

# NOTED MUSICIAN OF MONTREAL

Advises The Use Of "FRUIT-A-TIVES", The Famous Fruit Medicine.



MR. ROSENBERG  
589 Casgrain St., Montreal.  
April 20th, 1915.

"In my opinion, no other medicine in the world is so curative for Constipation and Indigestion as 'Fruit-a-tives'. I was suffering from these complaints for five years, and my sedentary occupation, Music, brought about a kind of Intestinal Paralysis—with nasty Head-aches, belching gas, drowsiness after eating, and Pain in the Back. I tried pills and medicines of physicians, but nothing helped me. Then I was induced to try 'Fruit-a-tives', and now for six months I have been entirely well. I advise any one who suffers from that horrible trouble—Chronic Constipation with the resultant indigestion, to try 'Fruit-a-tives', and you will be agreeably surprised at the great benefit you will receive". A. ROSENBERG.  
50c. a box, 6 for \$2.50, trial size, 25c. At all dealers or sent postpaid by Fruit-a-tives Limited, Ottawa.

## TRAVELLERS' GUIDE

### Dominion Atlantic R'y

OCTOBER 1st, 1917  
Service Daily, Except Sunday  
Express for Yarmouth.....12.09 p.m.  
Express for Halifax and Truro.....2.08 p.m.  
Local to Yarmouth.....7.00 a.m.  
Local from Yarmouth.....7.05 p.m.

### ST. JOHN - DIGBY

DAILY SERVICE  
(Sunday excepted)  
Canadian Pacific Steamship "Empress" leaves St. John 7.00 a. m. arrives Digby 10.00 a. m. leaves Digby 2.00 p. m. arrives at St. John about 5.00 connecting at St. John with Canadian Pacific trains for Montreal and the West.

### BOSTON SERVICE

Steamers of the Boston and Yarmouth S. S. Company sail from Yarmouth for Boston after arrival of Express trains from Halifax, Wednesday and Saturday.  
R. U. PARKER,  
General Passenger Agent,  
GEORGE E. GRAHAM,  
General Manager

## H. & S. W. RAILWAY

Accom.	TIME TABLE	Accom.
Wednes- days only	IN EFFECT Sept. 17, 1917	Wednes- days only
Read down	STATIONS	Read up
11.10 a.m.	Lv. Middleton Ar.	4.30 p.m.
11.41 a.m.	*Clarence	3.58 p.m.
12.00 p.m.	Bridgetown	3.40 p.m.
12.32 p.m.	Granville Centre	3.13 p.m.
12.49 p.m.	Granville Ferry	2.55 p.m.
13.12 p.m.	*Karsdale	2.35 p.m.
13.30 p.m.	Ar. Port Wade Lv.	2.15 p.m.

Connection at Middleton with all points on H. & S. W. Railway and Dominion Atlantic Railway.  
W. A. CUNNINGHAM,  
Div. F. & P. Agent.

## Yarmouth Line

FALL SERVICE  
Leave Yarmouth Wednesdays and Saturdays.  
Return, leave Central Wharf, Boston, Tuesdays and Fridays.  
Connections made at Yarmouth with the trains of the Dominion Atlantic, Railway and Halifax and South Western Railway.  
For tickets, staterooms and further information, apply at Wharf office.  
J. EARNEST KINNEY,  
Superintendent,  
Yarmouth, N. S.  
BOSTON & YARMOUTH S. S. Co., Ltd.

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S. KERR,  
Principal.

## A FIRST PRIZE ESSAY

### How May the Common School Exert a Larger Influence on Rural Life.

[By Lena B. Foster, Lawrence town.]  
The school is the child's minimum world. Here, at least one third of the child's wakeful hours between the ages of five and sixteen are usually spent.

These early years of the child's life, lay the foundation of its future physically, morally and intellectually. Surely then no person would be thoughtless in regard to the welfare of the child during these early school years. But too often we find this the case. The home may have a great influence, but the school has greater. At school the child is constantly mingling with other children of various social standings, who will have more or less influence over them. But since the home and the school are the two outstanding figures in the formation of the child's character, why should there not be greater co-operation between these two fundamental bodies?

Many people form the idea that if the teacher and scholars perform their work faithfully that this is all is needed. But this is a serious mistake for without the co-operation of the home, the teacher, no matter how competent, cannot make a success of her teaching. Perhaps we might be asked how this co-operation may be accomplished, especially in sections, where little interest is taken in school work.

Perhaps if a teacher in a section of this kind, would set apart a special afternoon of each month, on which to invite the trustees, parents and other residents of the section to visit the school and see the work being done there, it would not be long before the residents of the section would become so interested in school work that they would not want to miss one of these monthly meetings. Perhaps these afternoons could be made still more interesting by having some recitation, a spelling match or something of this sort. Not only would the parents enjoy and benefit by these occasions, but the children would also be much benefited. And it must be borne in mind that the children of today, will be the rate paying citizens of the section in a few years, and these occasions of their childhood will have a lasting impression. This is only one of the many ways in which we may promote a greater interest in school work.

Many persons form the idea that education can be obtained only by studying books. This is another of the many mistakes made in regard to school work. Many children of today, who are studying geography, if asked to give the population or area of their own town would be amazed and say they did not know. But perhaps if they were asked the population or area of Australia or China, could answer quite readily. Such faults as these are due in a large degree to the teacher. Children in their early school years should be given oral lessons on the geography, history, the industries and the government of their locality. These lessons, if taught in the right manner will have a lasting impression on the child's memory and these oral lessons pave the way for the deeper book study which will follow as the child becomes more advanced.

One fault of the common schools of today is that children are confined too much of their time. I would suggest that one of the best ways to teach a nature or botany lesson is to take the scholars to a mountain or forest to gather flowers, insects, minerals, etc., and after they have made their collections gather them around you in a shady nook to study their specimens instead of reading what others have written, without perhaps knowing the meaning or having any mental picture of what they are reading. If such a course as this is pursued, the coming generation will be trained thinkers and observers and independent of superfluous book knowledge, which so many now rely upon.

Since the school is such an important feature in the up bringing of civilization, it should be one of the most sanitary and cheerful of places. Of course, we will admit that many small sections can not afford to have very beautiful buildings, but no section can afford to have a poorly heated and badly ventilated school building. Perhaps many people do not realize it, but the lives of many children are endangered by poor ventilation and heating and as a result suffer from the dread tuberculosis and many other serious diseases.

The seating is another important feature to be considered in the construction of a school building. Very often we find the seats in a school room very near the same size, this should not be, as even children of the same age vary greatly in size, and a tall child sitting in a low seat, becomes stooped shouldered and probably dies of consumption. Again, the seats should be arranged so that the child does not face the light, but if possible have the windows at the back also at the left of the pupil when seated at its desk. As a result of poor lighting many children suffer of eye

diseases. If attention is paid to these matters, the scholars will probably be healthy and with health comes happiness and contentment.

Tidyness also does much to improve the appearance of a school premises. It is the duty of every teacher to see that the children keep their desks clean and if this is practiced at school it will also be practiced at home.

The school grounds should be large and well-drained with ample room for games of all sort and also for a vegetable and flower garden.

Another important feature of a good school is a library. As soon as the child has finished the second reader, he is able to read books for the sake of the information in them, and enjoy doing so. There are now many good books, very interesting to children so young. The ability to read should now be looked upon as a tool with which the child can better prepare his mind and character to do the best work in life. Every country school should have a good circulating library of children's books so that each pupil may have a good book to read at home at all times. The reading of these at home makes every school study more interesting and useful to the child. Such books together with dictionaries, histories and biographical sketches of great educationalists together with plant and bird books and Nature Studies, make a very interesting library for any country school. Such books will be very beneficial to the community, for they may be carried home and read by the older members of the family, and perhaps through reading them, something new may be discovered in the way of caring for plants, etc., and as a result, better crops may be raised.

Then again children reading of what others have aspired to, may be inspired to do even greater things themselves, and as a result become great and useful in the up building of civilization.

Since the school is such an important factor in the rearing of the human race, perhaps there is no place more fitting than the school house for holding educational, patriotic meetings, etc.

Many teachers are embarrassed by having visitors come to their school and thus after a time they feel that they are not welcome and cease to visit such a school. Such teachers should try to hide their embarrassment and make all visitors feel that it was a pleasure to have them manifest their interest in this manner. I think every teacher should try to have some sort of a special entertainment at the closing of school for the Christmas and summer holidays and also for Empire and Arbor days. In some communities, many of the parents and younger people will co-operate with the teacher in forming a sort of club and each week prepare some sort of a programme. These meetings are held in the school house and are attended by both young and old and as a result, prove very beneficial.

At the beginning of a new school year, nearly every teacher feels inspired to his best work for the coming year. He has just returned from a summer term of school or perhaps may have just had a quiet, restful summer vacation at home or at some other delightful haven of rest. The pupils he greets are as ready for work as he is. Thus September is considered a happy month for both teacher and scholars.

The average teacher does not spend over eight hours a day in his school room. Six and one half hours is the average for very many. How does the average teacher spend the rest of the day and night? May not your recreation be of help to your patrons and to the community at large?

If you are teaching in the country, you have many chances to improve your time outside the school room. Don't be ashamed to be called different from all former teachers. Get out and study nature. Take long walks and bring back plants, soil samples, rocks, birds' nests, and a fund of information for your scholars. Point out to some farmer's boy how his father might spot the small gully from getting larger. Tell another that the poison ivy on the line fence ought to be killed, or that the small, insignificant patch of Canada thistles in the cow pasture ought to be heavily salted before another season. Bring ears of corn from different farms to show a difference in cultivation and variety. Take your camera along and bring back pictures of good and poor fences, cattle and farm buildings. When you have found something good take your school around to see it. If a school of

twenty should go see how a certain farmer makes a farm gate and then are asked to measure it and draw it to scale, there would be an improvement of farm gates in your neighborhood. If you should take your girls to see some very convenient kitchen, it would do the community more good than to keep those girls after school to make up their problems in cube root.

Teach them how to judge the sanitary condition of a well, remembering its depth. Show how to find the per cent of Carbon Dioxide in the air, and then have them examine the air in the jails, the moving picture parlors and the crowded stores. Get so busy looking up these interesting problems that you can hardly wait for school to close and Saturday to come. You will discover subjects for your composition classes, run into all kind of arithmetical problems, clean up many dirty, insanitary back yards, cause many dangerous wells to be condemned by the Health Department and make the grocers, bakers and meat dealers keep clean, sanitary places of business.

Many teachers spend Arbor Day and all their spare time in planting trees and shrubs and caring for school gardens. If a teacher pursues this course it will not be long before the children and residents of the community in general will become interested and will try to rival each other in the planting of trees, flowers and shrubs and otherwise improving their premises. Thus the value of the property is increased as well as improved. In this and numerous other ways, the common school is exerting an influence on rural life.

### Conservation and Utilization of Farm Manure.

(Experimental Farms Note.)

All investigations go to show that farm manure has its greatest value when fresh, that the liquid portion is richer than the solid material and that the former is more readily lost through drainage and leaching. Hence it is that every precaution is taken here to ensure a minimum loss of plant food constituents in the manure and is the chief reason for applying manure to the land, where practicable, as quickly as possible after it is produced.

At the Central Farm, Ottawa, the liquid manure is absorbed by means of litter, usually cut straw, and as each load of mixed liquid and solid manure is gathered it is taken directly to the field and is spread on the land either by hand or by means of the manure spreader, as convenient. This method is carried on consistently throughout the year although during occasional winter seasons this system may be disorganized for a time due to the depth of snow or other causes. The contour of the land at this farm which varies from fairly level to gently rolling lends itself admirably to the foregoing plan of procedure.

The manure is always applied systematically in definite cropping systems or crop rotations. The amount and frequency of application vary according to the duration of the rotation, but, without exception, in the regular farm rotations, six tons per acre of fresh manure is allotted to each year of the rotation. For instance, in a three-year system, of hoed, grain and hay crops, eighteen tons is applied for the hoed crop. In four-year rotations, twenty-four tons is the quantity used. For a five-year rotation, the amount is thirty tons, of which fifteen tons is applied for the hoed crops and the balance is spread in lighter dressings for the clover and timothy hay areas. Where manure is applied for cultivated or hoed crops the importance of incorporating the manure thoroughly with the soil as near to the surface as practicable is closely observed.

### Snow 28 Inches Deep

HOPEWELL HILL, N. B., Dec. 8—The first storm of any consequence of the season, which started on Saturday night and lasted thirty-six hours, proved to be one of the heaviest in years, the depth of snow that fell being unusual. The fall in the woods in different parts of the county is reported to have been from 20 to 28 inches, one of the heaviest falls on record. Telegraph poles were down and the telegraph and telephone communication with outside points cut off.

The roads were very bad in some localities, the drifts above Hillsboro blocking traffic. The Albert train got through without much delay until below Hillsboro on the way back.

German Colony Conquered is one of Vast Area.

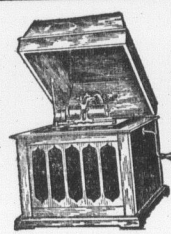
German East Africa, conquered by the British, is a very extensive country and has a total area of 384,079 miles, or more than thirteen times as large as New Brunswick, with a population of 10,000,000, of which the very large majority are blacks. The capital of the country is Dar-es-Salaam. At the beginning of the war the country was in a very flourishing state, commercially, and the total imports for the year \$8,485,500, while the exports for the same period of time were approximately \$3,252,500.

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| HEART SONGS—Some-where a Voice is Calling; Lost Chord; Believe Me If All those Endearing Young Charms; Bonnie Doon. | SACRED—Crossing the Bar—Holy City—The Palms—Trust and Obey. | BALLADS—Somebody Cares—Songs of Other Days—I Hear You Calling Me—Just Because It's You. | BANDS—Rigoletto Selection—Too Much Cigars—Jolly Fellows Waltz—Zampa Overture. | MARCHES—At The Mill—Boys of The Old Brigade—Under the Double Eagle—True To The Flag. | INSTRUMENTAL—Humoresque (Violin)—Anna Gavota (Guitar)—Patrol Rose Waltz (Xylophone)—Little Flatterer (Bells)—Through The Air (Piccolo)—Trumpeter of Sackingen (Cornet). | VAUDEVILLE—Peaches and Cream—Grandma's Mustard Plaster—My Uncle's Farm. | QUARTETTES—Watermelon Party—Call to Arms—Help The Other Fellow—Peace Be Still. | DANCING—Poor Butterfly—Fox Trot—Carnival One-Step—Destiny Waltz—Milkmaid Heister—Pepper Pot One-Step—Universal | Fox Trot—Money Musk—Melody Reel—Little Persian Rose Two-Step. |
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