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NEW BRUNSWICK SCHOOL CALENDAR

1921—1922

1921 FIRST TERM

- July 5—Normal School Entrance, Matriculation and Leaving Exams. begin.
July 11—Annual School Meeting.
Aug. 3—French Department of Normal School opens.
Aug. 29—Public Schools open.
Sept. 1—Normal School opens.
Sept. 5—Labor Day. (Public Holiday).
—Thanksgiving Day. (Public Holiday).
Dec. 13—French Department Normal School Entrance Examinations begin.
Dec. 20—Third Class License Examinations begin.
Dec. 23—Normal and Public Schools close for Xmas holidays.

1922 SECOND TERM

- January 9—Normal and Public Schools Re-Open after Xmas Holidays.
April 13—Schools close for Easter Holidays.
April 19—Schools Re-Open after Easter Holidays.
May 18—Loyalist Day. (Holiday, St. John City only).
May 23—Empire Day.
May 23—Third Class License Examinations begin. (French Department).
May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
May 24—Victoria Day. (Public Holiday).
June 5—For King's Birthday. (School Holiday).
June 9—Normal School closes.
June 13—License Examinations begin.
June 19—High School Entrance Examinations begin.
June 30—Public Schools Close.

OFFICIAL NOTICE

TRUSTEES' CONVENTION

The attention of School Boards and ratepayers is again directed to the following:

Section 45 of Chapter 50 is hereby amended by making said Section, Sub-section (1) thereof and adding the following as Sub-section (2) of said Section:

"(2) The School District may elect annually and provide for the payment of the expenses of one or more representatives of the District to County or Provincial Teachers' or Trustees' Institutes; in cities or incorporated towns to which Section 105 applies, such delegates may be appointed annually and their expenses provided for by the Trustees at any regular monthly meeting."

A convention of School Trustees and school officers will be held in Fredericton either in the Autumn of 1921 or the Winter of 1922, as a preference of those interested may be expressed.

The number of delegates to be elected by School Districts or appointed by Trustees is not limited for the first meeting and membership will be determined by the convention for future meetings, as well as all other matters requiring adjustment.

At the first meeting the Chief Superintendent of Education will call the Meeting to order, arrange for a short programme and if possible have present an expert trustee from the West, where such conferences have been held for some years.

Delegates are requested to notify the Chief Superintendent of their election or appointment and to indicate their preference as to the time of meeting.

The first meeting will probably last for two days.

HISTORY

Sanderson's Ancient History or a good knowledge of Ancient History by any other author, will be the requirement for U. N. B. Matriculation Examinations in July and for First Class License Examinations in June 1921.

W. S. CARTER,
Chief Sup't of Education
Education Office April 20th, 1921.

NOVA SCOTIA Education Department

As the JOURNAL OF EDUCATION owing to local conditions cannot be issued before the end of April, the following more important items are advertised, as formerly intimated, in the EDUCATIONAL REVIEW for the month of May.

CALENDAR, SUMMER, 1921

- June 24—High School Examinations begin.
- June 27—Regular Annual Meeting of School Sections.
- July 2—Last day for sending in to the respective authorities notice of attending
RURAL SCIENCE SCHOOL, Truro, 13 July, and
PHYSICAL TRAINING "B" Course, Truro, 13 July, and
PHYSICAL INSTRUCTORS "A" Course (Halifax, about middle July)
INSPECTORIAL TRAINING Courses (25 July in each Inspectorate.)

*It is hoped the JOURNAL may be issued by the middle of May.

*The Manual of School Law is yet only half printed; but it is hoped to be issued shortly after the JOURNAL appears.

Examiners of the M. P. Q. papers are informed that special stress will be laid on the more important regulations published in the last two JOURNALS which should be kept for perusal in every school room.

M. P. Q. Examination, Thursday 30 June, 1921.

The Educational Review

VOLUME XXXV

JUNE-JULY, 1921

No. 11

Josephine MacLatchy, Editor

Dr. B. C. Foster, Associate Editor, New Brunswick

Eugene J. Dunn, Associate Editor, Prince Edward Island.

CONTENTS

Editorial Comment.....	309
The Canadian Ministry of Health.....	310
Annapolis	311
For Closing Days.....	312
A Spring Flower Garden.....	313
How to Keep Well Child Health Organizations.....	316
Contributor's Column, Nova Scotia.....	318
Child Welfare Work in Prince Edward Island.....	319
Summer Schools.....	320
Commencement in Our Colleges.....	323
Question Box.....	325
Book Reviews.....	326

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TIME TABLE

Regular Provincial High School Examination, June, 1921

Hour	Grade XII	Grade XI	Grade X	Grade IX
Friday June 24.	9—11 English (a)	English (a)	English	English
	11—1 Greek (a)	Greek	Greek	.....
	3—5 French	French	French	French
Saturday June 25.	9—11 Chemistry	.....	.....	.....
	11—1 Greek (b)	.....	.....	.....
	3—5 German	.....	.....	.....
Monday June 27.	9—11 Geometry	Ancient History	Geometry	Drawing
	11—1 Gen. History	Geometry	German	.....
	3—5 Physics	German	English History	Geography
Tuesday June 28.	9—11 Algebra	Algebra	Algebra	Algebra
	11—1 Latin (a)	.....	.....	.....
	3—5 Botany	Chemistry	Physics	Science
Wed. June 29.	9—11 Trigonometry	Prac. Math.	Arithmetic	Arithmetic
	11—1 English (b)	English (b)	.....	.....
	3—5 Latin (b)	Latin	Latin	Latin

THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

ESTABLISHED IN 1887 BY DR. G. U. HAY AND DR. A. H. MACKAY

THE Legislature of Prince Edward Island in its session passed several amendments to The Public School Act of 1920. "Children of School Age" shall "mean and include children who at any time in the said school year have attained or shall if living attain the age of six years or any later age up to and including the age of fifteen years."

The Board of Education is enjoined to make provision for the Medical Inspection "of school premises, teachers, pupils and janitors, to appoint school health inspectors, and such assistants to said school health inspectors as may be required and to fix their remuneration to enter into arrangements with the Canadian Red Cross Society or any branch or department thereof for the purpose of obtaining its co-operation and assistance in the work of Medical Inspection and Health Promotion in the schools. They shall also determine the needed qualifications of such inspectors, define their duties and require the teachers and trustees to assist in facilitating this work."

The teacher's salary shall not be paid in full unless the average daily attendance be sixty per cent of the children of the district. This makes an addition of ten per cent to the former requirement for this purpose, but seems to put the responsibility for compulsory attendance on the teacher when it should rest with the Trustees and Parents.

Women who are parents or guardians of children of school age shall be qualified voters at School Meeting and shall be eligible to the office of Trustee.

Provision is made for reports from the trustees and from the teachers to the Chief Superintendent, as shall be required by him.

The scarcity of teachers is also being felt in this Province, for provision is made by this Session for Temporary Licenses of first, second and third class, to be issued by the Chief Superintendent of Education to persons having sufficient attainments. These licenses are to be valid only for the school year in which they are issued. The remuneration to be received by persons holding such license is not to exceed that payable to persons holding permanent licenses of this class.

The Compulsory Attendance clause is also amended. In lieu of the former minimum attendance requirement of twenty weeks for the year each child between the ages of 7 and 13 is required to attend school each month sixty per cent of the days on which the school is open. For each such neglect the penalty shall not exceed \$20.

The Act of 1877 "To Amalgamate the Prince of Wales College and Provincial Normal School" is also amended. The section fixing the salaries of the members of the Faculty is repealed and the Lieutenant-Governor-in-Council will appoint the members of the Faculty and will fix their salaries and terms of their employment. The wording of Section 14 is also slightly changed and stands at present:

"The Board of Education may make orders and regulations for the control, management, inspection and operation of the said Prince of Wales College and Provincial Normal School, or for more effectually carrying out any of the provisions of this Act, and from time to time may revoke or amend the same as the said Board of Education shall deem expedient, and shall cause copies of this Act with the said orders and regulations to be published and furnished gratuitously to the teachers of all Public Schools in the Province."

"An Act relating to the "Provincial Agricultural and Technical College" provides for the operation of such a vocational school to be controlled and managed by the Commissioner of Agriculture under the direction of the Lieutenant-Governor-in-Council. The Faculty is to be appointed by the Lieutenant-Governor-in-Council but the Chief Superintendent of Education shall be required to inspect this school and include it in his Annual Report.

THE Educational Review is just closing one of the most successful years of its history. The appearance of the magazine has been greatly improved. The articles have been so interesting that each number has seemed better than the last. Many letters of appreciation are received telling how much help the teachers are receiving from the monthly visits of the Review.

Our plans for next year are not completed but all may be sure that the Review hopes to be 'better yet.' There will be no issue of the magazine in July or August. The date of printing will be changed so that the magazine will be in the teacher's hands by the first of the month.

There is one dark spot. Many of our subscribers are in arrears. During the past few years the subscription list has been handled by several different persons. There have been some misunderstandings. The Review is anxious to give perfect satisfaction and will do all in its power to correct any such errors. Many of the teachers who are heartily supporting the Review but do not realize that subscriptions on credit may cause the management some embarrassment at times.

The Canadian Ministry of Health

Dr. Helen MacMurchy, Chief, Department of Child Welfare, Ottawa

AN opportunity of speaking to teachers even through the printed page is a great privilege and one that has a high intrinsic value. It is not only the teacher who reads these words but his or her pupils—branches as it were of the intellectual tree deriving their nourishment from the parent stem—who read the word and take the thought. Nor is this true only of the few passing moments in which the Teacher's eye reads, or the Teacher's ear hears, the fleeting thought. It is true also of the rest of that Teacher's professional life-time and the remaining days of that Teacher's intellectual life. This gives the pages of the "Educational Review" a high intrinsic value.

Many Canadians do not yet realize that we have a Ministry of Health in the Dominion of Canada, and that at Ottawa a Minister of Health has been in his seat in the Cabinet Council for nearly two years. The Act establishing the Canadian Ministry of Public Health was assented to by His Excellency The Governor General on June 6th, 1919, and came into force at once. The Hon. N. W. Rowell was the first Minister of Public Health, and upon his resignation from the Government, the Hon. J. A. Calder was appointed to succeed him. Dr. John A. Amyot, C. M. G. was appointed Deputy Minister of Health and Col. D. A. Clark Assistant Deputy Minister after the passing of the Act in 1919.

The Provinces, under the British North America Act, have control of education, public health and other matters with which Child Welfare is inseparably connected. So that of all the great opportunities opening before the new Canadian Ministry of Health in its administration, the greatest is that of co-operating with all the Provincial Authorities, with organizations, official and voluntary, and with private individuals, throughout the whole Dominion. This was provided for in the statute establishing the Dominion Ministry of Health by creating a body to be known as the Dominion Council of Health, representative of all the Provinces and of the people as a whole. The Chief Provincial Medical Officer of Health in each province is a member of this council. Three of the Provinces, New Brunswick, Ontario and Alberta, have a Provincial Minister of Health as a member of the Government, and several of the Provinces have a Bureau of Child Welfare or other child welfare work under the direction of the Chief Provincial Officer of Health.

There remain, however, some matters connected with Public Health which are more National than Provincial in their scope. Among these may be mentioned Quarantine, The Medical Inspection of

Immigrants, the Control of Patent and Proprietary Medicines, the Opium and Drug Act and the Regulations in regard to Opium and Drugs in the Treaty of Peace and in the work of the League of Nations, the Analysis of Foods, Housing, the National Research Laboratory, Venereal Diseases and other matters.

Among the duties and powers of the Minister of Public Health are expressly mentioned the Conservation of Child Life and the promotion of Child Welfare, and so the first New Division of the New Ministry of Public Health was the Division of Child Welfare. The first step in the organization of this Division was the publishing according to law by the Civil Service Commission on February 5th, 1920, of an advertisement setting forth the qualifications standing, and experience required for Chief of the Division; stating when and to whom applications should be made. The appointment was made in April and the work of the Division was begun in May 1920.

Among all the measures of Reconstruction, Child Welfare holds the foremost place. As the Prince of Wales said in his home-coming address Dec. 19th, 1919, at the Guild Hall, setting himself to answer the question, "What do the British people want?"—

"The British people want that all men and women shall receive the just reward of their labours and that every child born into the Empire shall have a fair sporting chance."

It is that "Fair Sporting Chance" for all our children that the Department of Health and the Division of Child Welfare and the Provincial Authorities are thinking of. The war has opened our eyes. The Baby, the Ex-baby and the School-child are our Canada-to-Come. No Baby—No Nation.

We want to be of use to the Mother, the Father and the Home. So our first publication, just issued is "The Canadian Mother's Book." This book is for you. There is a copy for you. Write to the Deputy Minister of Health, Ottawa and give him your address and your copy will be sent to you, free. No postage stamp is required for this letter. Put O. H. M. S. on the envelope. Some day one of your pupils will whisper to you the news that "We have a New Baby at our house" or you may be "asked to tea" where the mother would like a book. Just send us the address—(no stamp needed) and we will do the rest. The "Key Industry" of Canada is Child Welfare.

AT a recent meeting of the Dartmouth School Board it was voted to raise all the teachers salaries. At the present time nineteen of the thirty-two teachers are receiving salaries below the minimum required by statute. The proposed increases will bring all salaries to at least this minimum.

Education begins the gentleman, but reading, good company, and reflection must finish him.—Locke.

Annapolis

C. R. Marshall, Principal of Chebucto School,
Halifax, N. S.

THE town of Annapolis is prettily situated at the head of Annapolis Basin, and with its well kept gardens and shady streets is not unattractive. A ferry has plied between Annapolis and the Granville shore for many years, but a bridge is now being built across the river.

To any person interested in the history of Nova Scotia, the old fort on a point of land jutting out into the water will be the principal object to attract his attention. The moat, the wall, and the officers' quarters still stand as mute reminders of the stirring events that have taken place there.

Standing on the west end of the rampart one can see Goat Island farther down the Basin where De Mont built his fort; and the field on the further side of the basin where he built his town, the first in North America north of Florida, to be built by white men. Probably in this field was Champlain's shipyard in which the first ship launched in Canada was built. The observer may also see at Lequille, the mouth of the stream on which the first flour mill was erected by L'Escarbot, the founder of the social club called "The Order of Good Times."

Not far from the town of Granville Ferry the Scotch Colonists brought out by Sir William Alexander spent ten anxious years exposed to attacks by disease and the unfriendly Indians.

In 1634 the first fort that stood here was built by D'Aulnay, who afterwards made himself infamous by his brutal treatment of Madame Latour the wife of his rival in authority. A short distance up the river the waters gurgle over the spot where his wicked life was suddenly ended by drowning. Not very long afterwards there was a wedding at the fort, and Madame D'Aulnay ended the family feud by becoming the wife of Monsieur Latour.

The year 1654 witnessed the first of the forts many sieges. Colonel Sedgwick, acting under orders from Cromwell, took the place and sent the garrison to France. It was returned to the French by Charles II, and taken again by Sir William Phepps in 1660. Phepps was led to believe that the fort was much stronger than he found that it was when he entered it, so disregarding his agreement with the French commander, he allowed his soldiers to sack the town. The place was again restored to the French, this time by William III. In 1707 Colonel March tried to take the fort but failed. Three years later Colonel Nicholson tried and was successful. In 1711 the French were the besiegers, in 1724 the Indians. In 1744 the French besieged it again, and in 1781 the Americans captured it. Mr. Calnik in his History of Annapolis County states that the American soldiers plundered the town of everything that was worth carrying away, taking even the silver buckles from the shoes the ladies were wearing. A colored servant went down to one of the boats and pleaded so earnestly for something for her sick mistress that they filled her apron with tea and sugar.

In 1854 the garrison was withdrawn, and the once grand fort is now in ruins.

Near the entrance of the fort is a bronze monument erected by the Dominion Government in 1904 to the memory of De Monts who three hundred years before discovered Annapolis Basin.

Near the Court House, not far from the fort is an old willow tree which in the days when delinquents were sentenced to receive lashes, was commonly used as a whipping post.

In St. Luke's church is a magnificent prayer book with covers of Morocco leather twelve and one half inches wide by nineteen long, beautifully ornamented with the arms of the king and of Canada wrought in gold. The fly leaf bears the inscription

"To the Church of Annapolis Royal on the occasion of the bicenary commemoration, September, 1910.

GEORGE R. I."

The Bishop of London was the bearer of this handsome present to the church, and the occasion was the two hundredth anniversary of a service held there by Rev. John Harrison shortly after the place was taken by Colonel Nicholson.

Annapolis offers no particular advantages to settlers, so its growth has been slow. Like other small towns it has its stores, churches, hotels, factories, schools, etc., but its history is its interesting feature. Next to the fort, its burying ground, with its crumbling monuments to the memory of garrison officers and their families is the most striking reminder of by-gone years.

THE WORN SPOT UNDER THE SWING

I know a garden cool and green,
Where the light slants through,
With a wondrous sheen,
When the flowers are touched with dew.
The blowing leaves, the velvety grass,
The blossoms of every hue,
Beckon to travelers who pass.
Then wave them a fond adieu.

Under a shade tree branching wide,
Where larks and orioles sing,
And the scarlet tanagers hide,
Is an old-fashioned, hemp-rope swing.
The children sit in the swing and sway,
While their tiny feet
Rub the grass away
Where shadow and sunshine meet.

And lovelier far than dreams come true,
Than the butterfly's wing,
Or a pale rose wet with dew,
Is the worn spot under the swing.
This is the place where the fairies meet,
And hopes flutter by
To the music of prancing feet
While castles are built to the sky.

The worn spot under the swing I love
Better than lilies or gold,
Better than twinkling stars above
Far better than visions untold.
It is the soul of the garden gay
As the child is the soul of the world,
And, in Heaven's own way,
It is childhood's flag unfurled.

—Annie Marlon MacLean.

For Closing Day

SYMPATHY

"Poor little girl!" the birdies say
"See, she's dressed in the queerest
way.

No smooth feathers, no pretty things,
And, O dear, she has no wings!"

"Yes," said the bunny, "how sad for
her
She has no ears and no soft, warm
fur;
And the way she runs on her funny
feet
Even a baby of mine could beat."

"We wish," said the birds, "she could
stay right here
And live in the woods and grow less
queer."

"Yes," said the bunny, "and grow
more wild;
It must be dreadful to be a child!"

—Exchange.

FRAIDIE-CAT

I shan't tell you what's his name:
When we want to play a game.
Always thinks that he'll be hurt,
Soil his jacket in the dirt,
Tear his trousers, spoil his hat.—
Fraidie-Cat! Fraidie-Cat!

Nothing of the boy in him!
"Dasn't" try to learn to swim;
Says a cow'll hook; if she
Looks at him he'll climb a tree.
"Scart" to death at bee or bat.—
Fraidie-Cat! Fraidie-Cat!

Claims the're ghosts all snowy white
Wandering around at night
In the attic; wouldn't go
There for anything, I know.
B'lieve he'd run if you said "Scat"!—
Fraidie-Cat! Fraidie-Cat!

—Clinton Scollard.

THE LITTLE BUTTERCUP

A little yellow buttercup
Stood laughing in the sun,
The grass and leaves all green around,
The summer just begun,
His saucy little head abrim
With happiness and fun.
The flowers smiled up, the sun beam-
ed down,
As they for years had done,
Until as golden as his friend
The little flower had grown.

As summer passed, and autumn came,
The flowers above him said,
"Come, buttercup, our work is done,
It's time to go to bed."
"Not yet," said he; "the sun still
shines,
I'll wait till he has fled;
I yet some little seeds can form,
Some smiles above me shed."
The merry buttercup laughed on,
And tossed his golden head.

—Selected.



By courtesy of Manual Arts Press

BOYS AND BIRDS HOUSES IN TREE TOPS

MY FOLKS

I think my folks are very queer—
You'd be surprised at things I hear.
Some times it seems I'm very small,
And then again I'm big and tall.

At night I tease to stay up late,
But mother says: "No, no, it's eight;
Go right upstairs; and hurry too,
Indeed—a little boy like you."

At six next morning, from the hall,
She wakes me with this funny call:
"Come, come, get up; and hurry too,
For shame—a great big boy like you!"

When through the night I grow so
fast.

How very strange it doesn't last!
I shrink and shrink till eight, and then
I'm just a little boy again.

—Harper's Magazine.

CLOVER BLOSSOMS

The clover have no time to play,
They feed the cows and make the hay,
And trim the lawns and help the bees,
Until the sun sinks through the trees,
And then they lay aside their cares,
And fold their hands and say their
prayers.
And drop their tired little heads
And go to sleep in clover beds.
Then when the day dawns clear and
blue
They wake and wash their hands in
dew;
And as the sun climbs up the sky,
They hold them up and let them dry;
And then to work the whole long day;
For clovers have no time to play.

—Helena Jelliffe.

VACATION TIME

All the world is set to rhyme
Now it is vacation-time.

And a swelling flood of joy
Brims the heart of every boy,
No more rote and no more rule,
No more staying after school,
When the dreamy brain forgets
Tiresome tasks the master sets;
Nothing but to play and play
Through an endless holiday.

Morn or afternoon may all
Swing the bat and catch the ball;
Nimble-footed, race and run
Through the meadows in the sun,
Chasing winged scraps of light,
Butterflies in darting flight;
Or where willows lean and look
Down at others in the brook,
Frolic loud the stream within,
Every arm a splashing fin.

Where the thorny thickets bar,
There the sweetest berries are;
Where the shady banks make dim
Pebble pools, the shy trout swim;
Where the boughs are mossiest,
Builds the humming-bird a nest;—
These are haunts the rover seeks,
Touch of tan upon his cheeks,
And within his heart the joy
Known to no one but a boy.
All the world is set in rhyme
Now it is vacation-time!

—A Boy's Book of Rhyme.

THE SONG OF THE BEE

Buzz-z-z-z-z-z, buzz!
This is the song of the bee;
His legs are of yellow,
A jolly good fellow,
And yet a great worker is he.

In days that are sunny
He's getting his honey,
In days that are cloudy
He's making his wax;
On pinks and on lillies,
And gay daffodillies,
And columbine blossoms
He levies a tax.

Buzz-z-z-z-z-z, buzz!
The sweet-smelling clover
He, humming, hangs over;
The scent of the roses
Makes fragrant his wings!
He never gets lazy;
From thistle and daisy,
And weeds of the meadow,
Some treasure he brings.

Buzz-z-z-z-z-z, buzz!
From morning's first graylight
Till fading of daylight
He's singing and tolling
The summer day through.
Oh! we may get weary,
And think work is dreary:
'Tis harder by far
To have nothing to do!

—Marian Douglas.

A Spring Flower Garden

Lyle P. Holden

Reprinted by permission of School Education.

Characters

MISS SPRINGTIME	DAFFODIL
PUSSY WILLOW	JOHNNY-JUMP-UP
PRIMROSE	LILY
TRAILING ARBUTUS	DANDELION
SNOWDROP	BLUEBIRD
CROCUS	BILLY BUMBLE-BEE
VIOLET	BUTTERFLY BEAU

Costuming

MISS SPRINGTIME: in long, clinging costume of pale green with silver crown or silver star in her flowing hair; a silver wand wound with green; garlands of flowers draped about her.

PUSSY WILLOW: in gray, with gray fur cap and coat.

PRIMROSE: in pale yellow, with skirt scalloped to represent petals.

TRAILING ARBUTUS: a small girl in pink dress with green sash and ribbons.

SNOWDROP: in white dress with green sash and cap.

CROCUS: a little girl in bright yellow dress.

VIOLET: in purple dress, sash, and ribbons, or white dress with purple sash and ribbons; if possible, carries a bunch of violets.

DAFFODIL: a green dress with wide yellow sash and hair ribbons, or a white dress with yellow sash and ribbons; may carry a large bouquet of daffodils.

JOHNNY-JUMP-UP: a boy in a yellow suit.

LILY: in pure white; may carry a white lily bell.

DANDELION: in green with yellow cap made to imitate a dandelion.

BLUEBIRD: a little boy in blue with blue stockings and cap, and blue paper wings.

BILLY BUMBLE-BEE: a wee boy in black with yellow bands and white paper wings.

BUTTERFLY BEAU: a boy in black with large orange wings made of crepe paper with dots of different colors pasted upon it.

When the entertainment starts the flowers, grouped in a semi-circle, are all asleep, partly hidden by the green with which the stage is banked. Mendelssohn's "Spring Song" is played softly upon the piano, or phonograph, or piano and violin together are even better. After a moment MISS SPRINGTIME enters keeping step to the music. If she can be taught a little dance to this beautiful melody, it will be found very effective. While the music plays very softly, she recites:

I come! I come! ye have called me long—
I come o'er the mountains with light and song!
Ye may trace my step o'er the wakening earth
By the winds which tell of the violet's birth,
By the primrose-stars in the shadowy grass,
By the green leaves opening as I pass.

Come forth, O ye children of gladness! come!
Where the violets lie may be now your home.
We of the rose-lip and dew bright eye,
And the bounding footstep, to meet me fly!
With the lyre, and the wreath, and the joyous lay,
Come forth to the sunshine—I may not stay.

—Felicia Hemans.

(She steps over to PUSSY WILLOW and touches her lightly with her wand. PUSSY WILLOW awakes, comes forward, and speaks)

PUSSY WILLOW

In her dress of silver gray
Comes the Pussy Willow gay—
Like a little Eskimo,
Clad in fur from tip to toe.
Not another flower is found
Peeping from the bark or ground.
Only Mother Willow knows
How to make such suits as those;
How to fasten them with skill,
How to guard against the chill.
Did she live once long ago,
In the land of ice and snow?
Was it first by Polar seas
That she made such coats as these?
Who can tell?—We only know
Where our Pussy Willows grow.
Fuzzy little friends that bring
Promise of the coming spring.

—Elizabeth Foulke.

(She steps to one side.)

MISS SPRINGTIME (going to PRIMROSE and touching her with her wand)

Wake up, little Primrose,
And don't have a fear;
The winter has vanished
And summer is near.
All the flowers are nodding,
But soon they'll arise
To bloom in the sunshine
Under blue skies.

PRIMROSE (waking up)

Mild offspring of a dark and sullen sire!
Whose modest form, so delicately fine,
Was nursed in whirling storms
And cradled in the winds.

Thee, when young spring first questioned winter's sway,
And dared the sturdy blusterer to the fight,
Thee on this bank he threw
To mark his victory.

In this low vale the promise of the year,
Serene, thou openest to the nipping gale,
Unnoticed and alone,
Thy tender elegance.

—Henry Kirk White.

MISS SPRINGTIME (next touching TRAILING ARBUTUS)

Come, Trailing Arbutus,
'Tis Springtime who cries
To each sleepy flower,
"Come, open your eyes."

The songbirds are singing,
Wake, wake from your dreams,
And hear the soft music
Of the rippling streams.

TRAILING ARBUTUS (*walking slowly and coming forward*)

Darlings of the forest!
Blossoming alone,
When earth's grief is sorest
For her jewels gone—
E'er the last snow-drift melts, your tender buds have blown.
Tinged with color faintly,
Like the morning sky,
Or, more pale and saintly,
Wrapped in leaves you lie—
Even as children sleep in faith's simplicity.
Fairest and most lonely,
From the world apart;
Made for beauty only,
Veiled from nature's heart
With such unconscious grace as makes the dream of Art!
—Rose Terry Cooke.

(As TRAILING ARBUTUS finishes, someone whistles
bird calls behind the scenes, or a bird whistle may be
used)

MISS SPRINGTIME

I know the song the bluebird is singing,
Out in the apple tree where he is swinging.
Brave little fellow! the skies may be dreary—
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's singing,
Up in the apple tree swinging and swaying.

BLUEBIRD (*enters. In the last stanza, he goes to
each flower as he mentions its name*)

BLUEBIRD

Dear little blossoms down under the snow,
You must be weary of winter, I know;
Hark, while I sing you a message of cheer!
Summer is coming! and Springtime is here!

Little white snowdrop I pray you arise;
Bright yellow crocus! come, open your eyes;
Sweet little violet, hid from the cold,
Put on your mantles of purple and gold;
Daffodils! daffodils! say, do you hear?
Summer is coming! and Springtime is here!
—Emily H. Miller.

(SNOWDROP, CROCUS, VIOLET, and DAFFODIL come
forward after being awakened, and each speaks in
turn)

SNOWDROP

The Bluebird has called us,
Miss Springtime is here,
'Tis the very best time
In all of the year.
The bright sun so shiny
Has melted the snow,
The soft breezes blowing
Are murmuring low.
Dear Springtime, we're happy
To wake one and all,
And bloom in our glory
At the Bluebird's call.

CROCUS

I too, am so happy
To lift up my head
From the snowy white blanket

Which covered my bed;
And I'll bloom with the others,
And bring gladness and mirth
To all who inhabit
This rusty old earth.

VIOLET

Under the green hedges after the snow
There do the dear little violets grow,
Hiding their modest and beautiful heads,
Under the hawthorn in soft mossy beds

—J. Moultrie.

DAFFODIL

I wonder what spendthrift chose to spill
Such bright gold under my window sill!
Is it fairy gold? Does it glitter still?
Bless me! it is but a daffodil.

—Celia Thaxter.

MISS SPRINGTIME (*touching the three flowers left
in rapid succession*)

Wake up, Johnny-Jump-Up,
And pale Lily too,
Come, come, Dandelion,
We're waiting for you.
The flowers are all watching
To see you arise—
Wake up, little sleepers,
Come open your eyes.

(The last three flowers waken, and speak in turn)

JOHNNY-JUMP-UP

I'm young Johnny-Jump-Up,
And I'm glad to be done
With dark winter weather—
Now I'm ready for fun.
The leaf-buds are bursting,
The cold days are past,
Come, welcome glad Springtime
Who's with us at last.

LILY

Little white lily,
Sat by a stone,
Drooping and waiting
Till the sun shone.

Little white lily
Sunshine has fed;
Little white lily
Is lifting her head.

—Geo. MacDonald.

DANDELION

There's a dandy little fellow,
Who dresses all in yellow,
In yellow with an overcoat of green;
With his hair all crisp and curly,
In the springtime bright and early,
A tripping o'er the meadow he is seen.

—Nellie Garrabrant,

(A buzzing sound is heard, and in comes BILLY
BUMBLE BEE, who runs in and out among the flowers;
first to one, then to another)

BILLY BUMBLE BEE

Buzzing, buzzing, buzzing,
Billy Bumble Bee,
Hums among the flowers,
Joyous, glad and free.
Blund'ring, bulky body,
Tumbling 'round with glee,
Blissful every minute,
Billy Bumble Bee.

(Buzzes to his place)

BUTTERFLY BEAU (*enters and flutters about*)

I'm a volatile thing, with an exquisite wing,
 Sprinkled o'er with the tints of the rainbow,
 All the Butterflies swarm to behold my sweet form,
 Though the Grubs all vote me a vain beau.
 I my toilet go through, with my rose-water dew,
 And each blossom contributes its essence;
 Then all fragrance and grace, not a plume out of place,
 I adorn the gay world with my presence—
 In short, you must know,
 I'm the Butterfly Beau.

At first I enchant a fair Sensitive plant,
 Then I flirt with the Pink of perfection;
 Then I see a Sweet Pea, and I whisper, "For thee
 I have long felt a fond predilection."

In short, you must know,
 I'm the Butterfly Beau.

—T. Haynes Bayly.

MISS SPRINGTIME

Come, bonny bright flowers,
 And let us all sing
 A sweet song of gladness
 That will make the woods ring.
 The gay hours of springtime
 Are happy and long,
 So gather together,
 And sing a blithe song.

BUTTERFLY BEAU conducts MISS SPRINGTIME to
 a green throne in the centre, while all the others

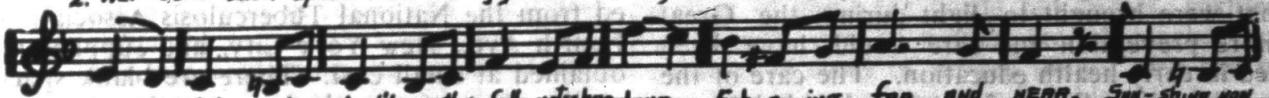
VOICES OF THE WOODS

Melody A. RUBENSTEIN

Tom: MELODY IN "F"



1. Wel--come sweet spring-time! We greet thee in song, Mur--murs of glad-ness Fall on the
 Chorus: Sing, then ye birds, raise your voices on high; Flw--rets a--wake ye! Burst in--to
 2. Wel--come sweet spring-time! What joy now is ours, Wint--en has fled to far dis--tant



ear-- VOICES long hush'd now than full notes pro--long— Ech o--ing far and near. Sun--shine now
 bloom-- Spring-time is com, and sweet sum--mer is nigh— Sing, then ye birds, oh sing!
 climes— Flg--er, thy pres--ence a--waits in the bow--ers, Long--we for thy com--rands. Brook--lets me



wakes all the flow'ets from sleep, Joy giving INCENSE floats on the air— Snow drop and
 whis--ping as on--ward they flw, SONGS of de-light at thy glad re--turn— Bound--less the



prize--nose both tin--id-ly peep— Pal--ing the glad NEW YEAR. Balm--y and life breathing
 wealth thou in love dost be--stow,— E--ver with lov--ish hand. How NA-TURE loves thee each



bird--zee are blowing, Swift--ly to NA-TURE new vi--sor be--stow--ing, Ah! how my
 mind-- voice dis--clo--ses, Her--ald thou art of the TIME--of the RO--SES, Ah! how my



heart beats with rap--ture a--new, As earth's fair--est beau--ties a--gain meet my view.
 heart beats with rap--ture a--new, As earth's fair--est beau--ties a--gain meet my view.

A Lily I kiss, and exult in my bliss,
 But I very soon search for a new lip;
 And I pause in my flight to exclaim with delight,
 "Oh! how dearly I love you, my Tulip!"
 In short, you must know,
 I'm the Butterfly Beau.

Thus forever I rove, and the honey of love
 From each delicate blossom I pilfer;
 But though many I see pale and pining for me,
 I know more that are worth growing ill for;
 And though I must own, there are some that I've known,
 Whose external attractions are splendid;
 On myself I most dote, for in my pretty coat
 All the tints of the garden are blended—

gather round. All sing "Voices of the Woods," writ-
 ten and adapted by Wm. Michael Watson from Rub-
 enstein's "Melody in F."

EDITOR'S SUGGESTION—Two folk dances might well
 be added which would increase the attractiveness of the
 program. All the flowers might dance Sellinger's Round
 before Billy Bumble-Bee comes in. Again, after Miss
 Springtime has been seated on the throne before her last
 speech and the final song the Flowers might dance "Gath-
 ering Peascods." Both of these dances are easily learned
 Phonograph records of each of them may be obtained either
 from the Columbia Graphophone Company or the Victor
 Company. The editor will be glad to send directions for
 these two dances to any teacher who wishes them.

How to Keep Well---Child Health Organizations

Miss Harriet Bishop, V. O., School Nurse, Dartmouth

THE first requisite to success and happiness is good robust health. It doubles and quadruples the efficiency and power of every faculty and function. It clears the cobwebs from the brain, improves the judgment sharpens every faculty, increases the energy and freshens the cells in every tissue of the body. If it were possible for the people of this country to follow the laws of health for six months, it would change the entire condition of our civilization. The unhappiness, misery and crime would be reduced immeasurably and the general efficiency would increase marvelously. Ignorance of the laws of health is responsible for a large part of the ills we suffer, and for discouragement and unhappiness. Had we known the surprising facts about the physical unfitness that were brought to light during the Great War more prevention and care would have been practiced in early health education. The care of the child in early life, the period when life habits are formed so easily is the secret of health of our future citizens.

The larger part of a child's life is spent in school. The whole child goes to school—body, mind and soul,—and each is equally important, so it behooves us to expend much time, thought and effort in giving the child an all-round development.

A child should be taught that God never created disease or suffering, never intended that we should suffer; that we were made for health, abounding health and happiness; made to enjoy, not to suffer, made to be happy, not miserable, made to express harmony, not discord.

In introducing health education in the schools, the first requisite is the hearty co-operation of the Principal, teachers, children, parents and Board of Health.

In dealing with children, one of the easiest and most successful ways of impressing the mind is through the eye; Health Posters suggesting Health habits, method of care of the teeth, different forms of drill, correct posture, etc.

The idea of doing and belonging is also an ideal way of interesting the child. Local organizations among children, duly recognized in Town or Province gives boys and girls an increased zeal in Health work.

The Modern Health Crusade is one of the best all-round organizations directed toward the upbuilding of health among children. It is adopted all over United States and is spreading throughout Canada in thousands of schools and has an enrollment of over four million children. It is an organization adaptable to the time a teacher can devote to it. In schools where very little time can be given, teachers may give the pupils the benefit of the fundamental

and necessary part of the program. On the other hand, for schools that consider it a duty to train their pupils in Health, the Crusade offers a more extensive program. Through elements of play and romance it gives children the motive needed for the practice of hygiene. The result of The Crusade are physical improvement and prevention of disease among children and their families, moral discipline and an awakening of community responsibility.

Pupils may progress steadily from enlistment and doing health chores to qualifying for Round Table, Sanitation work, Tournaments and Health Clubs. There are three sets of Health chores, Primary, Intermediate and Senior. Samples of these and other literature with badges, etc., may be obtained from the National Tuberculosis Association, 381 Fourth Ave., New York City, and supplies may be obtained at small cost. There are blank spaces opposite chores for each day, covering from five to fifteen weeks period. Full instructions as to filling in are printed on the folder. It is taken home by the pupil, tacked up in some conspicuous place and filled in each day. In this way health habits are not only taught the children but the parents and others of the family become interested and all vie with one another in performing the chores. Following are the "Standard Health Chores." Children from six to sixteen may qualify through these chores, but primary chores may be used also, especially adapted to younger children:—

1. I washed my face and hands before each meal today.
2. I washed not only my face and hands but my ears and neck and cleaned my fingernails today.
3. I kept fingers, pencils and everything likely to be unclean or injurious out of my mouth and nose today.
4. I brushed my teeth thoroughly after breakfast and after the evening meal today.
5. I took ten or more slow deep breaths of fresh air today. I was careful to protect others if I spit, coughed or sneezed.
6. I played outdoors or with windows open more than thirty minutes today.
7. I was in bed ten hours or more last night and kept my windows open.
8. I drank four glasses of water including a drink before each meal and drank no tea, coffee or other injurious drinks today.
9. I tried hard today to eat only wholesome food and to eat slowly. I went to toilet at my regular time.
10. I tried hard today to sit up and stand up straight, to keep neat, cheerful and clean-minded, and to be helpful to others.
11. I took a full bath on each of the days of the week that are checked.

The teachers may use each one of these chores as a subject for a health talk to the children. A list of the chores in large print or written on the blackboard may be kept in the schoolroom and a few

minutes may be given each week by the teacher to keep up the interest by enquiring of the children regarding the performance of the chores.

Seventy-two chores done in one week make a perfect score. Each of the first ten chores are to be done daily and baths taken on two days in the week. To become a Crusader the child must make at least seventy-five per cent. in each of two weeks. Fifty seven make the seventy-five per cent. On becoming a Crusader the pupil receives a certificate of enrollment and rank of Page. Higher titles and badges of rank are won by doing seventy five per cent or more chores each week through the following number of weeks:—

For Squire, three weeks after becoming Page, total of five weeks.

For Knight, five weeks after becoming Squire, total of ten weeks.

For Knight Banneret, five weeks after becoming Knight, total of fifteen weeks.

The badges for Squires, Knights and Knight Banneret are buttons or pins in colors and novel designs. Teachers should secure their supplies first, then give a short talk explaining the object of the Crusade, the connection between the Modern and Crusade of Middle Ages and the privileges of Crusaders and Knights of being of service to their Country.

Sometimes Inspectors may be appointed among the children,—different ones each week,—to notice any pupils who may look as though they had neglected to perform some of their chores.

Crusade work at home and at school supplements hygiene, physiology and sanitation as taught from texts books and adds interest. It should be carried out simultaneously with these studies. It is readily co-ordinate with language by requiring composition contests on subjects of Health Chivalry, with history by associating Modern Crusade with those of Middle ages, arithmetic by calculating average credits of a class for performance of chores, by examples on the caloric value of foods. Weighing and measuring are also an important part of the schedule. A contest among classes or children, in proper weights may also stimulate interest.

For the younger children in Primary grades the Health Alphabet may be introduced which will attract and impress the child. If time permits an original one may be made by the teachers or school nurse. Health pictures may be cut from magazines or made suggesting a story and pupils asked to make up stories about the pictures. Sometimes if the children are asked to bring in pictures that may suggest Health stories it may create enthusiasm. Tooth-brush drills should be conducted twice a year in elementary classes on account of lack of home instruction, on care of the teeth. Handkerchief drills are also an interesting and amusing feature to young children. The monitor allows nobody to pass through the door who does not have a handkerchief, then two minutes spent once or twice a month in giving instructions on the use of the hand-

kerchief to cover a cough or sneeze or blow the nose. Health songs also create enthusiasm among children.

In older grades, Girl's Health Leagues provide a good program in teaching prevention. The purpose of this is to safeguard the health of our schoolgirls and try through them to save the babies, to teach the care of the younger members of the family, care of the home and personal hygiene—to fit them for a woman's work in the world. The strength of a nation depends on the physical and spiritual health of its citizens and so the idea is to train children so that later they may assume their responsibilities as mothers. Girls Health Leagues also demonstrate the importance of Ventilation of homes, fresh air and pure water and sunlight, care of food and garbage, method of cleaning and dusting. It demonstrates first care of baby, oiling, bathing, proper toilet articles and clothing and method of adjusting clothes, early habits, importance of registration, protection against flies and mosquitoes, feeding, preparation of food for bottle fed babies, pasteurization of milk, care of bottles, etc. It teaches simple treatment in cases of sudden illness, also bed making. This is an organization in which the hearty cooperation of mothers and teachers is necessary. Membership cards should be signed by parents of the child. Classes of from twelve to twenty-four are the most desirable. Officers are chosen. Each meeting should have a quiz and twenty minute talk by instructor and onehalf hour devoted to practical demonstrations. Health League buttons can be obtained for each member and at completion of course each girl is required to pass an oral examination and write an essay on some subject chosen by instructor.

Boys Club organizations will also be a great benefit to pupils and community. Athletic Clubs, Boy Scout movement, Taxis boys Clubs, Sanitary Survey Clubs, each class having contests or different classes. In community work a club may make itself useful to a town in many ways—working for sanitary drinking fountains in schools, proper playgrounds, fresh air and proper ventilation in school-rooms, clean streets, clean lavatories, clean back yards. They may draw up petition agitating for physical inspection in schools backed up with nursing service; may aid in anti-tuberculosis campaigns, for clean town and proper refuse dump and sewerage.

Last but not least, Health entertainments held once in two or three months to which the public may be invited and at which movie slides, Health Playlets and songs, also lectures, all made interesting, will be an added incentive to carry on.

Let us hope that very soon every school in these Provinces will be carrying on some form of Health Education which will result in strong and well citizens for the future generation.

The Review is unable to print the play "I'll Try" for the required One Hundred arrear subscriptions were not paid.

Contributor's Column, Nova Scotia

The editor wishes to thank Mr. W. A. DeWolfe for collecting the articles which appear on this page. It is hoped that this may become a permanent page in the Review and that others be started for New Brunswick and Prince Edward Island.

SIMPLE DRAMATIZATION OF HISTORY

(Grades 4 and 5)

By M. Grace Walley

SINCE Grade 5 pupils have very little history in detail, this dramatization has no clear connection, but simply touches certain events as they were taken up in class. It is purely original and very simple.

Enter Christopher Columbus: (He is dressed in black cape with white frill around neck; felt hat with long feather in it; carries globe in one hand and plate—or anything flat—in the other). He says:

"They tho't it flat; he tho't it round.
He proved his point, and tho he's gone,
He left the world this lesson great—
'Sail on! Sail on! And on, and on!"

He takes place at the side of stage, left.

Enter John Cabot: (He is dressed in knee breeches of velvet, and pumps; wears white Eaton collar; carries Union Jack.) He repeats:

"In 1497 when Columbus things had stirred,
The King sent out my son and me.
Let England's voice be heard."

He takes place beside Columbus.

Enter J. Cartier: (He wears mackinaw, larrigans, fur cap and mitts and carries snowshoes, also beads, fur, and knife). He speaks:

"From St. Malo I came. Three voyages I made.
I liked this new land very much.
The Red-men gave me their goods very freely
For trinkets and beads and such."

Takes place beside Cabot

Enter Indian: If a girl, dressed in Camp Fire costume, hair in two braids, with band and one or two feathers stuck up the back. If boy, overalls with brown fringe sewn up side, and brown pull-over sweater, with head-band of feathers, will do very well. He carries bow and arrow.) *Facing other with extended arms, speaks gutturally:*

"Welcome my pale-face brothers
Who come from the land o'er the sea.
We will gladly become your friends
If the Red-man can always be free."

Goes to place beside Cartier.

"Order of the Good Time." (Behind the curtain someone reads the descriptive paragraph from Calkin's History. When the reader reaches "At the appointed hour," the characters enter and go through the following scene:)

The Grand Master (boy dressed in white blouse,

swallow-tailed coat, velvet trousers, pumps, Napoleon-shaped hat enters first. Following him come from seven to twelve or more gentlemen, some dressed as Frenchmen (like J. Cartier) or Englishmen (like Cabot). Among them is one, Memberton, the Indian chief (dressed as described above, but with long head-dress of feathers typical of chief). Each bears a dish of food, the Grand Master carrying Pipe of Peace. (The latter may be made by boring a hole in an 18-inch long strip of wood which is about an inch wide at the lower end and rounds up at the mouth end. In this hole insert a conical piece of stiff brown paper, to make the bowl). The Grand Master leads them in a circuit past the table where each places his dish of food, and then all seat themselves, cross-legged, in a semi-circle around a pile of furs. The Peace Pipe is passed first to the Indian chief, who is seated on the right of the Grand Master, and thence on around the circle. A few whiffs are taken by each one. No one must appear to hurry, and no one speaks until this ceremony is concluded. Then a few French words, such as "Parlez-vous Francais?" and "Oui, Oui, M'sieu," etc. may be exchanged, Memberton slowly nodding head in answer to any question addressed to him. Memberton may repeat a stanza or two of Hiawatha. *All remain seated in the circle.*

(This being Pilgrim Anniversary Year, we learned all their history in school, which accounts for their introduction here).

Enter Pilgrim boy and girl: (The girl is dressed in long dress of dark material with white bib-apron, and wearing white pilgrim cap. Boy may wear rubber boots to simulate the high boots of those days, and carries axe over shoulder). Repeat:

"Toiling and praying, the band,
Led by the light of their vision,
Gathered their worldly possessions,
Backward to England turned them.
Thence with a few of their friends,
Godly in mind and in purpose,
Soiled in two ships of their choice,
The Mayflower stout, and the Speedwell.
Soon did the Speedwell return,
False to her name and her rating.
Mayflower back to the shore,
Guarded her suffering sister;
Then, with her passengers brave,
Sped on her way o'er the water."

Take place beside Indian, to left of Good Time group

Enter Evangeline: (She is dressed in black jumper dress, long, with white sleeves, white bib-apron, white handkerchief knotted around neck; large red cape over shoulders and white "Dutch" bonnet, easily

made from paper.) She repeats Longfellow's Evangeline in part as indicated below:

"In the Acadian land, on the shores of the Basin of Minas" to "And pastures to flocks without number."

And "Fair was she to behold" to "shade of her tresses."

And "He was a valiant youth" to "ripened thought into action."

Finishes with "Still stand the forest primeval," etc. to end.

Takes her place beside Pilgrims

All except Pilgrims sing "The Maple Leaf Forever." (Those in the "Order of Good Time" group stand at opening bar, the Indians standing with folded arms).

Then all face Pilgrims and sing "My Country, tis of Thee."

All sing "God Save The King."

A chorus of voices off stage helps greatly with the songs.

Miss Walley is one of our successful Nova Scotia teachers who has demonstrated in many ways that rural science method help all regular school subjects. She is willing to get out of the rut, and has invented a number of ways to keep out. Her geography lessons are models. No lifeless book facts are memorized; but every valuable fact is connected with the child's daily experiences. In the same way reading, drawing, arithmetic and composition are taught.

At our request, Miss Walley has written the following outline of one of her regular history lessons. Such lessons have become commonplace with her classes. Needless to say, the history hour is a happy time when our historical characters are brought back to re-enact their life's work and to show us their ancient costumes. Thus the dead past is made to live again.

W. A. DeWOLFE.

THE BACKWARD CHILD

In dealing with the backward child, if he be dull or stupid, the first thing I would guard against would be letting him know I thought so. If the problem's set for the whole class seem too difficult for him, start him with easier ones, that he can do. Then encourage him, give him all the praise he deserves—not an atom less. Scolding will not help a backward child, but on the other hand it has a tendency to make him more stupid.

Try talking to him, making yourself and the work seem very interesting to him. Get his confidence and let him know that you have confidence in him, that he is going to be able to master his work and do as well as the rest of the class.

After he has mastered his easier problems he will begin to think, after all, that he can do something. Then set harder ones, and don't forget the encouragement. By all means guard the other pupils from laughing at the backward child.

Summarizing, I would say, to help a backward child, you must get his confidence, make things seem possible to him, let him feel that you are interested in him, encourage—never discourage and most of all you must love him.

—Sadie Smeltzer

Child Welfare Work in Prince Edward Island

PRINCE Edward Island is not going to be a laggard in the work for Child Welfare and Public Health which is receiving long overdue attention throughout the world. Facts are convincing—and the more startling they are the greater effect on the minds of the people. The startling facts, brought out through the reports of the medical officers, when they were examining young men for the army have given a warning not to be ignored of the vital importance of concentrating attention on the health of the children.

Living in a community largely rural, where even the registry of births has been carried out very indifferently, many of us were overwhelmed and bewildered at the thought of beginning public health work. Miss Amy MacMahon, however, who has come to us after five years' service overseas, is enthusiastically starting us on the peace-time programme of the Red Cross Society. She has grasped the significance of beginning with the children, and at present she is putting all her energy into work among the school children and in very truth she 'hath a way' with them. Important and necessary as 'Medical Inspection of Schools' is we gather how the children have dreaded it and how the parents have often resented it. I have heard Miss MacMahon in her breezy, friendly way, give her Health Talks to Children. She takes it for granted that their ideal is a strong, healthy body, and before she has finished her first talk there is not one little one—or big one either—who is not filled with zeal to be physically fit and to be Al Canadians. 'Hygiene' has always been one of the most boring of subjects taught in the school, but Miss MacMahon appeals to the human side of the children—and they are human—the prevalent school curriculum to the contrary notwithstanding. Soon good health habits, physical fitness, measuring up to weight, become the subjects for discussion among the groups of girls and boys, as one catches a word or two in passing.

After general health habits have been discussed in a grade, Miss MacMahon, with an assistant, weighs and measures the children and talks to each individually on his or her special needs. Finally, after this preliminary though most important work is done, the specialists visit the school for examination of ear and eye, nose and throat. Each child is also stripped to the waist and thoroughly examined by a physician, word being sent to the parents asking them to be present at this final examination or to send a note if there is anything to which they wish to draw the physician's attention. Notifications are then made out for the parents stating any defect that may be found and stressing the importance of having the defect corrected.

Follow-up work is carried on and Health Clubs

(Continued on page 324)

Summer Schools

TEACHERS' CAMP, RURAL SCIENCE SCHOOL SUSSEX, N. B.

A. C. Gorham, Director

Students of the Rural Science School will have an opportunity of living under canvas during the four weeks the school is in session, which opens Tuesday, July 12th and closes August 9th.

Permission has been granted by the Military Authorities to use the Camp grounds, one of the bungalows and a certain number of bell tents. These will

year. Forget your books and your worries and be content to study Nature's great out of doors.

Camping is Optional—Living in camp is optional and students must state clearly when making application whether they wish to live in camp or desire us to send list of boarding places to them.

Boarding Accommodations Boarding places are not easy to secure. Only comparatively few houses will be able to provide rooms and board. Rates are much higher than in former years.

A Limited Number can be Accommodated in Camp



RURAL SCIENCE CAMP, SUSSEX, N. B.

be fitted with cots; two to each tent. Every tent is set on a wooden floor. Where the camp will be located is but five minutes walk from the Agricultural Building. Entrance is made by way of the foot bridge which leads from Main Street directly to the grounds.

The Out-of-Doors—Last year for the first time in the history of the Rural Science School a camp was organized to accommodate the students. It was an entire success; doing all that was expected of it in the way of giving recreation and reducing the cost of living.

The free life of the open fields and woodland appeals to every lover of Nature. The facilities for studying the forest trees, ornamental trees and shrubs, and life in the pools and running streams are but a few moments removed from the site of the camp. The fresh air, the sunshine and a chance to relax was greatly appreciated by the student teachers who had been confined to the school room for so many months. Applications have already been made to attend this

—Applications will be accepted in the order in which they are received at this office.

Railway Fare—Railway fares will be refunded to all teachers who attend the Rural Science School. Students should purchase a return ticket and on arriving at the school should file application for refund stating cost of ticket.

The Grant—School gardens are maintained only by teachers who have taken special instruction in gardening and agriculture as given at the Rural Science School for teachers. For those who successfully complete one year at the summer school, put in and maintain a garden at their school, the government offers a special grant of thirty dollars. To those taking the two summer courses a grant of fifty dollars will be paid.

The Bonus—Besides this a bonus of twenty dollars is granted to all teachers who have taken either a one year or a two year course and have taught Nature Study and Agriculture with School Gardening

the year subsequent to their attendance at the Summer School.

Other Advantages—Students should avail themselves of the opportunity of living together in camp. In the first place because it will be more economical and secondly because of the social life it affords. There will be no room rent; only the cost of food and cooking. A competent cook will be engaged. A satisfactory system of service will be worked out and suitable means adopted.

Expenses Divided Pro Rata to Number Actually in Camp—Each member of the staff and students in camp will share equally the above mentioned expenses. Payments must be made each week unless otherwise arranged.

it will be looked after. It will be advisable to bring with you shoes and other garments suitable to wear on excursions along the brooks and around the camp.

Members of the Sussex Women's Institute will assist in making camp life enjoyable to the students.

Sports—Many games may be indulged in, as Baseball, Tennis, Volley Ball and others. The river affords excellent facilities for bathing. Many learned to swim last summer in the old swimming pool.

Chautauqua—The Chautauqua entertainments are scheduled for July 19th—25th. Our time table may be modified to allow attendance at these lectures and entertainments.

Write the Director for full particulars.



Faculty and Students of Vocational Summer School for Teachers, Woodstock, N. B. 1920.

ORGANIZATION

Student Self Government—Last year the management of the camp was left largely in the hands of the students. Committees were formed to see that certain necessary activities of the camp were carried into effect. For instance a camp committee was formed with a chaperon or convener. Other committees such as sports and social committees also carried out their duties.

Rules Governing the Camp—There will be few rules but these must be strictly observed.

The Dining Room—The dining room will be established in one of the bungalows, near which all the tents will be set up. All the necessary equipment has been provided. The camp will be supplied with water and electricity from the town system these having been laid for the military camp.

Equipment—Each student or member of the camp will have to provide his or her own blankets and pillow. These may be wrapped in a neat parcel and brought along with other baggage, or it may be checked through to Sussex or shipped by Express prepaid to the Director, Agricultural Building, Sussex, where

THE 1921 VOCATIONAL SUMMER SCHOOL

Fletcher Peacock, Director of Vocational Education, N. B.

THE Summer School this year for vocational directors and teachers will be held in the D. S. C. R. buildings, Fredericton, from July 6 to August 5. These buildings comprise the old government house and three modern structures built to provide hospital accommodation and vocational training for our returned men.

It would be difficult to find a better spot for a summer school. Beautifully located on the banks of the St. John just outside Fredericton, it combines all the advantages both of city and country. It will be a most pleasant and profitable place in which to spend a month of your vacation. Ample facilities will be provided for recreation in the truest and best sense of that term.

The following courses of study are being planned:

1. Administration of vocational education.
2. Educational surveys and organization of vocational courses.
3. Commercial education.
4. Electricity.
5. Motor Mechanics.
6. Vocational Guidance, and Jun-

ior vocational classes. 7. Round tables on special New Brunswick problems. 8. Costume design. 9. Practice teaching. 10. Advanced dressmaking. 11. Methods. 12. Textiles. 13. Foods I and II. 14. Elementary dressmaking. 15. Nutrition I and II. 16. Rural Home economics.

In addition to the above courses special and varied lectures will be given by experts on the staff and others who plan to visit the school.

The staff is not yet complete but no effort is being spared to secure the services of real experts. Already arrangements have been made to have Col. L. W. Gill, Director of Technical Education for Canada. Miss Millicent M. Coss, M. A., B. Sc., clothing expert, with the Massachusetts board of education, and F. P. Gavin, M. Sc., Survey expert with the Ontario Technical Education department.

It is expected that Mr. Gavin with his class will make a complete educational survey of the city of Fredericton and build up courses based on needs discovered. This is the scientific way to work up a vocational program, and should prove of signal and constructive value to the Province as a whole. It will be of vital importance to local directors.

Commercial high school departments are now being developed in several localities. These are likely soon to become quite general. Evening commercial classes are also very popular. In order to give local directors and teachers all possible help in this important field, a specialist will be employed to give his whole time to it at the summer school. Emphasis will be laid on administration and the working out of courses for both day and evening classes. These will include, salesmanship, and the junior commercial occupations in addition to bookkeeping and stenography.

Of all the vocational fields the commercial is the easiest for the grade teacher to enter successfully.

The N. B. Vocational Act provides for prevocational classes. This junior work is important and necessary to hold the boys in school from 12 to 14 and enable them wisely to choose the right vocational course. The field is now being widely developed in Ontario and the United States. Col. Gill will lecture on this, and compulsory attendance legislation, during his stay at the summer school.

Perhaps the most popular branch of vocational education is the evening classes for women. Special effort will be made to prepare Home Economics and trade dressmakers to teach in these. Miss Coss and Miss Barnett will have charge.

A splendid program in foods, clothing, and methods will seek to discover the great opportunities for extending these subjects in rural schools through the hot lunch, etc. These courses will be a continuation of those given previously. Their object is to qualify teachers for the special certificate and enable them to get the special \$50 grant provided by law for teaching H. E. in rural schools.

Arrangements.—Students taking a full course will be boarded free of cost at the modernly equipped cafeteria. Dormitories are also available, or students may bring tents or hire rooms in town as they please. The

travelling expenses are also paid so that the course need cost practically nothing.

Recreation. Good facilities for swimming, boating, tennis, camping, etc., are available to the students. The School is located directly opposite the beautiful Nashwaaksis. In addition there will be a social gathering in the splendid gymnasium each week. Spare hours are not likely to hang heavily. The cafeteria service enable all to live together as one big happy family.

Last Year's School.—In 1920 the school met at Woodstock, and had an attendance of 81, all of whom went away delighted. There were 19 men in attendance. This year plans are being made for about 40 men and the program contains much more that is of especial interest to them. The women's program has also been greatly improved, but the school has to be limited to 120. Applications are dealt with in the order in which they are received. Full information may be obtained by writing the Director of Vocational Education, Fredericton.

The Value of a Summer School.—An educational service can only develop as the teachers mould it. The vacation school offers the best opportunity for them to get new ideas and inspiration. A few weeks of intensive study and play in association with progressive teachers, and under the leadership of specialists cannot but count for much. If any considerable number of our teachers take such experience through a succession of years the educational level of the province must rise.

It has been demonstrated that the evening vocational school may be established in practically every community. Day departments are also developing. The great need is for trained local leadership. This offers opportunity to principals and others not only to extend their usefulness but to increase their incomes materially. Both from the standpoint of public good and private benefit therefore, it is wise to attend the vocational summer school.

SUMMER SCHOOL, TRURO, N. S.

THE Summer Session of the Rural Science Training School will meet in Truro from July 13 to August 10th.

The Courses offered are under three general headings (1) General Science, (2) Mechanic Arts, (3) Community Leadership. The last two subdivisions have been greatly developed within two or three years. Recent additions to Mechanic Arts include Basketry, Home Economics, and Greenhouse Work. Community Leadership includes Organization, Personality, Punctuality, Athletics, Playground Methods and School Room Entertainments.

A course in Physical Drill also covers the full four weeks:

Altogether, the 1921 session promises to be the "best yet."

Commencement in Our Colleges

DALHOUSIE UNIVERSITY At the Convocation of Dalhousie University held on Friday, May 5th, there were One Hundred and Ten students who received their degrees in course. No Honorary Degrees were granted.

President Mackenzie called attention to the Campaign of the previous year for funds, summarizing the results as follows:—A total of Two and one Quarter Million Dollars, the main items of which were, One Million Dollars for the Medical School, Three Hundred Thousand Dollars from Mrs. E. B. Eddy of Ottawa for a Women's Building, Forty Thousand Dollars additional from the late Senator Dennis for the Eric Dennis Memorial Chair of Government and Political Science, Sixty Thousand Dollars from Mr. W. A. Black for a chair in Commerce, Twenty Thousand Dollars for a Fellowship in Physics from the New Glasgow relatives of the late Professor James Gordon MacGregor, a promise of Two Hundred and Fifty Thousand Dollars from the British Empire Steel Corporation for the endowment of Scientific Research. He then went on to point out that a large amount of construction was being carried on at the present time, a new Arts Building, the Addition to the Library, the Women's Residence, were in actual progress, and the plans were in readiness for additional buildings for the Medical School for which Four Hundred Thousand Dollars had been set aside. The Birchdale Hotel property used as a Men's Residence for more than one hundred students had been purchased. The number of students attending the University was the largest in its history, amounting to Six Hundred and Seventy-Seven of whom three hundred and forty-eight were Presbyterians, one hundred and seven Church of England, seventy-six Roman Catholics, fifty-six Methodists, sixty four Baptists, and twenty six of other denominations. Of the total one hundred and fifty-two were women half of them being from outside the city. Attention was also called to the large number of gifts for Scholarships from such organizations as the North British Society, Charitable Irish Society, Halifax Overseas Club, and the Commercial Club. One event of outstanding significance in the year's activities had been the launching of a new literary and scientific quarterly under the name of the Dalhousie Review.

After the degrees had been conferred there was an address to the graduates by the Honourable R. W. Rowell.

—Murray MacHall.

UNIVERSITY OF NEW BRUNSWICK The Encaenia of the University of New Brunswick was held on the afternoon of Thursday, May 12th, in the presence of a large gathering of the friends of the University.

In the unavoidable absence of His Honor Governor Pugsley, Chancellor C. C. Jones presided. The Chancellor opened the proceedings by a brief address

in which he announced that the senate had resolved to appoint an additional professor in forestry and dwelt on the happy outlook for the future of the University.

Professor Pulling, the professor of forestry, delivered the address in praise of the founders. His main theme was the importance of forestry to New Brunswick.

The distribution of medals, prizes and honor certificates then followed.

The Douglas Gold Medal for the best English essay on "The Development of the English Novel" was presented to Miss Edith M. Jones by Dr. W. S. Carter.

The Governor General's Gold Medal for the highest aggregate of marks in the Senior year was presented to J. W. Sears by Col. W. H. Harrison, D. S. O.

The Alumni Gold Medal for the best translation of English into Latin was presented by William Brodie, the president of the Alumni Society, to R. R. Sheldrick.

The Brydone-Jack Memorial Scholarship for Third Year Physics was presented to R. R. Sheldrick by Mr. Justice Crocket.

The Ketchum Silver Medal for Fourth Year Civil Engineering was presented to L. R. Whittaker by Col. Murray McLaren, C. M. G.

The City of Fredericton Gold Medal was presented to Miss Katharine M. Jarvis by Alderman C. W. Hall. It was awarded in Fourth Year Chemistry.

The Alumnae Society's Scholarship for highest general standing in the second year was presented to F. H. Burgess by Miss Hazen Allen, the president of the Alumnae Society.

The prize of thirty dollars given by William Brodie, the president of the Alumni Society, for first year English was presented to Miss Mary B. Jones by Dr. H. V. B. Bridges.

Sir Frederick Williams-Taylor's Gold Medal for athletics was presented to H. H. Trimble by Mrs. Carter, the wife of the President of the Senate.

The Purves Loggie Memorial Scholarship for Second Year Applied Science was presented to F. H. Burgess by Dr. W. C. Crocket.

The W. T. Whitehead Memorial Scholarship for Third Year Forestry was presented to M. V. Cain by Hon. F. B. Carvell.

The Imperial Order of the Daughters of the Empire Prize for the highest standing made by a returned soldier in the Senior Year was presented to J. E. Babbitt by Mrs. W. J. Scott.

The J. T. Currie Memorial Scholarship for Freshman Chemistry was presented to F. Corkery by Dr. H. S. Bridges.

The Noel Stone Memorial Alumni Scholarship for third year Natural Science and Chemistry was presented to H. D. Squires by Dr. Thomas Walker.

The Silver Cup for the best rifle shot was presented to L. E. Gilmore by Col. Montgomery-Campbell, O. B. E.

Here followed the conferring of degrees. The graduating class numbered only sixteen, because it was the hardest hit of all by the call of the war. Of the thirteen men in it eleven had been overseas, the other two being ineligible for service. But though few they are well fitted for their life work. Four of the class graduated in arts and twelve in applied science.

The M. A. degree in course was conferred on Miss Isabel St. John Bliss in English and Philosophy, on W. T. Denham in Latin and Greek, on J. E. Porter in Economics and History, on G. T. Mitton in Economics and History, on D. W. Wallace in Economics and Philosophy.

The degree of M. Sc. in Forestry in course was conferred on Brydone deB Millidge.

The honorary degree of M. Sc. was conferred on William McIntosh, curator of the Natural History Society's museum at St. John.

The honorary degree of Doctor of Laws was conferred upon Lord Beaverbrook and upon Hon. F. B. Carvell, Chairman of the Railway Commission. This degree had also been tendered to Premier W. E. Foster, but the conferring of it was at his request deferred until next year.

Following the conferring of degrees the address to the graduating class was delivered by Col. W. H. Harrison of St. John, the Alumni Oration by Rev. Canon Armstrong of St. John and the Valedictory by R. K. Wills of the graduating class.

—Prof. W. T. Raymond.

ACADIA Acadia University and affiliated schools closed on May 22-25, one of the most successful years in the history of these Institutions. The total enrollment was 1023, of which the University had 333, the largest in its history, the Boy's Academy 273, and the Ladies' Seminary 417. The character of the work done was for the most part of an exceptionally high order. The graduating class of the University numbered 49. Engineering certificates were given to 26. The honorary degree of Doctor of Divinity was bestowed upon Rev. Austin Kempton of Boston, author of the famous type of sermon known as the "Drama Sermon," and upon Rev. Maynard Brown of N. S. The honorary degree of Master of Arts was bestowed upon Milton F. Gregg, V. C., Irene Elder Morton and Frank Goode. The graduating class of the Boy's Academy numbered 29 in the Collegiate Department and 80 in the Business Department. The address to the class was given by J. T. MacKay, B. A., M. C., of Montreal and was a masterpiece of good common sense both in regard to its thought and also in regard to the manner of its presentation. The graduating class of the Ladies' Seminary numbered 30, Collegiate Course 4, Sophomore Matriculation Course 3, Normal Course in Pianoforte 6, Normal Course in Violin 1, Normal Course in Voice 1, Course in Art 2, Course in Express-

sion 3, One Year Normal Course in Household Science 3, Two Year's Course in Household Science 5, and Home Maker's Course in Household Science 2. The Baccalaureate sermon was delivered by Rev. A. M. Marshall, D. D., pastor of the First Baptist Church of Ottawa, Canada. His subject was "Gymnastics and Godliness." The sermon was an elegant portrayal of the comprehensiveness and grandeur of godliness. The address under the auspices of the College Y. M. C. A. was given by Rev. Austin Kempton of Boston. His subject was "Paul in Full." This was the first time a Wolfville audience had the pleasure of hearing Mr. Kempton deliver one of his famous "Drama Sermons." At the dedication of the New Memorial Gymnasium to the memory of Acadia's 63 noble heroes who made the supreme sacrifice during the recent war, Milton F. Gregg, V. C., delivered the address and Lieut. Colonel J. H. MacDonald, D. D., C. B. E., pastor of the Wolfville Baptist Church, offered the dedicatory prayer. In the Million Dollar Campaign about to be launched, Mr. John D. Rockefeller has pledged one dollar for every three dollars raised.

(Reported by Dr. Simeon Spidle)

CHILD WELFARE WORK IN PRINCE EDWARD ISLAND

(Continued from page 319)

organized, while talks are given to parents through Parent-Teachers' Associations and Women's Institutes. We are hoping—but there Miss MacMahon warned me that no one wants to know what we are hoping but what we are **doing**. Nevertheless we are hoping to report a great extension of our work after Junior Red Cross branches have been organized, and especially when Public Health is properly taught in our Normal School.

PUBLIC HEALTH JOURNAL.

New Brunswick Official Notice

Loan to Teachers

The Board of Education of the Province of New Brunswick, beginning September 1921, will loan money to students who possess the necessary academic standing for admission, and who require financial assistance to enable them to complete the Normal School Courses.

The maximum amount loaned to any student will be Four Hundred Dollars (\$400.), which will be advanced at the rate of Fifty Dollars (\$50.) per month during eight (8) months, beginning September 15, in each year.

The loan will be repayable over three (3) years (half-yearly), with interest, the first payment to be made six (6) months after graduation.

A condition will be imposed upon those who take advantage of the loan,—that they agree to teach in New Brunswick for three years and until such time as the loan is repaid.

Further information may be obtained by applying to the Education Office, Fredericton, N. B.

Teachers Attention!

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Question Box

Questions What causes Potato Blight? Are all diseases of farm crops caused by germs, or do insects cause some?

Answers The word "germ" is more or less loosely used in popular language. All plant diseases are caused by either *fungi* or *bacteria*. These are very simply constructed plants which are usually spoken of as germs. Wounds made by insects may give a chance for the germs to enter the leaves; though such wounds are not necessary to their entrance.

Potato Blight is caused by a fungus somewhat similar to the mold that grows on moist bread. This mold grows upon the leaves of the potatoes, and spreads down the stem into the tuber. Just as bread molds more quickly in a moist, dark, warm place, so potato blight is worst in moist, cloudy, warm weather. Blight will not spread or grow in dry, sunny weather. You can understand, therefore, why in some seasons the Potato Blight is worse than in others.

Potato Blight is controlled by spraying with Bordeaux mixture. This mixture consists of Copper Sulphate, Lime and Water. The Copper Sulphate prevents the growth of the blight spores. The lime helps the sprays to stick to the potato leaves. By putting Paris Green in the Bordeaux Mixture the potato beetles (or "bugs") would be killed at the same time.

Question: We have a Cherry Tree on which all the blossoms are double. It has never developed any fruit? Can you explain why this is so?

Answer: Trees and other flowering plants frequently develop double flowers. This is usually done at the expense of stamens and pistils. Such variations from the natural course of events is spoken of as a "sport". It is by taking advantage of these sports that many of our ornamental shrubs have been developed. For example, wild rose is single, but any that have accidentally grown double have been selected and propagated for ornamental purposes. Notice that a wild rose has many stamens and pistils; but a double, cultivated rose has very few. In the same way there are on the market double cultivated shrubs known as "double prunus". The double cherry in question is really a *double prunus*. Without stamens and pistils of course it cannot bear fruit. Grafts from this double cherry could be used to propagate their kind for ornamental purposes.

This question has opened up a discussion of the purposes of grafting, as well as the origin of many of our ornamental flowers and shrubs.

Question: Charles Hamilton Sorley was born in Old Aberdeen and attended the Marlborough College. Will the Review kindly tell me in which of the British Isles and in what counties these are situated?

Answer: Old Aberdeen is a town in Scotland situated on the river Don, in the county of Aberdeen. Marlborough College is situated in the town of Marlborough in Wiltshire, England.

Book Reviews

THE MAKING OF EUROPE

Barker and Rees. A. C. Black, Ltd., Soho Square, London E. C. Price 6 s.

An extremely interesting history of Europe. The development of each of the dominant nations is sketched and emphasis is laid on the social characteristics, which, aided by economic conditions tended to make modern Europe.

War is treated in a sensible manner, not as a thing of glory but rather as a means of developing national aspirations. The authors carefully bring to notice the conditions which tended to bring about the last war. The possibility of future wars is also discussed and the possible causes.

Maps and sketches rather than words are used to impress the facts.—J. W. B.

VISUAL GEOGRAPHY OF THE BRITISH ISLES

Agnes Nightingale—A. and E. Black, Ltd., Soho Square, London, W. 1., Price 1 s.

The geography and historical geology of the British Isles is told in a pleasing and emphatic manner. The book contains 46 illustrations, which are to be colored. These are exceedingly well chosen and a child, studying this book and coloring these illustrations should carry away with him an extremely good idea of the motherland.

SCHOOL MUSIC

Teachers who are interested in music, and wish for some attractive publication for school closing exercises, will find the list given in this issue of The Educational Review of interest.

Special pains, both as regards the words and music, has been taken to make them appeal to boys and girls. They are full of charm, and suitable material can be

found to suit all grades. The compass of children's voices has been a special feature, great care being taken not to exceed the compass, and the words are most suitable for school purposes, quite simple and full of absorbing interest, and something can be found for all special days in the school year. They are among the best publications ever written, and are as follows:

First Book of the School Concert.....	3s. 6p.	net
Second Book of the School Concert.....	3s.	net
Third Book of the School Concert.....	3s.	net
Kingsway Book of Action Songs.....	3s.	net
Kingsway Songs.....	3s.	net
The Pedlar Music.....	2s.	net
The Pedlar Words.....	6d.	net
The Fools and the Fairies Music.....	3s. 6d.	net
The Fools and the Fairies Words.....	1s.	net
How to Teach School Dances.....	4s. 6d.	net
Rhythmic Games.....	4s. 6d.	net
A Christmas Song.....	4d.	net
Merry are the Bells.....	4d.	net
The School Hymn Book—Cloth Boards.....	1s. 6d.	net
The School Hymn Book—Limp Cloth.....	1s.	net
The School Hymn Book—Paper Covers.....	9d.	net

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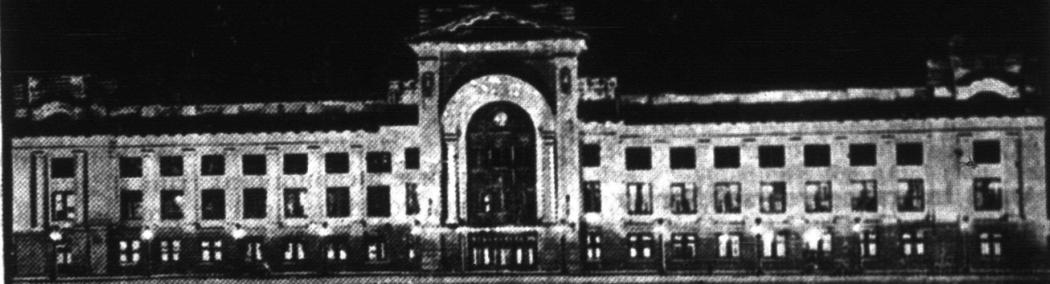
Prof. W. Smith, Normal School, Fredericton.

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THE CANADIAN NATIONAL RAILWAYS have just completed the exterior illumination of their Vancouver Terminal on Main Street. The building itself is of white Haddington Island stone, with a front surface of 25,600 square feet. Twelve 14-foot ornamental standards—each containing one 1000-watt light with parabolic mirrors—and in addition five 50-watt lamps on an independent circuit—diffuses 1 1-2 feet of candle power over the entire front surface of the building.



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Box No. 3A contains four dry cakes, viz., Ultramarine Blue, Carmine Red, Mineral Yellow, Black, and No. 7 Camel's Hair Brush. Price 45 cents.

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One reserved for New Brunswick
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One reserved for Cape Breton

To be competed for in September

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first year.

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All teachers must be Normal-trained—no others need apply. No action can be taken towards placing you in a school until your standing for Saskatchewan has been decided. Write now for full information.

Attention is drawn to the fact that this is only teachers' employment agency in Saskatchewan that has any connection with the Department of Education. No commission is charged on the teachers' salary. Address all communications—Teachers' Exchange, Department of Education, Regina, Sask.

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