

and help to thousands of teachers, for the past thirty years, from joining the dozens of other magazines which have gone under since the war, but if you show practical co-operation with us, and pay your bills, you will materially assist us in giving a still more improved periodical. Don't wait for us to send you another bill, or further letters from our collection agency, just refer to your label; fill in the coupon as printed below; cut it out and mail to us together with amount owing.

It is a small amount to you, but it means a great deal to us, and we count upon you to give the matter your prompt attention. We know you will, particularly when you realize that this sort of neglect or carelessness on the part of the teachers, sets a very bad example to those under their charge, and who look up to them for guidance and pattern.

TO OUR READERS.

We regret, owing to unforeseen circumstances, the Commercial Art Studies, and the notes on the N. B. and N. S. Third Readers, which were to have been contributed by the Editor for the October REVIEW, have had to be held over until the next issue. The same applies to the "School Cadet Corps" by W. McL. Barber.

As most of the Teachers' Institutes were held so late in September, whilst others are not scheduled to take place until the present month, we have

decided to give as full reports as possible, together with some of the papers in the November REVIEW.

In this connection we would remind those who attended, that we should be glad to receive any reports or papers, for consideration, with a view to publishing same, and for which we are prepared to pay the usual lineage rates if required.

A HEART TO HEART TALK.

Do you enter into the details as to your pupils' lives? When you give punishment does it ever occur to you, as Mr. R. C. Moore has written, that the little fellow you kept in at recess for fidgeting around and dropping his ruler is constitutionally nervous and needs a romp in the fresh air much more than confinement in a stuffy school room at recess.

Are you sure that dull and plodding but sensitive girl is not defective in sight or hearing, or both?

Then, there is the boy you punished for falling asleep in school; did you know he delivered papers three hours the evening before, then helped his widowed mother do a washing, then studied two lessons you insisted that he take home, then slept a little while before getting up early to deliver milk the next morning? A fourteen year old boy must sleep some time.

When you lost patience with that pale little fellow in the third seat and spoke so sharply to him about his poor lesson that tears came to his eyes, did you stop to consider that his father is a drunken, improvident wretch, that his mother has little to cook and does not know how to cook it, and that he is hungry most of the time?

And that dreamy, absent-minded girl in the shabby dress is his sister just budding into womanhood and is extremely sensitive to the contemptuous glances and sarcastic remarks of one or two of her better dressed but more thoughtless school-mates?

Now listen. While we teach the tragedies of Shakespeare, let us remember that there are real tragedies in the lives of some of our pupils. The mental anguish of Hamlet, Othello, Romeo, Cleopatra, and the rest of those ancient and partly imaginary personages cannot be assuaged; but the boys and girls referred to above are right here in our school rooms today. There may be suffering bodies and troubled minds and breaking hearts in our own little group of children, and these conditions of mind and heart and body may cause the poor scholarship we so much deplore or the erratic behavior for which we sometimes punish.

To the Editor

EDUCATIONAL REVIEW,
St. John, N. B.

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