

PAGES

MISSING

University of New Brunswick

THE next Academic year begins September 13, 1917, when FOURTEEN County Scholarships will be vacant. These Scholarships [value \$60 each] will be awarded on the results of the Matriculation Examination to be held July 3rd at all Grammar School centres. An Asa Dow Scholarship [value \$90] will be offered in competition in September. This Scholarship is open only to male teachers holding a First Class License. The St. Andrew's Scholarship and the Highland Society's Scholarship will also be available for next year.

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Rev. Dr. W. S. Dyde, principal of Edmonton College, it is understood, will accept the principalship of Queen's Theological College.

TO CONTRIBUTORS.

Will contributors note please that they are required to send in bills for lineage, column of page, every three months, and when doing so it is necessary to state the number of lines, columns, or pages, together with names of articles, and date of issue, so that the accounts may be checked with our books.

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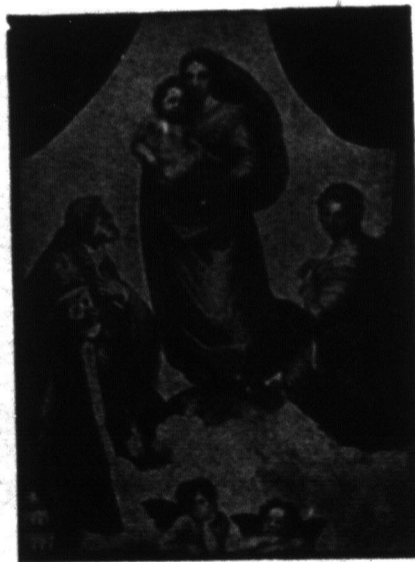
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"My tea is nearly ready and the sun has left the sky,
It is time to take the window to see Leerie going by,
For every night at tea time and before you take your seat,
With lantern and with ladder he comes posting up the street.

"Our Tom would be a driver, and Maria go to sea;
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I will do,
O Leerie, I'll go round at night and light the lamps with you.

Questions.

- Name two things that tell us it is evening.
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- What does this child intend to do when he grows up?

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THE EDUCATIONAL REVIEW,
St. John, N. B.

A DOMINION-WIDE BABY WEEK.

A National Baby Week was held in the schools of Great Britain during the latter part of June, which had as its aims:

To arouse in every citizen a sense of the responsibility for the children of the nation.

To make each individual man and woman know of the terrible wastage of infant life now going on.

To bring home to them that if they only cared enough at least half of the babies who die might live, and grow up into strong men and women, and that the proper care of maternity, and the improvement of the conditions surrounding it, is national work of the truest possible sense.

That the movement was a huge success was due in no small degree to the teachers of Great Britain, that great army of devoted men and women, who, in face of peril, anxiety and overwork, are standing to their posts today, caring for the children all over the country.

In a special article, written by Mrs. H. B. Irving, in "The Teacher's World," she says that these teachers know how greatly the new generation is suffering from the physical deterioration that goes on side by side with infant mortality.

They realize the impossibility of any marked improvement so long as housing conditions and slum areas remain as they are, so long as citizens deliberately shut their eyes to the evils of disease, ignorance, and bad environments.

Mothers of Canada as well as Great Britain need teaching, because good mothercraft is no matter of instinct. What are the conditions under which women of Canada are asked to produce children who will be a credit to the nation? The working mother is little less ignorant than her better-off sister, but in the latter's case there is plenty of straw. Her surroundings are more congenial, which go towards healthy maternity, and sound offsprings.

So far as the education of the masses in this subject of far-reaching importance and national concern, the teachers can play no small part. In every school there are those children who can carry home sound practical and arousing messages such as is embodied in the aims of the British National Baby Week, if the teachers care to tell them.

The REVIEW would strongly advocate that such a Baby Week be organized in the Dominion, or at the least in the Maritime Provinces. Surely the appalling mortality among children, as well as the awful wastage of war, ought to be brought home to the people. Why should so many mothers have to undergo all the trials which motherhood brings only to see her offspring pass from her

grasp, through lack of proper surroundings, or intelligent attention?

That our social conditions are responsible in a great measure cannot be overlooked. That our younger generation, the school children, are, in most cases, not receiving instruction in the deeper things of life, as they reach the age of understanding, at the hands of their parents, is undoubtedly further reasons. That in several incidents this is left to the teacher to give to the child, in the ordinary course of education, is undisputed.

But how can all this be remedied? How can the necessary information be dispensed? What will open the eyes of the masses, so that instead of, say, during one year of the present war, twelve British babies, living at home, dying every hour, there will be that many, or a greater proportion of them, grow up into men and women who will be a credit to the nation.

Let the nation's educators face the facts, let the teachers of Canada be more instructed in those things which will eliminate the unnecessary waste of baby lives, so that they, in turn, may instruct their charges in an enlightened manner, and that the message may thus be conveyed to Canada's future mothers. A Dominion Baby Week would do much to bring about this condition.

THE RETURN TO SCHOOL.

As the holidays draw to a close, and you begin to make arrangements for your return to the duties of teaching the nation's children, are you preparing to go back among your pupils just as you left them? Are you resuming your work just where you left off, with the only change of some fresh faces in front of you?

These are vital, although apparently small, questions which it would be well for every teacher to ask him or herself. With you rests a far greater responsibility than the average public have learned to realize.

From frolics on the pebbly beach, from dreaming on the shingle,
From scramble up and down the hills, from gathering wildwood flowers,

The children, like an army, come and merry voices
mingle
In greetings as they answer swift the call to study
hours.

But how are you going to meet them? With what purpose will you open up the lesson books? Search your motive and the cause of many previous failures will be revealed. Ask yourself, "What do these children mean to me?" and, "Do I help to make their school days bright, or something to be got through just as soon as possible, something disliked?" and it will surprise you how, what has hitherto been difficulties and disappointments will give place to pleasure of work, and smooth-running of each individual duty.

Begin the school year with sunshine. Let good humour be that sunshine in dark days as well as bright ones. Then after the excitement of the first day of school, when the common days arrive, it will not be so hard to bear the many burdens which so frequently go hand in hand with teaching. Always have a reserve of patience, pleasantness, good-will, thoughtfulness, and resourcefulness.

Study your individual pupil. Learn the traits in their character and act accordingly, but above all

things let your manner be congenial, and bright, so that instead of the children counting the minutes each day, until they can close their books, glad to get relief from "dry and uninteresting" lessons, they will be surprised to see how the time passes, as they receive instruction whatever be the subject.

A true secret of success, be the teacher a primary worker, or high school instructor, lies in the possession of a bright happy spirit, and recognition of the characteristics of each pupil.

That the forthcoming teaching year will be a most happy and successful one, even under the present trying conditions for every teacher in the Maritime Provinces, and elsewhere, is the earnest wish of the REVIEW.

THE FOURTH YEAR OF WAR.

By the time this issue of the REVIEW is in the hands of our readers, the third year of the great war will have concluded—the war against the Prussian State, which has had for forty years

THE SEPTEMBER Educational Review

Among other valuable and instructive articles, which we trust to give our readers in the September number of the REVIEW, are the following:—

Nature Study (Illustrated) by PROF. H. G. PERRY
Motion Picture Making (Illustrated)
On the School Grounds . . . by W. C. MOORE
Education of the Future . . . by MRS. E. JESSEN
The Junior High School . . . by M. JENNISON
Red Cross Playlet . . . by J. LEAVITT
Education and Moving Pictures
Children's Hour
Current Events (Illustrated)
Illustrated Educational Page for Class Work

and many other contributions written especially for the REVIEW by prominent educators and writers.

previous the notorious desire to dominate not merely the other German States and the rest of Europe, but also the whole civilized world. This insane purpose was the reason for the mode of preparation being adopted that paved the way for what was nearly a success in September, 1914. For generations the autocrats of the Prussian people have maintained a system of education which included compulsory attendance at Public Schools and a distinct acknowledgement of the child's dual nature, which had not only to do with body and mind, but also the action of each of these on the other. As an editorial in a recent issue of the Toronto Globe pointed out, for generations before the war advanced education was chiefly devoted to the cultivation of the "Humanities" which had "Man" as their object while the "Utilities" were left to the few scientific enthusiasts who devoted time to them in answer to the craving of their disposition.

At this critical moment in the world's history, in this stage of the war against Prussian militarism, at a time when the possession of hitherto unthought of political and democratic freedom among Russian people has resulted in apparent disaster owing to the fact that they were not educated to have this unexpected freedom given, them, it behooves the British nation, together with the rest of her allies, to take a firm stand as they view with clearness of vision, receptive and intelligent minds, that which lies before them, before this danger of Prussian domination of the world is entirely removed.

In this the teachers of all grades occupy a responsible position, having as they do, the education and training of the younger generation which in years to come will rise up to take their places in the world which has passed through the refining fires of war.

HOME SCIENCE IN PUBLIC SCHOOLS.

The girls of Canada will never learn to be homemakers through the meagre system of domestic science that prevails at the present time, with one room in a school building and only one lesson per week. More than that, we find the first, second and third grades of our public schools without any attempt at handwork except a little sewing, drawing and writing, whereas both the small girls and boys are delighted with elementary housekeeping, nursing and nature study. Every child from the kindergarten to the high school can learn and likes to learn to do things that men and women do. But what intelligent mother would confine her daughter to the kitchen to learn housekeeping and homemaking? This department of education can best be taught in an average-sized house set apart with a plot of ground, where the growing of flowers and vegetables is a necessary part of the house-keeping process, and where the child becomes acquainted with the process of nature.

COURSES OF STUDY IN THE JUNIOR HIGH SCHOOL.

BY MARY JENNISON, TRURO.

(Special to the EDUCATIONAL REVIEW)

In organizing the courses of study in the Junior High School, we find at least five groups of pupils for whom provision must be made. These are, first, those who go on to the Universities and who must be prepared for matriculation; then there are those who will leave from grade XI or XII, not expecting to go to college, but who do not desire to specialize until after graduation; next, there are sure to be a large number who must chose a vocation immediately on leaving; those who will leave before graduation; and lastly, those who must leave at sixteen and go to work. It is in determining and ministering to the needs of each of these groups that the Junior High School finds its highest efficiency.

In the collegiate course, in most cases, few radical changes have been made. Until the Universities adopt the watchword "Practical Education" we are bound, in this course, to follow their leading. However, some changes have been attempted which, minor as they appear on the surface, having far-reaching results. Chief of these is the introduction of a foreign language, elementary science and higher mathematics into the Junior High School grades. This step has been taken advisedly, acting from two main motives. First, it has been found that these new subjects, introduced at this critical time, tend to awaken interest and effort on the part of the pupil; and, also, the the knowledge which he gains in six years must be more deeply impressed than when, according to the old regime, it was crammed into four.

I saw this summer in the Horace Mann School, New York, a Grade VII class in the Junior High School solving simple equations in a manner which would in Nova Scotia be considered creditable for Grade IX. This class had also begun Latin, French and German, and were making what seemed to me to be remarkable progress in all.

In the courses scheduled for our other types of pupil reform has been more marked.

In science, it has generally been considered best to give a precursory and of necessity an elementary outline of the whole field, a little chemistry, physics, botany, biology, etc., and here may I recommend Britain's "Elementary Agriculture" as an excellent book to use in following this plan of general science. I have taken it

as a reference book with Grades VII and VIII this year and have found it invaluable.

The reason for this general viewpoint of matters scientific is that the pupil may have the opportunity to determine his particular bent in this direction and so be able to follow that course throughout the Senior High School years. Botany and zoology, in their simplest aspects, have been found most interesting to these adolescent boys and girls.

In mathematics, algebra is begun in Grade VII and geometry in Grade VIII, having been preceded by mechanical drawing in Grade VII.

In the United States much stress is laid on drawing and various kinds of hand-work, and more time devoted to these classes than may be found practical for us, particularly in collegiate courses, but this fact may give us a hint that psychology endorses the old proverb:

"Satan finds some mischief still
For idle hands to do."

and contrary wise: "A busy boy is never a bad one."

For every class, besides the subjects mentioned above work is required in English, arithmetic, geography, history — which is reorganized into history proper, civics and elementary sociology, physical training, music, domestic and mechanical science. Special stress is laid on oral English. In the Grand Rapids Junior High School all pupils are required to give oral reports before the class of regular assignments and home reading. The best compositions are used in the weekly paper, while the essentials of formal grammar are studied as the foundation of all the English courses.

In Grade IX, after a thorough-ground-work has been laid along the above lines, some of the best literary masterpieces are studied and often, where possible, dramatized by the pupils.

For those who do not expect to go to work immediately upon graduation a very general course is prescribed, one which opens up many fields of knowledge, finally concentrating on one. Such a course is not unlike the collegiate, with less stress laid on Latin and higher mathematics, more upon the sciences, history and English. The aim being to enable the pupil to taste of much so that he may finally chose one. To this pupil as he advances are open also courses in business English and arithmetic, applied mathematics, and some of the prevocational subjects; for if he is to be "educated," he is to be fitted for life in the broadest sense possible.

For those who must chose a means of livelihood immediately on leaving, there is arranged the commercial course, where the English is that of commerce, the mathematics intensely practical and applied to modern business needs, where stenography and typewriting may be learned as well as book-keeping, penmanship, spelling and other courses of the up-to-date business college.

As the student begins these specialized branches, others less useful to him are dropped with the approval of his teachers, so that before he leaves High School all other courses are subordinated to that which he intends to follow as a vocation.

In some High Schools courses in drafting, electrical engineering, mechanics, dressmaking, etc., are being proposed, but for the most part the ordinary commercial course is the one which has been adopted.

(To be concluded next issue.)

THINGS TO GROW IN A SCHOOL ROOM AND ON THE SCHOOL GROUNDS.

Work for September.

BY W. CLEMENT MOORE.

(Special to THE EDUCATIONAL REVIEW.)

When school begins there are many things growing in the flower gardens around you which may be safely transplanted from the soil to pots and they will continue to grow inside.

Among these may be mentioned the following: Amaranthus, Lady Slipper, Geraniums, Schizanthus, Carnations, Sweet Williams, etc.

But your pupils will derive the most pleasure from flowers raised from the seed and started right now. You will find an abundance of flower seed all around you — they will cost you nothing and results will be quick and pleasing. Hundreds of wild flowers are now covered with seed pods and a day spent in the fields will reward you with a fine collection which you may plant at once if the seeds are perfectly dry and hard. Secure for this purpose the ordinary planting boxes or have the boys and girls make them in the manual training classes. A box four or five inches deep and eight or ten inches wide, long enough to fit the window nicely will be just the thing. Place in the bottom of the box an inch or two of old broken flower pots or earthenware for drainage

and fill with sandy soil. Plant all seed to a depth about twice the diameter of the seed.

You will find it very interesting to have two flower boxes — one for wild flowers and one for cultivated, yes, and one for bulbs if you can get them.

Here are a few cultivated flowers that are now bearing seeds and which will bear planting within a week or ten days after seeds have been gathered. Always put freshly gathered seeds in a dry place and keep them there a week or so before planting anyway: Annual Chrysanthemum, Lady Slipper, California Poppies, Iceland Poppies, Virginia Stocks, Carnations, Shasta Daisies, Pansies, Cannas.

Of course there are many others and the wise teacher will do much in the way of experimenting by making plantings of nearly every kind of seed obtainable — either in the school room or at home. Experience is the best teacher — for through it you get your experience in a very practical way.

Rose cuttings should be tried out this month and next too, for the rose plants are now at their best and cuttings will take more readily now than at any other time of the year. If you try them outside, place the cuttings flat down in the soil about two inches deep, leaving about an inch of each exposed. Cuttings should be about eight inches long and should be this year's growth of the rose. When all cuttings have been placed, cover with glass jars or glass boxes. Select a particularly shaded place for planting.

For indoor planting arrange your planting box in much the same manner as the boxes for seed planting, but put a layer of heavy soil next to your drainage material and about two inches of course sand on the top of the soil, then place your rose cuttings in the same manner as directed for outdoor planting. Do not expose the box to the sun until all cuttings are growing nicely. In both indoor and outdoor planting keep the soil always moist.

Other work on the school grounds might include the transplanting of the more hardy outdoor plants from homes of people who will gladly contribute them to your school grounds. Hedges may be started, hardy roses, peonies, azalias, spirea, dentzias, japonica and wistaria may all be arranged at this time of the year just where you want them, and they will be in fine condition for blooming next spring.

(ED. NOTE.— *The above suggestions will serve as a happy interlude in the national service work in which so many children have been engaged, and will help to make the school room much brighter.*)

THE VALUE OF THE BUSINESS COLLEGE.

(Special to the EDUCATIONAL REVIEW.)

Public appreciation of the training given by the business colleges is shown by the increased patronage enjoyed by these institutions. Not many years ago there were only three business colleges in the Maritime Provinces,— one each at St. John, Halifax and Charlottetown. Now, almost every important town has one; several of the universities also give commercial courses. Notwithstanding this, the business colleges at the above named places enjoy much greater patronage than when they had no competition.

Why the public find it profitable to pay the quite large fees charged by the commercial schools is a question worthy of the attention of educationists. One reason for the success of these schools is the fact that when any business is specialized it is more likely to be a success than when the attempt is made to undertake more than can be successfully handled; another reason is that the managers of the business colleges have been compelled to make a study of the public needs, and confine their efforts to supplying these needs, consequently giving training in just such work as is done in the various offices.

The war has taken so many young men, not only from offices, but from all occupations, that it is impossible to supply the demand for young men in business offices; young women have very largely taken the places in banks and offices of men who have enlisted, and the business colleges are therefore crowded with young women qualifying themselves for the vacant places. And they are filling those places with credit to themselves and to the satisfaction of their employers.

What will be the conditions after the war? Will things revert to the old equilibrium? Two things must be taken into consideration in determining this question: the ability demonstrated by the young women, and the disinclination of men who have been through several campaigns to tie themselves down again to office work. The war will likely last long enough to enable the women to determine by strenuous brain work their fitness for the suffrage — and for other things. Of course, there are many business places that can only be properly filled by men, but the men can not expect to enjoy in the near future, to so great an extent as formerly, the monopoly they so long held in business matters.

THE EDUCATION OF THE FUTURE.

BY MRS. E. JESSEN.

(Special to the EDUCATIONAL REVIEW.)

The education of our children is the most important problem before humanity today, because every phase of the welfare of the race depends upon it.

As childhood is the beginning of sentient life, it is the time when a foundation is laid for the whole subsequent career, and as the career has relation to the whole of the being *i. e.*, the body (physical and mental), the soul (the personality or character) and the spirit, so an adequate development of every organ, function and faculty of the whole being should be the foundation begun in childhood.

As the establishment of a complete and vigorous root system ensures a profitable tree, so a complete development of every part or phase of the human being should result in the fruitage of an ideal man or woman.

The question of the physical improvement of the race is intimately and ultimately dependent upon the proper development of the children.

The elimination of disease will be greatly furthered by correct physical training and the proper direction of the imagination and the will.

The social purity problem will be greatly lessened when every child is systematically developed in every part of his life, physical, mental, moral and spiritual.

The question of the reduction of criminality will be answered when the physical, mental, moral and spiritual parts of child nature are harmoniously cultivated. Just here I beg to be allowed to digress somewhat from my subject. We hear of the dreadful criminality of the dwellers in the slums of our cities, but under the present conditions how can it possibly be otherwise? When we consider that heredity and environment, the two greatest factors in the development of character are both arrayed on the side of evil; that the plastic period of the child's life is passed, almost entirely, among evil influences; that the child hears God's name only as an oath or a curse, and that the mention of goodness or virtue is usually accompanied by a sneer, while vice is laughed at; when we consider these and other conditions that go to make up child life in the slums, the marvel and the miracle is, that the children grow up as good as they are.

The conflict between wealth and poverty will be settled only when the social feelings, the moral sense, and the will of all are correctly and adequately cultivated.

A high appreciation and cultivation of art cannot be attained without the training of the senses, including the motor sense, the fostering of the aesthetic sense, and the development of the imagination.

Scientific discovery would be wonderfully enhanced if the perception, the imagination, the judging, reasoning and other faculties of all children were sufficiently fostered. It has been well said that "True perceptions lead to true conceptions, and true conceptions are the very foundation of truth itself."

The mooted question of religion will, in a great measure, be answered by the cultivation of the moral and religious sentiments, also by the training of the judging and reasoning faculties to such an extent that every one will be able to see and appreciate truth.

And so we might consider other phases of human life and we should find that the correct solution of each problem, can, to a great extent, be reached by the harmonious development of the whole being of the children.

Of course I do not think that so marvelous a condition can be attained in one generation, but the sooner we begin the process, the sooner results will be achieved.

A prolonged treatise could well be written on the importance of education, but such is a conceded fact, and further discussion of it is not the object of the present article.

Much is spoken and written now-a-days in criticism of our present method of education, but many of the criticisms are destructive rather than constructive, because no *adequate* suggestion for betterment is offered. It is easily seen by results that the present system can be improved. But how?

The problem of the best method of education is one that demands our most earnest efforts, our deepest study, and our loftiest imagination. No doubt our educators believe that they give of their fullest powers to the consideration of the subject, but are not their efforts more of a guess than an investigative study? There should be more of the tireless, persistent endeavor of the successful scientist to accomplish the best results. We should not be satisfied with anything short of approximate perfection.

The education of the young is occupying the time, the energy and the talent of very many of the ablest, wisest and most consecrated men and women of the world. It is consuming the ardent enthusiasm of thousands of young teachers who start in the work with the worthy ideal of leading

young minds in the right way, many of whom find the work so disappointing, that they marry, often unworthily, to be done with it. And after all this we find that our labor produces inadequate and wholly incommensurate results.

There are ideas brought forward laying emphasis on certain phases of the work, such as manual training, industrial training, giving more time to play and physical development, etc., but the defect of the system is more fundamental than the advocates of such ideas seem to realize. It is the *whole* system that is at fault. Such ideas, though correct in themselves, are merely incidental.

The errors of the present system of education, in my opinion, come from a misconception of the human mind.

The mind of the infant contains, in a latent state, the germ, so to speak, of all the powers that he may afterwards manifest, and these powers, to reach their highest usefulness, need to be called into action, developed, cultivated and trained in a scientific and systematic manner. Whereas the present method seems to indicate that the accepted conception of mind is that of an empty receptacle to be filled from without. We have not got far away from that old idea of the rhymster.

Ram it in. Cram it in,
Children's heads are hollow.

Those who created the Latin language had the correct idea of education when they called it *e-ducare*, to lead out. Those who formed the English language seem to have derived the word from *'ed-u-carry*, dividing the word wrongly. It should be *e-du-ca-tion*.

We are at present trying to build an ideal superstructure without first laying an adequate foundation; or to be, perhaps, more exact, we are trying to make a building by starting at one outside wall, and working laboriously and uncertainly along, laying a little foundation, building a little wall, and adding a little roof, then more foundation, more wall and more roof, and so on, until the subject of our experiment often gets tired of the process and starts out for himself. He may follow nature's laws intuitively and reach success or blindly grope about and fail, according to his inherent powers and his environment.

Instead of such procedure we should lay a strong and ample foundation, according to biological, physical, psychological, moral and spiritual laws—a foundation of muscle training, sense training, and faculty training—and then build upward toward completion. The Montessori Method is a long step in the right direction but has not yet been adapted to any but small children.

(Continued next month.)

EDUCATIONAL VOCATION.

By Prof. F. X. Sexton.

The members of the Maritime Branch of the Canadian Manufacturers Association and members of the public gathered in the High School recently, for the purpose of listening to an address by Prof. F. H. Sexton, on Vocational Education as a necessary part of the school system of this country, if Canada is to get her fair share of the world's trade after the war.

The Professor said in part as follows:

"Vocational education is specialized training, the controlling purposes of which are to fit for useful occupations. Speaking in the broadest terms, education is preparation for life and technical education is preparation for earning a livelihood. These definitions are made at the beginning because there are serious misconceptions among most of our people as to just what industrial or technical education really is.

"There is no doubt but that our educational system in Canada should be broadened and widened and supplemented by vocational training. This has been recognized for a long time by both workingmen and manufacturers.

"By the introduction of vocational training it is not intended that any fundamental change will take place in the present school system except to make it fuller and richer and to improve it. Our present schools must have something the matter with them when so many children gleefully run away from them to work when the law for compulsory attendance allows them to go. Not a very large proportion of the boys and girls are absolutely obliged to leave school at the age of fourteen. The exodus is due largely to the fact that the schools seem to offer practically nothing further that will help to earn a living. If definite courses existed in the academies and high schools which fitted for occupations, side by side with the courses which now fit for college, there is no doubt but that children would stay in school and learn to do something of value to their prospective employers. As it is now when a boy leaves school at grades VI, VII or VIII he seems to be of no value to any one.

"To bring the nature of the child to full maturity, as represented by the best of the adult community, in which he grows up, is true education for life in that community. Anything less than this falls

short of its purpose. Anything other than this is education misdirected.

"When boys and girls were able to learn enough about the occupations of life from the home and the master to whom they were apprenticed, vocational training was not necessary in the school. Now, however, when the apprenticeship system has broken down and the home no longer serves its old instructional purposes, the scope of the school work must be enlarged to make up for the radical social changes and industrial development. Technical education must be added in a thorough-going generous way if the parents of today would render justice to their children. The youth must be trained in the school so that he is able to enter some useful occupation at the age of sixteen and be of immediate value to his employer.

"Vocational education has been applied to the problem of the returned soldier with most excellent results. These men have come back from the front broken and crippled, and all those in the convalescent homes have found the advantages of thorough technical training. Classes in a large variety of subjects have been carried on every day of the week. Some of the brave boys have thus enjoyed their very first opportunity in their lives to get any education. Many of those who were forced to leave school at an early age have had a chance to get a good grasp of the fundamentals which every citizen in a democracy should have for the safety and stability of this form of government. Those who have been disabled so that they could not return to their former occupations are being supported and trained for new callings in which their physical disabilities will not militate against their success as independent, efficient citizens.

"The vocational education that has proved to be such an effective agent with crippled men would develop our young eager boys and girls with much greater effectiveness. If we even dream of coping with our enemies, the Germans, after the victory of our armies is accomplished, we must be a much more highly trained and skilled nation than we are today. Technical education in all lines is needed throughout the Dominion at once. There is no question but that we can have it if we really believe in it and desire it. The Canada which assumed its full share of the war, raised an army of nearly half a million men, and acquired such glory on the battlefields of France and Belgium can surely cope with such a pressing need which costs for a year only as much as we pay every thirty-six hours to carry on the war.

"If we believe in the efficacy of vocational education let us have it and have it now."

QUESTIONS ON "SILAS MARNER."

BY M. WINNIFRED McGRAY.

(Special to the EDUCATIONAL REVIEW).

1. Is the motto appropriate? Why? In what chapter is special reference made to the motto? Quote: You suggest a good motto for the story. Name any other novel which has an appropriate motto.
2. What suggested this story to George Eliot? When was "Silas Marner" begun? How first published? Name other famous novels published in a similar manner? How does "Silas Marner" rank with George Eliot's other novels?
3. About what year did the events narrated in "Silas Marner" take place? What was going on in the world at the time? Answer by quotations wherever possible.
4. Give appropriate headings for the different chapters. Does George Eliot ever do this herself? Where?
5. To what chapters do the following lines apply?
 - (1) and you all know security,
Is mortal's chiefest enemy.
 - (2) I will bury myself in myself.
 - (3) Everyone can master a grief, but he that has it.
 - (4) Cleave ever to the sunnier side of doubt.
 - (5) The gods are just, and of our pleasant vices,
Make instruments to plague us.
 - (6) And grasps the skirts of happy chance.
 - (7) A rosebud set with little wilful thorns,
And sweet as English air could make her.
 - (8) Love took up the harp of Life, and smote
on all the chords with might;
Smote the chord of Self, that, trembling,
passed in music out of sight.
 - (9) 'Tis not a year or two shows us a man.
6. Locate the quotations in question number five and then find lines appropriate for the remaining chapters.
7. Ask some one who has never read "Silas Marner" to describe a place called Lantern Yard and to describe a girl named Nancy and one named Priscilla. See how their description compares with George Eliot's.
8. David and Jonathan, Silas and ——. Complete and name similar couples. Why are these names coupled?
9. What is meant by a tale of cloth? Quote from Milton. How much is a guinea? At the present time is there such a coin as a guinea? When is Whitsuntide? Name other holidays.
10. How much time elapses from Chapter III to chapter XIV. Find every change that took

place in the life or mind of "Silas Marner" between the robbery and the coming of the child.

11. How are we prepared to expect that Silas will take the child and love it?

12. Give some examples of Raveloe Theology. What chapter might have that title? What is theology?

13. How many sons did Squire Cass have? Name them? What is meant by property having no entail on it? How about the Squire's property? How old was Godfrey when the story opens? How would Nancy make up to the Squire for having no fortune?

14. "Till he forgot the riddle." What riddle? Quote from Tennyson's "Two Voices," "Miller's Daughter," "Palace of Art."

15. How old was Silas at time of the robbery? Describe his eyes. Account for his curing Sally Oates. What did the Raveloe lasses say of Silas?

16. Describe Silas's fits. Tell of three different attacks he had when a great change came in his life on account of them. How were these fits viewed by Lantern Yard? By William Dane? By Raveloe? By Silas himself?

17. Name three hiding-places where cottagers kept their hoards. Where did Silas keep his? How much had he? Who took it? Describe the recovery of Marner's money.

18. Write notes on the following: (a), Charity Land; (b), Cliff's Holiday; (c), since afore the Queen's heads went out on the shillings; (d), drawing lots; (e), church vs. chapel; (f), drab Joseph; (g), price of a good horse; (h), compare with the price today of a good horse and of a good automobile; (i), wainscoted parlor; (j), glorious war time; (k), old king; (l), pillions; (m), wall eyed; (n), "Hephzibah is a Bible name."

19. How did Raveloe look upon people who went to Church every Sunday? What sort of a clergyman did Raveloe like? What was the order of coming out of church on Sunday? What does I. H. S. mean? Where were these letters in church? What use did Dolly make of them? Why?

20. Quote Dolly on church-going? Compare with Tennyson's "Northern Farmer." Whom did Dolly mean by Them? Why this expression?

21. Who was dressed in the height of fashion? Describe these fashions and compare with those of the present day? Who had all the essential attributes of a lady? What were they? Who is compared to a guinea-pig? Who to a sow? Who to a "bald-faced calf?" Who looked blowsy? See Tennyson's "Princess?" Who was a comfortable woman?

22. Describe the parlor at the Red House

before and after it had a mistress? Who did the honors on great occasions? Why? Describe the preparations made for a party at the Red House. What was the Squire's favorite tune? Mr. Lammeter's? How did the poor feel about the feasting of the rich?

23. What are black puddings, pigs pettitoes, chines, spem butter? How did Marner cook his pork? Describe Marner's Sunday dinner in Chapter XVI. Who said "men's stomichs are made so comical." Explain "but there's the bakehus, if you could make up your mind to spend a twopence on the oven now and then." Quote something similar from "The Christmas Carol" by Dickens.

24. Describe Nancy's costume at the party at the Red House. Describe also her hands and her education.

25. What are the little touches in the story that proved to the world that the author must be a woman?

26. If you had been writing this story how would you have pictured Silas's return to Lantern Yard? Were you quite satisfied with the author's way of treating it? Give reasons for your answer. How did Dolly explain it all?

27. What flowers was Silas interested in? Tell about Eppie's garden. Describe her hair. What are the advantages of a dairy?

28. "That famous ring" finish the description in Silas Marner and look in the "Arabian Nights" for the story of the ring.

29. What is said of the gods of the hearth? How did Silas feel about smoking?

30. Pronounce and explain facade, vicinage, dubiety, distraint.

31. What was the turning point in the career of Silas Marner? Is there a crisis and where?

32. Were you surprised at Eppie's refusal to go with Godfrey and Nancy? Give reasons for her taking the stand that she did? How about Esther in "Felix Holt?"

33. "Godfrey Cass is a reminiscence of Arthur Douinborne and foretaste of Tito." "Dolly Winthrop is a reflection of Mrs. Poyser and Mr. Macey is a male Mrs. Poyser." Give your opinion of this opinion. Whose opinion is it? In which of Geo. Eliot's novels do these new characters belong?

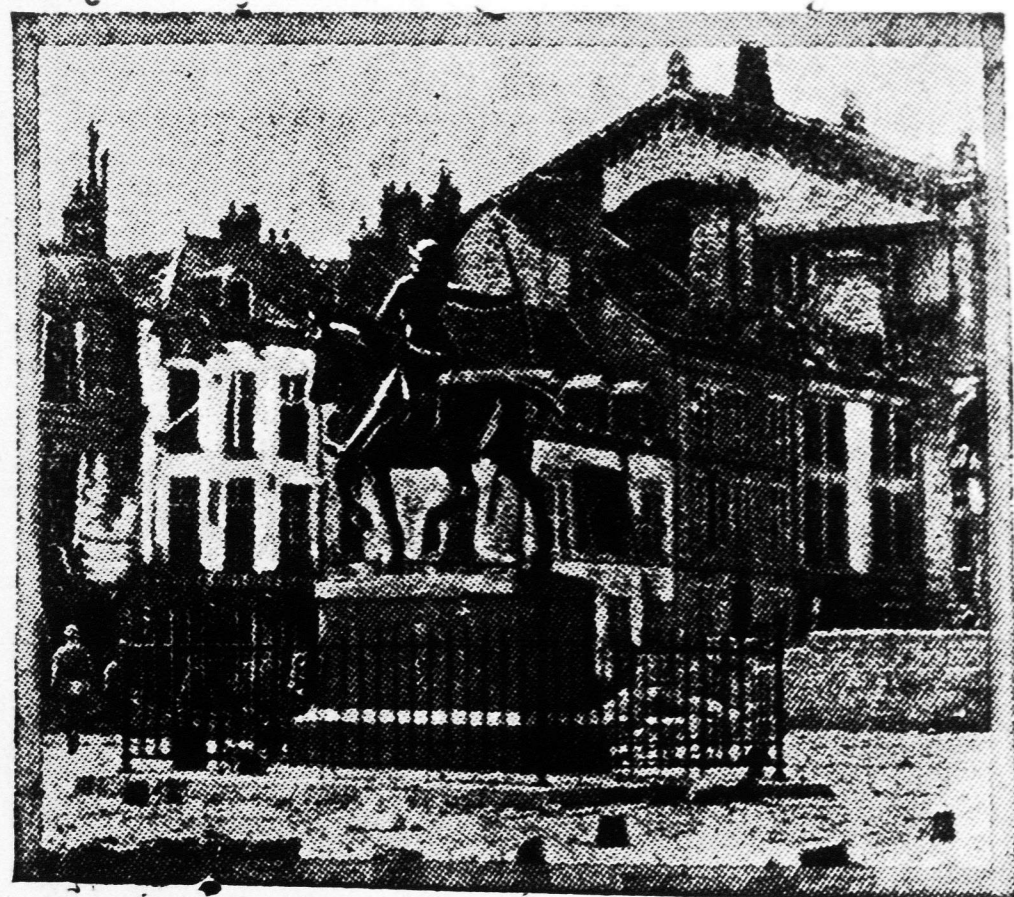
34. If you were to dramatize "Silas Marner" or to present it as a moving picture what scenes would you leave out. Just what scenes would you show? What part would the leading lady take? The Star among the men would take the part of ——— Why? Would there be any comic relief in the play? In the moving picture? Where?

THE EDUCATIONAL REVIEWS ILLUSTRATED NEWS PAGE

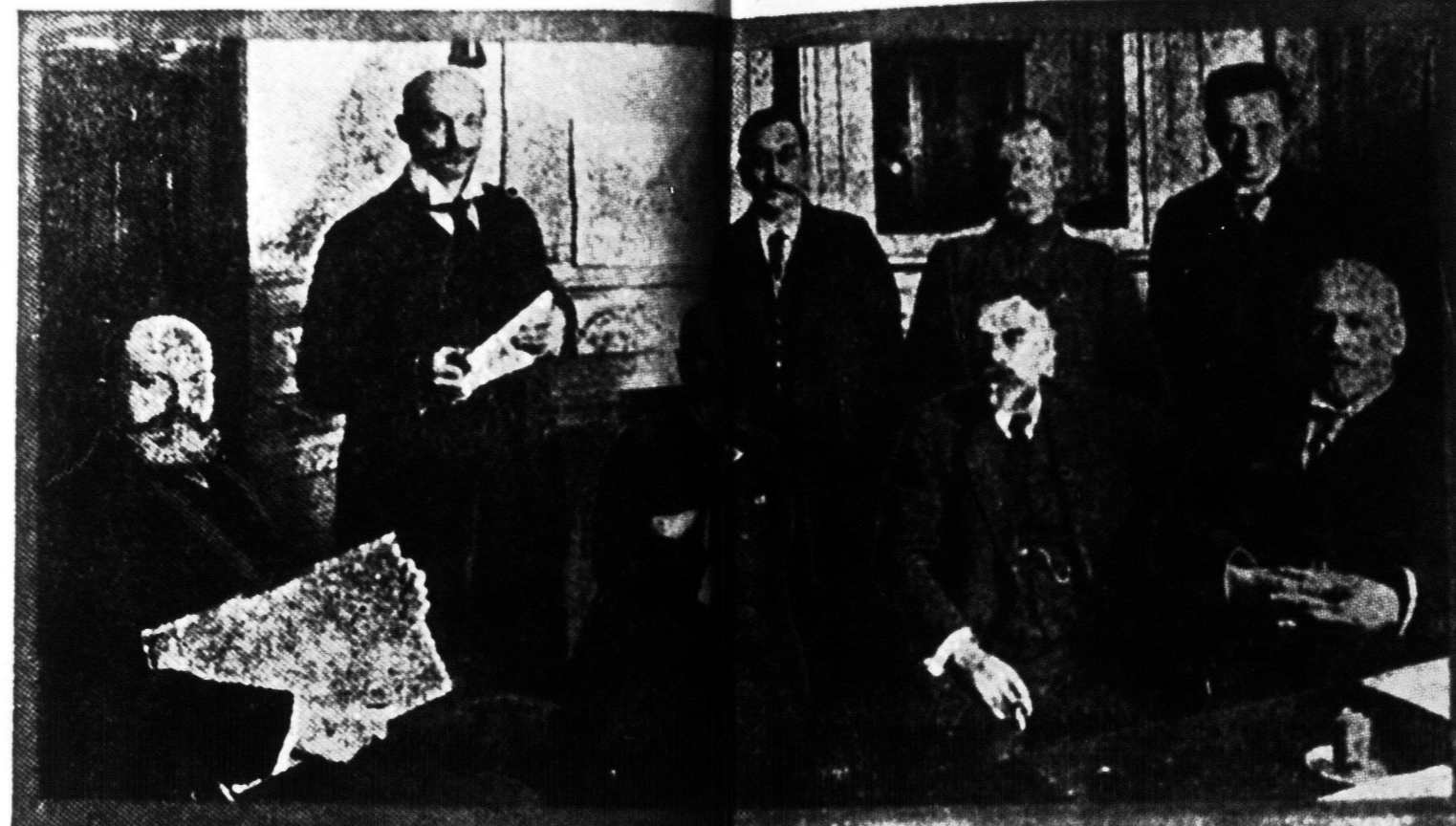
Especially adapted for use in the Class Room, as a means of illustrating the current topics of the day.



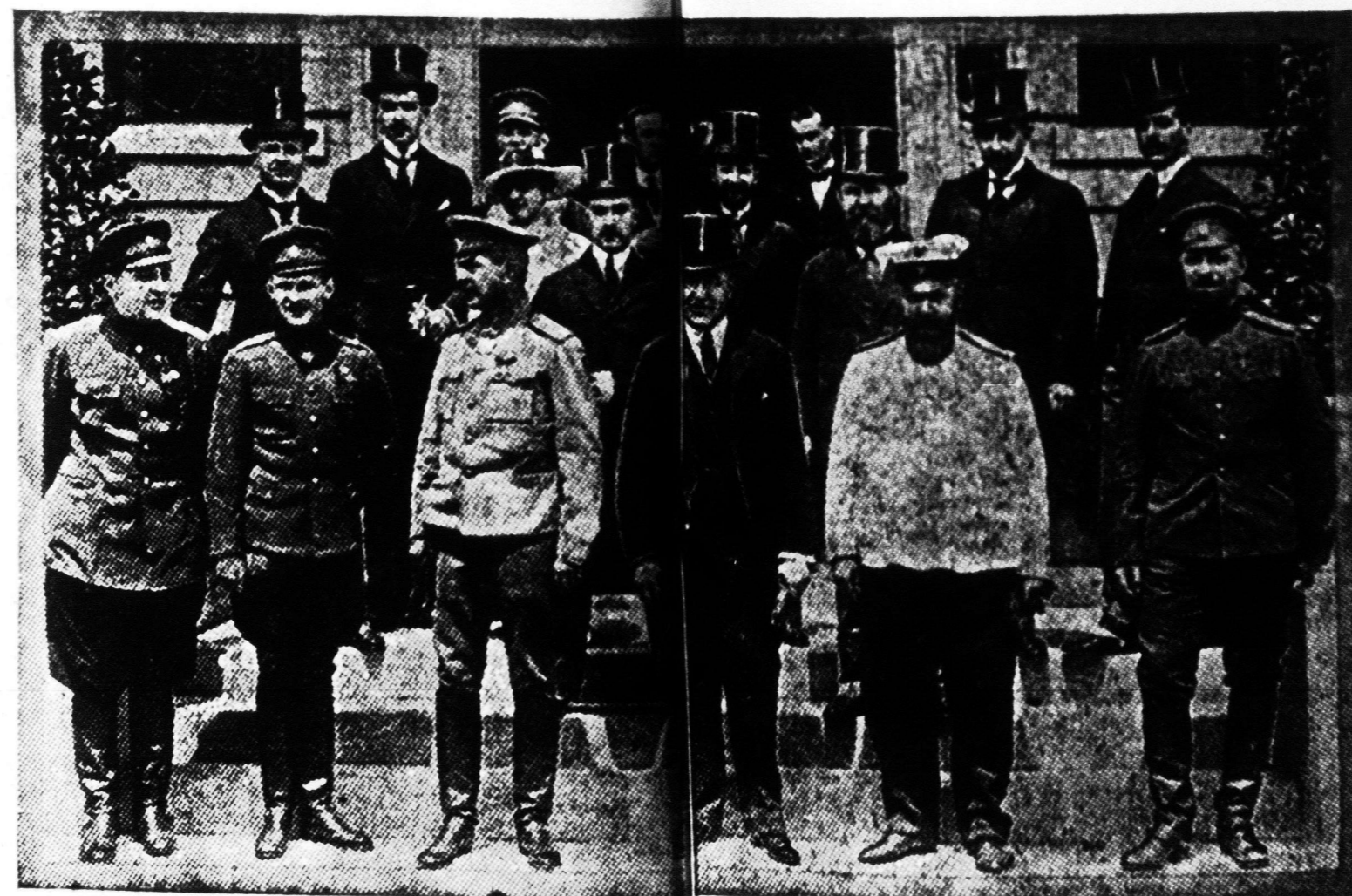
OUTSIDE AN ADVANCED DRESSING STATION.
Official photograph taken on the British Western Front in France.



GOOD OMEN FOR THE FRENCH.
The Joan of Arc Statue at Rheims, absolutely untouched. Note surrounding scene of destruction.



MAKERS OF RUSSIAN REVOLUTION;
This group includes most of the most active leaders during the great days in Petrograd. The burly figure at the extreme right in the front row is M. Rodzianko, who has declined ministerial office, and as President dominates the Duma. Behind him is the new Premier, M. Kerensky.



RUSSIAN WAR MISSION RECEIVED BY THE UNITED STATES.
Front row, left to right: Lieutenant Dimitry Martinoff, War Office; Captain Chutt, and Lieut. Gen. Roop, chief of the Russian General Staff, the other two being his Adjutants; Ambassador Bakmeiev, head of the mission; Professor Lomonosoff, head of the railroad mission; Colonel Orlovsky, Artillery Department.



CANADA'S RETURNED HEROES ENJOYING THEMSELVES;
Bowling scene at the Toronto Hunt Club when hundreds of convalescents in city hospitals from all over Canada were entertained.

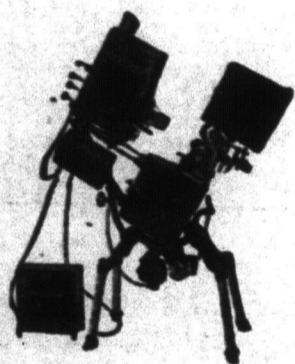


TOMMY'S HUMANE METHODS.
Tending German wounded in the Arras drive. Official photograph taken on the British Western Front in France.

MAKING OF MOTION PICTURES.

[An article of timely interest to teachers, as little is known of the subject by the general public, although the pupils may frequently question their tutors regarding motion pictures.]

Can you see both sides of a coin at the same time? To this question almost every one will at once reply, "Of course not." A bright boy may think of holding it before a mirror. But we do not want the aid of a mirror, so spin the coin on a table and you will be able to see both the head and the tail. If this does not convince you, take a piece of cardboard with the picture of an empty bird cage on one side and the picture of a bird on the other. Then, by means of two pieces of thread tied to opposite sides, make the cardboard spin around quickly, and the bird appears inside the cage! The only thing you must be careful about



is that the piece of cardboard rotates quickly enough. The explanation is that the picture of the cage is still retained on the retina of the eye and has not been, as it were, wiped off before an impression of the bird is received — that is, both the cage and the bird are seen at the same time. In fact, the eye retains an impression for from one-tenth to one-twentieth of a second. This is why rain appears to descend in streaks, and why a lighted stick whirled round shows a circle of light. This is also the simple principle upon which living pictures are produced.

At an early date long photographic films were invented and also cameras by means of which a large number of pictures could be taken quickly one after another on one film. Several kinds of such cameras are now in use, and usually about seventeen photographs are taken in a second; but for photographing the rapid movement of such an object as a bullet in flight special elaborate machines have been invented, by means of which thousands of photographs can be taken in a second. After the pictures are taken the film is developed in much the same way as you would develop an ordinary film from a camera. A positive is then taken, and this is used in the lantern for exhibition purposes.

We have now got our pictures, but something more is required — we must throw them on to a screen so rapidly that each is seen before the

previous one is, to use our former expression, wiped off the retina. Such machines are very complicated, but that is all they have to do. Yet, as with everything else, it is not *what* is done, but *how* it is done, that is of greatest importance; and much time and labour have been spent in inventing improvements for preventing flickering and for making the pictures appear as real and life-like as possible.

The picture on this page shows an appliance for throwing the pictures on to the screen. The film is contained in the square frame and the end is passed down through the apparatus and attached to the frame which rolls it up after it has been shown.

You may think that the pictures are thrown upon the screen in an unbroken stream, but such is not the case. Each picture must remain stationary upon the screen for a brief space, and then another is shown. The pictures are therefore made to pass the lens in a series of jerks, and while one picture is passing off and another coming on the light is momentarily cut off. This is done by the wheel that you see in front of the apparatus. It has sectors cut out of it, and while the picture is changing, the light is cut off by the dark part of the wheel which keeps revolving. Between the pictures there are thus very brief periods when nothing is on the screen, but they are so short that they are not detected by the eye.

In the most up-to-date theatres the apparatus is worked by electricity, and a strong electric light is used. Let us glance for a moment into the operating-room at the back of a theatre. All is ready, the lights in the theatre are turned down, and the "whirr" of the apparatus is heard. The film-frames begin to revolve — the one unwinding 2,000 feet of film, and the other taking it up. Through a small aperture the operator watches the pictures on the screen, adjusting the light, and touching here a lever and there a screw to get the best effects. As the movements of the figures demand he regulates the speed at which the pictures pass, and sometimes he has skilfully to correct any errors in speed that may have been made by the operator who photographed the pictures. On the average about seventeen pictures are shown every second. The frame may contain three or four series of pictures all joined together, but when it is exhausted it is taken off, and another, which is already charged, is quickly attached. No time is lost, and thus with picture after picture the audience is kept continuously interested for an hour or two.

(To be continued next month.)

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THIRTY YEAR AGO.

Extracts from the EDUCATIONAL REVIEW, August, 1887.

VIVISECTION.

Of the very many and varied forms of cruelty against which the Society for the Prevention of Cruelty to Animals are operating (particularly in Europe), perhaps the most inhuman and revolting, in that of vivisection, which is a new name for a very old thing. In the medical schools of Alexandria, as long as two thousand years ago, there were some physiologists, who, under the pleas of advancement in science, performed experiments upon human victims. This form of cruelty, however, as practised in these modern days, briefly means cutting into or otherwise operating upon the bodies of living animals, under the professed object of obtaining knowledge of the structure and organs. So great was the agitation and the disgust of the British public against vivisection a few years ago, that the question was brought before Parliament and a Royal Commission appointed, which resulted in the disclosure of cruelties perpetrated in scientific retreats in different parts of the world.

Statements made at this enquiry went to show that in some veterinary schools no less than seven horses were sacrificed in the practice of vivisection, sixty-four operations being performed upon the same horse, the eyes were cut out, the ears cut off, the tail docked, the teeth punched out, the stomach opened, and frequently these partially dissected animals were reserved from day to day for further torture, or when all but dead were handed over to the younger students to practice easy experiments upon.

TEACHERS ASSIST IN GREATER PRODUCTION CAMPAIGN.

(Special to THE EDUCATIONAL REVIEW.)

The campaign for greater production carried on by the Education Department is progressing well throughout the province.

The thirty domestic science teachers who in

the month of June volunteered to give a part of their vacation, without any remuneration, to help clubs in the methods of canning and preserving, met from July 10th to the 14th at the Ladies' College, Sackville, to review the latest methods and to definitely outline their programme among the girls' clubs. They received very material help from Miss Nita Nixon of the Ontario Agricultural College, at Guelph, Ont., the representative of the Hon. W. J. Hanna, food controller for Canada.

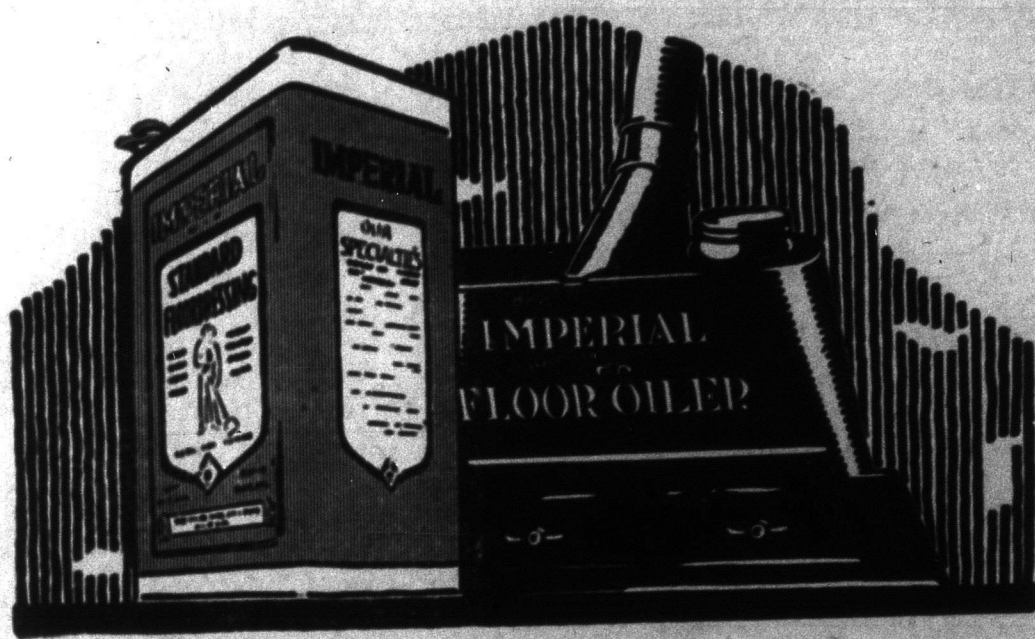
While in Sackville the localities in the province where clubs are formed were portioned out to these teachers, and they will visit them, spending several days with each club, sometime during the next month. It is expected that they will be able

to serve about 100 localities during the campaign they have planned. The names and addresses of the teachers who have thus volunteered for the service of the country are as follows: Helen Jackson, 302 George St., Fredericton, N. B.; Rose H. Hoffman, Chatham, N. B.; Jean B. Peacock, Bayfield, N. B.; Lila A. White, St. Martins, N. B. Laura B. Perley, Fredericton, Clarabel O'Blenes, Moncton, N. B.; Ethel E. Swanson, Douglastown, N. B.; Dorrit McCully, Botsford St., Moncton,

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Educational Review**

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N. B.; Katharine R. Bartlett, St. John, N. B.; Mabel K. Smith, Hampton Station, N. B.; Elizabeth Nutter, Fredericton Jct., N. B.; Eleanor M. Roach, Sussex, N. B.; Mary L. McAllister, Sackville, N. B.; Violet M. Knapp, Sackville, N. B.; Mary Howard, Woodstock, N. B.; Sue C. Prescott, Albert, N. B.; Hazel L. Alward, 49 Princess St., Moncton, N. B.; Emma Read, Sackville, N. B.; Pearle Akerley, Norton, N. B.; Ida Northrup, Kingston, N. B.; Harriet Alward, Hampton, N. B.; Nita Nixon, Guelph, Ont.; Carolyn A. Currie, Fredericton Jct., N. B.; M. Althea Wathen, Harcourt, N. B.; Vera M. Wilson, Chatham, N. B.; Marjorie F. Flewelling, Perry's Point, N. B.; Margaret F. Burgess, Hampstead, N. B.; Myrtle B. Ganong, St. Stephen, N. B.; Kathleen Steeves, Hillsborough, N. B.; Gladys Borden, Sackville, N. B.



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PATRIOTIC PLAYLETS.

By BEATRICE E. FRY.

(Special to THE EDUCATIONAL REVIEW).

National Service.

An exercise for boys and girls of the middle grades. Ages should be from eight to ten years. Nine girls and eight boys make a good number, though a smaller or larger number (thirteen or twenty-five) may be used instead. One girl, who recites the prologue may be an older person.)

PROLOGUE.

Canadian men have crossed the sea, our fathers, brothers, sons,
They're fighting hard for freedom, driving back the savage
Huns;
They've gone from far Pacific to eastern ocean drear,
Leaving homes and friends and kindred, leaving wives and
children dear.

Looking far across our country, we see many an empty place,
Which boys and girls might try to fill and benefit their race;
In field and home and workshop, labor's waiting to be done,
And boys and girls must do their best, if victory shall be won.

Our country finds them ready, every one has heard the call,
I will show you sturdy farmer-boys prepared now one and all;
And girls, too, waiting, ready to plant and sow and weed,
"To help to raise abundance against our country's need."

The need, we're told, is mighty, for we must feed the world,
And work our very hardest, if our Flag shall stay unfurled,
For hunger and not Germany, is what we have to fear,
And Canada must try to raise food for the coming year.

So come! my sturdy farmer-boys, and you, ye little maids,
Come! let us see you marching, armed with rakes and hoes and
spades;
Come! let us see you're ready and we'll greet you with a cheer,
Little band of eager workers for the land we all hold dear.

(Exit speaker.)

(Then enter eight boys dressed in overalls, and carrying in their hands, rakes or hoes. Opposite enter eight girls wearing print dresses or large aprons and carrying watering-pots. The children do a simple march, which any teacher can easily arrange and forming in one long line at the end, sing the following lines to the tune of the chorus of the well-known song "Knitting.")

CHORUS.

Digging, planting, weeding,
With our rakes and hoes and spades,
Each one trying to do his (her) very best,
Farmer-boys and busy maids.
Digging, planting, weeding,
Our little crops we'll raise,
'Till with rain and sun, our work is done,
Through the long, bright summer days.

HELPING.

(Four children, three girls, one boy — small.)

FIRST GIRL.

The other day, my mother dear,
Said "Margaret, do you know
How gallantly our soldiers brave
Are fighting 'gainst the foe?
They give their lives that we may rest
Safe from all danger here;
Now don't you think that you would like
To help a little, dear?"
Of course when dear mamma said that,
I cried, "Yes, if you please,"
And now you see, I'm knitting fast,
A pair of muffatees.

(Holds up to view a pair of wristlets.)

SECOND GIRL.

Our teacher said to us one day,
That little girls like me,
Could do so many useful things,
If we'd help cheerfully.
She said that little fingers
Were needed now and then,
To take some tiny stitches
To help our soldier men,
So then I said, "Dear teacher,
I'll help them all I can."
And now I've hemmed a handkerchief
For some poor wounded man.

(Holds up a cheese-cloth handkerchief.)

THIRD GIRL.

My grandma said, when she was young
There was a dreadful fight,
And our poor men in cold and wet
Were lying all the night
In deep, dark trenches 'mid the hail
Of bullets like a storm;
And grandma says that those poor men
Were never, never, warm.
So then I said, "O grandma dear,
Please show me how to knit
A muffler, thick and soft and warm
Perhaps 'twill help a bit.

(Holds up a large woolen muffler.)

BOY.

My father says that boys like me,
Are rather young and small
To shoulder guns and march away
Answering our country's call.
He says there're lots of other things,
That we small boys can do,
If, in our work, we do our best,
We help our country too.
And so I'm helping all I can
Give mother time to knit,
And father says that's just as good
Though I were doing it.

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THE QUESTION BOX.

The Editor is always pleased to give whatever assistance possible, with regard to problems, questions, etc., but owing to space and the large number of letters received, it is essential that not more than two problems, etc., be submitted in the letter. Address all enquiries to "Question Box" for this column.

E. H.— Page 77, Problem 10, Acadia arithmetic. In \$10 there are $\frac{2}{10}$ of 258 grs, or 232.2 grs. of pure gold.

\therefore \$1 contains 23.22 grs. of pure gold.

1869 sov. = $\frac{1}{4}$ of 40 lb. or 211200 grs. of pure gold.

\therefore 1 sov. = $\frac{211200}{1869}$ grs.

Again, since 1 sov. = $\frac{211200}{1869}$ grs, \$1 = 23.22 grs. pure gold.

\therefore dollars in 1 sov. = $\frac{211200}{1869} \div 23.22$ or \$4.8665 ans.

Page 85, Problem 9.

$\frac{1}{10\frac{1}{2}}$ or $\frac{2}{21}$ of sum = wages of both for 1 day.

$\frac{1}{18\frac{3}{8}}$ or $\frac{8}{147}$ of sum = wages of one for 1 day.

$(\frac{2}{21} - \frac{8}{147})$ or $\frac{2}{49}$ of sum = wages of other for 1 day.

\therefore whole sum = wages of other for $24\frac{1}{2}$ days. Ans.

E. H.— Page 85, Problem 10.

A and C can do $\frac{1}{2}$ of job in 1 day.

Since A can do $2\frac{1}{2}$ times as much as C in 1 day,

\therefore A and C can do $3\frac{1}{2}$ times as much as C in 1 day.

\therefore $3\frac{1}{2}$ C's work in 1 day = $\frac{1}{2}$ of whole;

And C's " " " = $\frac{1}{4}$ " "

A's " " " = $\frac{2\frac{1}{2}}{42}$ or $\frac{5}{84}$

B's " " " = $\frac{1\frac{1}{2}}{42}$ or $\frac{1}{28}$

A and C in 10 days do $(\frac{5}{84} + \frac{1}{28})$ or $\frac{5}{21}$.

This leaves $\frac{1}{2}$ to be done after 10 days work.

B and C do $(\frac{1}{28} + \frac{1}{42})$ or $\frac{1}{14}$ in 1 day:

\therefore B and C do $\frac{1}{2}$ in 3 days.

10 days + 3 days = 13 days. Ans.

M. F. S. Carter's Point.— Ex. 58, Problem 1, P. 132 Academic Arith:

$(1.10)^{10} = 2.593743$. Population in 1901 = 450-523 \times 593743 = 1168522. Ans.

Ex. 56, Problem 1, P. 131:

Interest of \$10000 for $\frac{1}{2}$ year = \$200.

The first payment is made six months before the end of the half year; the second five months and so on.

Six payments + interest on a payment for 6, 5, 4, 3, 2, and 1 month = \$200.

That is six payments + interest on a payment for 21 months = \$200.

The interest on a payment for 21 months = $\frac{1}{10}$ of a payment.

\therefore $(6 + \frac{1}{10})$ payments = \$200;

and a payment = $\frac{200 \times 100}{607} = \$32\frac{111}{107}$. Ans.

M. F. S. Ex. 52, Problem No. 2:

With one in the wagon the rate is 10 cents a mile; with two 5 cents each; with three $3\frac{1}{2}$ cents each. The man drove 8 miles alone, 12 miles with the miller, and 10 miles with the miller and postmaster.

He paid $(8 \times 10) + (12 \times 5) + (10 \times 3\frac{1}{2}) = \$1.73\frac{1}{2}$. Ans.

Your question as to a list of names of places connected with the present war, with their pronunciation and situations is too long to be answered on this page. Bartholomew's publish very good war maps, with the information you ask, and an up to date one can be obtained at any bookseller for about forty cents, or we would gladly get one and send to your address on receipt of price.

P. M.— We will try to have an article on Grade Five Grammar in the near future.

V. V.— Kindly send a copy of the problems in physics of which you want a solution, as we cannot obtain that particular text book.

M. S. H.— The terminals of the Canadian Pacific Railway are St. John and Vancouver. Those of the Intercolonial are Montreal and St. John, with lines running to the following seaports: Halifax, Point Du Chene, Pictou, Sydney, North Sydney and Levis. The Grand Trunk Pacific runs from Moncton to Prince Rupert, B. C., with lines to St. John and Halifax. The Canadian Northern runs from Montreal to Vancouver.

Example 20, Ex. 29, Academic Arith:

Difference of income = $\frac{4\frac{1}{2}}{100} - 3\frac{1}{2} = \frac{1}{10}$.

As the former income was $\frac{3\frac{1}{2}}{92}$ of stock and is now

increased by $\frac{1}{10}$ of stock, the fraction of increase is $\frac{1}{10} + \frac{3\frac{1}{2}}{92}$ or $\frac{1}{10}$.

J. G. M.— We have had several subscribers send in the description of the bird of which you say "it is the size of a robin, apparently a bird of prey, bluish grey under parts, white breast, black wings and black around head and on tail." This is no doubt the Shrike or Butcher Bird.

THE CHILDREN'S HOUR

DEAR BOYS AND GIRLS:

How you counted the days before closing and the summer holidays, the time when, having laid school books and lessons aside you enjoyed all the freedom that release from your studies brought.

There is something, however, too many children apparently neglect at such a time, and that is, thoughtfulness for others. When you get up in the morning you almost immediately think of what games you are going to have, or where you are going to hike to, if the day is fine, and so forth, but how many of you give a moment's thought to the pleasure of others?

When the end of August arrives and you again gather up your school books ready to recommence the studies, wouldn't it be nice if you could look back over the time spent during the bright summer days and remember that on this day or that day you took some of the bright sunshine into say, Mary Smith's home, a little girl who perhaps is confined to her bed through sickness, or again to Charlie Hawker, who has never known what it was to run about and play like other boys, having been crippled when quite a baby?

I am not going to enlarge on the subject, but leave the matter for your consideration, fully expecting that as a result I shall hear of many kindly deeds and unselfish actions being performed during the present vacation by the boy or girl readers of the EDUCATIONAL REVIEW.

Please take me into your confidence, and write whenever you desire telling of any incident which

may come under your notice, from time to time, demonstrating thoughtfulness and consideration for others.

A very large number of entries have been received in the word making contest, and we have much pleasure in announcing Martha Hachey (945 words) West Bathurst, Gloucester Co., N. B., as being the winner.

THE EDITOR (CHILDREN'S HOUR),
EDUCATIONAL REVIEW,
ST. JOHN, N. B.

Contest for Boys and Girls.

Take this copy of the EDUCATIONAL REVIEW and read every advertisement in same very carefully through. Perhaps you may find a word which is spelt wrong. Write each mis-spelt word thus found, correctly on a sheet of writing paper and send same to the

EDITOR (CHILDREN'S H),
EDUCATIONAL REVIEW,
ST. JOHN, N. B.

not later than August 30th.

To the boy or girl who succeeds in finding the most number of words in which wrong letters are inserted and writes the correct word of same most neatly, will be awarded a splendid camera. Don't forget to give your name, address, teacher's name and school at the foot of the paper, such signature being accepted as meaning that the writing is your own and that you have found the words without other people's assistance.

BETWEEN OURSELVES.

We trust that the August number of the EDUCATIONAL REVIEW will prove of exceptional interest and value to our increasing number of subscribers, as the articles contained therein are not only of a timely nature but of a character which will appeal to our readers during the last few days of their vacation.

We would especially draw attention to the address "Vocational Education," as delivered more fully by Prof. F. H. Sexton of Halifax, in the High School, St. John, recently. There is also a powerful article on the "Education of the Future," by Mrs. Eliza Jessen, which brings forward many important and outstanding facts.

We have much pleasure in continuing the "Courses of Study in the Junior High School," by Mary Jennison, of Truro, which had unfortunately to be held over last month.

As the present time when the moving pictures are playing

such an important role in the amusements of the people, the article "The Making of Moving Pictures," will appeal to teachers, as in the said article much information is given on the subject, about which pupils frequently ask.

We would urgently draw the attention of our readers to the editorial on "A Dominion-Wide Baby Week," as we believe that if such were organized on a similar basis to that held in the old country it would do much to eliminate the present fearful waste caused by infant mortality.

The two pages of illustrations which this number contains is a new feature, and it is hoped that it will be of much value when dealing with current historical subjects.

In the September number of the REVIEW, besides continuing the articles carried over from this month there will be other subjects of a more practical nature. We have constantly received letters from primary teachers asking that articles more suitable for their work may be introduced, and we are giving this our careful consideration.

CURRENT EVENTS

It is somewhat difficult to specialize on any feature, as during the past month momentous happenings have taken place within the war area, as well as in other parts of the world.

So far as the various battle fronts are concerned giving and taking, in a smaller or greater degree, has occurred. In Flanders the British and Belgian troops suffered a slight reverse between Ypres and the coast, after a fierce bombardment which obliterated the Allied trenches. Further south the British troops have forced their way to within a short distance of Lens, and at other sections not only resisted strong attacks but on some occasions succeeded in penetrating their first line trenches.

The French, under General Petain, have been subjected to fierce assaults, but repulsing them have counter-attacked near Mount Haut, Mount Carnittel, north of Aisne and Verdun, and was successful in gaining many valuable positions.

On the Italian frontier, conditions continue very favorable for our Allies, but in the extensive Eastern battlefield the disastrous state of affairs existing in Russia has turned the strong offensive undertaken at the beginning of last month, and in which the Russian troops captured nearly 30,000 of the enemy, guns and much territory, into a staggering defeat, which in turn has in some cases developed into a regular rout. Stanteslau, Tarnopol, and Madvorna have fallen into German hands.

Powerful German agents, working in the Russian capital and throughout the country, have been successful in causing a rebellion to break out among the troops, and in a recent clash between the Cossacks and the disloyal forces in the streets of Petrograd some 500 were killed. The influence, having spread among the battalions at the front, caused many of them to disobey orders at critical moments with the result that the German and Austrians attacking in force, caused fearful havoc.

The Premier of the new Republic, M. Kerensky, who has been voted fullest authority is using his strong influence, both at home and on the battle front.

Enquiries into the Kut-el-amara affairs have revealed an extraordinary state of neglect.

Japan may send a strong fleet to the Atlantic.

U-boats attacked the American transports and convoys whilst en route to France, but lost one or more of their own number as the result.

Owing to the war, July 4th was celebrated in a quiet way in New York.

Several serious air raids have taken place over Harwich, London, and other eastern towns, with serious loss of life among the civilians. It has been stated in the British Parliament that reprisals will now be undertaken.

Fighting has occurred between the Monarchists and Republicans which resulted in Peking, China, being captured by the latter.

The Compulsory Bill has passed the third reading in Ottawa.

Krupp works, Germany, have been extensively bombed by Allied airmen.

General Pershing and a certain number of U. S. troops are now behind the battle front in France.

Baron Montagu of Beaulieu has succeeded the Right Hon. Austin Chamberlain, who resigned as secretary of India. Sir Edward Carson has also resigned as first Lord of the Admiralty.

British dreadnought "Vanguard" was sunk with a loss of nearly 800 men.

The Royal family of Great Britain, has adopted the title of the "House of Windsor" in place of the German "Saxe-Coburg and Gotha."

A general election is expected in Canada about September. Siam has now declared war on Germany.

An income tax bill is now before the Dominion Parliament. Sir Beerholm Tree died on July 2.

G. W. Ganong was sworn in at St. Stephen as Lieut.-Governor of New Brunswick.

Rev. H. Wigle, B. A., is now Principal of the Ladies College, Mount Allison.

Kate Sanborn, the noted author and lecturer, has passed away.

Teachers in School District No. 2, parishes of Norton and Hampton, are to receive a slight increase in salary.

Dr. J. G. Hilbem, president of Princeton University, gave a splendid lecture before the St. John Canadian Club, July 11.

A bill providing for the ratification and the convention between Canada and the United States for the protection of migrating birds in both countries, has been passed at Ottawa.

A serious mine disaster took place near New Waterford, C. B., which resulted in nearly seventy deaths.

CONFERENCE AT MONCTON.

An important preliminary conference was held at Moncton today for the purpose of making arrangements for a Maritime Teachers' Convention to take place August 27-29, 1918.

Representatives from New Brunswick, Nova Scotia, and Prince Edward Island were present, among whom were, Dr. H. A. MacKay, superintendent of education, Nova Scotia; Dr. D. Soloan, principal of Normal School, Truro; Inspector Campbell, H. H. Shaw, superintendent of P. E. I.; Principal Robertson, of Wales College; Dr. W. S. Carter, superintendent of education, New Brunswick; Dr. H. S. Bridges, St. John; Dr. B. C. Foster, Fredericton; Principal Oulton, Moncton; Inspector O'Blenes, Moncton, and Secretary F. A. McCully, St. John.

Dr. H. A. MacKay was elected chairman of the meeting with Dr. W. S. Carter as secretary.

It having been decided that Moncton was the most central and suitable place for the proposed conference, much discussion took place with regard to the subjects and speakers to be included in the programme. Although those proposed were not definitely decided upon, there is ample evidence that the gathering promises to be one of the most helpful and influential held for many years.

A noticeable character of the meeting was the spirit of unity regarding educational matters in the maritime provinces, which appeared to exist.

W. McL. Barker was appointed secretary of the conference at a salary of \$50, whilst a special programme committee composed of Dr. MacKay and C. K. Butler, Nova Scotia; Dr. W. S. Carter and Dr. H. S. Bridges, New Brunswick; Superintendent H. H. Shaw and J. D. Seaman, Prince Edward Island, was formed.

A local committee composed of Principal G. J. Oulton, Inspector A. O'Blenes and Secretary F. A. McCully have other matters in hand.

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SCHOOL AND COLLEGE AND OTHER ITEMS OF INTEREST.

Miss Billie Wright who has been teacher of the Primary Department for two years will be principal of the Sackville Upper School next year.

One hundred and fifteen students took the Normal School entrance examinations at Fredericton, thirty for first class, seventy-five for second class and ten for third. Seven took superior, twenty-two matriculation and three high school leaving. The examinations were held at fifteen centres throughout the province and the total number was 1,100, 218 males and 882 females. In St. John, 135 took the entrance examinations, fifty-nine writing superior, seventy-two matriculation and twenty-three high school leaving.

It is understood that a new technical school is to be built in Hamilton, Ontario, in the near future.

Toronto was the first city in Canada and the second city in the world to make the kindergarten an organized part of the Public school system. It was first started here in 1881. From three schools in 1883, the number has increased to ninety-five. There were twelve teachers in 1844. There are now 1,536, of whom 196 are kindergartners. The attendance at the schools in 1844 was only 1,194. In 1900 it had risen to 35,960. It now stands in the neighborhood of 64,000.

The results of the final examination of the Normal schools at Hamilton, London, North Bay, Peterboro, Stratford and Toronto, show the names of 1,040 students to have been successful. These students will be furnished with their certificates, giving them the privilege of teaching in the public

schools. The examinations were held from May 30 to June 7.

The Defence Councils on Universities and Colleges began a week's conference with five representatives of the educational system of Canada, at Washington, July 3, who went there by invitation to give American institutions advice in marshalling educational resources for war service.

The visiting Canadians, who went with the approval of the Canadian Government, were Sir Robert Falconer, President of the University of Toronto; Dr. Marshall Torry, President of the University of Alberta; Dr. Stanley McKenzie, President of Dalhousie University; Dean Frank J. Adams of McGill University, and Captain W. H. Alexander of the Canadian army.

Among other things the conferees considered was to what extent technical students and instructors should be released from educational institutions for military service, how educational courses can best be adapted to immediate war needs, and how students can best be employed to promote food production.

When the estimates for the educational department were under consideration in the Legislature on June 19. Mr. Magee of Westmorland delivered a strong speech on behalf of technical education. He emphasized the importance of the subject and after pointing to what had been done in Nova Scotia, strongly urged the Government to give serious attention to this important question.

Compared with the period of Confederation the number of schools in Canada has increased from about 10,000 to over 26,000, the number of teachers from some 11,000 to over 39,000, the number of pupils from 664,000 to 1,327,000

and the expenditure on education from about \$2,500,000 to approximately \$56,000,000.

Colleges and Universities have grown apace, have strengthened and broadened their scope in the older provinces, and in the newer provinces have laid firm foundations for the increasing needs of the future.

Almon Gunnison, a noted educator, died July 2, at his home in Brooklyn, aged seventy-three. Mr. Gunnison was born in Hallowell, Me. He was President of St. Lawrence University, Canton, N. Y., from 1898 to 1914.

The death of Dr. Thomas Dyson Walker occurred on July 22 at the Massachusetts General Hospital, Boston. He was the son of Doctor and Mrs. Thomas Walker of this city. He received his early education at Rothesay Collegiate school and completed his arts course at U. N. B. in 1887.

The Rural Science School opened at Woodstock, July 10, in the Fisher Vocational School. The instructors were R. P. Steeves, director of elementary agricultural education; Dr. H. E. Bigelow, Prof. A. F. Baird and F. A. Dixon. The first day's enrolment numbered forty.

ED. NOTE.—It is expected to give a short article dealing with this school in our next issue.

Beginning July 14 Albert College, Belleville, celebrated the sixteenth anniversary of its opening. Opened as Belleville Seminary, it has for this period successfully carried out co-education. Since 1883 it has been teaching all the work of a collegiate institute, besides commercial subjects, music and art. No year in the institution's history has been more successful than the past year. The first great objective in the endowment and extension movement for the college of \$100,000, has been reached. The board has decided to restore the greater part of the classrooms in Massey Hall, which were destroyed by fire.

Professor W. L. Grant, now overseas, will be offered the post of Principal of Upper Canada College. As Professor of Colonial History at Queen's University, Major Grant won a signal reputation as a man of great good sense, unbiased by partisanship and untouched by vain self-conceit. He was born in Halifax, 1872.

According to G. Y. Chown, registrar of Queen's University, says the "Kingston Daily Bee," instruction will not be curtailed at the University next session on account of the war, as rumored.

Dr. G. G. Melvin, medical health officer for St. John commenced the free vaccination of school children in the board of health room St. John, July 23.

Miss Edith M. Hartt, of Fredericton Junction, has very successfully completed the second year of her Arts course, Class Arts '19, at the University of Saskatchewan, Saskatoon, and has accepted a position as teacher at Riverhurst, Sask.

FROM THE NEW BOOKS.

It is time that the Universities throughout the Empire should widen their aims and be less niggard in the expenditure of the civic virtue that is latent in them. They are national institutions; they have national obligations, and their obligations are their opportunities. Their students should be many times as numerous as they are at present. They have no right to be cloistered and to minister only to the few.

It is not to be denied that the responsibility for the moral education of the people lies first of all upon the churches. But when social reformers seek for agencies which shall foster and not frustrate the spirit of scientific and undogmatic

enquiry into the matters of the spirit, or which shall, in these times of economic danger, moderate the antagonisms and raise the level of the aims of capital and labour, it is not to the churches that they look. It is to the Universities. From them must flow these influences which shall form the mind of the people to the purposes of a harmonious, peaceful, secure, progressive, happy, and noble citizenship.—The Round Table, June 27.

All the detailed problems presented cover several years of personal work with children in the settlements and the vacation schools of New York City and Pittsburg, and in the regular public schools in various parts of the United States. These problems are practical for school work because we have tried them out on the playground and in the school workshop. In thus being tested, faults of construction have been found and corrected and improvements in design have been made. I have found that working from the drawings of a problem that has not been tested by experience is oftentimes a costly experience. Many of the problems suggested in the boy's magazine have simply been worked out of an adult mind; and when these directions for construction are followed by the boy, the object has oftentimes failed to work. Unless the boy is especially talented or has some one to help him over the obstacles, the difficulty has been so dismaying that it has put a damper on his future self-effort. By having the drawings and photograph accompany definite suggestions for the construction at school or at home, intelligently construct objects that are a source of satisfaction, and pleasure to themselves.—Foreword to William S. Marten, in *Manual Training Problems, for Boys and Girls*, Price \$1.25.

BLACK'S TRAVEL PICTURES.—Further copies of this most interesting and valuable series are to hand, and we would thoroughly recommend their use, as they are not only thoughtfully selected but the subjoined notes are most explanatory. The feature worth noting is that the picture can be detached so that concentrated attention of the pupils is more easily obtained. Publishers, A. & C. Black, Ltd., Soho Square, London, W.

G. B. Lancaster who wrote "The Law Bringers"—a powerful novel of the Canadian northwest which, as most critics agree, deserves to be even more widely read in the Dominions than it is—has a new novel with Hodder & Stoughton, entitled "Fool Divine." The Divine Fools of the world are the dreamers, the idealists with a feeling for the romance of life and an impulse to go in search of it, and the hero of this book is one of them. With such a hero, who finds for a heroine a baffling, strangely fascinating girl, "who may be just a beautiful, hapless Helen, or a Judith," desperately avenging herself by luring men to destruction, "Fool Divine" develops into one of the most picturesque, powerfully dramatic novels this famous author has written. Publishers, Hodder & Stoughton, London, E. C.

The general appearance of the catalogue of Supplementary Reading Books, issued by The MacMillans of Canada, Ltd., may be more or less familiar to you, but upon examination—especially the latter part—you will find an entirely new arrangement and a great betterment from the standpoint of the teacher. Many more books have been added to the list and a detailed description is given of each book; not only is this true of individual readers, but also of many series. Among the notable ones, we would especially call to your attention The Home and World and The Home-making series; also The Health series and The Progress to History, Progress to Geography and Progress to Literature series.

The three series — Stories of Here and There, Stories of Then and Now, Stories of How and Why — are particularly interesting, especially the second from which we would call to your attention Nos. 14 and 15, also a particularly interesting number is No. 17 of Stories of Here and There. These three instances just brought to your notice cover the Empire in government, history and commerce in short and simply told, and easily comprehended, little books.

Each of the nine Prime Ministers of the provinces of the Dominion contributes to "The Canadian Magazine" for July, an article on some phase of Confederation. Sir William Hearst deals with Ontario, Sir Lomer Gouin with Quebec, Hon. T. C. Norris with Manitoba, Hon. H. C. Brewster with British Columbia, Hon. W. M. Martin with Saskatchewan, Hon. A. L. Sifton with Alberta, Hon. G. H. Murray with Nova Scotia, Hon. W. E. Foster with New Brunswick, Hon. J. A. Mathieson with Prince Edward Island. The number is an excellent souvenir of the Confederation jubilee, with articles as well by M. O. Hammond on "The Fight for Confederation," by Dr. A. H. U. Colquhoun on "Our Eight Prime Ministers," and William Lewis Edmonds on "Our Governors-Generals since Confederation."

Russell H. Conwell (publishers, Harper & Bros., New York), whose new book, "What You Can do with Your Will Power" was published this season, makes it one of his great pleasures in life to help boys through college. Of all whom he has thus aided he cannot, he says, think of a single one who has failed for any other reason than ill-health. "But of course," he continues, "I have never helped any one who was not first helping himself. As soon as a man determines the goal toward which he is marching, he is in a strategic position to see and seize everything that will contribute toward that end. Whenever a young man tells me that if he 'had his way' he would be a lawyer, or an engineer, or what not, I always reply: 'You can be what you will, provided that it is something the world will be demanding ten years hence.' This brings to my mind a certain stipulation which the ambition of youth must recognize. You must invest yourself or your money in a known demand."

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For full particulars regarding this examination and for any other information, application should be made to the Secretary of the Militia Council, Ottawa, Ont., or to the Commandment, Royal Military College, Kingston, Ont.

OFFICIAL NOTICE.**New Brunswick School Calendar,
1917****1917. FIRST TERM.**

- Aug. 1 — Opening of French Department of Normal School.
 Aug. 27 — Public Schools open.
 Sept. 3 — Labor Day. (Public Holiday)
 Sept. 4 — Normal School opens.
 — Thanksgiving Day. (Public Holiday).
 Dec. 18 — Class III License Examinations begin.
 Dec. 21 — Normal and Public Schools close for Christmas Vacation.

1918. SECOND TERM.

- Jan. 7 — Normal and Public Schools re-open.
 Mar. 28 — Schools close for Easter Vacation.
 April 3 — Schools open after Easter Vacation.
 May 20 — Loyalist Day. (Holiday for St. John City only).
 May 23 — Empire Day.
 May 24 — Victoria Day. (Public Holiday).
 May 24 — Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
 May 28 — Examinations for Class III License begin.
 June 3 — King's Birthday. (Public Holiday).
 June 7 — Normal School Closing.
 June 11 — Final Examinations for License begin.
 June 17 — High School Entrance Examinations begin.
 June 28 — Public Schools close for Term

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