

# Educational Review.

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We ask the attention of New Brunswick teachers to Mr. Rieker's letter in another column. The obligation so gallantly assumed by the students at the Rural School should not be allowed to become an anxiety to their committee. So many war funds appeal to us that the Machine Gun Fund has perhaps been temporarily forgotten, but we are confident that the teachers of the province will loyally and generously support their colleagues in this undertaking.

At the Teachers' Institute in Bathurst, the editor of the REVIEW recommended a certain book to teachers of English Composition. She

now finds that she made a mistake in the name of the book. The lesson on "Introductions" is in Lockwood's *Lessons in English*, published by Ginn & Company, Boston, a book that has many valuable suggestions. Other good books on the subject are *Elementary English Composition*, by Huntingdon; the Macmillan Company of Canada, Toronto. *Elementary Composition*, by W. F. Webster; Houghton, Mifflin & Company, Boston. *A first Book of Composition for High Schools*, by Briggs & McKinney; Ginn & Company.

Children of whom some real work is demanded are not only better pupils, but happier children. The ability to go quietly and cheerfully about a piece of work, and to keep at it until it is carried to a satisfactory conclusion, is a possession surely worth acquiring, and we cannot afford to overlook its cultivation in planning for these children of ours. Give them the joy of feeling that they have accomplished some real thing each day. It is worth far more than the feverish excitement which passes for enthusiasm in the classes where work always appears in the guise of play. Be sure that the work is not too hard, and that there is not too much of it, and be definite in your statement of what is to be done. Let the work required be something really worth doing, and if you can make the children feel that it is worth doing, the battle is half won.—*Selected.*

The new government early discovered the need of an universal education to fit men to the great conceptions of its universal rule. It proclaimed as if it were a mere secular truth that sacrifice was expected from all, that respect had to be shown to all; it revived schools or set them up all around the world, and everywhere these schools taught the history of war, and the consequences of the last war; everywhere it was taught not as a sentiment, but as a matter of fact, that the salvation of the world from waste and contention was the common duty and occupation of all men and women. *From the World Set Free.*—H. G. WELLS.