

PAGES

MISSING

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DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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THE EDUCATIONAL REVIEW,

Fredericton, N. B.

P. O. Box, 850.

Teachers' salaries in some of the cities and towns in the Maritime Provinces have been substantially increased.

The Fredericton, N. B., teachers were given \$100 of an increase last year. This year they presented a petition signed by many of the heaviest taxpayers of the city asking that a further increase be granted them. In response the Board gave each of the lady teachers another \$100 increase. Several of those who had been longest on the staff, including some of the principals, were granted \$200 extra.

The St. John Teachers' Association sent a delegation with a memorial to both the School Board and the Common Council to present their claims. As a result the lady teachers were given the \$200 increase which they had asked for, and the men principals were given an increase of 25 per cent. in their salaries.

The lady teachers of the Model School, Fredericton, recently applied for and were given by the Board of Education an increase of \$100 each. The Model School principal receives \$1,400, two of his associate teachers \$800 each and another \$850 per annum.

A Sydney, N. S., despatch states that increases, approximating \$17000 were voted to members of the staff of the city schools at a meeting of the School Board on Monday night, the 3rd inst. Eighty teachers will participate in these increases. According to the report of a committee it was a case of "adequate salaries or closed schools."

APPOINTMENT OF CITY SCHOOL BOARDS IN N. B.

The authors of the N.B. Free Public School System were wise in their generation, not only in the manner of appointing trustees for cities and towns, but in the duties and powers conferred upon them.

Objection has been taken that trustees should be directly elected by the people, and that they should not have any voice in determining the amounts of money to be appropriated.

This plan has been followed in the United States, with most disastrous results to the schools. Politics in its worst form has dominated the schools until the citizens in most progressive cities have abandoned this method in disgust and have returned to small school boards appointed by the Mayor for a term of years instead of being elected annually. The office of local superintendent is no longer elective. He is appointed by the Board for a fixed term, and is held responsible for appointments to the staff of teachers and for the administration of his department.

Surely we in this province do not wish to begin where others have ended in failure.

There are indications here of the town councils desiring to usurp or take over the prerogatives of School Boards in cities. If this be permitted, it will be the worse for the progress of education.

It is most desirable from many standpoints that school trustees and councils should be in harmony and that courtesy and sympathy should be extended from each body to the other, but it must be remembered that the School Boards of the past have averaged to say the least, in standing, progressiveness, and stake in the community as highly as members of the councils. They have, moreover, from their experience at the Board, a much better knowledge of the needs of the school service, than members of councils. They may not be as directly responsible to the people, yet they are responsible through the Legislature and city government.

Various suggestions have been made as to making up some of the time lost in the schools by the almost universal prevalence of influenza. Among them may be mentioned "Giving only one week's vacation at Christmas," "The abolition of the Easter recess," "Extending the school year into July." Some of these schemes are to be carried out in a number of places.

It is doubtful if very much, if anything will be gained by so doing, and it is sure much discontent will be excited. There is a very strong appetite for holidays on the part of many residents of our cities and towns. The people in the country districts regard their length as rather a joke and many of them expend much

ingenuity upon their contracts with teachers in order to avoid paying for any time regarded as holidays.

Yet country teachers think they are entitled to as many holidays as those in the cities.

Many inquiries have been made as to the liability of N.B. School Boards to teachers for time lost because of influenza. Teachers are referred to section 122 School Manual.

METHOD IN TEACHING

H. S. Bridges, LL. D., Supt. of Schools, St. John, N. B.
(An address given in Elder Memorial Hall, St. Stephen, N.B.
Friday, October 1st, 1915).

If we were asked to say what word in educational literature, or at least in discussions relating to teaching, had been most abused, I would say it was the word "method." This abuse is seen not only in the unreasonable emphasis that is sometimes placed upon it, but also in the absurd way in which it is often applied or rather misapplied. For example, writers on education have not hesitate to apply it to the most common expedients and devices, and even tricks of the school-room. Most teachers here present to-day have heard of the "letter" method, the "word" method, and the "sentence" method of teaching reading; the "oral" method and the "written" method of teaching spelling; the "oral" method and the "book" method of teaching elementary science, and I know not how much more besides. In the literature of teaching, particularly the minor literature, the word is repeated *ad nauseam*, and, if possible, still more frequently in lectures and class instruction. And then the stress that the advocates of these different methods place on their little devices. As though men were never taught anything, or could be taught anything, except according to their particular prescriptions! Is it any wonder then that many sensible teachers weary of "methods" have turned their faces away from method, as they hope, forever.

But a moment's reflection must convince us that this subject cannot be got rid of in such an easy fashion. Any teacher of sense will see this the very moment he takes one real look into the heart of the matter. Method in general has been defined by M. Compayre "as the order that we voluntarily introduce into our thoughts, our acts, and our undertakings." In strict propriety of language, however, the term method has reference to the particular mode in which the subject matter of education is developed and presented to the mind. It is merely the outward form, while instruction is the substance. The question of method, then, is not one of secondary importance which the teacher may neglect or not according to his pleasure; and in all questions of method, the first point to be settled is what is the real end of education, the second, how can this end be most effectually secured? Method solves

the second of these questions, but its solution depends upon our having a thorough understanding of the first.

The methods by which a subject may be developed and presented to the mind are two—the *Synthetic* and the *Analytic*. It is not proposed, however, in a brief address of this kind, to balance these two methods against each other, and to determine which of them ought to be employed in any given instance; for the judicious teacher will employ either according as he finds it suitable to the subject of instruction, to the proficiency of his pupils, and to the accomplishment of the end he has in view.

Synthesis commences with principles and rises from these by regularly connected steps to the conclusion aimed at; it ascends from the particular to the general; it is the logical method of developing truth. Admirable specimens of this method are furnished in the propositions of Euclid, where the reasoning, based on a few axioms or universally admitted truths, proceeds in regular logical sequence, until the conclusion sought is arrived at. Analysis, on the other hand, commences with the general and proceeds to the particular.

While the Synthetic method may be admirably adapted for presenting truth in a systematic form, it can hardly be said to be the best method of communicating truth in all cases, especially in the case of the young. Children long for realities, for things; but by this method they are kept too long on the outskirts of the subject; the way has to be cleared; definitions have to be settled, and first principles laid down on which to rear the intended structure. All this preparatory work, however, is very wearisome to children, for they are unable to appreciate what is not near and tangible. Now analysis possesses this advantage, that it takes things as they really exist, presents them in their every day dress to the minds of children, and thus not only interests them by the exhibition of things that are familiar, but exercises their ingenuity in leading them to discover their properties. If synthesis be the logical method of developing truth, analysis may be called the natural and should always precede synthesis. In childhood, and on to a considerably advanced state of boyhood, we know that the perceptive faculties are principally exercised and that the logical do not manifest themselves until a later period. Indeed there is no doubt that the exercise of the perceptive faculties prepares the way for the due exercise of the logical. The observations made in childhood and boyhood, and the facts collected during this period of life form the basis on which the person of mature mind reasons and compares. It follows therefore, that with children the analytic method should be most frequently employed.

Let me illustrate my remarks by referring to two very opposite methods of teaching Geography. In the

synthetic method, a book of definitions would be put into the hands of the child, who is compelled to commit the definitions carefully to memory without any great care being exercised to see that they are practically understood. When the definitions have been carefully memorized, the child is then led gradually on step by step and ends exactly where he ought to have begun, viz., with things around him. This method would be admirable, if our sole object was to give the pupil a strictly systematic view of the subject; indeed, by no other method could this be accomplished so well. But while we are thus laying down our definitions, and our first principles, the child is pretty certain to be completely disgusted, for he cannot see the far off object we have in view, and ceases to take any particular interest in what has no immediate concern with him.

By the analytic method, on the other hand, we begin at home. The small hill seen from the school window, with the stream running down its sides, is made the basis of a lesson on the mountain and river systems. The interest of the child is at once aroused, for he knows the hill; he has often crossed the stream; he has played on the slopes of the one, and cast his tiny line into the other. The teacher who commences in this method will find that he has touched a sympathetic chord in the breasts of his scholars, and will be enabled to lead them almost at will. As the lesson proceeds, it becomes an easy matter to work in the definitions, and after a time, when analysis has cleared the way, synthesis steps in and arranges into a beautiful whole the "membra disjecta" which have hitherto floated on the surface of the child's mind.

While the analytic and synthetic methods are, strictly speaking, the only two methods that can be used in presenting truth to the mind, the practical application of them may, and often does, vary according to circumstances. Thus class teaching may be conducted individually or simultaneously. It is to be observed, however, that these plans have reference not to the method by which truth is developed, but to the particular way of handling, if we may so term it, the pupils. Whether the teaching be individual or simultaneous, it must proceed on one or other of the methods that have been described above. In individual teaching, each pupil is brought immediately and directly into contact with the mind of the teacher, and may thus be expected to receive a more powerful and lasting impression than when he is addressed as one of many. Indeed, it is only by individual teaching that the teacher can come into direct and immediate contact with each scholar, and that he can effectually secure that the prescribed task has been performed, or the necessary explanations received and understood. If it be true that education owes its chief value to the direct influence which a thoroughly equipped and well furnished mind

brings to bear on the young, then it must follow as the night does the day that any plan which brings the master-mind of the school most closely in contact with the minds of the pupils is a plan which ought not to be neglected. Hence it should be the aim of every conscientious teacher to bring himself constantly in touch with the intellectual life of his scholars.

But not only is individual teaching thus valuable and important, it is the only safe mode by which we can ascertain that a prescribed task has been performed. Children are easily overlooked in a crowd; and when care is not taken to see that each child does his duty regularly and punctually, temptations are thrown in his way which often prove too strong for his honesty. In Arithmetic, for example, the only mode by which we can test that our explanation has been clearly and thoroughly understood is to single out successive individuals in the class, and cause them to repeat what has been explained. Wherever any explanation of a general principle has been given, the teacher should satisfy himself by questioning individuals that the information has been properly received. Let us therefore bear in mind that the more each child is individualized in our teaching, the greater likelihood will there be of our instruction taking effect, and springing up in the full luxuriance of a rich and abundant harvest.

The term simultaneous as employed in education is sometimes used to denote that the children are taught in classes, and not one by one. In this paper it is employed in opposition to the term individual, to signify that the questions are addressed to the whole class indiscriminately, and that the whole class are invited and expected to answer. Such a plan, if used skilfully and judiciously, has this advantage that it enables the teacher to accomplish a larger amount of work, and to develop to a greater degree the sympathy of numbers than is possible in individual teaching. But the dangers of such a plan in the hands of an unskilful or lazy teacher are manifold and obvious. The unskilful teacher too often deceives himself and does incalculable injury to many of his pupils by failing to perceive that the answers to his questions proceed only from a few pupils, and that too generally from those who were acquainted with the subject, while those who were ignorant of it, and who, on that very account, ought to be the objects of his special care, remain ignorant still. Lazy teachers have recourse to this mode of instruction to save themselves from trouble, and perhaps to conceal from themselves and others the general inefficiency of their teaching. Teaching that is purely simultaneous carries with it little of that direct contact of mind with mind, which gives to education its highest value, for the teacher, who adopts this mode alone, is working to a certain extent, in the dark. Simultaneous instruction, in its own place, is useful, but if used alone, it is utterly pernicious. Its proper sphere is when the teacher is elucidat-

ing general principles, when he is discussing some law or principle, for example, in Geography, when he is explaining some example in arithmetic, or giving some general lesson in Science. So long as a teacher is engaged with the general, he may teach successfully on the simultaneous plan, but the moment he leaves the general and comes to the particular, he should adopt the individual plan. For example, in explaining the process of simple subtraction to a class, the teacher may convey the general principle to his pupils simultaneously; indeed, in my opinion, this will be found to be the true and safe plan. But, if the teacher adheres to the simultaneous mode, when he comes to apply the rule to particular examples, he will make a serious mistake. As soon as he descends to particulars, he must individualize his scholars for the purpose of ascertaining that each member of the class has thoroughly grasped and mastered the explanation for himself. It is to be noted further that one great end of education should be to educe the individuality of each child, so far as this is possible; this end should be kept constantly in view, and as I dread the effect which simultaneous teaching may have on this end, I think it advisable to caution all young teachers to be sparing in the employment of it, and ever aim at the establishment of a living sympathy between themselves and each pupil by bringing themselves daily and habitually in contact with their mental life.

Closely connected with any method of teaching is the art of questioning. Young teachers often prove ineffective through failure to grasp the importance of this art, and it is to assist these that I think it necessary to draw attention to two or three leading principles of this art.

The teacher should first state the question to the whole class; and, when sufficient time for reflection has been allowed, he should then single out some pupil indiscriminately to give the answer. By this plan, the attention of all is kept up, and the examination proceeds quietly and unostentatiously, it may be, but most effectively. As each child is liable to be called upon to answer any or every question, he is thus kept from being indifferent. The time spent in questioning in this way is not greater than in the ordinary mode, but even if it were greater, the adoption of such a plan will amply repay any loss of time, for what seems to be lost in time is compensated for by the entireness and thoroughness of the work. The judicious teacher, by a glance of the eye, will know whom to select to give the answer, and his power over the whole class will be as great as over each unit of the class. Such a mode of questioning, combined with occasional simultaneous questions, will prevent the spirits of the children from flagging and thus sustain the interest unbroken to the close of the examination.

In the second place, questions should be so framed as

not to contain the answer, and in putting them, the voice should be so modulated as not to suggest it. If these points are not attended to, the question serves no good purpose—it is simply a waste of time. Such a question as the following is of no value whatever: "Was not Elizabeth of England contemporary with Mary Queen of Scots?" There can be no doubt as to the answer, and the question is useless. Neither should questions, requiring for answers the monosyllables yes or no be introduced except as leading questions, when they furnish the basis of a continued examination. It is to be remembered, moreover, that the chief end of questioning is to stimulate thought, not to call forth mere smartness; hence questioning should be conducted calmly and deliberately paying due regard to the ability of the particular pupil. Many teachers are apt to confound rapid questioning and answers with sure and effective teaching, and to imagine that the largest amount of work is performed where there is most excitement and physical movements. And here I take it upon myself to caution you all against being misled by this too current belief, for, in many instances, the very reverse is probably nearer the truth. There are minds so framed as to think with great rapidity, but the great majority are not so constituted; and as the true teacher should rest satisfied with nothing short of the evolution of thought, he must learn carefully to discriminate between the semblance and the reality of actual thinking.

It may not be out of place in an address of this kind to add a few remarks on the so called "Socratic" method of questioning which used to be much in vogue. I think it is fairly open to doubt whether this mode as commonly understood and practised has been productive of much real good in teaching. If we are to judge from the dialogues of Plato, questioning in the hands of Socrates was a merely controversial device, rather than a means of teaching. It was indeed, a kind of "sophistry" in the modern sense, and it could quite truly make the worse cause appear the better one. Socrates by his questions not unfrequently confused his victims; and then, when he had fairly or unfairly—he did not very much care which—proved them wrong, he dropped his catechising, and made long speeches; that is, he lectured, and lectured right gloriously, if Plato is to be believed. Now Socrates did not usually teach a class of boys or girls, and so we must not discourage our young pupils by a mere patter of questions having confutation as their aim. Need I add that little profit is to be got from mere lecturing. Boys and girls must be induced to work; they must be set to master things, to bring us the proof, and to rejoice in their own power of expression, not in ours. We must not silence them by perpetually talking ourselves, or by prescribing the exact form to be taken by their thoughts when expressed. We must be moderate in our use of questioning as a discipline in instruction, for, as one writer has ad-

mirably expressed it, "the excessive use of questioning is a worship of mere machinery."

In a previous part of this address, I pointed out the necessity of proceeding with deliberation in the process of questioning. Deliberation is still more necessary in the explanation of difficulties to a class, for everything may be spoiled by a little want of patience or by incautious hurry. Is it not far better to do a little thoroughly than to do a great deal superficially and unsoundly? We are all ready to admit the truth of this, but I must confess we sometimes neglect the force of it in our practice. It is much better to give half our intended lesson well than the whole, if only the half can be thoroughly mastered and understood. Let us determine, therefore, that what we teach, be it ever so little, shall be thoroughly learned. Often stop and recapitulate if the class seems indifferent or languid; do not regard that time as lost which is spent in making yourselves sure that what has been said is understood. Pause whenever it is necessary, and put questions to the least attentive members of the class; above all be determined at every step to secure that the whole of the class is advancing with you. I am often surprised to observe how frequently this is overlooked by really intelligent and valuable teachers in their practice. They seem to take it for granted that what is clear to them, and evidently so plain to a few members of the class is therefore communicated to the whole of their pupils, whereas they ought to have evidence of this fact step by step. It should be remembered that attention once lost is a difficult thing to recover, and that very great care should be exercised not to lose it. I am satisfied that more teachers lose the attention of their class by attempting to teach too much, and by going on too fast than they are inclined to believe. That person is the best teacher who is not afraid of the drudgery of repeating, and going back, and questioning in many different forms, and who is content to move slowly provided he can make the dullest member of the class move with him. Remember that your progress in a lesson should rather be measured by the dull pupil than by the quick one. As Dr. Fitch has well expressed it, "move with the slower learners, not with the best, and then your pace will be at least sure, even though it may not be so rapid as you could wish." Permit me in closing this paper to bring to your attention the portrait of the Ideal Teacher, drawn by Quintilian nearly two thousand years ago: Above all things let the teacher assume towards his pupils the disposition of a parent, and consider that he takes the place of those who consign their children to his care. Let him not himself commit, or in others suffer, what is wrong. Let him be neither too stern and austere, nor too lax and easy, lest on one hand aversion, on the other disobedience, result. Let him often speak of what is honourable and good; for the oftener he advises, the more rarely will he

punish. To those who ask questions let him freely answer; those who do not ask, let him question. In correcting what needs amendment, be not harsh, and above all not insulting, for to reprove as some do in personal bitterness quenches in many all love of learning. Daily let him say something, nay many things, which his hearers may bear home with them.

The teacher then ought to avoid asperity, especially in reproof, so that remedies which are naturally painful may be by gentleness alleviated; to praise some things, to bear with some, to change others for reasons assigned, and by introducing something of his own, to give his pupils further light.

This truly noble picture I leave with you, and I trust it may be as helpful to every one of you as it has often been to me.

AN EXPERIMENT IN SCHOOL DISCIPLINE

I first went to school about 1840, when I was six. The school was a log house with a puncheon floor. Benches for the smaller scholars were saw-mill slabs, with four legs, without backs. The older boys had their bench facing the wall, with a broad plank on which to write, fastened on pins in the logs.

School teachers employed by the farmers "boarded around" for a week or two at a time with the parents. These schoolmasters were almost invariably Irish and governed entirely by fear, punishing cruelly. Of course the children became stupid, uninterested, and learned slowly. We were made to sit on the bench eight hours a day, holding a book in our hands, whether studying or not. Hearing of the New England method of "moral suasion," my father interested his neighbors and succeeded in engaging as teacher a young man from New Hampshire.

He, Charlie Naylor, told us that he had come from afar, where the teachers tried to avoid corporal punishment, and that, unless it was absolutely forced upon him, he would never whip us. He was brilliant, active and industrious, and soon won the love of his sixty scholars.

Many settlers were from Kentucky, where they compelled the teacher to "treat" on Christmas. If he refused, they tied him hand and foot, took him to the river and immersed him under the ice until he consented to supply them with apples, candy and cider. Naylor's predecessor had been treated this way.

When Christmas came nine boys over fifteen years old determined to demand the treat. The day before Christmas these nine boys took the loose benches and barred the double doors. My cousin, Lee Wentworthy, passed a note through the transom to the teacher, demanding the usual Christmas treat.

Naylor read the paper, stamped it under his foot, went to the wood pile and got the axe. Smashing the



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TORONTO

door panels, he boldly entered, axe in hand, walking to the centre of the room ringing his bell violently. Every scholar proceeded to his seat. For some minutes the teacher walked back and forth. Then he asked the larger boys in turn: "Had you any hand in this?"

Each boy answered clearly that he had. They were brave boys. To each of the nine boys Naylor said: "Take your place out in the middle of the room near the stove." Then he gave his knife to the boy on his right and said: "Go out to that beech tree and cut nine good switches."

Naylor deliberately drew each switch through his hand, laid it on the hot stove, where it began to pop and frizzle, then slowly drew it through his hand again, bending it back and forth. Finally he walked out before the boy on his right and called on him to step forward and give him his left hand. Then raising the switch with a frightful effort, he brought it down mildly on the boys shoulder, and told the boy to return to his seat. He repeated this with each of the nine, none making any resistance. He then threw the switch in the fire and resumed teaching.

This moderation established Charlie Naylor as the most popular teacher that community had ever known, ended the Christmas treat, and almost entirely ended corporal punishment in our public schools.

(From "My Story," by General Mills, in *The School Bulletin*).

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THE NEW EDUCATION

II.

F. H. Spinney, Prin. Alexandra School, Montreal.

The new education will demand teachers of energy, enthusiasm and resourcefulness.

Under our present system, such desirable qualifications are quickly suppressed by cast iron curriculums, group grading and formal examinations.

Energy, enthusiasm, and resourcefulness can be maintained only when workers find intense pleasure in their work. Constructive activity is one of the rarest joys in life. Young men and young women, seeing little opportunity for the exercise of their constructive talents in the classroom, soon make their escape into other more attractive vocations. It is not always that the other vocations are more attractive financially, but they offer greater variety of activity, less nervous strain, and more favourable opportunities for self-expression.

Our present fundamental error is our persistent endeavour to fit every child in the one mold. The effect of this error is twofold; it drives the "dull" pupil away from school and it kills the spirit of the teacher. The better the teacher understands child nature, the greater the nervous tension in attempting to force each individual along the one prescribed path.

The more intensive the system of grading, the less individuality among the pupils. When I taught a miscellaneous school, composed of six or seven grades, with an attendance of less than forty, I observed more originality than I ever see now in a graded school of one thousand pupils. And conditions in the miscellaneous school were far from ideal. But the pupils had periods of quiet meditation. It was not possible to make them all the victims of a systematic grind. They advanced just as rapidly, graduated just as young, and met with as good future success as the pupils of the graded schools who were persistently "taught" for five hours a day. This fact alone indicates the terrific waste of persistent "teaching." An experience of two or three years in a miscellaneous school will develop resourcefulness, if nothing more.

Under the New Education, the resourceful teacher, no longer the slave of a devitalized mechanical system, will seek at first to discover the present knowledge, the present power, the natural inclinations and the apparent capacity of each pupil. Having ascertained that, her ambition will be to build on that knowledge, increase that power, appeal to the natural inclinations and make all assignments proportionate to individual capacity.

Such teaching will be constructive; in many respects it will be fascinating. The teacher will not only have the opportunity to exercise all her energy, enthusiasm and resourcefulness, but she will daily grow richer in all those qualifications. She will no longer be harassed by the worry that Tommy will "pull down" her class average. If she discerns reasonable improvement in Tommy's total mental and physical endowment, she will feel so well satisfied that she can afford to smile at what teachers now call "absolute hopelessness."

A CITY OF REFUGE ELIZABETHVILLE

You all know that Germany tried to pass through Belgium to attack France and England over four years ago. You know, too, how brutally she has waged war ever since, and that many brave men have gone from all parts of our Empire to save the people from German guns, poison gases, airships and cruel men.

When Germany demanded that her hosts should pass through Belgium that brave little country said, "You must not pass through our land, you promised you would not, and you signed a paper on which your promise was written." England and France had signed that paper too.

Then Germany said, "You are only a little country; we are not afraid of you, and we do not bother about our promise. It was only a scrap of paper, anyway. If you try to stop us we will burn your towns and kill your people—men, women and children."

Then King Albert talked no more to this false nation. He called his army together. "Arm, arm," he cried; "the foe is upon us." But almost before the Belgian soldiers could be ready the German swords were clanking in the land.

The Huns plundered many beautiful cities, and left them in ruins. They drove the mothers and big sisters away and made them slaves. They killed many of the little lads, and maimed many helpless children. There was a great horror in the path of the cruel foe.

Our Empire called its soldiers from all parts of the world. "Come to the rescue," it said; "drive back these raging beasts or they will destroy your children also." Many of your fathers and brothers went to help the Empire and its allies drive back the invaders.

But they were very strong and had many millions of soldiers. The Belgians held them back for a time, while the old men, women and children tried to escape. Many died by the way.

The British and French were not ready for war, but they did their best. They fought on till they died, or retreated step by step as the Germans came on.

At last the French and British stopped them on a river called the Marne. When you grow up you will understand more about that wonderful Battle of the Marne, which drove the Germans back and saved the world.

After that the poor tortured Belgian people, who had fled before the Germans, were gathered up by the British army and sent to England. There our kind Motherland gave them a new Belgium. It is called Elizabethville, after the Belgian Queen. It lies in a beautiful valley in the North of England, and not far from it is the busy town of Newcastle-on-Tyne.

Elizabethville is quite a big town already. There are broad streets, schools, a fine church and shops. There is also a big factory, where the Belgian women and girls, and many soldiers no longer fit for war, make food for the guns of King Albert's army, which is now steadily driving the Germans out of Belgium.

There is a hospital, too, in Elizabethville, where the sick are cared for by Belgian nurses and army doctors. In it is a special ward for new babies. How you would love to see the dainty cots, with their pretty gay coverlets, all ready and waiting for the tiny guests!

The schools are full of happy children, for they are trying to forget the dreadful things they saw and suffered in their own sad country. They chat very fast and sing school songs in their own language—"Flemish." Many of them are learning English.

The children are very proud of their new homes. These pretty cottages were furnished by the British Government; they have electric light, water laid on, and every convenience. The children love to work in their

back gardens growing vegetables, or in their front gardens among the flowers. Their parents pay a little rent out of their good wages they earn making shells. There are three public dining-halls where many of the people take their meals.

The Belgians love Elizabethville. When the war is over and they return to their own dear country, they will be very sad at leaving this city of refuge in the heart of England—happy Elizabethville.—*The School Journal, N. Z.*

ELEMENTARY SALARIES IN NEW ENGLAND

New Haven, Conn.	133,605	\$1,300
Fall River, Mass.	124,799	900
Springfield, Mass.	120,000	900
New Bedford, Mass.	116,000	1,000
Waterbury, Conn.	115,000	950
Cambridge, Mass.	104,839	1,080
Albany, N. Y.	100,253	850
Trenton, N. J.	96,815	1,000
Somerville, Mass.	90,500	900
Lawrence, Mass.	90,000	1,020
Manchester, N. H.	80,000	800
New Britain, Conn.	60,000	950
Pawtucket, R. I.	55,355	798
Malden, Mass.	50,000	900
Elmira, N. Y.	45,000	800
Newton, Mass.	44,313	950
Chelsea, Mass.	43,426	1,000
Pittsburg, Mass.	40,000	850
Fitchburg, Mass.	39,656	850
Meriden, Conn.	37,000	1,020
E. Orange, N. J.	24,371	1,200
Burlington, Vt.	21,000	600

—New England Journal of Education, Sept. 19, 1918

BOOK REVIEW

DEMOCRACY versus AUTOCRACY by Karl F. Geiser, Professor of Political Science, Oberlin College. A study in comparative governments. Cloth, 94 pages, 60 cents. D. C. Heath & Company, Boston, New York, Chicago.

In this small book of less than 100 pages, Professor Geiser gives the essential facts concerning the governments of the leading nations. He makes clear the methods by which in the last analysis the majority of the people themselves control the governments of the United States, England, France, Belgium, Italy, etc. The chapters on Germany and Austria-Hungary discuss governmental organizations beyond the control of the people and in the hands of an autocracy. The last chapter treats Brazil as a typical republic of South America.

The book is so brief and so clear in its treatment that it is to be commended for the use of busy people

ST. VALENTINE'S CUSTOMS

(From Educational Review, February, 1913)

Old customs die hard, and thus it is that those associated with St. Valentine's Day persist to the present, though greatly modified in form and degree. Antiquarians who have sought to trace the connection between the sending of sentimental missives and observance of the anniversary of the martyrdom of good Bishop Valentine have hit on a plausible explanation. At the festival of the Lupercalia the Romans had a ceremony in which each of the young men drew from a box a billet inscribed with the name of a maiden, to whom he was to devote himself for a twelve month. The early Christian fathers, wishing to allow their converts to retain old customs when possible, let the festival go on, but in honor of St. Valentine instead of the heathen gods.

In England the practice of choosing a Valentine existed at an early period, and was well established in Shakespeare's time. Chance was the chief element in the selection of the human "Valentine," and the idea most in acceptance was that the first individual of the opposite sex one encountered on St. Valentine's day was to be one's "Valentine" for the next year. This custom is referred to in literature, both in prose and verse. In the "Tale of a Tub," my Lady says:

"This frosty morning we will take the air
About the fields, for I do mean to be
Somebody's Valentine, in my velvet gown,
This morning, though it be but a beggar-man."

In Scott's "Fair Maid of Perth," the stout armourer, Harry Gow, patrols the streets of Perth to make sure that he will be the first to see the fair maid with whom his suit has prospered but haltingly.

The times which Pepys depicts in his remarkable diary were prodigal in Valentine gifts as in much else. It was not unusual for the lady to receive a gift of the value of £100 or more, and gifts were exchanged among all sorts and conditions of people. In one part of his Diary, Pepys records that Sir William Balten, his wife's Valentine, presented her with half a dozen pairs of gloves and a pair of silk stockings and garters. Both gloves and silk hose were at that time much less common than they are now, and were highly prized.

The young ladies of a more sentimental age than our own made St. Valentine's Eve the occasion for working "charms" with a view to learning their matrimonial future. A favorite method of divination, practiced in parts of England and imported into Canada in our grandmother's youth, was to take five bay leaves, pinning one to each corner of the bed, and the remaining one to the centre of the pillow. With a thorn from a hawthorn bush, a name was scratched on each leaf, the favored name being the one on the pillow. To make the charm all the more certain, an egg was boiled very hard and

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mixed with salt; then just as the clock was striking twelve, the egg was eaten by the girl who thus tempted fate, and who went to bed at once without speaking a word. She was thereupon supposed to dream of her future husband. Another charm in which leaves figure is said to be practised by village girls in some parts of the Old Country. They gather twenty-six laurel leaves—that is, as many as there are letters in the alphabet—and with a thorn scratch a letter on each. They tie the leaves up in a little bag made of white muslin which has never been washed. This bag is worn during the night on a string tied round the neck, and the wearer believes that on the morning of St. Valentine's Day the laurel leaf bearing the initial letter of the future husband's name will have turned red. It would seem a meagre amount of fore-knowledge for so much trouble.

However, Valentine's Day is not entirely overlooked, and of late there has been a revival, going back rather to the custom of Pepy's time than to the Victorian; that is to say, the valentines are more apt to take the form of gifts than of verses and paper hearts. Gloves are considered a suitable gift, so are books, flowers, or boxes of candy, while the jewellers display for a few days before February the fourteenth heart-shaped trinket-boxes and other trifles, adapted to the occasion. Most of the paper and card-board valentines go to the children now-a-days

and the cupids and pierced hearts have given place to cunning kittens and puppies, Japanese or Dutch youngsters, aeroplanes, and girls and boys at play.

Valentine parties are fairly popular among young people, who are ready to make the most of any opportunity for a frolic. In the decorations for such parties, pink or red paper or flower hearts in profusion have the field mostly to themselves, and considerable ingenuity is shown in having the ices frozen and the cakes baked in the prevailing heart shape.

Quite a charming idea is to make a Valentine luncheon or supper to announce an engagement. At one such luncheon, the centre piece was a slender Cupid poised above a heart-shaped mound of pink carnations, and over his shoulder a gilt paper quiver filled with tiny envelopes, each stamped with two pink hearts. Pink baby ribbons led to a knot of carnations, at each place, and when the dessert was served, each guest pulled the ribbon, and opening the envelope found a tiny card bearing the names of the newly-affianced pair.—*Canadian Pictorial*.

QUESTIONS ON SCOTT'S TALISMAN

M. Winifred McGray, Yarmouth

What provision had each made for refreshment? What was there in the manners and food of the Christian that was displeasing to the Saracen?

Describe the Diamond in the Desert. How many times is it the scene of important events in the novel? Tell what happened there on each of these occasions.

What charge did Abubeker Alwaket give to his general and soldiers on their departure to take Syria? Compare with Kitchener's charge to his general and soldiers on their leaving England at the beginning of this present war. Who was Abubeker Alwaket?


Find and write notes of explanation on each of the following: Accursed cities, once proud cities of the plain, horn of the fabulous unicorn, lingua franca, Koran, the seven oceans which environ the earth. Compare these last with Kipling's Seven Seas. Also explain a pitcher of sherbet. How often is this last mentioned?

Give the meaning of gab, mortier, imaums, molahs, Kipil, eleison, hirsute appearance, elritch, Hamoko, Termagaunt, mea culpa.

Who was the Hermit Peter? With which crusade is his name associated? What was the war-cry with which the sermon of Peter the Hermit was echoed back? When, in "The Talisman," do we hear this war-cry?

"Those grottoes so often alluded to in Scripture." Give a few of the allusions. Describe the Wilderness of the Temptation. What were the feelings of the Christian knight and the Saracen when passing through this Wilderness. Account for the difference in their feelings.

Describe the personal appearance of Theodoric, the hermit of Engaddi. Describe the meeting of the hermit



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with the Saracen and Sir Kenneth. What was Sir Kenneth's opinion of the hermit?

Give the different names applied to the hermit of Engaddi. What vision did he have when the Christian knight and the Saracen spent the night at his grotto? How did the hermit interpret this vision? What was the right interpretation? How often does the hermit appear in the story? On what occasions? In what state of mind is he when the story ends?

How much time elapses in the novel? In what chapter does the first day end? What kind of events take place? To what social class or classes of people are we introduced?

Why did Sir Kenneth visit the hermit? Who sent him? Why was he chosen to carry the message? What important character was ignorant of this visit? How did that happen? How did he find out about it?

How long did Sir Kenneth stay with the hermit? Why did he prolong his visit? Tell in your own words his experience in the chapel.

Describe the devotions of the Christian and the Saracen before going to rest in the hermit's grotto.

Describe the dwarfs, especially their eyes. Quote from "As You Like It" on the same subject. Whose property were the dwarfs in the beginning of the story? At the end? Account for the transfer. Who sent them into the chapel? For what?

Describe Richard's personal appearance. What was the opinion of Richard held by De Vaux, Conrade, the Master of the Templars, etc.? Describe Richard's crown and compare with King George's crown.

Make a list of the names of the Christian Princes engaged in this Crusade. Why did each join? Why did each desert the cause? Who never had any enthusiasm for the cause? How many men were in camp at the time of Richard's illness? What objections did Richard raise to having these princes lead the Crusade during his ill-

ness? Comment on each objection. Why did Sir Kenneth join the Crusade? Quote.

Account for the disunion between the Scottish and English soldiers during Richard's illness. Who was Scotland's king at this time? Why was DeVaux prejudiced against the Scottish people? How did Richard feel? What good office had Richard done Scotland? Notice the use of Scot, Scottish, Scotsman, Scottishman, Scotchman. How many times is this last used? Give examples of the use of each.

What was the most metaphorical speech which Thomas of Gilsland was ever known to utter? Wherein lies the metaphor? What do you mean by metaphor? Write a brief character sketch of De Vaux.

Find the allusion to Robin Hood and tell something about this famous outlaw. Quote from "As You Like It." In which of Scott's novels does Robin Hood figure quite prominently?

**NUGGETS FOR THE TEACHER OF ADVANCED
ENGLISH**

Mary Bronson Hartt

By way of expanding the vocabulary of the older students, have them open "verbariums" for the collection of new and serviceable words. Require that each week the student shall mark in his general reading some English word which he has never understood well enough to attempt to use, and set himself thoroughly to master its meaning. First let him enter the new word in his notebook, noting its pronunciation and its derivation, and spreading out its dictionary meaning or meanings in full. If the school boasts a many-volumed dictionary like the Century, let the definitions be copied from that. The mere act of writing will help to impress the slippery meaning on the mind.

But the work does not stop there. This word becomes the "specimen" for the week's study. Let the pupil watch in his reading for examples of the skilful use of the word, which might be "truculent," or "Gargantuan"—not too erudite, but a little outside the everyday speech of High-school boys and girls. Good modern fiction like the stories of Robert Louis Stevenson, or William J. Locke, will afford plenty of such cases of such words used with vigor and vividness, illuminated, as it were, by the context. At least half a dozen examples should be found and read aloud at the next session of the class. If the word has more than one meaning, the student should try to collect examples of all meanings in ordinary use. After the word has been thoroughly discussed, the entire class should be set to write sentences embodying the new word and showing that they have caught not only what it strictly denotes, but that infinitely subtler thing—what it connotes, that cloud of delicate associations as it

comes trailing out of long usage on the lips of good men and great.

If there are words in textbooks, in history or literature which the teacher suspects the students are repeating parrot-fashion, without full sense of their meaning, such words may be given out as specimens for the week; but it is better for the most part to let the class discover somewhat more picturesque words for themselves, for they will take more interest in the pursuit.

The word studied, the student should proceed to make it his own by proceeding to use it, over and over again, in daily themes. Never mind if he chooses the subject of his theme on purpose to lug in the precious new word. Practice is the thing. But make him understand that for the present he is not to try that new linguistic tool outside the classroom! The last thing aimed at is to produce a class of big-worded little prigs. Warn the student that while he is free to "try it on the dog" and that you are willing to play the role of bow-wow pro tem, he had better keep the specimens in his verbarium out of the public ear until he has better command of them. Or, if he has a student friend with whom he corresponds, he can try out his new words on him, if he consents. Someday, when he is older and a real need arises for that particular word, a time when no other word will carry

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his meaning, he will find himself using it without self-consciousness and using it right.

William Shakespeare used a vocabulary of English comprising no less than 15,000 words. Did they use verbariums in the Grammar-school at Stratford-on-Avon?

In teaching the writing of description, impress on the students the fact that we do not appreciate a beautiful landscape by eye alone. The appeal comes through all the senses. Looking down from a mountain road over a stretch of valley below, we are conscious of cool breaths from the woods about us, of shimmering heat on the hot road that lies white in the sunshine, of wandering winds that lift the hair on our brows, of the sound of a going in the tree-tops, of children's voices or the slow creaking of wagon-wheels borne up to us from the valley, or of the impatient jangle of cow-bells from the high pastures nearer by. A thousand scents from wood and plain, a thousand small insect voices, go to make up the sense of the scene. There is even an appeal to our very muscles—to the tactile sense, as it is called. We are conscious of the brute mass of rock, or of the upward thrust of certain shoulders of the mountain, or of the subtly modelled contours of rolling pasture-lands, much as if we could touch them. To try to bring a picture before the mind's eye of a reader by the sense of sight alone is a pathetic blunder. Let the pupil remember to tell not only the look of the thing, but the scent of the thing, the sound of the thing, and even the dampness or dryness, the freshness or dullness of the very air.

A student should bear in mind, however, that it is not a lengthy catalogue of the elements of sensation involved in the enjoyment of a certain bit of Nature, which makes a vivid picture. Strictly speaking, description is an impossible art. The most brilliant writer relies on something better—suggestion. Every reader's mind is a store-house of remembered impressions waiting to spring to consciousness at the touch of a master hand. The most masterly descriptions evoke by an artfully chosen phrase or two a whole scene with its varied appeal to the whole being of a man. The novice should never cease to strive for such effects though he will be forced to trust for the most part to clumsier enumeration. But he should study to select the most significant elements of sensation, and the most suggestive. Above everything let him train himself to taste the flavor of the words he uses, as a piano student keeps his sensitive ear bent upon the quality of the tone he produces. If he can hit off a whole scene by the use of one vivid word or phrase, he may count himself on the road to something like mastery of that elusive but fascinating thing—the English language.

A famous English teacher in an American University used to warn his students, "If you find yourself using any adjective over and over again (unless indeed it be

for practice), no matter how picturesque, how telling, how knowing it may be—*kill it!* It is getting to be a mannerism, and if you let it insinuate itself in place of more exact and varied diction, it will surely make for poverty of vocabulary. The first time a man said of a girl that she was 'awfully pretty,' the phrase had a humorous significance. Repetition has made it simply inane. Use fresh words chosen to fit the nice meaning you want to express. Don't be betrayed by the deadly convenience of a cant phrase. If an adjective crops up too often, scotch it before it is too late."

SUBTRACTION OF FRACTIONS

Inspector Amos O'Blenes, M.A.

$\frac{9}{11} - \frac{2}{11}$. Imagine you have an apple cut into eleven equal pieces and that you place nine of those pieces in a pile. You have in the pile $\frac{9}{11}$ of the apple. Suppose you take seven pieces, that is $\frac{7}{11}$ out of the pile of $\frac{9}{11}$ you have $\frac{2}{11}$ left.

Express thus $\frac{9}{11} - \frac{7}{11} = \frac{2}{11}$. By questioning the class you can get the rule. To subtract one fraction from another when the denominators are the same, subtract the numerator of the subtrahend from the numerator of the minuend, use the resulting number for a numerator and use the common denominator for a denominator, and the fraction thus obtained is the difference between the two fractions.

When the denominators are different proceed as in addition to change the fractions to others of equal value and having the same denominator and subtract as above.

Thus $\frac{3}{4} - \frac{1}{6} = \frac{9}{12} - \frac{2}{12} = \frac{7}{12}$.

When mixed numbers are used the following method will help to make the process clear. If I wish to take $4\frac{2}{3}$ from 9 and find what is left I place the question on the

board thus $9 - 4\frac{2}{3}$. I ask the class to imagine there are nine apples in an imaginary basket on the table. Then I tell them I want to find how many will be left after I take out $4\frac{2}{3}$ apples. First I will get the $\frac{2}{3}$ of an apple. Q. How can I get $\frac{2}{3}$ of an apple from the basket? A. Take a whole apple out of the basket, cut it into five equal parts and take three of those parts. Q. How many pieces have I left? A. Two. Q. What kind of pieces are they? A. They are two fifths. Q. What shall I do with the $\frac{2}{3}$? A. Put them in the basket. Q. How many apples are now in the basket? A. $8\frac{2}{3}$ apples. Q. How many whole apples are to be taken out? A. Four whole apples. Q. How many apples will be left after the four are taken out? A. $4\frac{2}{3}$ apples. Have the class work a number

of similar questions. Next try taking say $5\frac{1}{2}$ from $9\frac{1}{2}$

Place on the board thus $9\frac{1}{2}$
 $\quad\quad\quad - 5\frac{1}{2}$
 Q. How many whole apples are in the basket? A. Nine. Q. How many pieces are in the basket? A. Seven pieces. Q. What kind of pieces? A. Eighths. Q. How many pieces are to be taken out of the basket? A. Three. Q. What kind of pieces? A. Eighths. Q. If there are seven eighths in the basket and three eighths are taken out, how many eighths will be left in the basket? A. $\frac{4}{8}$. The $\frac{4}{8}$ can then be placed in the answer. Q. How many whole apples are in the basket? A. Nine. Q. How many are to be taken out? A. Five. How many whole apples will then be left in the basket? A. Four. Q. How much will then be left in the basket altogether? A. $4\frac{1}{2}$.

Do a number of similar questions.

Next try $8\frac{1}{2}$
 $\quad\quad\quad - 4\frac{1}{2}$

Q. How many sevenths are in the basket? A. Three sevenths. Q. How many sevenths are to be taken out of the basket? A. Five sevenths. Q. How can five sevenths be taken out of the basket when there are only three sevenths in the basket? A. Take a whole apple out of the basket and cut it into sevenths.

There are three ways of finding the number of sevenths left, viz., by taking the $\frac{5}{7}$ from the $\frac{3}{7}$ into which the whole apple is cut and putting back the $\frac{3}{7}$ with the $\frac{5}{7}$ thus leaving $\frac{2}{7}$, or by taking the $\frac{5}{7}$ out of the basket and the other $\frac{3}{7}$ which are needed to make up the $\frac{5}{7}$ out of the $\frac{3}{7}$ thus leaving $\frac{2}{7}$; or by putting the $\frac{3}{7}$ in the basket with the $\frac{5}{7}$ already there, making in all $\frac{8}{7}$ and then taking the $\frac{5}{7}$ out of the basket, thus leaving the $\frac{3}{7}$.

Out of hundreds of classes who have solved such problems by themselves I have found only one pupil who adopted the last method, which is the method used in all text-books and by most teachers. The second method was used by at least seventy-five per cent of the pupils.

The above work can be done by the pupils in their own way without much questioning if the work which I have outlined in connection with the teaching of fractions has been carefully done.

The subtracting of the whole number 4 from the 7

whole apples left will give as a result $8\frac{1}{2}$
 $\quad\quad\quad - 4\frac{1}{2}$
 $\quad\quad\quad \underline{\quad}$
 $\quad\quad\quad 3\frac{1}{2}$

In cases such as $9\frac{1}{2}$
 $\quad\quad\quad - 4\frac{1}{2}$ the fractions must first be reduced to a common denominator.

Some teachers may think that to use the three methods outlined will confuse the pupils. I have never found any confusion as a result of using the three methods.

CURRENT ITEMS

In the British elections held on December 14th last Premier Lloyd George's Union Government was returned with an overwhelming majority. Ex-Premier Asquith and the Labor leaders were among the fallen. Of fourteen women candidates, only one, Countess Markievicz, has been elected as Sinn Fein representative for kieviez, was elected, as Sinn Fein representative for St. Patrick's Division of Dublin.

The Coalitionists carried 471 of the 707 seats in Parliament, thus giving them a majority of 236.

Colonel Theodore Roosevelt, former President of the United States, died shortly after four o'clock on Monday morning the 6th of January, while asleep in his bed at his home, Sagamore Hill, Oyster Bay, L. I. His body was laid to rest without pomp or ceremony in Young's Memorial Cemetery in his home village.

The new British warship 'Hood,' now approaching completion, is the largest fighting vessel in the world. She is 894 feet long, and will carry eight 15-inch guns. Her hull is fitted with an outer cushion against which torpedoes and mines will explode harmlessly. She is expected to attain a speed of forty miles an hour. The 'Hood' will cost three and three-quarter million pounds sterling. It is stated that three other battle cruisers of the same type are being built.—*World Wide*.

A Washington report states that President Wilson has asked Congress for an immediate appropriation of \$100,000,000, to provide food for the liberated peoples in Austria, Turkey, Poland and Western Russia, who have no established governments.

General Julian Byng, former commander of the Canadian corps, has been made a Knight of the Grand Cross of St. Michael and St. George.

The Supreme Council of the Peace Congress met on Monday, the 13th January, at the French Foreign Office, Paris. Among those present, with others, were Premier Lloyd George, Foreign Secretary Balfour, Premier Clemenceau, Foreign Minister Pichon, Finance Minister Klotz, Marshal Foch, President Wilson, Secretary Lansing, Foreign Minister Sonnino, and Viscount Chinda and Ambassador Matsui for Japan. The first full session of the Peace Congress was held on Saturday, January 18, at 2.30 p. m., at the Foreign Office.

General unrest prevails throughout the world. Recently a strike at Buenos Ayres paralyzed industry and resulted in serious destruction of life and property. Then followed a strike in New York which seriously threatened

the supplying of provisions, etc., for the people. The most serious of all are the strikes in the various industrial centres of Britain, especially in Glasgow, Belfast and London. The demands of the strikers are for shorter hours and more pay.

Sir Wm. Peterson, K. C. M. G., Principal and Vice-Chancellor of McGill University, was recently stricken with a severe apoplectic stroke while attending the Lauder meeting at Emanuel Church, Montreal. He is reported to be in a critical condition.

The Supreme Council of the Allies has decided that France, Great Britain, the United States, Italy and Japan will each have five representatives at the Peace Conference. Canada, Australia, South Africa and India will have two each, and New Zealand will have one delegate. Brazil was given three representatives; Belgium, Serbia, Greece, Poland, Czecho-Slovakia, Rumania and China two representatives each. Portugal and the states which broke off diplomatic relations with, but did not declare war on Germany, were given one delegate each.

The Danes are said to be ready to give Greenland to Canada on condition that the North Schleswig, taken from the Prussians in the sixties, be restored.

Prince John, youngest son of King George, died at Sandringham on January 22nd. He had been ill for some time.

Forty-one States of Union have voted in favor of the Federal prohibition amendment, the result of which will be that the United States will go dry on July 1st next.

M. Clemenceau is the Chairman of the Peace Conference sitting in Paris.

The Dominion Parliament will open on Thursday, February 20th.

SCHOOL AND COLLEGE

G. W. Spencer, B. A., of Toronto University, has been appointed to the staff of Kings College School, Windsor. Kings College and affiliated institutions are crowded to capacity this year and more professors are needed to efficiently instruct the students who are offering for attendance.

Miss Helen Mason, teacher at Kingsport, went home to Falkland Ridge to spend her vacation.

Miss Margaret Foote, teacher at Canard, went to

Freeport to spend her holidays with her relatives.—*The Advertiser, Kentville.*

Miss Gertrude Lannan, formerly of Cambridge Road, P. E. I., is now teaching at Lajord, Sask.

The following Dalhousie students left Saturday for Halifax after spending Christmas week at their homes on the Island: Sydney A. Bonnell, Charlottetown; J. Wilfred Godfrey Marsheld; Malcolm Macdonald, Bradalbane, and George Green, Brookfield. The university re-opens today.—*Charlotte Guardian.*

Miss Mary A. Gillin, B.A., Principal of Roseberry St. School, Campbellton, who has spent the last three months here while the schools there were closed on account of the influenza epidemic, returned to Campbellton on Saturday.—*Woodstock Press.*

Col. Frank Day, who has been in Yarmouth for several weeks, left this morning by the D. A. R. en route to Pittsburg, Pa., where he resumes his former position in the Carnegie Institute of Technology.—*Yarmouth Herald.*

Captain Horace H. VanWart, '14, who has recently been attached to the Engineering Depot in St. John, has proceeded on his way to Siberia with the Canadian troops.

Mr. J. T. Hebert, '12, who was acting Professor of Philosophy and Economics at U. N. B. last year, has returned to Harvard to resume his law studies.

Don Lindsay, '21, has recently returned from England with the tank battalion.

C. A. D. McAllister, '18, who has been in a convalescent hospital in England, expects soon to return to Canada.

Mr. John Popplestone, formerly of the '20 class, has returned home from Toronto where he was training in the aviation camp.

Mr. and Mrs. Hugh C. Titus were in town for a few days during the month.

Campbell Carney, '18, who has been in the U. S. army for some time past, received his discharge and is now visiting his uncle, Rev. F. L. Carney, in this city.

Charles Chestnut, '19, who is attached to the 65th Battery, now in England, expects to return to Canada shortly.

R. Vance Ward, '20, who went overseas with the 9th Siege Battery, has recently taken a tour through Scotland and visited Edinburgh University.

Toshr eta shshr eta shrd cmfw shrd etao nc 8s
The University Monthly (U. N. B.)

At last night's School Board meeting the chairman

of the school sites and buildings, the supervisor and the mechanical superintendent were appointed to take up the plans for the new Richmond School and make a report as soon as possible.

Miss Irene Mingo, teacher in the 2nd department of Richmond school, was transferred to the 8th department of Chebucto school.

Miss Kathleen Vaughan was temporarily transferred to 7th department of Alex. McKay school to the 12th in St. Patrick's Boys.

The resignation of Miss E. H. Dexter, LeMarchant school, was accepted.

The Board last night decided to establish a new office, namely, a director of music in the common schools in this city. She will spend her time in the various schools and will supervise the teaching of singing, etc. Miss Bessie J. McNeil, of Digby, was appointed temporarily to the position.

The Board instructed the Supervisor to open temporary departments in Quinpool and LeMarchant schools when he thinks it advisable.

The Supervisor informed the Board that he had secured options on property to the south of the present Bloomfield school, and the Board decided to apply to the Governor-in-Council to purchase the same.

Miss M. T. Phelan, of St. Patrick's Boy's School, was transferred to assist in teaching of the auxiliary classes with a view to training for that position.

Acadian Recorder, Halifax, Jan. 31.

ST. JOHN FREE PUBLIC LIBRARY.

ST. VALENTINE'S DAY.

READING LIST

Miss E. M. A. Vaughan, Librarian

CELEBRATION AND CUSTOMS

- Brande's Antiquities. V. 1, page 53.
 Chamber's Book of Days. V. 1, page 255.
 Chamber's Universal Knowledge. V. 14, page 793.
 Young People's Cyclopaedia. (Names and Places).
 Page 880.
 Original Valentines. Beard. What a girl can make
 or do. Page 89.
 A Valentine Party. American Handy Girl. Page 464
 St. Valentine's Day. Educational Review. V. 25,
 1912, page 198.
 St. Valentine's Customs. Educational Review. V.
 26, 1913, page 193.
 The Story of St. Valentine. Educational Review.
 V. 24, 1910, page 200.
 A Little Simple Valentine. Educational Review.
 V. 23, 1909, page 225.
 February and its Noted Days. Educational Review.
 V. 20, 1906, page 205.

St. Valentine's Day. Educational Review. V. 17,
 1904, page 219.

Valentines to Make at Home. St. Nicholas. V. 35,
 1908, page 348.

POETRY, RECITATIONS AND STORIES

Making Valentines by the Million. Scientific Amer-
 ican—V. 94, 1906, page 152

An Acceptable Valentine Story. Wells. St. Nich-
 olas. V. 37, page 318.

A Belated Valentine. Sheard. Canadian Maga-
 zine, V. 24.

Baby's Valentine. Richards. In My Nursery, page
 17.

Jack's Valentine. Educational Review. V. 23, page
 225.

My Valentine. Educational Review. V. 24, page
 200.

St. Valentine's Day. St. Nicholas. V. 36, page 375.
 St. Valentine's Day. Canadian Magazine. V. 24,
 page 334.

Valentine to a Little Child. Stein. (Child Songs
 of Cheer). Page 114.

(The above Library contains an excellent list of
 books available to teachers, especially those in and around
 St. John. Our thanks are due to the Librarian for sup-
 plying this list for St. Valentine's Day.—Ed.)

PHYSICAL TRAINING AND CADET CORPS IN N. B. SCHOOLS

Teachers who Won Prizes for Physical Training in their
 Schools for the Year Ended June 30th, 1918

Inspectorial District No. 1, P. G. McFarlane, M. A.,
 Inspector

Graded Schools—1st, R. G. Mowatt, Dalhousie;
 2nd, Linden Crocker, Millerton.

Rural Schools—1st, Reginald Barbour, Flat Lands;
 2nd, Clara Bransfield, Escuminac.

Semi-Rural—1st, May M. Murphy, Shives, Athol;
 2nd, Gertrude Holland, Red Bank.

Inspectorial District No. 2, J. F. Doucet, M. A., Inspector

Graded Schools—1st, Calixte Savoie, Edmundston;
 2nd, Frances C. A. Lordon, Bathurst.

Rural Schools—1st, Alice O. Theriault, Inkerman;
 2nd, Emogene Branch, Balmoral.

Semi-Rural—1st, Rita Jaillet, Shippegan; 2nd,
 Leona Martin, Drummond

Inspectorial District No. 3 Charles D. Hebert, M. A.
 Inspector

Graded Schools—1st, Sister Anita, Buctouche Con-
 vent; 2nd, Lillian Wathen, Richibucto.

Rural Schools—1st, Elevine St Pierre, Cape Bald;
 2nd, Drusilla Smallwood, Harcourt.



Teaching The Young How to Save!



The teacher of the Dominion can do much to encourage Thrift among the younger generation by making clear to the children in their charge the simple workings of the War-Savings Stamp plan, with its aid, the Thrift Stamp plan.

When children are made to realize that money well invested grows by itself, just as surely, for instance, as the snowball grows as it rolls down the slope, then they are eager to try it for themselves.

Since few children can invest \$4.00 or more at a time, the Thrift Stamp, selling for 25 cents, is recommended to them. But it should be explained that the Thrift Stamp is not interest bearing, but is only a means towards securing a War-Savings Stamp.

War-Savings Stamps, as you know, cost \$4.00 this month, and increase in cost one cent each month throughout the year.

Thrift Stamps are 25 cents each. Thrift Cards are provided free of charge.

It is believed that you have the "Canada War Book" and all information regarding the W-S. S. plan before you, and your heartiest co-operation is asked.

If you have not received your copy of The Thrift Magazine, write to

371 Bloor St. West, Toronto. It is free to teachers.

Semi-Rural—1st, Artemas Allen, Bayfield; 2nd, Suzanne Barrieau, Adamsville.

**Inspectorial District No. 4, Amos O'Blenes, M. A.,
Inspector**

Graded Schools—1st, Mayme Alward, Moncton; 2nd, Martin G. Fox, Sackville.

Rural Schools—1st, Emma Smith, Middle Coverdale; 2nd, Clara Tingley, Germantown.

Semi-Rural—1st, Daisy Allen, Albert Mines; 2nd, H. H. Trimble, Salisbury.

Inspectorial District No. 5, S. A. Worrell, B. A., Inspector

Graded Schools—1st, Jessie H. Brown, Sussex; 2nd, Bessie G. Howard, Hampton.

Rural Schools—1st, Mildred H. Arnold, Smith's Creek; 2nd, Josephine R. Belyea, Wickham.

Semi-Rural—1st, G. W. Chapman, Kingston Consolidated; 2nd, Ruth Thurber, Rothesay Consolidated.

Inspectorial District No. 6, W. M. McLean, Inspector

Graded Schools—1st, H. C. Titus, Milltown; 2nd, Margaret Briggs, St. John.

Rural Schools—1st, Margaret Brooks, Bocabec Ridge; 2nd, Olive J. Mitchell, Welchpool.

Semi-Rural—1st, T. K. Copp, St. John; 2nd, Annie M. Lawson, Grand Manan.

Inspectorial District No. 7, R. D. Hanson, B. A., Inspector

Graded Schools—1st, Sadie Thompson, Fredericton; 2nd, Mary Gallagher, Fredericton.

Rural Schools—1st, J. West Smith, Lincoln; 2nd, Dorothy Wilson, North Tay.

Semi-Rural—1st, Gladys Gregory, Gagetown; 2nd, Ella M. Thurrott, Keswick Ridge.

Inspectorial District No. 8, F. B. Meagher, M.A., Inspector

Graded Schools—1st, Helena Mulherrin, Woodstock; 2nd, Dyson W. Wallace, Woodstock.

Rural Schools—1st, Lottie M. Vanwart, Beauport; 2nd, Leonard J. Slipp, Glassville.

Semi-Rural—1st, Margaret I. Baird, Benton; 2nd, Isabel A. Thomas, Andover.

MILITARY DRILL

The amount of money allotted for prizes in the Military Drill competitions among the Cadet Corps in connection with the public schools of N. B. was \$315.

The following were the prize winners for the year 1917-1918:

1st, Corps No. 235, Normal School, Capt. A. S. McFarlane, Instructor, \$65; 2nd, Corps No. 560, Moncton High School, Lt. W. McL. Barker, Instructor, \$55; 3rd, Corps No. 105, Chatham High School, Capt. F. A. McKenzie, Instructor, \$45; 4th, Corps No. 733 and 667, West St. John School, Mr. A. B. Copp, Instructor, \$35; 5th, Corps No. 242, Fredericton High School, Lt. J. E. Page, Instructor, \$25; 6th, Corps No. 732, King Edward School, (St. John), Lt. A. G. Gunter, Instructor, \$15;

7th, Corps No. 714, Sussex High School, Mr. E. C. Rice, Instructor, \$15; 8th, Corps No. 442, Dorchester, Mr. A. F. Richard, Instructor, \$10; 9th, Corps No. 757, Moncton School, 7 and 8 Grades, Mr. J. C. Farthing, Instructor, \$10.

The following Cadet Corps passed an efficient inspection and were awarded the sum of \$5.00 each:

No. 304, High School, St. Stephen; No. 735, St. Malachis, St. John; No. 597, High School, St. John; No. 749, Fairville, St. John; No. 736, St. Peter's, St. John; No. 506, Sunny Brae; No. 720, Sackville; No. 218, Harkin's Academy, Newcastle.

One half of the prize money is retained by the Instructor of the corps and the other half is divided among the officers of the corps.

ON UNIONIZING THE SCHOOL TEACHERS

Canadian public school teachers are writing me for suggestions as to how they may improve their financial status. The answer is plain. Unionize. Divorce yourselves from the profession of pedagogy and enter the trade of teaching. Put it on a union basis. Make your own scale of pay. Do not leave it to a lot of tight-wads in the form of boards of trustees. Teachers without previous experience so much per year, with one year's experience so much and so on. Do not allow any board of trustees to cut this scale. Stick to the union wage as established by your own committee, stick to it down to the last five-cent piece.

In Ontario there already exists a Federation of Women Teachers, and it is said to be ten thousand strong. Here is the skeleton about which the union fabric may be constructed. Call a general convention, appoint a committee to name the scale of pay, establish the minimum and maximum wage, and, if necessary, employ an experienced general organizer to whip this union into shape. The next step would be to establish federations in other provinces where they do not now exist, with the idea of amalgamating these various federations into one concrete government body. What unionism has done for other workers it can do for the teacher.

In the average fair-sized Ontario country town, women teachers, in 1914, were paid on the average of \$500 per annum. Between that year and 1918, a general increase of around \$35 per annum was granted, or seven per cent., whereas living expenses between these two periods increased many times seven per cent. Another noteworthy point is that previous experience appears to count for so little as far as regards teaching in the country districts and smaller centres. In Stratford, Ont., for instance, the scale of pay for experienced teachers is only \$50 more per annum than that offered for teachers without experience. And still another absurdity is the

small margin between minimum and maximum pay, which rarely exceeds \$100 per annum. In commercial life, experience is what a firm or corporation pays for. In dollars and cents an employee may easily double his or her cash value to the employer in a comparatively short time. Apparently those who employ teachers do not appreciate that experience counts.

There is obviously just one thing for teachers to do. Put your pride in your pocket. Join the workers. Forget that you once belonged to a profession—unionize.—*Toronto Saturday Night.*

**SUBSCRIBE NOW FOR THE
"EDUCATIONAL REVIEW"**

N. B. OFFICIAL NOTICE

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

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

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

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

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

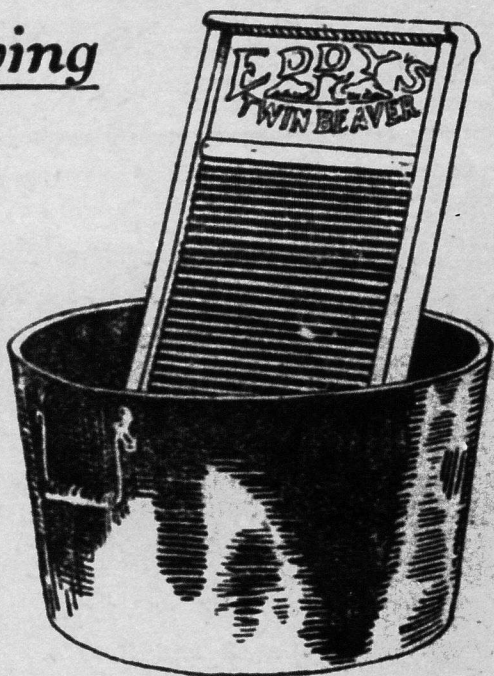
W. S. CARTER,
Chief Superintendent of Education.

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

**A Labor Saving
Combination**

"It is the last straw that breaks the camel's back." So runs the old proverb. And it is the little extra efforts which tire you out on wash-day.

Eddy's
Indurated Fibreware
**Washtubs and
Washboards**



form a combination which save you much extra labor. Indurated Fiberware tubs are much easier to lift and to move about. They keep the water hot for a much longer space of time, because they do not conduct heat as metal does. They are easier to keep clean, because they are made in one piece without joint or seam, and the hard, glazed surface is impervious to liquids or odors. And they cost no more. Last longer, too.

Eddy's Twin Beaver Washboard has a double rubbing surface of Indurated Fibreware which loosens the dirt quickly and saves many tiresome motions.

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A GUARANTEE SAVING of 5 per cent. over all other firms, on any makes of typewriters or supplies. Deduct 5 per cent off any price list and we will fill your order with the same grade of goods. We handle the best makes and all makes Typewriters from \$2.00 up. All machines guaranteed from one to five years. Eastern Typewriter Exchange, 87 Victoria Street, Amherst, N.S. Shipping centre for the Maritime Provinces.

Teachers Wanted

For all kinds of positions. Free enrollment. School Officials supplied with competent teachers. Write for list of candidates.

EASTERN EDUCATIONAL BUREAU
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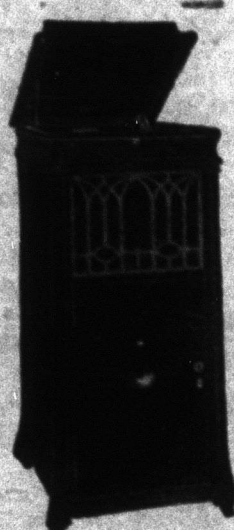
OFFICIAL NOTICE

New Brunswick School Calendar

1918 — 1919

1919 SECOND TERM

- Apr. 17—Schools close for Easter Holidays.
- Apr. 23—Schools re-open after Easter.
- May 19—Observed as Loyalist Day in St. John Schools only
- May 23—Empire Day.
- May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
- May 26—Observed as Victoria Day. (School Holiday).
- May 27—Class III License Examinations begin (French Dept).
- June 3—King's Birthday. (Public Holiday).
- June 6—Normal School closes.
- June 10—License Examinations begin.
- June 16—High School Entrance Examinations begin.
- June 27—Public Schools close.



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Remember—not imitation, but RE-CREATION. It is your privilege to hear and enjoy the world's greatest singers and instrumentalists in your own home, just as well as though you sat in theatre or concert hall, by means of

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which actually RE-CREATES vocal and instrumental music with such fidelity that no human ear can detect difference between the artist's rendition and that of the instrument. Hear the NEW EDISON at your dealer's, or

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Saturday Afternoons at 2 and 3.30
Every Evening at 7.30 and 9

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The Standard Boot

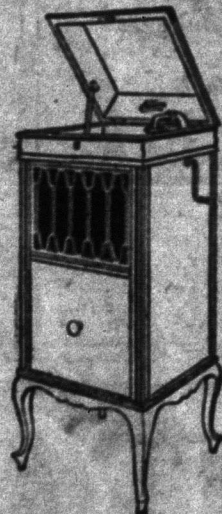
In purchasing an instrument for sound reproduction the main point is to secure one which faithfully reproduces. There is no instrument which in this respect approaches

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If there were the fact would doubtless be demonstrated by "tone tests" similar to those conducted by the makers of this marvellous instrument. No other instrument could successfully meet it. Call at our store and witness a demonstration of this wonderful instrument.

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BRING IT TO US

Where the best drugs and greatest care are guaranteed.

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ALONZO STAPLES, Proprietor