson, at 6 shillings, and Henry Newbolt's *Book of the Blue Sea*, tales of boys who sailed with Nelson (Longmans'), are suitable for older boys.

These suggestions are for books of entertainment and not of instruction, but it is well to read stories that widen one's horizon, and I can recommend *Cuore*, a story of an Italian schoolboy, by de Amicis, published by Crowell; *Feats on the Fiords*, a tale of Norway, by Harriett Martineau, to be had in the *Everyman* series, and *Boys of other Countries*, by Bayard Taylor.

To come back to animal stories, *The Wind in the Willows*, by Kenneth Graham, is a charming story which does not pretend to be science, but where the animals are real people (Scribner, \$2.00 and \$1.35). *Greyfriars Bobby* is a pretty story of a real dog and his adventures in Edinburgh (Harpers, \$1.20). Kipling's *Just so Stories* for the younger children, and *The Jungle Books* for older ones must not be passed over; and the older ones who like history may care for *Puck of Pook's Hill* and *Rewards and Fairies*.

Where the interest in soldiers is strong, Mrs. Ewing's lovely stories, *Jackanapes*, and *The Story of a Short Life* will be welcome (S. P. C. K. in cheap edition.)

Mrs. Ewing is one of the writers who ought to be known to all children and lovers of children. After her short stories, my own favourite is *Jan of the Windmill*, suitable for thoughtful girls and boys in their early teens. Mrs. Molesworth and E. Nesbit are other writers whose books one would like to see in our children's hands. Mrs. Molesworth's stories are now to be had in a fifty cent edition, published by MacMillan. *The Cuckoo Clock*, *Two Little Waifs* and *The Tapestry Room* are favourites among others of hers. E. Nesbit's *The Phoenix and the Carpet*, which came out in the *Strand Magazine*, is very delightful, and *The*

*Railway Children* is almost as good in a different way (MacMillan, \$1.50). Our own Sara Jeanette Duncan has written a beautiful little story of the Indian Mutiny called *Sonny Sahib*.

Some of the elders may be glad to know that books loved by their generation and earlier ones are still to be had: Miss Edgeworth's *Early Lessons* and *Popular Tales*, (Dutton, \$1.00), and Jacob Abbott's *Franconia Stories*, (Harpers, 60 cents) and the *Rollo Books* (Crowell, 50 cents.) Two books well worth having are *Child Life in Prose* and *Child Life in Poetry*, compiled by the poet Whittier, and published by Houghton, Mifflin & Company (\$1.50).

#### CHILDREN AND STORIES.

The children's room in the St. John Public Library has for years been a pleasure resort for the children who love to read. This year another step was taken in helping them to enjoy good reading. Every Saturday morning all the little girls and boys who like to come gather in one of the upstairs rooms in the library to listen to stories. Begun in April, the story telling has gone on with spirit ever since. Volunteers are never lacking to tell the stories, and the audience never fails. No grown-up listeners are allowed, but no one who has seen the children's faces as they come and go can need the assurance that they are delightful and delighted listeners, nor wonder that the story tellers enjoy their task. It is hard to tell which stories give most pleasure, but fairy tales and animal stories are very popular. Among the stories that the children ask to have repeated are: The Three Bears, The Three Pigs, The Pig Brother, The Bell of Atri, The Pied Piper, Snow White and Rose Red, and Cinderella. The average attendance is thirty-five. The work is carried on very informally. There are no committees, no officials, no set programme. Could not the same thing be done in places where there is no library and so where there is all the greater need of it? Children who grow up without knowing the classic fairy-tales, the more famous myths and legends, and the standard children's stories, not only lose a great deal of pleasure, but come poorly equipped, as all high school teachers know, to the study of great imaginative literature. We can hardly think of a prettier and pleasanter bit of social service, nor of one more easily arranged for, than this.

#### THE ALLIES' CHRISTMAS PARTY,

Arranged by Alice L. Fairweather.

CHARACTERS: Eight children, chorus of children.

CANADA.	FRANCE.	ITALY.	BELGIUM.
BRITANNIA.	RUSSIA.	JAPAN.	SERBIA.

#### COSTUMES.

CANADA.— White dress, draped with flag or trimmed with maple leaves. Wreath of maple leaves on head.

BRITANNIA.— White dress, worn by an older girl. Flag and high gilt crown, red roses.

FRANCE.— A boy in blue coat, red baggy trousers; or a girl in a white dress, with head-dress of a gilt band with one fleur-de-lis in the centre.

RUSSIA.— Either a boy or girl in a dark dress with gray fur cap. Blue cloth cape thrown over one shoulder.

ITALY.— Girl in white dress draped with flag. Chaplet of pearls on head.

JAPAN.— Dark-haired child, dressed in kimono. Fan, paper flowers, etc.

BELGIUM.— Smaller child, white dress draped with flag.

SERBIA.— Smaller child, white dress or suit. Serbian flag.

SCENE.— A room with several chairs.

The scene opens with BRITANNIA seated, knitting.

CANADA.— "Mother BRITANNIA, for your first visit to my home, I have planned a Christmas party and asked some of our friends to come today to help me."

BRITANNIA.— "How well I remember the good old days at home."

"On Christmas Eve the bells were rung,  
On Christmas Eve the mass was sung.  
The damsel donned her kirtle sheen,  
The hall was dressed with holly green.  
Forth to the woods did merry men go  
To gather in the mistletoe.  
Then opened wide the baron's hall  
To vassel, tenant, serf and all.  
The heir, with roses in his shoes  
That night might village partner choose.  
All hail'd with uncontroll'd delight,  
And general voice, the happy night  
That to the cottage as the crown  
Brought tidings of salvation down.  
The fire, with well-dried logs supplied  
Went roaring up the chimney wide.  
Then was brought in the lusty brawn  
By old blue-coated serving-man.  
Then the grim boar's head frowned on high  
Crested with bays and rosemary.  
The wassail round in good brown bowls  
Garnished with ribbons, blithely trowls,  
There the huge sirloin reeked hard by  
Plum-porridge stood, and Christmas pie.  
Nor failed old Scotland to produce  
At such high tide, her savory goose.  
Then came the merry maskers in  
And carols roared with blithesome din.  
England was merry England when  
Old Christmas brought his sports again."

CANADA.— "I have brought from home many of the old



customs. We have our Christmas trees, and my little Canadians hang up their stockings. They listen eagerly to stories about Santa Claus and his reindeer. In my Northland, the Indians say that on the Holy night the deer all kneel and look up at the Great Spirit; but if anybody spies on them, his knees will be stiff all that year."

(Knock heard).

"Hark! I hear our friends."

*Enter FRANCE, RUSSIA, ITALY and JAPAN.*

All exchange greetings. Merry Christmas, Compliments of the Season, etc.

CANADA.— Let us sing a song to put us in the Christmas spirit.

(Solo, hymn or carol can be introduced here).

CANADA.— Though the shadow of war is over the land we must not forget that Christmas is the birthday of the Prince of Peace. The little children whom He loved must have a happy day.

(*Speaks to France*).

Mademoiselle France, will you tell us of Christmas in your land.

(Music of the Marseillaise as France steps to centre of stage).

FRANCE.

On Christmas Eve in La Belle France we leave out our wooden shoes to see what "P'tit Noel" will put in them. If you've been naughty you may get only a few pebbles. In the morning good children (most French children are good) find their shoes full of candies, and perhaps they find some silver money too. At midnight we are taken to church. There we hear lovely music. In one corner of the church we see tiny images of the Mother with the Baby Jesus in her arms. The shepherds with their sheep stand near her, and the Wise Men with their gifts.

*ITALY steps forward.*

ITALY.— "You have a Santa Claus. We have a little old woman called Befana. She goes round from door to door leaving presents for good children, but bits of coal for naughty ones. On January 6, the day of the coming of the Wise Men, we give our gifts. There is a great Fair held with booths built in the streets. They sell toys and have all kinds of fun."

*JAPAN steps forward.*

JAPAN.— "The children in my country have learned about the birthday of the Christ child from the good missionaries, who come to us from western lands. I can tell you about a Christmas tree party. The ladies at the mission house had it for the treasure flowers. Do you know what the treasure flowers are? That is what we call the babies. The missionary lady told us the story of the first Christmas. The tree was beautiful. It was trimmed with pretty flowers and balls that we made. And what do you think we had for icicles? *Glass Chop Sticks*. The bigger children would not take a second present; they said (*bow*) 'Honorable thanks, I have.' It was a very happy time."

RUSSIA.— "St. Nicholas is the saint of our country; and as he is the children's saint we keep his birthday on December 19. A great carnival is held on the frozen river by Petrograd. In the home when we sit down to our Christmas Eve supper, the table cloth is laid over a layer of straw. Each one pulls out a straw. The longer your straw, the more luck for you next year. We have a tree with lots of candles, and the children from the schools sing carols.

Listen! I hear one now.

(*Chorus of children singing a carol, very softly at first*).

*Enter SERBIA and BELGIUM with chorus.*

SERBIA and BELGIUM take centre of stage, chorus group themselves in the background.

BELGIUM.— "In my little country (please God it may soon be our own again), the children take the biggest wooden shoes they can find, fill them with hay, oats or carrots, and leave them on Christmas Eve for Santa Claus' white horse. The room is locked up, and in the morning all the fodder is gone and in its place are toys and all sorts of nice things.

SERBIA.— (*Three or four children act this*). "When the Christmas fire has been started, mother takes some straw (*takes bundle of straw*). The children follow her (*children stand in a row behind SERBIA*). Then she does this. It brings good luck.

(SERBIA scatters straw, walking and saying "cluck, cluck" The children follow her as chickens, saying "peep, peep." SERBIA returns to front of stage). "A box of wheat with a lighted candle in the middle of it is put up high in the east corner of the hall." (SERBIA stands looking towards east, if possible, arms folded on breast. Children stand around with bowed heads.

Father says, "May God bless the family with health, the fields with corn, the bee-hives with honey, the sheep with wool and the cows with good rich milk." (SERBIA then turns towards children and says): "May God grant us all health." (*To which the children say*): "May God grant it. Amen."

*All on the stage*—"May God grant it. Amen." (SERBIA steps back and CANADA forward).

CANADA.— "I thank you, friends, for what you have told us. Our friendship will be closer now that we know each other better. At Christmas we shall think of the children in every land and wish them all (*all together*) "A Very Happy Christmas."

For a closing Canada, Britannia, or any of the children may repeat or sing the following Carol:

The earth has grown old with its burden of care,  
But at Christmas it always is young,  
The heart of the jewel burns lustrous and fair,  
And its soul full of music breaks forth on the air,  
When the song of the angels is sung.

It is coming, old earth, it is coming tonight;  
On the snow flakes which cover the sod,  
The feet of the Christ child fall gentle and white,  
And the voice of the Christ child tells out with delight  
That mankind are the children of God.

On the sad and the lonely, the wretched and poor,  
The voice of the Christ child shall fall;  
And to every blind wanderer open the door  
Of a hope that we dared not to dream of before,  
With a sunshine of welcome for all.

The feet of the humblest may walk in the field  
Where the feet of the Holiest trod;  
This, this is the marvel to mortals revealed,  
When the silvery trumpets of Christmas have pealed,  
That mankind are the children of God.

*Phillips Brooks.*

Suggested carols or recitations: "I saw Three Ships," "There's a Song in the Air," by *J. S. Holland*. "Oh Little Town of Bethlehem," "The Christmas Bells," by *H. W. Longfellow*.

The stage should be decorated with evergreens and flags. The costumes suggested may be simplified or elaborated. Christmas or national choruses may be introduced.

### NEW HALL OF DOMESTIC SCIENCE AT TRURO.

(BY SPECIAL CORRESPONDENT.)

A singular blessing, despite the war, has come to the women of Nova Scotia, and, indeed, to the women of the Maritime Provinces. By the co-operative action of the Dominion and Provincial Governments they can now boast of being the possessors of the best gift within the resources of their country's administrators. This is no less a gift than the whole of the space of the top floor (125 feet by 45 feet) of the splendid new Science Hall of the College of Agriculture at Truro, arranged and equipped as a laboratory, lecture-room and assembly hall, with a library and reading room, exclusively for the study, demonstration, discussion, encouragement and promotion of Women's Work and Education—in Domestic Science, Home Economics and Household Handicrafts.

Some idea of how complete and practical are the facilities for study and demonstrations in Domestic Science and Home Economics may be derived from the following facts. On the Women's floor are a spacious laboratory, desks, ranges and other household apparatus; also a room fitted with enamelled wash tubs and modern laundry appliances. Fifty women can do practical work at the same time. But the unique room is the so-called Assembly Hall—fifty feet by forty-five feet, airy, sunshiny and inviting, and fitted with movable furniture. Attached to it is a Ladies' Library and Reading Room. The Assembly Hall will be used for conventions of newly organized Women's Institutes, and meetings having to do with agricultural extension work. When not thus occupied, it will be used for practical work in domestic science and household arts, such as sewing and millinery, and for demonstrations and lectures on women's work under special conditions. Assuredly in these matters the women of Nova Scotia have at length come into their natural due.

### BIBLE READINGS FOR OPENING EXERCISES.

1. Ecclesiastes xii:1-7, 13, 14.
2. Isaiah, xi:1-9.
3. Isaiah xxvi:1-4.
4. Isaiah, xl:28-31.
5. Isaiah lii:7-10.
6. St. Matthew vii:1-11.
7. St. Matthew vii:12-20.
8. St. Matthew xviii:1-6.
9. St. Matthew xviii:21-35.
10. St. Matthew xix:13-22.
11. Jeremiah xvii:5-11.
12. Lamentations iii:22-27.
13. Proverbs xxxi:10-31.
14. Joshua xxiii:1-11.
15. Genesis ii:8-19.
16. Isaiah xxviii:23-29.
17. Psalm xcvi.
18. St. Mark iii:7-11.
19. St. Mark iv:35-41.
20. St. Mark v:23-24, 35-43.
21. St. Mark vi:31-45.
22. St. Mark vi:53-56.

The feathers of the willow  
Are half of them grown yellow  
Above the swelling stream;  
And ragged are the bushes,  
And rusty now the rushes,  
And wild the clouded gleam.

The thistle now is older,  
His stalks begin to moulder,  
His head is white as snow;  
The branches all are barer,  
The linnet's song is rarer,  
The robin pipeth low.

— *Richard Watson Dixon.*

Dull November brings the blast,  
Then the leaves are whirling fast.

Chill December brings the sleet,  
Blazing fire and Christmas treat.

— *Sara Coleridge.*

### STORY CUTTING.

The children will be delighted to cut the short stories from papers and magazines. They will gladly furnish the papers. Mount these stories and save them for composition work. "The Bedtime Stories" in the "Family Herald" are interesting. "The Youth's Companion" prints good stories. Cut the stories in paragraphs. Have the pupils piece these together to form a complete story. This gives the children an idea of what a paragraph is.

## WHO, WHAT, AND WHERE?

## QUESTIONS FOR NOVEMBER.

## SCHOOLS AND SCHOOLMASTERS.

(All from one author.)

1. Where were: (a) Salem House, (b) The Nun's House, and who was the favorite pupil at each?

2. Who went to school to (a) Dr. Blimber, (b) Dr. Strong, (c) Mr. Wopsle's great aunt?

3. Who said that Watt's verse on "The little busy bee" was applicable only to genteel children?

4. Of what schoolmaster or mistress was it said that:

(a). The habit of questioning and of being questioned had given him a suspicious manner, or a manner that would be better described as one of lying in wait.

(b). It was part of her system not to encourage a child's mind to expand like a flower, but to open it by force like an oyster.

(c). He was a kind of human barrel-organ with a little list of tunes, at which he was continually working over and over again, without any variation.

## QUESTIONS FOR OCTOBER.

1. Who had no other care than dispensing music to mortals?

2. Who had seen and known two angels on earth, and what were their names?

3. Who are: Sandalphon, Thangbrand, Chispa, Nahma, "the poet paramount," "the poet of the dawn?"

4. Where was (a) "Every house an inn, where all were welcomed?" (b) A tent left standing to preserve a bird's nest?

5. When were Sandwich and Romney, Hastings, Hythe and Dover all alert?

## ANSWERS.

All from the works of Henry Wadsworth Longfellow.

1. Michael, the fiddler. *Evangeline* Part II, 3.

2. Miles Standish. The two were Rose Standish and Priscilla. *The Courtship of Miles Standish*.

3. Sandalphon. The Angel of Prayer, in the poem of that name.

Thangbrand. Olaf's Priest. *The Saga of King Olaf*.

Chispa. Servant of Victorian. *The Spanish Student*.

Nahma. The Sturgeon, King of Fishes. *Hiawatha*.

"The Poet Paramount." Shakespeare. *Sonnet on Shakespeare*.

"The Poet of the Dawn." Chaucer. *Sonnet on Chaucer*.

4. (a) In the Village of Grand Pré. *Evangeline* Part I, 4.

(b). At the siege of "some old frontier town of Flanders." *The Emperor's Bird's Nest*.

5. On the day of the Death of the Duke of Wellington. *The Warden of the Cinque Ports*.

Ten sets of answers came in, a good beginning. Longfellow is evidently well known. Half marks are given to several who answered 2 from "The Two Angels," and to those who, in answer to 5, gave the correct reference without explaining "that day." Only two answered this question fully. Will all contestants be kind enough to sign with a pseudonym, as requested, instead of with initials. Marks allowed, 20. M. L. L. Club, 20; S. A. G., M. I. G. P., 18; Interested, D. H., 17; Jill, A. A. M., 16; Gypsy, 15; Dick, 14; Anon, 11.

## THE CURRENT HISTORY CLASS.

1. In what relation to the Allies do Japan and Portugal respectively stand, and what part has each taken in the war? What English statesman made the first treaty with Japan? What do you know of the relations between England and Portugal in the past?

2. Where are Salonica, Belgrade, Champagne, the Kamerun, Cyprus, Kiel, and what gives interest to each at present? What and where are the chief seaports of Bulgaria?

3. "Fresh fish are now scarce and expensive in England." What reasons do you suggest for this?

4. What changes have lately taken place in the command of the Russian forces, and in the cabinets of Greece, France and England?

5. Tell the story of Edith Cavell.

POEMS FOR NOVEMBER,

AUTUMN LEAVES.

"Come, little leaves," said the wind one day;  
"Come over the meadows with me, and play,  
Put on your dresses of red and gold,  
Summer is gone and the days grow cold."

Soon the leaves heard the wind's loud call,  
Down they fell fluttering, one and all.  
Over the brown fields they danced and flew,  
Singing the soft little songs they knew.

Dancing and flying, the little leaves went;  
Winter had called them, and they were content.  
Soon fast asleep in their earthy beds.  
The snow laid a white blanket over their heads.

—Anon.

THE THREE LITTLE PIGS.

A jolly old sow once lived in a sty,  
And three little piggies had she;  
And she waddled about saying,  
"Umph! umph! umph!"  
While the little ones said, "wee! wee!"

"My dear little brothers" said one of the brats,  
"My dear little piggies" said he;  
Let us all for the future say,  
"Umph! umph! umph!"  
'Tis so childish to say, "wee! wee!"

Then these little pigs grew skinny and lean  
And lean they might very well be;  
For somehow they *couldn't* say  
"Umph! umph! Umph!"  
And they *wouldn't* say, "wee! wee! wee!"

So after a time these little pigs died,  
They all died of *felo de se*;  
From trying too hard to say,  
"Umph! umph! umph!"  
When they only could say, "wee! wee!"

MORAL.

A moral there is to this little song,  
A moral that's easy to see;  
Don't try while too young to say,  
"Umph! umph! umph!"  
For you only can say, "wee! wee!"  
—A. S. Scott-Gatty (from a Book of Verses for Children.)

SERVICE.

A poor man served by thee  
Shall make thee rich;  
A sick man helped by thee  
Shall make thee strong.  
Thou shalt be served thyself by every sense  
Of service which thou renderest.

—E. B. Browning.

PUCK'S FLOWER.

By JANE BLAIR REID.

Have you read that pretty play  
Where a mischief-making fay  
Drew a juice of wondrous power  
From a harmless-seeming flower,  
Just one drop of which distilled  
Made all love go as he willed?

If *we* had that magic spell  
We could make folks love us well;  
But alas! 't was fairy brew  
And the flower in Elfland grew.

Yet there is another flower  
That has too, the charmer's power,  
And without the fairies' arts  
We can make it win us hearts.  
Can you guess what it can be?  
'T is the flower of courtesy.

—From the November *St. Nicholas*.

TEACHERS' INSTITUTES IN NEW BRUNSWICK.

The teachers of St. John county in nearly full number went to St. Stephen on September 30, to meet in joint session with the Charlotte County Institute. Several valuable papers were read; notably those by Dr. H. S. Bridges on Methods in Teaching, by Miss A. L. Richardson on Geography and by Mr. W. J. Shea on English Grammar. Miss Catherine Robinson gave some illustrations of the system of teaching music that she has so successfully introduced into the St. John schools, showing the work done in Grades I, II and III. Unfortunately time did not allow of any discussion of her address, nor of the full and useful suggestions on Drawing, given by Mr. Hagerman of the Normal School; but the other papers and addresses were followed by good discussions, the discussion on Methods in English Grammar, opened by Mr. W. T. Denham, being particularly to the point. Mr. Vroom was unable to give the promised address on Flags, and his place was taken by Miss Eleanor Robinson, editor of the REVIEW, who spoke on some ways of treating the war in the schoolroom.

The officers elected for St. John county were: President, W. J. Shea; Vice-President, Mr. Wilfred Tait; Secretary-Treasurer, Miss Ida Keagin; additional members of Executive, Miss Ward and Miss Colwell. For Charlotte county, the following were elected: President, Miss Edna Giberson; Vice-President, Mr. A. B. Brooks; Secretary-Treasurer, Mr. F. O. Sullivan; additional

members of Executive, Miss Mary Caswell, Miss Bessie Maxwell and Miss Grace Coughlin.

About 150 teachers met at Grand Falls at the united session of the Institutes of Carleton, Victoria and Madawaska Counties. This is the largest attendance at any Institute of the three counties, and the work was most valuable and instructive. For part of the time the teachers met in sections. Some of the subjects discussed were: The Teaching of Current Events, The Intermediate Readers, The Study of Birds, and Farm Arithmetic. The members voted twenty-five dollars to the teachers' machine gun fund. It was decided to meet next year in Woodstock, in December. The officers elected were: President, Mr. J. C. Carruthers; Vice-President, Miss Anna Poirier; Secretary-Treasurer, Miss Maud Miller; additional members of Executive, Miss Marie Daigle, Miss Lapointe.

A very noticeable feature in the conducting of the Kings and Queens Counties Institute meeting at Hampton, on October 21 and 22, was the systematic management of the registration, appointing of committees, and so on. All this was done with the least possible expenditure of time and with no confusion, thanks to the careful preparation made by the Executive. A very practical opening address was given by the President, suggesting ways in which everyone might help to make the Institute a success. Inspector Dixon spoke strongly about the frequent changes made by teachers. He recognized that the short tenure of posts was often due to the indifference of trustees, but urged the teachers to plan and try to do steady work in one place where possible. He also spoke of the duty of flying the school flag on every day that the weather was fit. A number of excellent lessons were given in the different sections. That on Beginnings in Canadian History, with black-board map work and drill, by Miss Ida Stannard, deserves special mention, and the lesson in Caesar, given by Principal C. T. Wetmore, called forth commendation and a brisk discussion. An evening meeting was held, with addresses by the Chief Superintendent and others, and music.

The Institute for Westmorland County met in the Y. M. C. A. Hall, Moncton, on October 21 and 22. Papers were read on the following subjects: Bookkeeping, Mr. W. McL. Barker; School Discipline, Miss Hazel Alward; Nature Study, Mr. George G. Perry. Inspector O'Blenes

gave a valuable address on the importance of adequate training for the teachers' profession. He urged the formation of teachers' associations and reading circles, and recommended books for professional study, among them Miss Lincoln's "Practical Pedagogy." An exhibition of physical drill was directed by Mr. Farthing. Lessons were given in Arithmetic, Sight Singing and Geography of New Brunswick. A very lively discussion on Nature Study, in which Director Steeves took part, drew out some important information. Miss Eleanor Robinson, editor of the REVIEW, addressed the institute on what to teach children about the war. The last number on the programme was a group of five minute papers, on How to Economize Time in School, by Miss Ryan; Medical Inspection, by Miss Price, and Difficulties in English Composition, by Miss Reed. At the close of the meeting the members voted fifteen dollars to the patriotic fund.

The following officers were elected: President, Mr. G. J. Oulton; Vice-President, Miss Dell Macaulay; Secretary-Treasurer, Mr. S. W. Irons; additional members of Executive, Miss Gaynor, Miss Boyd and Mr. H. B. Steeves.

At the meeting of the united Institutes of York and Sunbury counties, September 23 and 24, the following resolutions were passed:

Whereas, the course of instruction in Nature Study and Agriculture prescribed for the New Brunswick schools is so voluminous as to make it impossible for the most efficient teacher to accomplish effectively the work required in the time which ought properly to be devoted to that subject,

And whereas, many of the subjects proposed for study in the various grades are unsuited to the age and ability of the pupils of such grades,

Therefore resolved, that in the opinion of this Institute the course, to make it effective, needs thorough and careful revision,

And further resolved, that the said course is entirely unsuited to city schools.

Resolved, that the Institute now assembled place on record its due appreciation of the heroism and self-sacrifice of those teachers of this province who have left home and all that is dear to them and have gone to the front in defence of King, country and home. And as we follow them to the trenches in spirit it is our united prayer that they be sustained in the great conflict through which they will probably be called upon to pass through.

## CURRENT EVENTS.

Soon after the commencement of the war, an agreement was made between Great Britain, France and Russia that neither of them would make a separate peace with the enemy. Japan has now come into this agreement, thus taking her place with the allied nations of Europe as one of the principals in the war. At present her activities are seemingly confined to sending munitions to the Russian armies; but under her treaty of alliance with Britain her armies will take the field whenever British interests in Asia are threatened.

To assume that all our allies in this war are allied with each other, and are at war with all our enemies, would not be quite correct. Italy, for instance, has been at war with Austria since May 24, but did not declare war with Turkey until about three months later, and is even now nominally at peace with Germany. Russia and Japan are both in alliance with us, but they have not yet concluded a formal alliance with each other, though they are about to do so. The situation of Portugal is peculiar. The Portuguese have lately been celebrating a victory over the Germans in Africa; yet they are nominally at peace with Germany and with all the world. The explanation in this case is that the German invasion of Portuguese territory was considered a military necessity, like the invasion of Belgium, and armed neutrality required the Portuguese to resist the invaders, which they did successfully. No declaration of war against Germany followed; though of course, there was ample warrant for such a declaration. By a very old treaty which is still in force, Portugal is bound to send a certain number of men to help Great Britain when called for; for which reason, quite apart from the African incident, it would be right enough to count Portugal as one of our allies.

During the month of October there was little change in the war situation, except in the Balkans. There the German invaders are sweeping onward, irresistibly, as they did last year in Belgium; but more slowly, because of the natural difficulties in the way. The Bulgarians are invading Serbia from the east, to meet the Germans as they advance from the north, and if possible, crush the Serbian army between them, but the Serbians have so far avoided a decisive battle. Meanwhile the French and British forces that were landed at Salonica have joined the Serbian army in the south, and have enabled it to check the Bulgarian invasion at that point. Farther north, the Bulgarians have possession of the most important railway line; and Nish, the war capital of Serbia, is threatened. British, French and Russian vessels have bombarded towns on the Bulgarian coast, and it is believed that Russia is sending a strong force for the invasion of Bulgaria.

The slaughter of the Armenians in Turkey still goes on, but must soon end because there will be none left to kill. There seems to be no doubt that this is in accordance with a

deliberate plan of the Turkish government, the motive being to make sure that there shall be no inhabitants remaining who are not Mohammedans.

The number of public school teachers in the French army is said to be thirty thousand, and since the beginning of the war two thousand of them have been killed in action.

The following dates may be found of use for reference:

July 28, 1914 — Austria began the great war by making an attack upon Serbia; either because she wished to add Serbia to her dominions and thought Russia would not dare to intervene, or because Germany was ready for the conflict and had decreed that war should begin in that way.

August 1 — Germany declared war against Russia because Russia was making ready to protect Serbia from Austrian invasion. On the same day she invaded and occupied the independent Grand Duchy of Luxemburg.

August 3 — Germany declared war against France, because France was in alliance with Russia.

August 4 — Germany declared war against Belgium for refusing to let the German armies cross her territory; and Britain declared war against Germany. This made seven nations engaged in the war, not counting Luxemburg, which was unarmed and could make no resistance.

August 6 — Austria declared war against Russia.

August 7 — Montenegro, the eighth nation to enter the struggle, declared war against Austria, to defend her own territories and assist the Serbians. Two days later she declared war against Germany.

August 10 — France declared war against Austria.

August 12 — Britain declared war against Austria.

August 23 — Japan made war upon Germany, attacking the German possessions in China. This was in pursuance of the treaty of alliance between Britain and Japan.

August 27 — Austria declared war against Japan. On the following day she added Belgium to the list of her enemies.

November 3 — Turkey having made aggressive movements, Russia declared war against her, making her the tenth warring nation.

November 5 — Britain and France declared war against Turkey.

May 23, 1915 — The eleventh nation to come into the war, Italy declared war against Austria. On the same day Germany severed diplomatic relations with Italy, which does not amount to a declaration of war.

August 21 — Italy declared war against Turkey.

October 5 — Wishing to fight on the winning side, and believing that the Central Powers would win, Bulgaria attacked Serbia.

October 15 — Britain and France declared war against Bulgaria.

One great advantage which the German invaders have gained in Serbia is that they have now got control of a rich

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# Red Rose Tea

“is good tea”

copper mine, which will supply one of their greatest needs as long as they continue to hold it. Their main object, to open the way to Constantinople, has not yet been attained; and the Allies are landing large forces in Greece and Bulgaria to intercept the movement.

While the Serbian army, and a great part of the civil population of northern Serbia, are fleeing southward before the Germans and Austrians, and the Italians have met with a severe defeat on the Austrian frontier, and it seems to be generally admitted that this the darkest hour for the Allies since the beginning of the war, yet the British, French and Russian leaders agree in saying that time is on their side, and Germany and her allies will be defeated in the end.

In two months of almost incessant attacks, the Germans have failed to reach Riga. This is partly due to the activity of British submarines in the Baltic, where they have stopped the movements of German transports and seriously interfered with the German trade with Sweden, hitherto the chief source of food supplies since the blockade of the North Sea ports.

A German submarine two hundred and fifty feet long, carrying four large guns in addition to its torpedo tubes, has been captured by the British in the North Sea.

Mr. Asquith, the British premier, has stated that we have now nearly a million soldiers in France, in addition to the troops in Egypt and in other theatres of war. Canada has contributed of these nearly a hundred thousand officers and men, Australia nearly as many, and New Zealand twenty-five thousand. Two and a half million officers and men have been carried overseas, with a loss of less than one in a thousand. The great outstanding fact in the present situation is that the seas are open to Britain and her allies, and are practically closed to Germany.

Russia is suffering indirectly by the great landslide in the Panama Canal that will close it to navigation for a month or more. Several ships loaded with locomotives and cars for the Trans-Siberian Railway were waiting for passage through the canal, and will now have to go around Cape Horn. Meanwhile, large quantities of military stores are at Vladivostok, waiting for transportation across Siberia, and there is not sufficient rolling stock to carry it away as fast as it arrives.

Canada's wheat crop this year is estimated at something more than three hundred and thirty-six million bushels, which is more than double that of last year. The yield of oats is nearly five hundred million bushels.

Through trains are now running on the Canadian Northern Railway, which opens up a new wheat area and much good grazing land.

After long delay, the United States, Chili, Brazil, the Argentine Republic and some of the smaller states in America have recognized General Carranza as President of Mexico. Probably most of the nations of Europe will soon extend their recognition. Villa still has forces in the field, and is keeping up guerilla warfare.

The problem of education is twofold: first to know, and then to utter. Every one who lives any semblance of an inner life thinks more nobly and profoundly than he speaks; and the best teachers can impart only broken images of the truth which they perceive.—*R. L. Stevenson.*

## SCHOOL AND COLLEGE.

Interim instructors are being engaged by the College of Agriculture, at Truro, N. S., to carry on the work of those members of the faculty and assistants who have enlisted. Mr. W. R. Reek, B. S. A., director of Agricultural Education for P. E. I., will conduct the class in surveying and land drainage, during the absence of Professor B. H. Landells, who is now a Sergeant with the Princess Patricia's. Mr. Reek will take charge of the senior class in these subjects, and will also, as his duties in P. E. I. permit, continue instruction from time to time throughout the new term. Before assuming his duties in P. E. I. he was Assistant Professor at the Ontario Agricultural College. The college management is also planning to fill with interim instructors the places of the other teachers who are completing arrangement to enlist for overseas service.

On account of the large percentage of enlisted students, the senior class will be smaller than in past years. But the number of applications from junior students is in excess of those received in October of last year. The addition of the new, large and well-equipped Science Hall will give the students unprecedented facilities for individual research work.—*Exchange.*

In spite of the large number of King's College students who have volunteered for overseas service the attendance this year is fifty-five as compared with sixty-five a year ago. The freshman class is large. Mr. Lionel Forsyth, a graduate of King's, has been appointed Professor of Modern Languages.

Short courses will open in the New Brunswick Agricultural Schools in December. In addition to the usual courses for farmers it is intended that at Sussex and Woodstock a short course will be given for teachers and clergymen.

Three members of the Agricultural Staff, Mr. Robert Newton, Mr. W. B. Ford and Mr. D. B. Flewelling, have enlisted.

Miss Rena Young of Millville, N. S., who has been Domestic Science teacher at Westville and Pictou, has gone to Truro to teach sewing in the Maritime Home for Girls. Miss Young's post in Westville and Pictou has been taken by her sister, Miss Florrie Young.

The corner stone of the new Aberdeen School building at Moncton, N. B., was laid on October 19. The new building is expected to be ready for occupation in August, 1916. It is on the site of the old one which was built in 1898, and recently destroyed by fire.

On October 15, a reception was held at College Hall, Acadia University, in honour of the young men who have enlisted for active service in the University Corps: J. Lyman Wood, Tryon, P. E. I.; John I. Mosher, Aylesford, N. S.; Burton DeWolfe, Wolfville, N. S.; M. G. Saunders, River Glade, N. B.; Charles Fitch, Verdun, Man., Lieutenant Frank Higgins, a graduate of Acadia, holds a commission in the University Corps and is visiting the colleges of the Maritime Provinces in search of recruits.

The staff of the Bloomfield Station, N. B., schools, consists of Mr. Wesley McNamara, principal, and Miss Hazel Millican, primary.

The Albert Mines school retains its principal, Miss Laura Tingley; Miss Alva Newcombe has charge of the primary department.

In the Harvey school, Albert, Mr. Guy Ryder succeeds Miss Chase as principal, and Miss Beatrice Sinnott succeeds Miss O'Connor in the primary department.

Messrs Herbert Christie and Reginald Barbour, members of P. N. S., 1914-15 class, have schools at Zealand Station, and Cape Station, respectively.

### RECENT BOOKS.

With many Canadian soldiers in the Old Country, and letters telling of their surroundings appearing in every newspaper, interest in the geography of the British Isles is immensely stimulated. A little book that will help to make it interesting is Reynold's *British Isles* in the Beginners' Geography series. The text is confined to simple short descriptions of scenery and life, and a full page picture opposite illustrates each page of text. The pictures, many of them coloured, are really beautiful, and show many famous scenes. The book is intended for quite young children, and suggestions are given for drawing, reading and hand-work in connection with the lessons. [*The Beginners' Regional Geography. The British Isles. J. B. Reynolds. Oxford Diploma in Geography, A. & C. Black, 4, 5 and 6 Soho Square, London, W., 64 p. 1s.*]

Longmans' English Classics, besides being attractive in form, are always trustworthy as to text, and generally contain admirable notes and suggestions for the teacher. Four volumes have lately been added to the series: *Hamlet*; Emerson's essay on *Manners, Self-Reliance, Compensation, Nature and Friendship*; Macaulay's *Speeches on Copyright and Lincoln's Cooper Institute Address*; and three of the Idylls of the King, *The Coming of Arthur, The Holy Grail, and The Passing of Arthur*. These are all well edited for school use, but the editorial matter in the volumes of essays and speeches is much the fullest and most useful. The suggestions for studying the essay on *Manners* are particularly good. The *Hamlet* hardly comes up to the standard set by other Shakspearean editors in this series. [Longmans, Green & Company. 25 cents.]

*Battle Fields of Today*, published by Rand McNally & Co. (sent postpaid by Barnes & Co., St. John, for 25 cents), contains clear maps not overburdened with detail, upon which the moving battle lines may be traced with coloured ink from day to day. There are four of these, about twelve and a half by nineteen inches in size, showing respectively, the eastern, western, southwestern and southeastern war regions. There are also fuller maps of the war areas, on which some of the smaller towns may be located as their unfamiliar names appear in the news of the day; but of course, no map will give all the place names that are mentioned. A place hitherto unknown to the map makers may suddenly come into prominence. These places can be marked on the map along with the battle lines, when the localities are indicated by the newspapers, and thus a valuable record of the conflict will be obtained.

### WITH THE MAGAZINES.

The *Century* for November has several fine articles bearing on, or inspired by the war. Among these is a description of the Swiss Military System, by Colonel Feyler, lecturer at the University of Lansanne on the history of war; *The American Pharisee*, an appeal to Americans to think for themselves, by the well known writer James Davenport Whelpley; *The Writing on the Wall*, a warning to the United States as to the necessity of military preparedness, by Eric Fisher Wood, and *Are we a World Power?* by Arthur Bullard. Jean Webster's *Dear Enemy* comes to a happy conclusion, and a new serial, *Children of Hope*, by Stephen Whitman, is begun. This is an unusually interesting number of the *Century*.

The *Living Age* maintains the high standard of interest that it set at the beginning of the war. It is hard to tell which of the articles published in it during the last month are the most striking. A review of *German War Literature*, by A. Shadwell, *The Freedom of the Oceans, Germany's New Policy*, by Archibald Hurd, *Zeppelin Air-Ships*, by Claude Graham-White and Harry Harper, are some of the longer and more important articles. Not less timely and interesting are Lord Cromer's *Germania Contra Mundum*, now concluded, *Glimpses of Russian Poland*, and Prince Trontbetsky *Unity Amid the Present Discord*.

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## New Brunswick School Calendar

1915-1916

1915. FIRST TERM.  
Dec. 14th.—Examinations for Class III License begin.  
Dec. 17th.—Normal and Public Schools close for Christmas Vacation.
1916. SECOND TERM.  
Jan. 3rd.—Normal and Public Schools open.  
Apr. 20th.—Schools close for Easter Vacation.  
Apr. 26th.—Schools re-open after Easter Vacation.  
May 18th.—Loyalist Day (Holiday for St. John City only).  
May 23rd.—Empire Day.  
May 23rd.—Examinations for Class III License begin.  
May 24th.—Victoria Day (Public Holiday).  
May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.  
June 5th.—King's Birthday observed (Public Holiday).  
June 9th.—Normal School Closing.  
June 13th.—Final Examinations for License begin.  
June 19th.—High School Entrance Examinations begin.  
June 30th.—Public Schools close for the term.

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