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Yours sincerely,

C. E. MILLS

Secretary-Treasurer, Canadian Correspondence College, Limited
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EDUCATIONAL REVIEW

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OFFICIAL NOTICE

New Brunswick High School Course in History, 1920-21
Grade IX. Britain and Greater Britain in the Nineteenth Century—Hughes, University Press, Cambridge; J. M. Dent & Co., Toronto.
Grade X. Public School History of England—Morang Educational Co., Ltd., Toronto.
Grade XI. Outlines of the World's History—Ancient Oriental Monarchies, Greece and Rome—Sanderson, Blackie & Son, Limited, Glasgow, Scotland. (Renouf Publishing Co., Ltd., Montreal).
Subject to satisfactory arrangements being made with the Publishers)

W. S. CARTER,
Chief Superintendent of Education,
Education Office, Fredericton, N. B.,
August 2nd, 1920.

OFFICIAL NOTICE

NOVA SCOTIA

The attention of school trustees and teachers is directed to the requirement of the Public Health Act, as amended, that no child may be permitted to attend school who cannot present either—(a) a physician's certificate of successful vaccination (and in the case of children of the age of twelve years or over re-vaccination); (b) a physician's certificate that, by reason of the child's health, vaccination is inadvisable; (c) the declaration of conscientious objection on the part of parent or custodian; or (d) a physician's certificate that the child has had small pox.

(Previous intimations in April Journal of Education, page 230, and in Educational Review, page 22, are in error when referring to the five year limit).

A. H. MacKAY,
Superintendent of Education,
Education Office, Halifax, N. S.,
20 Aug., 1920.

New Brunswick School Calendar

1920-1921

1920

FIRST TERM

—Thanksgiving Day (Public Holiday)
December 14—French Department Normal School Entrance Examinations begin.
December 14—Third Class License Examinations begin.
December 17—Normal and Public Schools close for Xmas Holidays.

1921

SECOND TERM

January 3—Normal and Public Schools re-open after Xmas Holidays.
March 24—Schools close for Easter Holidays.
March 30—Schools re-open after Easter Holidays.
May 18—Loyalist Day (Holiday, St. John City only).
May 23—Empire Day.
May 24—Last day on which Inspectors are authorized to receive applications for July Examinations.
May 24—Victoria Day (Public Holiday).
May 24—Third Class License Examinations begin (French Department).
June 3—King's Birthday (Public Holiday).
June 10—Normal School closes.
June 14—License Examinations begin.
June 20—High School Entrance Examinations begin.
June 30—Public Schools close.

EDITORIAL NOTES.

The publishers of text books have appealed for Government aid in obtaining paper, but the paper shortage is still acute, and on this account the School Book Department of New Brunswick is short of Algebras, Scribblers and some numbers of Copy Books.

The Histories authorized by the Board of Education will be handled by the School Book Department, but owing to the lateness of the Text Book Committee's selection, and the books having to come from England, it will be some months before these books are available.

The School Book Bureau of Nova Scotia reports, after its strongest efforts to stimulate the publishers, that the new two-part Arithmetics to be used this school year—Part I in Grades IV. to VI., and Part II in Grades VII. and VIII.—have been delayed on account of the dearth of paper. Publishers now state that the book cannot be ready till the middle of September, and thereafter quantities will be forwarded weekly to the School Book Bureau.

All teachers having pupils using the Primer, Reader I. and Reader II., will please caution the pupils to take the greatest care possible of them for no further supply is available.

Miss Harriet Cecil Magee, who has kindly promised to write a series of articles for the Educational Review, was born in New Brunswick and was graduated from the Provincial Normal School. After teaching three years in Fredericton, Miss Magee went to study at Acadia Seminary. She was later graduated from Mt. Holyoke College. Miss Magee has taught in a High School and Normal School in the United States. At present she is one of the ten Art Supervisors in the city of Chicago. Miss Magee is the supervisory art teacher in Section 7 and has about eight hundred teachers under her. Miss Magee has studied art extensively in Europe and America. She has done considerable writing and belongs to a number of important art organizations. We are very fortunate to have these articles written by Miss Magee.

EDITORIALS

The Canadian Federation.

Federation.

During the last week in July representatives of the five provinces west of Quebec, met in Calgary to organize a Teachers' Federation of Canada. Although there were no representatives from Quebec and the Eastern Provinces the way is still open for the Teachers' Association of these Provinces to join. At the recent meeting of the Nova Scotia Teachers' Union a resolution to that effect was passed.

Federation was effected in this Dominion because our legislators believed that only through the union of

these Provinces could a strong nation develop. Teachers have too long been individualists. There has been no professional solidarity. The Provincial Teachers' Associations were a step in advance; now with the beginning of a Canadian Federation of Teachers, including the five Western Provinces, the possibility of the teachers of Canada working together as a solid phalanx may be realized. The purpose at hand is the immediate increase of Teachers' salaries commensurate with the great increase in the cost of living. Such an organization if it be true to the ideals of the teaching profession will include in its interests all those movements which work for the improvement of the teachers as teachers, and for the betterment of the school.

The National Council of Education. The National Council of Education, appointed by the great educational conference held in Winnipeg last October, has appointed Major Fred J. Ney as secretary of that Council. Major Ney is known as the organizer of the Hands-across-the-Sea movement and for his five years work with the forces overseas. The National Council stands for two great ideals; First—"The organization of public spirited men and women to fulfill their responsibility for the promotion of education," and second—"the development of a Canadian National Sentiment in our education." Speaking of this the Toronto Globe asserts:

"The creation of a Canadian National sentiment in our education is a great and worth task. The National Council of Education proposes to respect most scrupulously the British North America Act, and proposes no national system of education (although Major Ney has been wrongly reported in this matter). But all true Canadians must feel that a real Canadian sentiment should be created and developed, and to that end all text books, courses of study, methods of teaching, etc., should be contributory. Major Ney will have the good wishes of the Canadian people in his great task of developing the plans of the National Council of Education."

THE EDUCATION ASSOCIATION OF NOVA SCOTIA.

The Provincial Education Association of Nova Scotia met in its opening session at 10 a. m. Tuesday, Aug. 24th. Dr. MacKay, Chief Superintendent of Education, addressed the session. This interesting paper, entitled "The School Section," will be published in the Educational Review.

Dr. Brunt of MacDonald College read an interesting, historical sketch of the development of public education in the province, culminating in the Free Schools Act of 1864, and the Assessment Act of 1865. The earliest schools in Nova Scotia were founded and main-

tained by the Society for the Propagation of the Gospel, a British Society organized to support charity schools in foreign parts. The earliest record of such schools in Nova Scotia goes back to 1749. The last of these schools persisted in Hammonds Plains until 1880. Sometimes the funds of these schools were supplemented by grants from the Provincial Government. Beside the S. P. G. schools, we find other elementary schools, some started by private individuals, others by the community. Some of these schools received aid from the Provincial Government but in the main were supported by tuition fees.

The first educational legislation was passed in 1766. In the early years of the nineteenth century a law was passed encouraging the founding of Grammar Schools in each county. By 1812 many of the counties were drawing this grant. These Grammar Schools were the forerunners of the present county academies.

In 1813 a flourishing Lancasterian Monitorial school was started in Halifax. A printing press was later added to the equipment of this school and the first edition of Haliburton's history was published there. The other monitorial schools which sprung up in the province were under the National Society, an organization under the auspices of the established church.

A number of education acts were passed, for short periods, between the years 1820 and 1865. In spite of the opposition of the House of Assembly there was a growing sentiment in favor of assessment supported schools. In 1826 County Boards of Education were appointed having for those sections the same duties entrusted at the present time to the Provincial Board of Education. In 1841 a petition was presented to the Government stating that the condition of education in the Province was most unsatisfactory, the teachers had little preparation for their work; the schools were poor; school laws were of short duration and not enforced; that there was in many counties throughout the province a growing sentiment in favor of publicly supported schools. It was not until 1864, however, that the education act was passed which formed the basis of the present school system of Nova Scotia. This act was further enforced by the Assessment Act of 1865. By these two Acts Government aid was given to schools which were entirely supported by public money.

During the afternoon session Prin. H. H. Blois read an interesting paper on Elementary Sociology and Economics as a High School Subject. Miss Elizabeth Nutt read a paper on Art in the Public Schools, which received highest commendation from Dr. Soloan who led the discussion.

The public meeting held that evening was addressed by Dr. Cutten, President of Acadia University, and Dr. Burden, Dean of Libraries, University of Chicago. Dr. Cutten spoke of the Value and Limitations of Psycholo-

gical Tests. These tests developed by Binet and revised by Goddard and Terman for use in American schools are, he said, accurate tests of native intelligence. These tests should be used in school to differentiate the superior, average and backward children; so that each child may receive the training for which he is by nature fitted. These tests are limited in value because they do not test honesty or industry; must be given by trained experts and cannot take the place of examinations in determining school grading. Dr. Burden spoke of the two fundamentals required by the educator. Of these the first is vision, the power to see the future generation in the child, the ability to realize the relation of the teacher's task to the good of the nation and the world, which task will go undone if the teacher neglects it. The second is that of personality, a complex difficult of definition including intelligence, sympathy, refinement and character.

The session Wednesday morning was concerned with the discussion of agricultural education and music. The first paper, Vocational Training in Agriculture, was read by Rev. D. J. MacDonald of St. Francis Xavier College. He opened his discussion by defining the aim of education as "preparation for complete living." Of the two general sorts of education, cultural and vocational, the one includes intellectual and moral training, while the other must prepare for a professional, industrial or agricultural career. The fact that only about ten per cent. of the children of Nova Scotia go to High School demands that the curriculum be better adopted to the present and prospective needs of the people. Vocational, as well as cultural training, must be provided. Vocational training in agriculture first should prepare for farm and country life; second, should provide skill and knowledge necessary to carry on animal and plant production to an economic advantage; third, should be so correlated with cultural education as to produce an educated country gentleman. He closed this interesting address by summarizing the recommendations of the Royal Canadian Agricultural and Vocational Commission. Vocational agriculture should strive for the increased prosperity of the farmer, more care of farm surroundings through a knowledge of landscape gardening, greater development of rural cooperation, improved living conditions for the farmer, better education to prepare the farmer to take his place politically, and the improved status of farming as a profession.

Director S. A. DeWolfe spoke very convincingly on the Enlarged Meaning of Rural Science, saying that rural science is not a new subject but rather an improved method with the purpose of preparing children to live properly and happily and to make a living.

Music in public schools was discussed in two papers, the first was written by Mr. Harvey Dean, of Halifax Conservatory, in which he urged that musical instruction

be given in the public schools for the development of national culture. He outlined a course of instruction in which simple folk dances were combined with musical training to aid in the development of the appreciation of rhythm and musical interpretation. The second paper, given by Miss McNeil of Halifax Public Schools, told of the interesting means used by music teachers to meet the problems of group instruction in the public schools.

The afternoon session was devoted to discussions of Health and the Public Schools. Dr. B. F. Royer told of the dire need of preventative medicinal care in Nova Scotia and the means being taken to meet this need in the city of Halifax and the Province. Dr. R. H. Woodbury told of the dangerous consequences arising from the lack of dental care. He showed a number of charts on this subject which were most convincing.

The early part of the evening session was concerned with the report of the Committee on Nominations. The following appointments were made: Executive Committee—Miss McIntosh of Sydney, Mr. Cameron of Sydney, Prin. Morehouse of Amherst, Prin. Ross of Halifax, Prin. Ruggles of Annapolis, Prin. Archibald of Bridgetown.

Members of the Advisory Board—Miss Hewitt and Miss Campbell.

The remainder of the evening was given to the organization of the Nova Scotia Teachers' Union which will be reported by some member of its executive.

The morning session of Thursday was concerned with the discussion of Subnormality and the Public Schools. Dr. Briscoe, of the I. O. D. E. Home in Halifax, spoke of the problems presented by the subnormal children who find their way into the public schools. These children because of mental defects are not able to do the work of the school nor are they capable of normal responsibility. They should be given motor training, and much attention should be given to their early formation of good habits, which are their only moral safeguard.

Dr. G. B. Wallace of the State School for the feeble-minded in Wrexham, Mass., said that feeble-mindedness is either accidental or congenital. In the former case it occurs in families of good mentality and the individual so affected is cared for by his family. Congenital feeble-mindedness is, however, a frightful social menace, for it is found to be responsible for 60 per cent. of inmates of our prisons, 50 per cent. of prostitutes and 90 per cent. of the illegitimate mothers. "All human ills come from feeble-mindedness." The remedies suggested by Dr. Wallace were: (1) Information regarding the prevalence and dangers of this menace should be given to the public. The methods of determining and training subnormals should be given in all our Colleges, Universities and Normal Schools. (2) Every child in school should be tested and his personal history, including medical history, per-

sonal character, school record should, also, be kept. (3) Subnormal children should be trained in special classes and should be watched and cared for throughout their lives for the protection of society and the alleviation of this public danger.

A number of resolutions were passed including the suggestion that the minimum period for a pension be thirty years service in the province, and that the pension pass to the widow of the male teacher so long as she remain such; commendation to the Public Health Association and Red Cross for their work in relieving physical disabilities in the province; thanks to Acadia University for the use of their building; regrets that Mr. Butler, secretary of the Institute, was kept away by illness; a promise to actively support the C. P. I. in its attempts toward reformed spelling.

The final meeting of the Association was addressed by Dr. Vincent of the Rockefeller Foundation, New York. This most stimulating and fluent address dealt with Problem Solving as the test of Education. Man's problems fall into several classes—physical, social, intellectual, moral and religious. The conscious effort of the individual is the best educator. Our schools have failed in this mission because they have presented to the child information which has had no relation to an end which he appreciated.

The Institute closed with a vote of thanks tendered to Dr. Vincent by President Cutten.

THE PUBLIC HEALTH CAMPAIGN IN NOVA SCOTIA

A. C. Jost, Divisional Medical Health Officer,
Halifax, N. S.

The efforts which the Province of Nova Scotia is making towards the improvement of public health conditions are quite in line with the world-wide attempts being made to preserve and protect lives, the necessity of which has been brought home as one of the results of the tremendous world war. Even before the outbreak of this, it was realized that in many particulars the showing which the Province was making—judged by those great indexes which measure a country's public health development, namely its General Death Rate, Infantile Death Rate and mortality returns generally—indicated a condition of wastage of life which could not but impress itself, by reason of its seriousness, on the minds of those who realized that these conditions were unnecessary, though permitted.

The measures then taken, which it was hoped might result in a betterment of these conditions, included an educative campaign of the Province to be undertaken by a largely increased staff of Public Health workers. This increase of staff was planned to provide for the appointment of the following persons:

I. An Inspector of Health, whose special duties were to include the supervision of attempts made to combat tuberculosis, the extent of the presence of which in Nova Scotia was admitted to be serious, and on whom at a little later date was placed as well the supervision of the Venereal Disease Clinics, whose opening was possible owing to the action taken by the Federal Department of Health.

II. Three Divisional Medical Health Officers to assume the local supervision of as many Health Divisions into which the Province was to be divided. Their duties were to consist of the general oversight of health work in their various Divisions, including the control of infectious diseases, medical inspection of schools and child welfare work.

III. County Nurses to be placed in each county in the various County Clinics, which it was proposed to open. The duties of these nurses including tuberculosis, school inspection and child welfare work.

At the present time fairly satisfactory progress has been made with this programme. An Inspector of Health and one Divisional Medical Health Officer have been on duty for some months, and the many measures preliminary to carrying the full programme into effect are being proceeded with. County Clinics in some cases are already in existence. Venereal Disease Free Treatment Centres have been opened in several places and are receiving and treating patients, and a course of training at Dalhousie University, which would better qualify otherwise trained nurses for the duties of a County Nurse, under the proposed scheme was arranged for, and is now to all intents carried to a successful conclusion, to be followed in a few months by another course for other applicants, till sufficient have qualified to staff the various positions.

While arrangements have proceeded along the lines indicated, tremendous impetus has been given the movement by the action taken by other organizations working along similar lines, organizations with which it has been the intention to secure the closest co-operation. By no means the least of these is the Red Cross, the Provincial Branch of which, under the able direction of Mrs. Dennis, heartily threw itself into the work of extending the activities of the organization to include a widespread peace public health programme, in response to the request made at the conference at Cannes. It is indeed difficult to overrate the value of the work which the Provincial Red Cross has attempted in their comprehensive plans wisely selected, conceived with a breadth of purpose, which is characteristic of the efforts of the organization, and carried out in a manner quite in keeping with its traditions. After a thorough survey of the conditions to be met, discussion with other organizations of kindred aims, and a comparison of views with these of

the most promising lines of endeavour to be followed in their work, the Provincial Red Cross undertook a magnificent programme along three separate and distinct lines, each one of which is sufficient to prove the whole heartedness of its support.

I. The giving of scholarships which would permit otherwise trained nurses to complete courses in public health training, which would qualify them for positions in various public health services.

II. Fitting out and providing for two Red Cross Health Caravans to tour the Province in the interests of public health work. It was the plan, and the plan has been most effectively carried out, to have these caravans visit selected communities in each County of the Province, during a tour of six weeks' duration in an educative campaign which it was hoped would carry the message of the importance of public health conservation into every hamlet of the Province. Staffed with an expert in the detection of tuberculosis, a specialist in the diseases of eyes, ear, nose and throat, a dentist and nurses trained in public health work, and equipped with ambulances carrying sufficient material for a ten bed hospital, dental equipment and a complete moving picture apparatus with films intended for education purposes two Caravans left Halifax on a Province wide tour about the middle of July of this year, and the reports of their reception in the various communities visited have indicated a receptive condition among the populace which augurs well for future results. On their arrival in the place determined on, a small hospital is set up in some suitable building, specialist operations are performed, instruction in dental care is given, consultations are held with the local medical men on cases where pulmonary conditions are questioned, meetings are arranged for and addresses given by the various members of the Caravans, and every effort is made to preach the gospel of public health to all whom it is possible to reach.

Magnificent results have already been reported, and it may confidently be expected that when these tours have been completed a tremendous impetus will have been given to the furtherance of health teaching.

III. Assuming responsibility to the extent of \$25,000. for the maintenance of public health nurses in the various counties, for the period of one year. This was determined upon because it was anticipated that otherwise financial support for these might not be forthcoming, and was considered justified, by reason of the confidence that once a county had been given the opportunity of studying the work these nurses could do, their value would be appreciated and their further maintenance would most unhesitatingly be assumed, either by the Municipal or the Provincial authorities.

These two organizations are thus embarked on a magnificent programme, but due credit should be given

to many others, no less alive to the needs of the Province, and earnest in their efforts of co-operation and support to assist in every way the attainment of the common aim. Without this assistance the Baby Welfare Week arranged for the City of Halifax—in the fall of 1919—must have been a failure instead of being, as events proved, a noteworthy effort for the conservation of these lives.

Mention might well be made of other noteworthy events indicative of the progress being made in every line of public health work. The opening of the Health Centre at Admiralty House, Halifax, under the able direction of the Executive Officer of the Massachusetts-Halifax Health Commission, the reception and treatment of patients at the various Free Treatment Venereal Disease Centres established through the assistance of the Federal Health Department and the strengthening of the position of the Medical Department of Dalhousie University which will result from its receipt of the Rockefeller contribution are worthy of comment in the promise they afford for the betterment of health conditions in Nova Scotia.

WORK OF THE DEPARTMENT OF PUBLIC HEALTH OF NEW BRUNSWICK.

The Department of Public Health of New Brunswick may be said to be, now, about a year and a half old. The New Public Health Act, went into operation the first of October, 1918, and since that time the Department and its staff have been busily engaged in the work of organization. Sub-District Boards of Health have been established throughout the Province, and the services of the Department are being administered with a very fair degree of efficiency.

The services consist of three principal divisions, (1) General Hygiene and Sanitation. (2) The Medical Inspection of Schools, and (3) The collection of Vital Statistics, or the recording of Births, Marriages and Deaths. Besides these three there are several minor or subsidiary services in actual operation, or soon to be established. Among these are Baby Welfare, the Control and Treatment of Venereal Diseases, the Provision of Public Health Nurses in the Provinces, more especially in the villages and rural districts, and, by no means least, the active collaboration of the Department with the activities of voluntary and independent Societies and Associations which look to the improvement of the welfare of the people.

Not so very long ago, it was thought that the Prevention and Control of Contagious Diseases, and the removal or abatement of nuisances, constituted the main and almost the only real interests of Public Health work. While these phases, more especially the curtailment of epidemic diseases still hold an important place in Pub-

lic Hygiene, it has become abundantly evident that many other interests are calling loudly for consideration. For example, the importance of Conservation of Infant Life, has been brought home to everyone within the last decade or so, with startling clearness. It used to be said that an infant dying within a month of birth, barring death by accident, was inevitably doomed to death, under all circumstances, notwithstanding what means might have been taken for their preservation. We no longer believe this dictum; many infants dying within a month of birth, might have been saved by proper care of the mothers. This aspect of Public Health, the Department is paying, and will continue to pay much attention to.

Another phase of its work is of peculiar interest to teachers. The Department believes that the public school teacher affords one of the most valuable means to the dissemination of public health knowledge that the Department can avail itself of. But in order to do this, the teachers, themselves, must have a fairly good elementary understanding of the principles of Public Hygiene. To effect this the Department is giving a course upon this subject consisting of a series of weekly lectures by the Chief Medical Officer, to the Normal School student teachers. This is to be supplemented by a short course of practical introduction in First Aid to the suddenly sick or injured, in connection with the teaching of Anatomy and Physiology. Once each teacher becomes possessed of some actual knowledge of the essentials of Personal, Domestic and Public Hygiene, no better agency can be conceived for the general enlightenment of the people upon this all important matter.

Further reference may be made in these notes, to this matter in future numbers.

—Department of Health.

THE COUNTRY BOY'S CREED.

Edwin A. Grouse.

I believe that the country which God made is more beautiful than the city which man made, and life out-of-doors and in touch with the earth is the natural life of man; I believe that work is work wherever we find it, but that work with nature is more inspiring than work with the most intricate machinery; I believe that the dignity of labor depends not on what we do, but on how we do it, that opportunity comes to the boy on the farm as often as to the boy in the city; that life is larger and freer and happier on the farm than in the town; that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do, not upon luck, but upon pluck; I believe in working when you work, and playing when you play, and giving and demanding a square deal in every act of life.

Art Education in the Elementary School.

By Harriet Cecil Magee.

The aim of Art Education in the Elementary School is to aid in the development of the mind of the child through his effort in self-expression. There can be no expression unless there is first something in the mind to express. Hence the impression is the important thing to be considered. There are five avenues leading into the brain, viz.: The five senses, sight, hearing, touch, smell and taste. The sense of touch may be considered as passive and active touch. For showing the difference between *passive* and *active* touch take the following illustration: In passing from one side of a room to another, your hand comes in contact with the arm of a chair. Without voluntary action on your part you receive an impression through the sense of touch. You know in an instant that you have touched something. This knowledge comes to you through the sense of *passive* touch. Should you stop and put your hand on the object, grasp it and feel it, you may discover quickly of what substance the object is made, whether it is a hard substance as wood, or a soft substance as velvet, plush, leather, etc. This exercise of the will in grasping, feeling, etc., is an exercise of the sense of *active* touch, and corroborates or corrects the impression or impressions received through the sense of sight and through the sense of *passive* touch. *Active* touch is fittingly called the *muscular sense*. One of the senses must be addressed before an impression is made and before expression of form, color or idea is possible. The process is thus: The sense is addressed by the teacher presenting an object to the child or recalling the memory of the object. This object may be simply looked at in which case the sense of sight only is addressed, or it may be handled, also grasped and felt. The child may smell the object and even taste it. Through one or more of these senses thus addressed, there travels into the brain that which stirs the mind into action. When the mind is really aroused to conscious activity, thought ensues and when the mental activity is strong enough, it seeks expression. An accident has happened on the playground and the minds of the children are "greatly excited" as we say. They come running and shouting to the teacher. The children who have received the most vivid impressions are the most excited and vociferous. Unless, perhaps, it is the case of a sensitive child, whose feelings are beyond his power of expression. There are five channels or avenues leading into the thought centre. Thus we see that there are five ways of receiving knowledge from the outside world, but only two ways of expressing this knowledge. —*Oral expression* and *Manual expression*. There are only the two organs of expressions, the tongue and the hand.

It is *manual expression* we wish to consider chiefly in this article. In manual expression the image in the mind urges or presses outward through the organ of expression and when the idea is expressed in a plastic medium or represented by means of brush or pencil, the thought or image is materialized. This image expressed in plastic material or by masses of lines, re-acts upon the child's mind, completes the thought and reinforces the idea. We cannot say that we know the form, shape, or color of an object unless we can express an adequate image or symbol of that object.

There are many forms of *manual expression*. In our best regulated elementary schools there has been great advancement in the last few years and now advantage is taken in at least seven forms of manual expression. The simplest of these is that of pushing a plastic material into the approximate form of the idea or image seeking expression.

In giving a first lesson in plastic material to a class of young children, the most direct and appealing way to present the lesson is to ask a few questions that will arouse the quickest mental activity and awaken the keenest desire to express the image in the mind of the child. Such questions as the following:

Have you a baby in your home?

Do you see your neighbor's baby?

Whose baby do you love best?

I have never seen your baby. Will you show me what it looks like? Is it a little baby in a long dress, or does it wear a short dress?

Can it creep on the floor or can it walk?

Taking a good sized lump of the material to be used in her own hand the wise teacher will begin to show the class how to squeeze up the part for the head leaving the larger mass to suggest the body and limbs. The teacher should not finish the work in her own hand. She does just enough to encourage the children to start in the right way, with their own material. Children are apt to break the material into pieces. Make a round ball for the head and roll out cylinders for arms and legs sticking them into the larger mass. This should be discouraged from the very beginning.

Very soon some members of the class will have shaped forms quite suggestive of a baby. These are shown to the class; and the teacher then passes around the room among the children aiding them by suggestions and deft touches. She should however, in no case, do the work for a child. *His own crude expression is much better for him and more satisfactory to him than any amount of well executed work by the teacher.*

In drawing on the blackboard or on paper the process

is the same. The teacher must ask questions, such questions as will arouse the loving interest of the little ones and enable them to recall the images of things they are interested in before she asks them to make a picture or tell her the story. Young children draw naturally "out of their heads" as we say and should not be asked to draw from object placed before them until about the third year of their school life. There may, however, be modeling from objects placed before the class and paper tearing and paper cutting may be done from objects such as toys placed before the children. These exercises are called lessons in form study. Modeling, paper tearing and cutting and drawing from memory of objects or

from stories of persons and things that have to do with the child's observations and experiences, at home, in the neighborhood and at school are called illustrations. While illustration is the natural language of young children it should be continued through all grades of the elementary schools. In the older grades it functions in connection with the other branches of the school curriculum and in the making of posters, etc., in all grades.

Object drawing from objects placed before the children and design for the decoration of objects may begin in the third year of the child's school life and continued through the succeeding grades.

An Interpretation of the Results of a Standardized Test

H. H. Ryan, Principal Irving School, St. Louis, Mo.

The advantage of a standardized test is that it furnishes a definite statement as to what may be expected of the normal child under normal circumstances and with the type and quality of instruction which children normally get. Whenever the performances of the children under consideration surpass or fall below these standards a search for the reason is in order without further ado. Sometimes the individual or the class under consideration is by nature off-normal; sometimes the living conditions of the school district are off-normal; sometimes the teaching is off-normal; there are many factors which, singly or in combination, may account for an off-standard showing; but, whatever the trouble may be, we at least have the advantage of knowing that the ability of the individual or group in the activity which has been tested is high, low, or medium. Before the day of standardized tests we had to depend upon standards that were more or less arbitrary, the product of experience, pride, severity, carelessness, and imagination.

The value of such standardized tests is greatly enhanced by the setting forth of the results in graphic form. Thus they appeal to the eye and remain longer in the memory. A graph tells more in less time, and tells it more emphatically, than any clever use of rhetoric.

The accompanying plates set forth in graphic form some facts which appeared in the use, under the observation of the writer, of Curtis Standard Research Tests, Series B, Form 1. The field was composed of all of the fifth, sixth, seventh, and eighth grade pupils of a city school of eleven hundred pupils and twenty-six teachers. This test is given regularly in the school, simply to enable the teachers to keep a careful eye upon the progress of the pupils in the types of ability covered by it. The test is in the form of a four-page folder: on the first page is a set of problems in addition; each problem is a column of nine three-digit numbers. Simi-

larly, on the other pages are sets of problems in subtraction, multiplication, and division, respectively. These tests have been administered to many thousands of children in the United States, and from the tabulated results standards for each school-grade have been mathematically computed. In each test all the children of the group begin on signal and stop at a signal given at the expiration of a definite period of time. The significant items of the results are: the number of problems attempted, the number correctly solved, and the per cent. of accuracy.

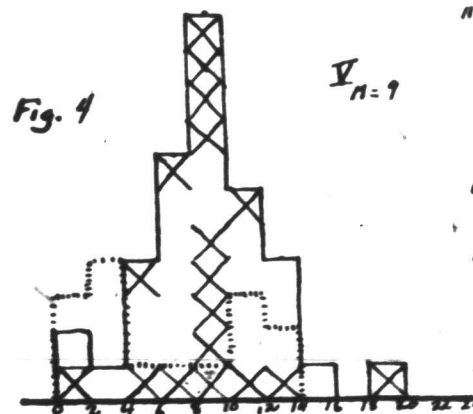
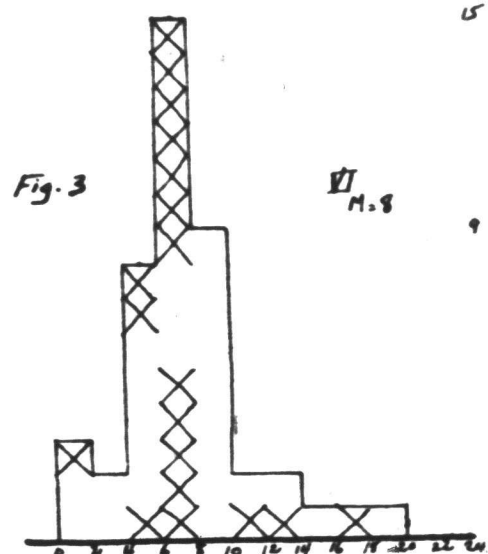
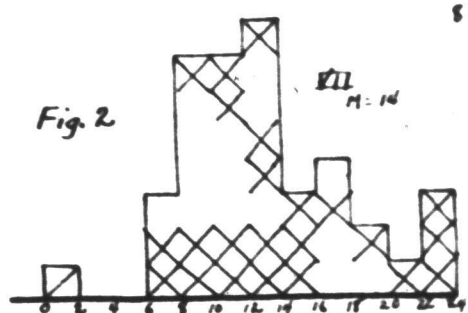
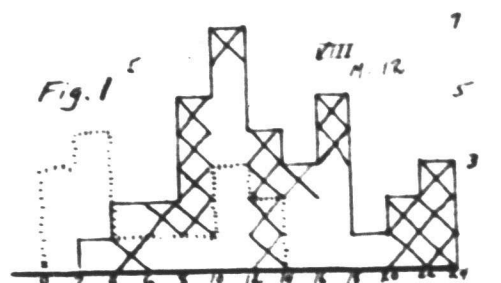
In the accompanying plates Figures 5, 6, 7 and 8, show the achievements of the pupils of the several grades in problems correctly done. There is one graph for each of the processes. The continuous line shows the progress in ability from grade to grade in the school; and the broken line shows the Curtis standards. In each figure the distance of any of the four points above the horizontal line represents the number of problems correctly solved in the allotted time by the median, or middle, pupil of that grade. The following conclusions are evident:

1. The school ranks well in all processes except addition, in which there is no progress in ability between the fifth and sixth grades, and in which, on the other hand, there is a drop in ability between the seventh and eighth grades. There is evidently need of provision for drill in addition.

2. The school exceeds the normal more in subtraction than in any other process. The writer would explain this by pointing out the fact that the "Austrian Method" of subtraction was introduced by his predecessor some years ago and has been in use there ever since.

Turning to the other plate; Figure 2 shows the distribution of the scores of the pupils of one of the seventh-grade rooms. The range is shown on the horizontal base-line; the height of any column shows the

number of pupils who achieved the scores grouped at its base. For instance, it will be seen that the column on the extreme right is three squares high, which means that there were three pupils in the room who did 23 or 24 subtraction problems correctly in the given time. The next column to the left is only one square high, showing that only one pupil did 21 or 22 correctly.



Courtis Standard
Research Tests.
Series B—Form 1
Subtraction
"Rights"
Graphs of Representative Grade-Groups.

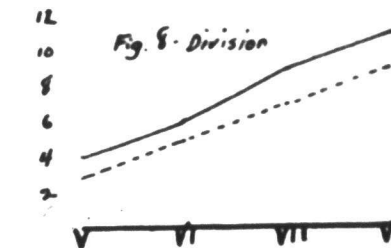
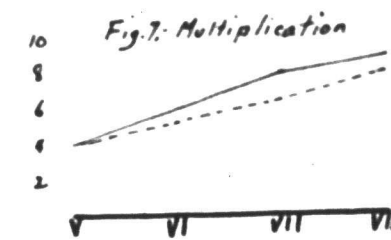
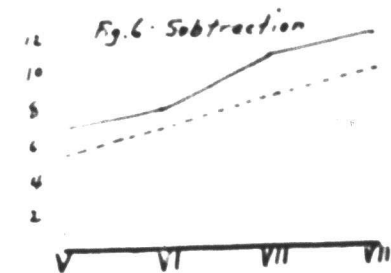
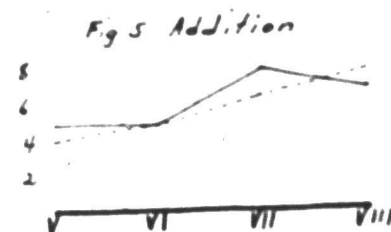
Horizontal Distance represents number of problems done.
Vertical distance--number of pupils.
Girl's Grades represented by open square.
For purposes of comparison the "Finishing Room" graph is superimposed upon those of eighth grade and fifth grade groups. It is drawn with cross-bar lines, and the boys are not distinguished as in the other graphs.

Specifically, this was a boy, who did 22. In this room the largest subdivision (highest column) was composed of eight pupils, who did 13 or 14.

Similarly, Figures 1, 3, and 4 are surfaces of frequency showing the distribution of the scores of an eighth-grade room, a sixth-grade room, and a fifth-grade room, respectively. Figures 1 and 4 have, superimposed

upon them, graphs in cross-barred lines to show the distribution of the scores of the pupils of the "Finishing Room," a group of older, slower pupils, of whom later mention is made in greater detail. The following points will be noted:

1. Each graph is high in the middle and low at each end, indicating that those who did very well or very poorly were relatively few. This is consistent with other manifestations of human nature. The tendency of human nature is to be mediocre. Only a few people



Courtis Standard Research Tests.

SERIES B—FORM 1

"Rights"

Medians, by Grades

Continuous lines show progress from grade to grade in school under consideration.

Broken lines show Courtis Standards.

Grade intervals are shown on horizontal lines.

Vertical distance indicates median score for the grade.

By "Median for Grade VII." is meant the median for all seventh-grade pupils of the school.

are geniuses, and only a few are imbeciles; but the great majority are of ordinary mental ability. Only a few adults are more than six-feet-four tall, and only a few are under four feet; but great numbers are five-feet-six. The middle classes are always large and the extreme classes are always small.

2. The lower-grade graphs are higher in the middle than are the upper-grade graphs. This is due to the greater range in the upper grades. Though about to

graduate from the elementary school, one girl could do only 3 of these subtraction problems in a given time, while five of her classmates did more than 20 each; only three of the fifth-grade group did as poorly as she.

It should be noted here that before the day of standardized tests no one would have believed that the arithmetical ability of one sweet girl graduate could be eight times that of one of her classmates, if the school had any regard at all for people's opinion of its standards. Here again, however, we meet the fact of the diversification of human abilities. The young lady in question can speak and write acceptably well; would impress one as being as well informed on everyday topics as children of her age, and is a better violinist than any of the other girls of her class. For two years she has been a leading member of the school orchestra. The chances are about even that, through her music, she will become a more useful member of society than one or two of the five who are so markedly superior in subtraction.

3. The boys generally show a wider range of ability than the girls. In three of the groups shown a boy has the highest position, and in two a boy has the lowest position. (The positions of the boys are shown by crosses). In two of the graphs there is a boy at the top and a boy at the bottom; in one of the graphs there is a girl at the top and a girl at the bottom. It may be said further that of eleven groups of children participating in this test there were nine which had a boy at the top, five with a boy at the bottom, and five with a boy at the top and a boy at the bottom. In one room the four at the top and the three at the bottom were boys; in another the four at the top and the two at the bottom were boys. The median boy and the median girl seem

to rank side by side in subtraction, but the tendency is for the boys to do better work and poorer work than the girls.

4. The "Finishing Room" children, though of about the same mean age as the eighth-grade children, fall far below them in this test and compare more closely with the fifth-grade group; there is a greater crowding at the lower end than in the fifth-grade group. These are children who have indicated their intention of leaving school as soon as they reach the age of fourteen, which is the minimum age for release from the obligation of attending. In the "Finishing Room" an attempt is made to use special methods, materials and equipment, short cuts and individual attention, to hold the children longer in school and at the same time fit them in some way for something more than a vocational blind alley. Of course in most cases they are children below normal in mental ability, recruited from grades below the sixth. The occasional exception to this classification commonly returns to his grade, after a few months of this special attention, and eventually graduates.

Of course there are many ways in which these tests may be made to show interesting facts, and it is not the purpose of this article to exhaust the list. Let it be noted, however, that one of the most interesting things a teacher can do in this direction is to sit down and rank the pupils of her room in ability in the abstract processes of arithmetic, according to her own subjective, off-hand impressions. Then give these tests; then list the pupils again, this time in the order of ability as shown by the tests. In the comparison of these two lists there is usually food for thought.

The Practical Value of Geography

(By J. Paul Goode, Prof. of Economic Geography, U. of Chicago, Editor of the Goode Series of School Maps, Public Lecturer on Geography).

One of the greatest bars to progress in civilization is provincialism. By that term we mean a narrow horizon of acquaintance and interest. People living in a nook or corner, with a daily round which occupies them with their own local affairs, are likely to be left out of touch with the rest of the world. The smaller the horizon the narrower the treadmill of the daily round, the more cramped the individual development. The proper aim of geographic study is not the boundaries of capitals of countries, nor lists of products. The geographer's interest is focused always on the ways in which human life is shaped and moulded by the physical influences in his environment: by the climate, the soil, the plant and animal life, the material and powers he has to work with,

or his facilities for communication with the rest of the world. The most vital and permanent interest in all of us is the interest in people, the human interest. This interest alone will take us out of our narrow round, will give us the benefit of the experience of other men, widen our sympathies, give us other points of view, in short will start us on the road to civilization.

Intelligent travel among our fellow men is the best means of getting out of our own narrow life, and of getting the knowledge of other men's problems, and the sympathy with other men, which are so essential to the education of liberally minded people.

Now the most of us cannot do extensive travel, and many who travel are not prepared to do it intelligently. Here is the great opportunity for the study of geography, the world in all its variety can be brought inside the horizon of the student. By maps, by descriptions, by

pictures, by extensive reading, the thing is done. The four walls of the narrow home thin out and vanish, and through the eyes of the trained geographer the student may get the intelligent grasp of the wide diversity of environing conditions which are responsible for the fact that there are all sorts of people in the world. There is a large element in a liberal education. This subject alone so taught is the best antidote for provincialism, and for the making of an intelligent citizenship. When we hear a person call a Mexican a "greaser," or a Filipino a "nigger," or an Italian a "dago," or a farmer a "hayseed," he stamps himself as a narrow, provincial snob, a trouble maker, and in so far, deserving of pity. Were he acquainted, only a little, with these other people, the kind of acquaintance a study of the new geography would bring to him, he would have understanding and sympathy, and the world would become a better place to live in, both for himself and the people he fails to understand.

This acquaintance with lands and people beyond our horizon widens our interest in the things worth while. The pages of the better newspapers and periodicals are strewn with geographic place names, and the chronicles of events all over the earth. The better magazines are featuring more and more travel sketches and other geographic material. Just in proportion as we have an in-

telligent interest in these things, wide reading will be profitable to us, and the trash of scandal and violence, so profitless, so degrading, will begin to disappear from the public prints. The general morality, and the quality of our citizenship will be improved just in the measure that our interest in better things is aroused. This better geographic education in turn prepares people for more intelligent and profitable travel.

The practical value of geography is established. It is the liveliest subject in the school curriculum. It deserves the best equipment, in teachers, library, maps and pictures. Properly presented, by teachers adequately prepared and equipped. It will go farther than any other one subject in the school curriculum can go, in overcoming provincialism, and the making of an intelligent citizenship. Student teachers should demand an adequate training in the teaching of the subject. Principals should insist on teachers coming to their classes with thorough training in the subject. Normal schools should be required to give attention to the training of teachers in geography, putting the subject on a par with English and mathematics in the course of study. No nation or people needs training in the new geography more than ours. No nation has a better opportunity to get it, or to use it.

PLAY PROGRAMS.

Lucy Proudfoot.

The introduction of organized play often meets with opposition in rural communities. Parents are satisfied if the children are strong enough to work. Country children need the exhilaration, interest and group training of games for it is through group work and team play that the qualities necessary for useful citizenship are developed.

In planning a play program it is well to classify games. If analyzed, any popular playground game will be found to possess (1) position play; certain positions which enable individuals to become skilled in a certain thing or (2) attack or defense, or (3) team play. With boys free play takes the form of stunts and contests of individual distinction. The play leader may by suggestion turn stunts to some good end.

The children in grades one to three prefer games of position play. The game of Adam Had Seven Sons is an excellent illustration of position play for very little children.

ADAM HAD SEVEN SONS.

The children join hands and form a circle. One child who is Adam stands in the centre of the circle. The children march around singing,

"Adam had seven sons, seven sons,
Seven sons had Adam.
All his sons were happy and glad
And all did as Adam bade."

Here Adam executes some gymnastic movements of his own choosing. The children imitate him, meanwhile singing,

"Now all do this, now all do that,
Now all do this, now all do that, said Adam."
Adam then chooses someone to take his place and the game continues.

For children above the third grade ball games offer opportunities for position play. The players should be encouraged to try different positions that they may become proficient in catching, throwing, batting, pitching and running bases. It is not advisable to confine a child to any one position until the game has been thoroughly learned.

An "attack or defense" game popular with children from ten to fourteen years is known as

SNATCH

The players form two lines ten feet apart, facing each other. A stick is placed half way between the two

lines. At a signal from the director the child at the head of one line and the one at the foot of the other start forward toward the stick. The aim is to seize the stick and regain one's position in the line without being tagged. As soon as a player seizes the stick his opponent tries to tag him. If he is tagged he must go over to the tagger's side. When a player carries the stick to his own line without being tagged his pursuer must go over to that side. The game continues until all have played. The line then having the largest number of players wins.

Between the ages of ten and twelve children show keen interest in competitive games but team games do not make a strong appeal before the twelfth year. Team games combine position play, attack or defense and team play.

SMUGGLERS,

a favorite with both boys and girls, is a splendid team game. The players are divided into two teams, the smugglers and their pursuers. The smugglers go away from the goal with the treasure (any small article) which they give to one of their number. The treasure must be carried in the hand and not concealed on the person.

The pursuers wait at the goal until they hear the cry of "Smugglers!" While the pursuers search for them, the smugglers try to get the player who carries the treasure safely to the goal. As the pursuers do not know which smuggler has the treasure they must catch and search everyone they meet. If the smugglers get the treasure safely to goal they may go out again. Should the pursuers succeed in tagging the player who has the treasure they become the smugglers.

Games of position play may be a means of teaching courtesy and consideration of others. Attack or defense games do not teach manners but they do encourage good comradeship which makes for right living. Team games train children to work together efficiently and to submit to discipline.

The play leader must understand the rules of the game for she is judge, umpire, lawgiver and adjuster. It is her task to see that each child has a chance to play and that the timid are brought out and encouraged. To attempt to teach a great number of games is unwise. It is better to select one game from each group and make it popular.

ENGLISH LITERATURE IN THE GRADES

Grade I.

THE WIND'S CALL.

Come little leaves, said the wind one day,
Come over the meadows with us, and play.
Put on your dresses of red and gold
For summer is gone and the days grow cold.

Soon as the leaves heard the wind's loud call,
Down they came fluttering one and all,
Over the fields they danced and flew
Singing the gay little songs they knew.

—Selected.

INTRODUCTION.—This lesson should be opened by some talk of the falling leaves, their color, how pretty they look as the wind blows them along, etc.

PRESENTATION.—The teacher should quote this poem in a cheerful, spirited manner to interpret for the children the happy mood of the poem.

MEMORIZING THE POEM.—The teacher should quote this poem several times, then ask some one to tell her what the wind asked the leaves to do. What did the wind tell the leaves to wear? Why? What did the leaves do? When the children are able to answer these questions then the poem may be dramatized. One child can impersonate the wind. Groups of children in different parts of the room can be leaves. The 'wind' can run about the room to the groups saying 'Come, little leaves.' The leaves can then frolic after him. The poem can then be taken up in later lessons and the memorizing completed.

CORRELATION.—This poem may well be correlated with Grade I's nature lessons. The children should gather pretty leaves, learn the colors and distinguish some of them by their shape.

This may also be correlated with drawing. The children may trace the outline of a pretty maple leaf and fill in the color with their crayons.

Grade II.

OCTOBER'S PARTY.

October gave a party;
The leaves by hundreds came—
The Chestnuts, Oaks and Maples
And leaves of every name.
The sunshine spread a carpet
And everything was grand,
Miss Weather led the dancing
Professor Wind the band.

The Chestnuts came in yellow,
The Oaks in crimson dressed,
The lovely Misses Maple
In scarlet looked their best;
Each balanced to their partners,
And gaily fluttered by;
The sight was like a rainbow
New fallen from the sky.

Then in a rustic hollow,
At hide-and-seek they played,
The party closed at sundown,
And everybody stayed.
Professor Wind played louder,
They flew along the ground
And then the party ended
In jolly "hands around."

—George Cooper.

INTRODUCTION.—This lesson should be begun by talk of the color of the leaves in autumn, the falling of the leaves, the month in which they fall, etc.

PRESENTATION OF POEM.—The teacher should read this poem in a cheerful, vivacious manner to represent the happy tone of the poem.

ANALYSIS OF POEM.—Who can tell what a party is? Whom did October invite? Who can men-

tion names of three leaves who came? What did the sunshine do? What was the carpet made of, do you suppose? What did Miss Weather do? Who played the band?

What colors did the leaves wear? Misses Maple more than one Miss Maple. What other color is crimson like? What other color is scarlet like? 'Each balanced to their partners'—a partner is the person one dances with, 'balanced to' means that each bowed to his partner. What did this sight look like? What is a rainbow?

A rustic hollow—a little valley in the woods? What game did they play? When was the party over? Everyone had such a good time that they stayed until the party was over. 'Hands around,' the teacher can show them what 'grand right and left' means. The party ended with a jolly dance.

CORRELATION.—This poem may be dramatized and with the help of some crepe paper hats or dresses be made very attractive. If in a country school Grade II. can practice after school and give it as a Friday afternoon entertain, or if there be but a single grade in the room, Grade I. may be invited in to see the little play. If simple dance music or piano or victrola be played throughout, the children will invent simple rhythmic movements which will add much to the attractiveness of the little game.

Grade III. AUTUMN FASHIONS.

The maple owned that she was tired of always wearing green.
She knew that she had grown, of late, too shabby to be seen.
The Oak and Beech and Chestnut then deplored their shabbiness.
And all, except the Hemlock sad, were wild to change their dress.
"For fashion-plate, we'll take the flowers," the rustling Maple said.
"And like the tulip I'll be clothed in splendid gold and red!"
"The cheerful sunflower suits me best," the lightesome Beech replied;
"The Marigold my choice shall be," the Chestnut spoke with pride.
The sturdy Oak took time to think—"I hate such glaring hues;
The Gillyflower, so dark and rich, I for my model choose."
So every tree in all the grove, except the Hemlock sad,
According to its wish ere long in brilliant dress was clad.
And here they stand through all the soft and bright October days:
The wished to be like flowers—indeed, they look like huge bouquets.

—Edith Thomas.

INTRODUCTION.—Talk of the beauty of the trees in their autumn dress, drawing attention to the color of the leaves of the different varieties of trees at this time.

PRESENTATION.—The teacher should read this poem to the class in a pleasant, conversational tone.

DISCUSSION OF POEM.—What trees decide to change the color of their dresses? Which tree did not? What kind of a tree do we call the hemlock? Why ever-

green? Where were the trees to get suggestions for the colors to use? What hue did the Maple choose? Which the Beech? Which the Chestnut? Why did the oak choose the "Gillyflower?" The gilly-flower is yellow, orange or a darker color. What does "sturdy" mean? "Glaring?" "Brilliant?" "Clad?" What do the trees look like in October? (It will be well if the teacher have colored pictures of these flowers to show).

CORRELATION.—This poem may well be correlated with nature lessons. Grade three should gather leaves, learn to recognize them by their shape. In country districts it will be interesting to point out trees by the color of their Autumn foliage.

Grade IV. IN OCTOBER.

Now come the rosy dogwoods,
The golden tulip-tree,
And the scarlet yellow maple,
To make a day for me.

The ash-trees on the ridges,
The alders in the swamp
Put on their red and purple
To join the autumn pomp.

The woodbine hangs her crimson,
Along the pasture wall,
And all the banner sumacs
Have heard the frosty call.

Who then so dead to valor
As not to raise a cheer
When all the woods are marching
In triumph of the year?

—Bliss Carmen.

INTRODUCTION.—Talk of the beauty of the Autumn landscape, of the different colors of the trees. Encourage the class to mention the different colors displayed by each tree.

PRESENTATION.—The teacher should read this poem in a vivacious manner to express the joyful spirit of the poem.

DISCUSSION OF THE POEM.—This poem by Bliss Carmen, a Canadian poet, is so simple as to need little analysis. Why "rosy dogwoods?" The tulip-tree is not common in this part of the country. It has a large white blossom which appears in the spring before the leaves appear. In the Autumn the leaves turn yellow before they drop.

What color are the ash-trees? Where do they grow? What color are the alders? Where are they? What does "Autumn pomp" mean? What is the "woodbine?" What color does it have? What does "Along the pasture wall" mean? Does the sumacs change color too?

Who will put the last stanza in his own words?

CORRELATION.—Here again the poem may be correlated with the Nature lessons.

Grade V. THE END OF SUMMER.

When poppies in the garden bleed,
And coreopsis goes to seed,
And pansies, blossoming past their prime,
Grow small and smaller, all the time,
When on the mown field, shrunk and dry,

Brown dock and purple thistle lie,
And smoke from forest fires at noon
Can make the sun appear the moon,
When apple seeds, all white before,
Begin to darken in the core,
I know that summer, scarcely here,
Is gone until another year.

—Edna St. Vincent Millay.

INTRODUCTION.—This lesson should be opened by some talk of the change in the garden's appearance which comes with the Autumn months.

PRESENTATION.—The teacher should read this poem to the class in a quiet manner to interpret the spirit of the passing summer.

DISCUSSION OF THE POEM.—This poem is so simple as to call for little analysis.

Who will pick out the first picture in this poem? What kind of flower is the coreopsis? Why do the pansies grow smaller? What does "prime" mean? Who will describe the fields? What does the smoke from forest fires do? What change has come in the apple? Who can tell the signs that summer is gone? How do you think this person feels about summer going?

CORRELATION.—The children should be encouraged to look for other poems telling of autumn.

Grade VI. **AUTUMN WOODS.**

Ere, in the northern gale,
The summer tresses of the trees are gone,
The woods of autumn, all around our vale,
Have put their glory on.

The mountains that enfold
In their wide sweep, the color'd landscape round,
Seem groups of giant kings, in purple and gold,
That guard the enchanted ground.

I roam the woods that crown,
The upland, where the mingled splendors glow,
Where the gay company of trees look down,
On the green fields below.

My steps are not alone
In these bright walks; the sweet south-west at play
Flies, rustling, where the painted leaves are strown
Along the winding way.

And far in heaven the while,
The sun that sends the gale to wander here,
Pours out on the fair earth his quiet smile,—
The sweetest of the year.

O Autumn! why so soon,
Depart the hues that makes thy forests glad;
Thy gentle wind and thy fair sunny noon,
And leave thee wild and sad?

Ah, 'twere a lot too blest,
Forever in thy colored shades to stray;
Amid the kisses of the soft south-west
To rove and dream for aye;

And leave the vain low strife
That makes men mad, the tug for wealth and pow'r,
The passions and the cares that wither life,
And waste its little hour.

—William Cullen Bryant.

INTRODUCTION.—This lesson should begin with some discussion of the appearance of the Autumn woods, the pleasure of wandering in the woods at this time and the sort of mood it generally gives one.

PRESENTATION OF POEM.—The teacher should read the poem in a pleasant vivacious manner to interpret the poet's enjoyment of the autumn woods.

DISCUSSION OF POEM.—Read the first stanza. Who will put this in his own words? What does the poet call the north wind? The leaves?

Read second stanza. How is their valley surrounded? What do mountains make the poet think of?

Read the next three stanzas. Who will describe this in his own words? What does "mingled splendors" mean? The sweet "south west?" How does he describe the leaves? Is it a good description?

Read next stanza. What does the poet say will soon happen.

Read the last stanzas. Does the poet enjoy wandering on the hill-sides in the autumn? How can you tell? What effect does it have upon him? What does the last stanza mean? Is it good for the poet to wander in the woods? Who can think of other poems which tell of the effect of nature on man?

CORRELATION.—This poem may be correlated with other poems expressing the influence of nature on man. Mrs. Browning's "Out in Fields," Byron's "Love of Nature," and others.

Grade VII. **THE AUTUMN FLOWER GARDEN.**

A spirit haunts the year's last hours,
Dwelling amid these yellowing bowers:
To himself he talks;
For at eventide, listening earnestly,
At his work you may hear him sob and sigh
In the walks
Earthward he boweth the heavy stalks
Of the mouldering flowers.
Heavily hangs the broad sunflower
Over its grave i' the earth so chilly;
Heavily hangs the hollyhock,
Heavily hangs the tiger-lily.

The air is damp, and hush'd and close,
As a sick man's room when he taketh repose
An hour before death;
My very heart faints and my whole soul grieves,
At the moist rich smell of the rotting leaves,
And the breath
Of the fading edges of box beneath,
And the year's last rose.
Heavily hangs the broad sunflower
Over its grave i' the earth so chilly,
Heavily hangs the hollyhock,
Heavily hangs the tiger-lily.

—Alfred Tennyson.

INTRODUCTION.—Discuss the appearance of a garden in the summer and in the fall. Compare the sounds heard as the wind blows through, etc.

PRESENTATION OF POEM.—The teacher should read this poem in a quiet sober manner to interpret the spirit of the poet.

DISCUSSION OF POEM.—Read the first stanza silently. "The year's last hours" refers to what season? Why described as "dwelling amid yellowing bowers?" Why does Tennyson say "to himself he talks?" What does this spirit do?

Read second stanza. How does the air feel? What effect does it have upon the poet? What does he smell? What is the spirit of this poem, sad or gay? What helps to make this so? (Repetition of the last four lines, 'eth ending of verbs). Pick out some good word pictures in this poem (yellowing bowers, mouldering flowers, etc).

The pupils should be asked to hunt for poems expressing the cheerful idea of autumn and compare the poems i.e. the idea expressed, the form of poem, etc.

Grade VIII. ADDRESS TO AUTUMN.

Season of mist and yellow fruitfulness,
Close bosom friend of the maturing sun,
Conspiring with him how to load and bless
With fruit, the vines that round the thatch eaves
run;
To bend with apples the moss'd cottage trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells,
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'erbrimm'd their clammy cells.

Where are the songs of spring? Aye, where are they?
Think not of them, thou hast thy music too,—
While barr'd clouds bloom the softly-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river sallows borne aloft,
Or smiling as the light wind lives or dies;
And full-grown lambs bleat loud from hilly bourn.
Hedge-crickets sing; and now, with treble soft,
The red-breast whistles from a garden croft,
And gathering swallows twitter in the skies.
—John Keats.

INTRODUCTION.—Discussion of the characteristics of the autumn season.

PRESENTATION OF POEM. — The teacher should read this poem in a pleasant dignified manner to interpret the sober spirit of this poem.

DISCUSSION OF POEM.—Read first stanza silently. Why called "season of mists?" Why is the sun referred to as "the maturing sun?" What do the sun and autumn conspire to do? What is a "gourd?" What "hazel shells?"

Read second stanza. He recalls the songs of spring and then remembers the songs of autumn. Read the description of the sunset. Does he continue his parallel with spring here? What word shows this? What songs has autumn? What idea does Keats give of autumn in this poem? Would he have interpreted spring or summer in this way? How does he give this idea? What word pictures show this sober feeling?

This class should be encouraged to search for joyful and sad autumn poems and compare them with this one.

I keep six honest serving men
(They taught me all I know)
Their names are What, and Why and When,
And How, and Where and Who.

— Rudyard Kipling.

TEACHERS' TRAINING INSTITUTE.

The Teachers' Training Institute for Cape Breton County was held in the North Sydney High School from July 26th to August 20th. A series of lectures in school law was delivered by Inspector Phelan. Principal Creelman of Sydney Academy, dealt with the theory of teaching and school management. The most valuable part of the course, however, was the teaching period of two hours each day, and the helpful criticism which followed. Nearly all the subjects of the common school grades were taught to classes formed of pupils belonging to the town.

The total enrolment for this course was thirty-seven. Four came from Victoria County. The Town of Sydney Mines sent a representation of twelve. Others came from Sydney, North Sydney, Reserve Mines, and rural districts. Fifteen had conducted school for periods ranging from one to four years. The others were without experience.

A series of lessons was given on the Palmer system of writing. There was also some instruction in physical drill towards the end of the course. It may be noted that all the pupil teachers displayed a keen interest throughout and attended regularly during some unusually warm weather. There was a distinct improvement in the quality of the teaching the third week and on the whole the institute was a decided success. The prospects are that next year the attendance will be double that of this year.

CURRENT EVENTS.

Miss Ethel Murphy, Moncton High School.

Great Britain renewed money order service with Germany on August 16th.

French Advance to Germany. In spite of strong opposition M. Millerand persuaded the French Chamber of Deputies to vote an advance of 200,000,000 francs monthly to Germany in return for coal to be furnished to France. This advance was stipulated for in the Spa agreement.

University of Rangoon. A Bill is before the Legislature for the creation of a teaching University in Rangoon. At present Higher Education in Burma is served by the University of Calcutta and the long journey necessary has prevented many students from attending.

Russia and Poland. On July 30th Polish and Russian representatives met at Baranovichi to discuss armistice terms. The Bolshevik delegates made difficulties and declined to carry on negotiations. The Poles started back to Warsaw and were invited to another conference at Minsk but refused, feeling this

was meant to distract attention from the Bolshevik advance on Warsaw. The Bolsheviks took Brest-Litovsk, reached the East Prussian frontier and were near the Danzig-Warsaw railway line. The Polish defence along the Bug river collapsed. The Bolsheviks, however, were defeated at Warsaw and are now in flight.

Japan. The United States Government has addressed a note to Japan making inquiries as to the occupation of Northern Saghalien by the Japanese. The reply was that Japan would restore the northern part to Russia whenever a strong government was prepared to hold it.

League of Nations. The Council of the League met at San Sebastian, Spain, July 30th. The matters considered were re-organization of European trade and commerce.

Turkey. The Allies, in reply to the Turkish objections to the Peace Treaty threatened to drive the Turks from Europe "once and for all" if they did not sign the treaty, which the Turks did on August 10th.

France. M. Casenov, Director of French Service in the United States, has stated that France is prepared to meet her full share of the \$500,000,000 Anglo-French loan due the United States in October.

Belgium. The plate glass and window glass industry in Belgium has nearly reached normal conditions. The plants have plenty of orders and will soon be in full blast.

St. Lawrence Route. The Great Lakes—St. Lawrence Tidewater Congress met at Detroit the latter part of July with fifteen hundred delegates from every state fronting on the St. Lawrence system of waterways and discussed with delegates from Canada the proposed water route from the Great Lakes to the Atlantic. The Canadian speakers supported the scheme, and the Conference passed a resolution urging the United States Government to act quickly in the matter.

British Advance £5,000,000. The British House of Commons has passed a vote of £5,000,000, which Great Britain is to advance to Germany to provide food for the miners who are to produce the coal from the Ruhr Valley. It was explained that Britain would receive about ten times that amount from the sale of German ships and freights earned by their use and the money advanced would be deducted from these sums.

Chinese Constitutionalists In China the constitutionalists of the southern government at Canton have become dissatisfied with it and are making approaches to the President of the Republic at Peking.

The Mennonites The Mennonites have lost their appeal to the Privy Council and their children must attend the Government schools in Manitoba. Some of the Mennonites are threatening to emigrate as a consequence, but many are pleased by the decision.

Union in France. The "Confederation des Travaileurs Intellectuels," which was founded in France a few months ago has already reached a membership of over two hundred thousand. The union meets a long-felt want. Artists, school teachers, clerks, journalists and scientists have sought inclusion and the union is now strong enough to plan a definite program and ways and means to carry it out.

SCHOOL AND COLLEGE.

Miss Edna Kemp, the first of several Winnipeggers in Australasia, has departed for Auckland, New Zealand. A dozen or more others are to leave this summer, in time to arrive in the Antipodes before the opening of the next school term there. Arrangements for the transfer are in the hands of the Hands Across the Sea Association, organized for the purpose of strengthening the ties that bind together the different sections of the British Empire by the exchange of ideas through the temporary exchange of positions. The transfers are for periods of one year.

Plumbers are busy installing a new steam heating plant in the Shelburne County, N. S., Academy. It will cost the town about \$5,000.

Miss Ethel M. Chisholm, B. A., of New Glasgow, has been re-engaged as Principal of the Shelburne Academy.

Principal E. H. Langille of Lockport High School, had his usual success at the last H. S. examination, all his pupils in Grades XI and X, obtaining the certificates applied for. Grade IX results are not yet announced.

Mr. Walter P. Copp of Sackville, N. B., has recently been appointed to the position of Professor of Civil Engineering in Dalhousie University. Prof. Copp is a B. A. of Acadia College and a B. Sc. in Civil Engineering of McGill University in 1908. For four

years he has been in the office of the Dominion Bridge Company, reaching the position of chief of the drafting department. At the present time he is assistant designing engineer in the office of the Consulting Engineering for the Dominion Government.

Albert Rundle Stone, son of Prof. E. A. Stone, who was for three years Dean of Engineering at the U. N. B., has just won a scholarship at McGill University.

James W. Burns, B. Sc., from the University of New Brunswick, and who has been carrying on Research Work in Chemistry at Queen's University, Kingston, Ont., for the past year, has just been awarded a valuable Scholarship by The Research Council of Canada. He will continue his Chemical Research at Queen's University.

Mr. Eldon McDiarmid of Chatham is the new Principal of the Devon, York Co., School.

Prof. A. Foster Baird, who was on the staff of MacDonal College last year, has been appointed to the Chair of Physics and Electrical Engineering in the University of New Brunswick. He succeeds Prof McGinnis, who resigned to accept a position in a Pennsylvania College. Prof. Baird is a graduate of the U. N. B.

Miss Helen Scott, B. A., Fredericton, has been appointed to the teaching staff of the Andover Grammar School.

In the Riverside Consolidated School, Miss Minnie Arnold succeeds Mr. Jack Crocker as teacher of Manual Training; Miss Bessie Parker succeeds Miss Mabel Trueman as Domestic Science teacher, and Miss Alada Tingley follows Miss Mabel Fillmore as teacher of Grades III. and IV.

Miss Winnifred MacEachern, the former Principal of the Hopewell Hill school, has accepted a position in Saskatchewan; she is succeeded by Miss Katherine MacNaughton of Northumberland Co.

Mr. W. C. Haines has been appointed Principal of the High School, Sackville, N. B.

Miss Kathleen Pincombe of Marysville, N. B., has accepted a position on the Campbellton school staff.

The schools of Rexton, N. B., opened August 26th, with Miss McMillan, Jacquet River, as Principal. Miss Agnes McDonald, Intermediate; Miss Mina Lanigan in

the Primary Department. Miss Irene McAulay is the new teacher at Mundleville, Kent Co.

Miss Beatrice Richard is teaching at Upper Charlo, N. B.

The new Edith Cavell School, Moncton, opened on Tuesday, Sept. 7th. It is an up-to-date school in every way with twenty departments. Mr. Robinson, lately of Victoria School, has been appointed principal. The Victoria school building is being renovated.

T. B. Kidner, formerly director of manual training for New Brunswick and member of the Normal School staff, visited Fredericton during the last week of August. Mr. Kidner is now engaged in the United States in connection with the re-education of returned soldiers. He performed similar duties in Canada during the war and was director of technical education in Calgary.

The New Brunswick Normal School re-opened on September 1st with a class of 178 students or about 40 less than last year. The only change in the staff outside of the appointment of the new French instructor referred to last month, is that of Miss Violet Knapp of Sackville, to fill the vacancy caused by the resignation of Miss Mallory from the Household Science department.

A Kindergarten Training School will open in St. John on September 15th, under the direction of Mrs. A. F. Robinson.

Miss Beulah Elderkin, who has been visiting in Wolfville, N. S., returned early in September to New Westminster, B. C., where she has accepted a position in Westminster College.

Miss Clara Barton of Fredericton, left recently for Winnipeg, where she has accepted a position in the schools of that city. Miss Barton was accompanied by her sister, Miss Elta Barton, who has been on the teaching staff of Winnipeg for a number of years.

Miss Rhoda MacDougall, formerly of the Model School, Fredericton, and later of the St. John city schools, is now on the staff of the Moncton schools.

The Editor of The Review attended the Nova Scotia Teachers' Institute at Wolfville.

The public bequests of the late Senator Dennis include the sum of \$100,000 to endow a chair at Dalhousie University; an additional \$2,000 to be added to the endowment of the library at Dalhousie, and \$50,000 to be

distributed as Mrs. Dennis, widow of the deceased, elects, among the charitable and philanthropic institutions of the city, Protestant and Catholic.

Inspector Morehouse will give up his inspectorial work in Cumberland and will be in his old position in Amherst again as teacher as well as supervisor of the Amherst schools. The salary for the dual position has been voted by the School Board, \$2,000.

Mr. A. S. McFarlane, a member of the faculty of the Provincial Normal School, Fredericton, has recently returned from New York, where he had been studying at the Summer School, Columbia University. Mr. McFarlane was granted the scholarship for study given each year by the Provincial Board of Education.

Miss Claribel O'Blenes, who has been on leave of absence for the past year, returned to her position on the Household Science staff of Moncton Schools. During the past year Miss O'Blenes has been studying at Columbia University, New York.

Miss Gwendolin Belyea, of Newcastle, has been awarded a scholarship by the Imperial Order of the Daughters of the Empire as a part of the Canadian War Memorial.

Nine scholarships of four years each, worth \$250 a year, have been awarded during the past few days by the I. O. D. E. in the Dominion to children of soldiers who fell in the great war to help them carry on their education. Miss Belyea, who passed the U. N. B. matriculation, was chosen as the winner for New Brunswick. She is a daughter of Major W. H. Belyea, of Newcastle, who went overseas with the 26th Battalion and was killed in France early in the war while serving with that unit.

DAILY BIBLE READINGS.

OCTOBER.

First Week—Autumn Thoughts.

Mon.—Gen. 8:20-22; 9:12-17. The unchanging seasons.

Tue.—Ps. 65. The crown of the year.

Wed.—Ps. 90:1-12. The brevity of life.

Thu.—Isa. 40:1-11. The fading flower and the abiding word.

Fri.—I Pet. 1:3-9; 5:4. "The inheritance that fadeth not away."

Second Week—Harvest.

Mon.—Ps. 126. Joy in harvest.

Tue.—Prov. 6:6-11; 30:24-28. The reward of foresight and diligence.

Wed.—John 4:34-42. "One soweth and another reapeth."

Thu.—Matt. 13:24-30; 36-43. The harvest of wheat and the harvest of tares.

Fri.—Matt. 9:35-38; 28:16-20. The plentiful harvest and few laborers.

Third Week—Thanksgiving.

Mon.—Ezra 8:9-18. An ancient Thanksgiving Day.

Tue.—Ps. 85. A nation's praise and prayer.

Wed.—Ps. 147:1, 7-9, 12-20. "He hath not dealt so with any nation."

Thu.—Ps. 146:12-15. A happy man, and a happy people.

Fri.—Eph. 4:25-32; 5:15-21. "Giving thanks always for all things."

Fourth Week—Thankful Living.

Mon.—Luke 4:18-21. Jesus' program.

Tue.—Matt. 5:3-16. His ideals presented in beatitudes and symbols.

Wed.—Matt. 7:7-12; 22:34-40. Love, the impelling motive.

Thu.—Luke 10:25-37. The Good Samaritan.

Fri.—Phil. 2:1-11. The mind to serve.

CANADA'S NEW CABINET.

Hon. Arthur Meighen has announced the members of his administration. The cabinet now consists of the following:

Hon. Arthur Meighen—Prime Minister and Secretary for External Affairs.

Hon. J. A. Calder—President of the Council and Minister of Immigration and Colonization.

Sir George Foster—Minister of Trade and Commerce.

Sir James Lougheed—Minister of the Interior.

Sir Henry Drayton—Minister of Finance.

Hon. Hugh Guthrie—Minister of Militia.

Hon. A. L. Sifton—Secretary of State.

Hon. Dr. Reid—Minister of Railways.

Senator Robertson—Minister of Labor.

Hon. C. C. Ballantyne—Minister of Marine and Fisheries and Minister of Naval Service.

Hon. F. B. McCurdy—Minister of Public Works.

Hon. C. J. Doherty—Minister of Justice.

Sir Edward Kemp—Minister without portfolio.

Senator Blondin—Minister of Agriculture.

Hon. R. W. Wignmore—Minister of Customs and Inland Revenue.

Hon. E. K. Spinney—Minister without portfolio.

GRAND FALLS CADETS.

The Grand Falls Cadet Corps won honors at Camp Sussex from July 19 to July 24. They had the distinction of winning the MacDonald cup for general efficiency, the highest honor possible at the Camp. The Cadets are fortunate in having as Instructor Mr. W. R. Wright, a former British soldier who served for some years in India, and who is untiring in his efforts to make the work a success. On August 14, Mr. Wright was presented with an address and a purse from the citizens in appreciation of his work. The address was read by Mayor Collins.

TEACHERS FORM NATIONAL BODY.

The Federation of Canadian Teachers' Alliance was effected in Calgary on July 27th, including the four Western Provinces and Ontario, and representing 14,000 organized teachers. The officers are:

President, Charles Worth, Victoria; Vice-President, H. W. Huntley, Manitoba; Secretary, Miss Arbuthnot, Toronto.

The Executive Council will consist of at least one and not more than three delegates of each province to be appointed. Each province will have one vote only. C. H. Fraser, of Toronto, opposed this, proposing representation on a membership basis. The executive has power to deal with all matters affecting all provincial organizations in common. Unanimous vote of this executive is necessary for action by the organization.

The five provinces will act together in cases of dispute with School Boards.

The delegates who met in Calgary will form the first executive council.—Toronto Globe.

TEACHERS ORGANIZING.

Teachers in the five provinces west of Quebec have formed an association under the name of the Canadian Teachers' Federation. The teachers of the Maritime Provinces and Quebec are not included in the Federation, but the way has been left open for them to enter the union. The immediate purpose of the Federation is to secure salary increases upon such a scale as will raise the 1921 salaries to double the amounts received in 1914. They will then bear something like the relation to the cost of living as they did in 1914.

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IMPERIAL UNION OF TEACHERS.

The summer meeting of the Imperial Union of Teachers, held under the auspices of the League of Empire, took place in London July 17 to 31. The principal topic this year was "British literature, especially in reference to the promise of the literature of the overseas Dominions." Sir Sydney Lee summarized the discussions at the close of the conference. An exhibition of text books and examination papers, in history, geography and literature in various parts of the Empire was a feature. Visitors from overseas were warmly welcomed, and information can be had from H. S. Strathy, Hon. Secretary for Canada, 110 Lowther avenue, Toronto, or from Mr. Orad Marshall, 124 Belgrave road, Westminster, S.W.1., London, Eng.

THE TAX-GATHERER.

"And pray, who are you?"
Said the violet blue
To the Bee, with surprise
At his wonderful size,
In her eye-glass of dew.
"I, madam," quoth he,
"Am a publican Bee
Collecting the tax
Of honey and wax
Have you nothing for me."

—JOHN B. TABB.

THE NAVY LEAGUE.

The Executive Committee of the Nova Scotia branch of the Navy League recently decided to collect in that Province \$50,000 as its share of the \$760,000 "Sailors' Week" campaign to the National league. The campaign, which will extend from October 18 to October 23, will be nation-wide. New Brunswick will collect \$20,000, Quebec \$110,000 and Ontario \$450,000.

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MARITIME PROVINCES TO WINNIPEG VIA QUEBEC.

Lv Sydney	7.00 a.m.	A.T.	Sa.	..	M.	Tu.	W.	Th.	Fri.
Lv Halifax	3.10 p.m.	..	..	..	..	..	..	..	..
Lv Charlottetown	1.40 p.m.	..	..	..	..	..	..	..	..
Lv St. John	6.10 p.m.	..	..	..	..	..	..	..	..
Lv Moncton	10.05 p.m.	..	..	..	..	..	..	..	..
Lv Quebec	5.30 p.m.	E.T.	Su.	M.	Tu.	W.	Th.	Fri.	Sa.
Ar Cochrane	5.20 p.m.	..	M.	Tu.	W.	Th.	Fri.	Sa.	Su.
Ar Winnipeg	6.00 p.m.	C.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	M.

TRAIN EQUIPMENT.—Standard Sleeping and Dining Cars between Halifax, and Levis (Quebec). Observation Parlor Car and Diner between Sydney and Truro. Parlor car St. John to Moncton. Standard Sleeper and Dining car between Quebec and Winnipeg; Tourist Sleeper between Cochrane and Winnipeg; Colonist car between Cochrane and Winnipeg.

Canadian National-Grand Trunk

THE MARITIME PROVINCES. — PACIFIC COAST.
VIA MONTREAL, TORONTO, NORTH BAY, COCHRANE.

Lv Sydney	8.30 p.m.	A.T.	Su.	M.	Tu.	W.	Th.	Fri.	Sa.	Su.
Lv Halifax	8.10 a.m.	..	M.	Tu.	W.	Th.	Fri.	Sa.	..	..
Lv Charlottetown	7.00 a.m.	..	..	..	..	..	..	..	..	..
Lv St. John	7.10 a.m.	..	..	..	..	..	..	..	..	..
Lv Moncton	2.25 p.m.	..	..	..	..	..	..	..	..	..
Ar Montreal	9.20 a.m.	E.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	..	..
(Bonaventure Dep.)	..	..	..	..	..	..	..	..	..	..
Lv Montreal	10.00 a.m.	..	..	..	..	..	..	..	..	..
Lv Toronto	11.00 p.m.	..	..	..	..	..	..	..	..	..
Ar North Bay	7.50 a.m.	..	W.	Th.	Fri.	Sa.	Su.	M.	Tu.	..
Ar Cochrane	5.30 p.m.	..	..	..	..	..	..	..	..	..
Ar Winnipeg	6.00 p.m.	C.T.	Th.	Fri.	Sa.	Su.	M.	Tu.	W.	..
Ar Vancouver	9.00 a.m.	P.T.	Su.	M.	Tu.	W.	Th.	Fri.	Sa.	..

TRAIN EQUIPMENT.—Standard sleeping cars and dining cars between Halifax, Sydney and Montreal—Toronto and Winnipeg—Winnipeg and Vancouver. Tourist sleeper between Toronto and Montreal and between Winnipeg and Vancouver. Colonist cars between Toronto and Winnipeg and between Winnipeg and Vancouver. Compartment Observation car between Edmonton and Vancouver.

THE MARITIME PROVINCES. — PACIFIC COAST.
VIA MONTREAL, OTTAWA, PORT ARTHUR, FORT WILLIAM.

Lv Montreal	6.10 p.m.	E.T.	Tu.	W.	Th.	Fri.	Sa.	Su.	..
Ar Ottawa	9.30 p.m.	..	Th.	..	Sa.	..	M.	..	..
Ar Port Arthur	7.15 a.m.	..	..	..	..	..	..	..	..
Lv Fort William	7.05 a.m.	C.T.	..	..	..	..	..	..	..
Ar Winnipeg	9.45 p.m.	..	..	..	Tu.	..	Th.	..	..
Ar Vancouver	9.00 a.m.	P.T.	Su.	..	..	..	..	..	..
Ar Victoria	3.00 p.m.	..	..	..	..	..	..	..	..

TRAIN EQUIPMENT.—Standard sleeping and dining cars between Sydney, Halifax, Moncton and Montreal—Montreal and Winnipeg. Cafe Parlor car between Montreal and Sudbury. Observation car between Montreal and Winnipeg.

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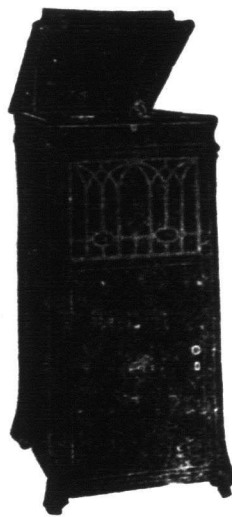
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