

THE SCHOOL JOURNAL – JULY 1910

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An excerpt from *Memorial to the Late Mr Seddon*, quoting a speech by the Duke of Argyll:

“‘Loyalty,’ he said, ‘is but kinship written large, and every man and woman of the colony is proud of the crimson thread which makes the people of New Zealand loyal sons and daughters of the British Empire. Whatever be the sacrifice, we cheerfully take our stand beside the Mother Country for the maintenance of her honour and the integrity of the Empire.’

And nobly New Zealand responded to the call, sending, one after the other, ten contingents to South Africa. Our dear friend’s spirit still guides her councils. She is still foremost in her desire to be represented in our fleets. We gratefully record his services for King and Country. We revere his example and we deplore his loss.”

And from the same school journal, an excerpt from *The General Effect of Alcohol*:

“Alcoholic drinks seem to be at first stimulating, and later to have a dulling effect. This stimulation is, however, not real, but only seeming, and is caused by the dulling of the power of self-restraint.

A civilised man restrains himself; he does not allow himself to do certain things; he does not hoot and howl, he does not laugh immoderately nor weep at trifles, because he restrains himself. The dulling effect of a narcotic first acts upon this self restraint, and a person becomes boisterous, loud, and rude. He talks too much and is not considerate in his treatment of others. As this dulling goes on, it affects his senses and other mental powers, so that he is not clear in his thoughts, and later it affects his muscles, causing him to reel and stagger.

The thing about wine and cider which is hard for young people to understand is, why there is harm in anything made from grapes and apples, which are both healthful fruits. But since we know how quickly sugar can be changed into other substances by the yeast plant, it will not be so hard to understand. If you put a few spoonfuls of grape jelly or of marmalade into a pint fruit jar, fill it with warm water, and add a little yeast, you will find in a few hours that it is fermenting. The sugar is being changed into carbon dioxide and alcohol. In three or four days the liquid will have changed into wine or cider, and if it is put into a still, alcohol pure enough to burn at the end of the tube may be distilled off from the liquid.

The juice of apples as it is pressed from the fruit is harmless and refreshing, but it remains so only for a few hours, after which it contains a little alcohol, which increases day by day, so that cider which at first harmless comes very soon to be a little harmful, and in a few weeks to be intoxicating, as it then contains almost if not quite as much alcohol as beer contains.

.....Some people think that alcoholic drinks may be indulged in moderately. Let us hear what medical men say about moderate drinking. “Every drunkard was once a moderate drinker ... After opening the floodgate, not one man in a thousand can stay the progress of a besetting vice, and of all besetting vices the alcohol habit is the most inevitably progressive. An unnatural appetite has no natural limits.”

.....How many a pathetic story could I tell of even great and good men, the intellectual, high-minded, and moral, who, confident in their power of knowing when to stop, have at last helplessly succumbed and been disgraced!”

The effect of alcohol upon a grown-up person is bad enough; but it is even worse upon a developing person. The effect upon children is worse, because the body and brain of the child are in the process of growth. Even in the years of early manhood, alcohol is very harmful to the proper development of body and mind.

-From the “New Century Elementary Physiology.”

NEW ZEALAND SCHOOL JOURNAL – VOL.40,NO.3 : PART IV : APRIL, 1946

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This school journal, published less than a year after the end of World War II, includes articles such as *With the New Zealanders in Greece*, excerpts from *Oliver Twist*, *Titoki Bridge* (“under the strain or ware traffic the Titoki wooden bridge was burdened above its strength”), a book review of *Swallows and Amazons for Ever*, and a play entitled *The Boy Who Learned to Read*, a poem, *The Sailors Consolation*, and a crossword puzzle with clues such as *mark painted on hull of British merchant vessels* and *Military sally*.

Titoki Bridge was written by ‘Titoki School Pupils’ and details the replacement of their local wooden bridge.

“During the half century it has been standing, the flood water has been over the handrails during the highest floods. It was decided to build a new concrete bridge to replace the old one.

.... A great number of lengths of steel were stacked on the roadside and left to rust so that the concrete would stick firmly to them. To obtain metal for the concrete, a quarry was opened in a nearby hillside. Sand, brought from the Kaipara Harbour, was one of the important materials.

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To work the quarry a pneumatic drill plant was installed, and the men set to work at once to drill for the long, thin plugs of dynamite to be driven in. After the explosion was over, the men then carted the stone to the crusher, where it was crushed into three different sizes of metal.

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To obtain a sufficient supply of sand for the concreting, a contractor from Dargaville would go out with his barge into the Kaipara Harbour, and with a suction pump draw the sand from the riverbed.”

The story then described the sinking of piles, building of piers and the final opening of the bridge by the Hon R Semple, Minister of Public Works. It ended:

“Many schools will no doubt have an opportunity such as we have enjoyed of watching the building of a new bridge; for our faithful old wooden bridges must soon all disappear, replaced by the more modern engineering structures.”