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CONDITIONS.

1. Essays to be handed in before March 20, unless the time is extended by our announcement.
2. Each essay accompanied with a statement of full Name, Age and address of pupil. The name of his or her teacher and an affirmation that the work was done by pupil alone.
3. Each essay to be accompanied by one new subscription to the Dispatch.

The essay that wins the first prize will be printed in "The Dispatch."

Volcanoes

In 1902 two dormant volcanoes of the West Indies, Mt. Pelee in Martinique and Soufriere in St. Vincent, broke in to eruption simultaneously. No lava was emitted, but there were blown into the air great quantities of ashes, which mantled the adjacent parts of the island with a pill of gray snow. In early stages of the eruption lakes which occupied old craters were discharged and swept down the ash-covered mountain valleys in torrents of boiling mud.

On several occasions there was shot from the crater of each volcano a thick and heavy cloud of incandescent ashes and steam, which rushed down the mountain side like an avalanche, red with glowing stones and scintillating with lightning flashes. Forests and buildings in its path were levelled as by a tornado, wood was charred and set on fire by the fragments, all vegetation was destroyed, and to breathe the steam and hot, suffocating dust of the cloud was death to every living creature. On the morning of the 8th of May, 1902, the first of these peculiar avalanches from Mt. Pelee fell on the city of St. Pierre and instantly destroyed the lives of its thirty thousand inhabitants. The intense heat literally baked the inhabitants, only one poor wretch that was in a deep cellar escaped. The ships in the harbor were charred to the water's edge.

Among The Blond Eskimos

(By V. Stefansson)

The inhabited country of which we were able to gather information comprises the southern end of Banks Island, the southern half or two-thirds of Victoria Island from Walker bay on the west coast to Albert Edward bay on the east coast, and the mainland from Kent peninsula to Cape Bexley. We did not ourselves visit the tribes that live in the western half of Victoria Island nor those that live on the mainland east of Grey bay, but we talked with many individuals from these tribes who were visiting others. The fairly accurate knowledge of the people we dealt with extended as far east along the coast as King William's Land and as far west as Baker lake. We found that their summer range is much farther south than had been previously known. For they wander over the entire country north of a straight line drawn from the south end of Bathurst inlet to the east end of Great Bear lake, as far west as the Dease river, which, however, they only occasionally cross. Though they migrate over belts of timber, they seldom stay in or near them, apparently, no doubt, through mistrust of the Indians, whose general whereabouts are known to the Eskimo, though no friendly contact had taken place. In our acquaintance with the Bear Lake Indians, I found that their fear of the Eskimo is far more intense than the Eskimo's fear of the Indians.

We saw rather less than a thousand individuals out of the total estimated population of a little over two thousand.

Continued on page 8

School Psychology

Social Nature of Education

Very many of us have the impression that education consists merely in cramming certain facts into a child's mind, and hence a person is looked upon as being more or less highly educated according as he possesses much or little book lore or has passed by a certain number of grades. This is surely a mistaken idea, for a man or woman may be a highly educated specialist and yet possess but little of the formal knowledge as taught in the public schools. For instance, the trained blacksmith is certainly educated in a way, for he is a skilled craftsman who fills a place in the community and does work that the unskilled laborer could not. The truth of the matter is that a person is educated in some slight degree if his mind possesses some actual rational knowledge or if he is trained to perform some useful task. Now it is apparent that as education is gained the mind must be MODIFIED in some manner. So we may frame a definition of education somewhat as follows: education consists in the modification of the mind through experience, and also, in manual tasks, in the coordination of the muscles so as to intelligently obey the dictates of the brain.

It is obvious that every organism must be considerably modified during a life of several years, these modifications being known as ACQUIRED CHARACTERISTICS. It was formerly a much debated question as to whether these acquired characteristics could be inherited by an offspring from its parent. After a great deal of experiment and research, however, we are forced to the conclusion that these modifications acquired during the lifetime of the individual are NOT transmitted by inheritance to its descendants. From this standpoint each child is at birth more or less of a "little savage," but with an individuality all his own.

Since acquired characteristics are not inherited, it might be supposed on first thought that no amount of modifications on the part of individuals would serve to increase the general knowledge of the human family, since this knowledge cannot be directly transmitted to descendants. But on reflection we shall see that it is of the utmost importance that each mind be modified to its greatest possible extent; and it is, moreover, on account of the non-transferability of modifications that education is so important. In his work on "Heredity," Professor Thomson expresses this very clearly when he says, "unlike the birds that perish, man has a lasting eternal heritage, capable of endless modification for the better, a heritage of ideas and ideals, embodied in prose and verse, in statue and painting, in cathedral and university, in tradition and convention, and above all in society itself."

Thus though a child at birth may be somewhat of a little savage, he at once comes into contact with a world rich with the accumulated wisdom of ages, which has been handed down by traditions, writings and the works of man. Each child at birth has a distinct though latent individuality, but beyond his in-

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Minerals of New Brunswick

Antimony

Small quantities of sulphide of antimony have been found near Sunnyside lake at Scotch Settlement in the County of Queens, but there has been no attempt at mining.

The chief deposit in New Brunswick is at Prince William in the County of York about twenty-five miles north of Fredericton and three miles west of the St. John river on a slight elevation overlooking the Pokioik River and Lake George.

The ore occurs in connection with veins of milky quartz. The total area, over which the lodes bearing the mineral are found is about three hundred and fifty acres.

Notice to Water Takers

Notice is hereby given that all persons owing Water Rates must settle the same on or before 18th day of November next or the Water will be turned off.

Per Order Chairman
Water Committee,

H. W. Bourne, A. G. Fields,
Collector. Supt.
Woodstock, N. B., Oct. 28, 1916.

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DEPARTMENT OF FINANCE, OTTAWA,
OCTOBER 20, 1916.