



THE COLLEGE
All Grades to Graduation
Preparation for Universities
Modern Language, Domestic Science
Elocution, Stenography
Physical Training, Fine Arts
Arts and Crafts

THE CONSERVATORY OF MUSIC
All grades in all branches to Graduation
Teacher's Certificate
Licentiate of Music from Dalhousie
Bachelor of Music from Dalhousie

Autumn Term opens 15th Sept. 1915

For Calendars and Information apply to REV. ROBERT LAING, Halifax,

At the Empire Day celebration in the Bathurst, N.B. schools, an important part of the programme was the unveiling of the roll of honor, containing the names of former pupils of the Grammar School, now on active service. Members of D Company of the 132nd, stationed at Bathurst, took part in the ceremony.

The staff and pupils of the Grammar School have raised over \$450 for patriotic purposes.

At a concert held recently in Fair View District, St. John Co., by the pupils of the school, under the direction of their teacher, Mr. Wilfred Fletcher, a considerable sum of money was realized, which is to be used in repairing the interior of the schoolhouse.

The meeting of the National Education Association of the United States will take place in New York City, July 1-8. The general sessions will be held in Madison Square Garden. Among other organizations meeting with the Association are the National Council of Teachers of English, the School Garden Association, National Congress of Mothers and Parent-Teacher Associations, and the American Home Economics' Association. Every department of school work will be represented. The Department of Higher Education will discuss the effect of the war upon American Educational systems. Opportunities will be offered for visiting teachers to see New York. Full particulars will be given in the June Bulletin of the National Education Association. Mr. Durand W. Springer, Ann Arbor, Michigan, Secretary.

The following list of New Brunswick teachers who have enlisted is complete, as far as is known, to date:

S. B. Anderson, Irene Arseneau, Arthur Barry, W. Leo Bonnell, Clarence Burden, Hazen Carson, Norman Cass Geo. W. Chapman, Dean Colpitts, Burwell Douglass, Chester M. Eagles, Theophile Fournier, James Leon Frenette, John R. Gale, Whitfield Ganong, Allen Good, F. A. Good, J. C. Hanson, ——— Hunter, J. Stewart Henry, L. D. Jones, Gordon Jones, Tranquille Landry, Chas. M. Lawson, William Lawson, F. C. Manning, Fred McDonald, Cameron McFarlane, Ralph J. McKenzie, Wesley McNamara, Earle D. MacPhee, George Perry, Leon J. Savage Leon Savoie, Robert B. Wilson, Ralph C. Gale, Bertram Campbell, Claude Estabrooks.

We will gladly publish additions to this list. We hope to give later a corresponding list from Nova Scotia.

RECENT BOOKS.

Teachers who wish to give their older pupils some idea of the geographical and historical reasons for the present war will be wise to get *A Syllabus in War Geography and History*, by Albert A. Cock. This little book is a guide to elementary teaching in these subjects, and properly used should put new life into revision of history and geography already learned, besides contributing to an intelligent reading of current history. There are seven short chapters, entitled respectively: Problems of the Mediterranean, Teuton, Gaul and Slav, Enter England, The Eastern Question, Growth of the German Menace, Economic World — Problems, Ethical Questions. Books and maps are recommended and suggestions given for using the syllabus. [George Philip & Son, Ltd., 32 Fleet Street, London, E. C. 32 pages. 6d. net].

Longmans' English Grammar is a revision and adaptation of *Longmans' School Grammar*, by George J. Smith of the Board of Examiners, Department of Education, New York City. It seems to fulfil the main requirements laid down for this kind of text book by Dr. Fitch in his *Lectures on Teaching*. That is, it has a good logical arrangement of rules, proper distinction of type between important and unimportant facts, between typical and exceptional rules; and above all, it has plentiful well-arranged and searching exercises. As soon as it has given the student a new bit of knowledge, it calls upon him to use that knowledge, and to show that he has really made it his own. Especially in the early stages, a great deal of simple constructive language work is provided. The notes for teachers are in an appendix, and discuss some disputed points. Teachers of grammar who want to add to their stock of material are advised to get this book. [Longmans, Green & Co., New York. 330 pages. 65 cents].

The Teaching of History in Elementary Schools, by R. L. Archer, L. V. D. Owen and A. E. Chapman. It is a pleasure to come upon a book on teaching, written in an as interesting way as this. And while the style attracts, the excellence of the subject matter confirms us in our first favorable impression.

The book is in two parts. The first part is given to general principles of method, and has chapters on the aims of history teaching, principles of method, choice of matter, problems of arrangement, collection of material and the conduct of the lesson. The second part takes up the teaching of particular periods — the British and Roman period, the Dark Ages, later Middle Ages, Tudor and Stuart periods, the eighteenth century, and the recent period. The discussion of "the principles of fullness" in Part I is typical of the good sense and practical usefulness of the whole book. Teachers will get illumination from the suggestions on selection of details to give the right impression of a period, or of a character, e. g. "In how many a lesson on Alfred has the one graphic touch of detail been the eleventh century fiction of the cakes, with the result that children are left without the least impression of Alfred as a wise man, a good man, or a great man, but associated forever with an episode which is mere clowning when it has lost its only point (as it must lose it if Alfred is