

PAGES

MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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The Educational Review is published eleven months in the year — on or before the first of each month, except July.

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

MECHANICAL v. PROGRESSIVE METHODS.

In the October number of the REVIEW, a short editorial appeared regarding teachers taking an active interest in the lives of their pupils, and questions which might lead to the teachers considering the subject of making allowance for certain of their charges, were raised.

Since publication of the said article many opinions have been passed, as to same, by the teachers. Whilst a number acquiesced in every detail, there were a few who appeared to think that practically no instructors among children failed to note certain qualities or defects among those

under their charge, who did not make the necessary allowances.

We were most interested to know that the "Heart to Heart Talk," aroused so much interest, as we value the thoughts and criticisms of our readers.

Although by far the greater proportion of the teachers give much evidence of their knowledge of human nature, and the details regarding the lives of the individual scholar are carefully considered, there are a few teachers who show a lack of interest in both class room work and personality of those under their care. To such the editorial was written.

Is it not easy to get into a mechanical way regarding the conducting of classes; to forget the professional training, and to drop into a rut? The same applies in almost every grade of life, profession or business. Take for instance the gardener; many show a most deep and practical interest in the welfare of their gardens. From the breaking of the soil, to the opening of the bud, tenderness and care is expressed. But there are others who simply do their work in a mechanical fashion, with the pay envelope as their one interest. Possibly the former know that the more interest they take, the better results, in increasing responsibility and remuneration, while the latter feel that their situations and wages being fixed, undue exertion is unnecessary.

The teacher is in one or other of these classes. He has his choice, as to which he may be in. Is he the unambitious laborer or the one to keep abreast of modern movements and tendencies in education, who ferrets out advanced methods, up-to-date devices, etc., and who endeavors to make, not only the story hour interesting, but who transforms the most dull lesson into a time which children look forward to.

In an editorial published in "The School," it is pointed out that important positions are open to teachers of this type, good salaries are paid for this kind of work, and goes on to ask the question:

What agencies exist for the purpose of making available to teachers the newest and the best in educational progress, after they have left the training school?

There are several. This is the *raison d'être* of

every good educational magazine. It bring each month something which should serve as an inspiration to better work — and better work inevitably means a more important position and a larger salary. There may be in a teacher's journal little that can be taken into the class room and doled out second-hand to the students. The progressive teacher doesn't want that; the subject-matter of the lessons is already well known. But it will furnish inspiration and we all need that. How badly we all need it, no matter what or where we are teaching.

Then there are summer schools. The ambitious teacher will not waste the long summer vacation, when there is available a course of some kind that will mean increased efficiency and improved qualifications. The summer school movement is growing. Universities offer correspondent courses in pedagogy, in arts, in commercial work, and for normal entrance and faculty entrance certificates. The successful teacher must never cease to be a student.

There is another source of inspiration — one that, in some provinces, is almost compulsory. That is the Teachers' Convention, the Teachers' Institute. Here for two days the teacher meets other teachers, discusses problems and conditions, addresses and lectures, learns the import of new regulations, talks in corridors and elsewhere with those whose experiences are identical with his own. The informal chat and social intercourse are by no means least of the advantages to be derived from these gatherings. The teacher learns that his difficulties are not peculiar to himself, that others have exactly the same struggles. They tell how they solve theirs, he tells how he solves his. He goes back to his school, refreshed, inspired, ready for a year of enjoyable, interesting successful work.

REGARDING OUR CHRISTMAS NUMBER.

The next issue of the REVIEW will be our Christmas number, and for this we have made most elaborate preparations. Not only will it be nearly double the usual size, but it will have articles by some of the foremost educators of the Maritime Provinces, together with special contributions applicable to various departments.

Mr. Vroom's powerful paper on "The War" will be continued, the first installment of, and a most practical article on, "Primary Hand Work" will be included. "Right Methods of Reading" and a further chapter of "Commercial Art," are scheduled to appear, together with "Notes on the Junior High School," also several pages of a most practical nature for the rural teachers. A

large number of carefully chosen and helpful illustrations will assist in making the Christmas number of the EDUCATIONAL REVIEW one of the best ever published.

Special Notice.

Owing to the high cost of printing, etc., individual copies will be fifteen cents, but *no extra charge* will be made to those subscribers whose subscriptions are not more than *six months in arrears*, dating from the December issue.

We ask the co-operation of our valued readers in making known to others interested, regarding this special Christmas number of the REVIEW, and would ask those who may desire extra copies, if they will kindly let us know not later than November 20th.

This enlarged Christmas number will be included in the ordinary subscription price of \$1.00 per year, prepaid, post free, to new subscribers, if they will send in their orders not later than the above date.

We regret that owing to Professor Perry's article for November on Nature Study, having failed to reach us, same will have to be held over until next month.

TO OUR SUBSCRIBERS.

We wish to thank all those subscribers who thoughtfully acceded to our request of last month, and who have paid up their over due subscriptions, but unfortunately there are still a large number who are in arrears with same.

Please look at your wrapper labels. If the date shown is prior to the present month you are in arrears up to the corresponding month next year as all subscriptions are due in advance. We know that most have simply overlooked the matter, but would ask that you, at least, forward part of the amount due, the balance to be forwarded at a convenient time later on.

LEGAL NOTICE. — Any person who takes a paper or magazine regularly from the Post Office whether directed to his address or another, or whether he has subscribed or not, is responsible for the pay.

If you want to stop your paper, write to the publisher yourself, paying all arrears up to date of writing; do not leave it to the postmaster.

We want your most close, and valued co-operation in the publishing of the REVIEW. Apart from having your subscriptions paid in advance, we would like you to suggest improvements, forward interesting, and instructive articles, items of school news, etc. In other words we desire you, one and all, to feel that the EDUCATIONAL REVIEW continues to be what it always has been — Your Magazine.

Another important way in which you may assist, is by getting new subscribers. To encourage in this respect, we will forward the REVIEW, free for one year to any teacher who sends us in five paid new subscriptions before November 20th, or we will credit the subscription account with \$1.00 if more than that amount is owing, when the order for five new subscriptions are received.

THE WAR.

(A paper read before the Charlotte County Teacher's Institute.)

By J. VROOM.

The subject assigned to me is a difficult one for those who have to deal with it in the school room, though there is no lack of material. Books, magazines and newspapers give us an abundance of war news, more or less reliable, and of theories about the causes of the war, and guesses as to how and when it may come to an end. We may be able to sift out for ourselves from all this mass of material the important facts, and to make up our minds in respect to the probabilities; yet all the uncertainties, just because they are uncertainties, and a large part of the unquestioned facts, for various reasons, are unsuitable for use in school.

Ten years ago, some of us would have said that all war news was unsuitable, and that war should hardly be mentioned in school except as a matter of history. All of our school histories we thought needed revision, giving much less space to kings and warriors, and more to the life of the common people and to the arts of peace.

This was, indeed, the popular view in the old country, as well as in this country and the United States. I should have been almost ashamed to confess at that time that it was not my view; but I was convinced by the words of Lord Roberts and others that war would come, and that we were doing wrong to let it come and find us unprepared.

The late Dr. Hay held the same opinion; and, at his request, I undertook a series of articles in the EDUCATIONAL REVIEW, on the Centennial Anniversaries of the War of 1812, not chiefly for the purpose of teaching Canadian History, but for the purpose of teaching through the schools, as far as possible, the great danger of not being ready for war when it came. The editor of the REVIEW was not so presumptuous as to think that our little efforts could accomplish much, where the great Lord Roberts failed; but he felt it was our duty as good citizens to do what we could towards counteracting the mischievous teachings of those who opposed all preparations for war in the mistaken belief that they were thus opposing war.

Before our little series of war stories ended, the Great War came. In school or out of school, it is the one thing of greatest moment to us now, and to everyone else in the civilized world.

It is a fearful and wonderful thing to be living at the time of the greatest war that the world has ever seen; when not only the fate of nations is to be decided, but civilization itself is in danger, and can only be saved by hastening the end of the war. Peace, even the precarious peace which we sought to preserve by the worthless expedient of shutting our eyes, we can now hope to regain only by submitting to German frightfulness, as Belgium and Serbia were forced to submit, or by continuing the struggle until Germany is ready to yield. There is no middle course. We cannot secure a permanent peace, or any other peace worthy of the name, by stopping the fight and closing our eyes again. Germany expects to win, or still professes a belief that she is winning. As things stand now, she has already won in Europe, on every front, east, west and south. If we stop fighting now, and leave her victorious, she will know that she can win again by the same methods whenever she chooses to renew the war.

We may have much yet to learn about the origin of the war; but we have an authoritative statement from the United States government to the effect that in 1898 a German officer told the late Admiral Dewey about Germany's intention of conquering the world. According to his prediction, the war was to begin in about fifteen years; so in 1914, when, as the Kaiser says, Germany was attacked by her enemies, the war was one year overdue.

To get some little idea of what the war is all about, let us try to get the German point of view.

Beginning with what is most difficult for us to understand, the Germans are thoroughly convinced that they are better in every way than any other people in the world, and that therefore God is with them and whatever they do God approves. All opposition to Germany is therefore an offence against God. German *Kultur* is for the healing of the nations. All the rest of the world has gone astray, but may yet be saved by submitting to German rule. It follows, of course, that the German government is divinely appointed, and should be universal.

Let me enlarge upon this point. Germany, you must remember, is not an empire. The King of Prussia is not Emperor of Germany. He is not so called. He is called the German Emperor; which is quite a different thing. There can be only one husband in a household. There

can be only one king in a kingdom. There can be only one emperor in the world. That is the German idea. The German Emperor is the only true and the only possible emperor. Of all the powers that be, he is the only one that is ordained of God to rule in sovereignty. All others are or ought to be subordinate to him. There may be thousands of Germans, or millions of them, that are not so devout as these statements would imply; but they are all worshippers of power, and the effect is the same. This is the German spirit with which we have to contend, and with which we must contend earnestly, unflinchingly, even unto death. This is the spirit which makes Germany a menace to all the rest of the world; and a recognition of this fact alone explains why nearly all the world is united against her.

The name of Austria means Eastern Empire. The Emperor of Austria displays on his dark yellow standard a black eagle with two heads, signifying that he rules or should rule both the Eastern Empire and the Western Empire, referring, of course, to the two divisions of the Roman Empire. The Emperor of all the Russians also displayed the black two-headed eagle, meaning that when he should have established his rule in the City of Constantine he would be Emperor of the East and of the West. Even the King of Serbia displays on his banners a white double-headed eagle with the same meaning. But Germany recognizes no East and West, and her eagle has but one head.

"World power or downfall" is Germany's motto. Now she has world power almost within her reach. If she can defy the British navy, and her submarines can drive all shipping from the seas, there is no power on earth, and perhaps no possible combination of powers, that can long withstand her mighty armies and the widespread network of traitors and spies which have won for her greater victories than she has won on the field of battle.

Think, then, of the meaning of the words when you sing

"Rule Britannia, rule the waves."

Think what depends upon that rule; for the alternative unquestionably is that Britons shall be slaves. Britons shall be slaves, and with them in that servitude, sooner or later, will be every tribe and nation on the surface of the globe. Germany herself has stated the issue: "World power or downfall." Is it any wonder that the most remote nations are waking to the

danger and joining in the struggle to escape? We in Canada have done our part from the first. We must continue to do our part; and, whatever else happens, we may feel sure that the United States will stand by us with all her might, for she does not wish to see Germany gain a foothold on Canadian soil.

There is another side of German nature which is almost as difficult for us to understand as their belief in the divine mission of their rulers. You may have read the story of that visitor to the travelling show who stood for a long time watching the giraffe, and then turned away saying to himself, "There ain't no sich animal." It is hard for us to convince ourselves that there are such men. The German government sent word to the United States that the "Lusitania" would be sunk with more than a thousand passengers on board. People did not believe it. They did not think it physically impossible; but they thought it morally impossible for such orders to be given. Yet the "Lusitania" was sunk. Do you believe it? Queen Marie, of Roumania, a granddaughter of our Queen Victoria of blessed memory, has written for us a sorrowful account of the death of her little son, who was killed by eating poisoned candy said to have been dropped from a German airplane. Do you believe that? I could repeat a hundred tales of things still more horrible, not done by irresponsible men who were beyond control, but by the best disciplined soldiers in the world and by command of their officers. Do you really believe these things that are told us, or do you only half believe them? Do you really know what it is that the Allies are fighting? No; it is all so utterly incredible that you are still saying to yourselves, "There are no such men." Yet there are such men. The slave raids are going on in Belgium today, and the wholesale murders in Syria, the sinking of neutral ships, and all the premeditated frightfulness of German warfare. While men exist who can give such orders, and men who can obey them, the world must unite against them.

Our red man of two hundred years ago believed in a policy of frightfulness, yet we call him the noble savage. Noble he was by comparison. In all the stories you have ever read of the old French and Indian wars, there was no mention of a red man illtreating a woman who was taken captive. The name of savage, if it belonged of right to the native American, is too good

for the German soldier of to-day. He kills to satisfy the lust of killing. He lays waste and destroys for the love of destruction, and defiles in nameless ways all precious things which he cannot break or carry away. In all the world, for generations to come, the German will be despised.

How much of all this may you tell to your children in school? Nothing at all. Still something about the war is to be taught and should be taught in school. What shall it be?

Perhaps most of us when we were young have sometimes indulged a little ill feeling towards our neighbors on the south of us because they were aliens, or because we thought them unfriendly, and were rather inclined to look down upon them because they were a people of a hundred millions or so, while we numbered four hundred millions; and we may discover some such feeling among our pupils. Is not this much like the feeling that we have been condemning in the Germans? Do some of our children dislike the French Canadians and the people of France because they speak French, and dislike the Italians still more because they speak Italian? In short, do we find race prejudice among them? The war brings to teachers the opportunity and the duty of correcting this in school. We are all beginning to recognize, I hope, that a British subject is a Briton in the larger sense whether he comes from the United Kingdom, from Canada, or from one of the other Dominions, or from India; whether he speaks English, French, Dutch, or some other language of which we do not even know the alphabet. We must try to extend the feeling of brotherhood, among ourselves and among our pupils, to include our Allies in France, in Italy, in Portugal, and in English-speaking America; and must learn and teach that they are in every respect as good men as we are when they are as well behaved, and better than we are when their conduct is better than ours. We must learn also that our eastern Allies, though far away and little known, the Russians, the Greeks, the Chinese, the Japanese, the Siamese, are worthy of our respect and admiration, and of the same gratitude and affection that we give to our nearer friends in the west. Against the German idea that they belong to a superior race and must subdue all others, we must place the thought that God has made of one flesh all the nations upon earth, and only the unworthy are to be despised.

Of course, we must not teach our pupils to hate the Germans. Someone has well said that we ought not to hate Germans any more than we would hate typhoid. We do not hate a pestilence or a conflagration; we only hasten to fight against it and bring it under control.

Apart from the moralities, in which I include patriotism, there are more tangible things about the war which we may take up in school. An interest in the nations with whom we are allied naturally leads to an interest in their history and geography; and a good teacher will make the most of this, even though it should lead a little beyond the requirements of the curriculum.

(Continued next month.)

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

What to do in November.

By W. CLEMENT MOORE.

(Special to the EDUCATIONAL REVIEW.)

In most sections of the United States and parts of Canada this is the finest time of the year for planting all of the Dutch bulbs for spring blooming. Start work very early in the north and plant your bulbs about six to eight inches deep.

It is better to dig up the soil to a depth of about one foot and put broken crockery or stones for drainage material at the bottom. Cover this with about five inches of soil then put in the bulbs leaving at least six inches for covering the bulbs. Among the most pleasing bulbs for planting right now, may be mentioned: Hyacinths, Darwin Tulips, Daffodils, Ranunculus, Narcissus, Freesias, Hardy Lilies.

Arrange your flower bed according to colors and it will be a great delight to the school and the community in the early spring. Bulbs may be placed about eight inches apart each way and 200 bulbs will be enough for a bed eight by ten feet which is quite large enough for any school to devote to early flowers as their season of beauty and usefulness is short.

Peonies too, should be put out at this time of the year. If you get good strong healthy roots you will be rewarded by a mass of most beautiful flowers in May and June of next year.

MANY VARIETIES: Here are some wonderful varieties: These Peonies are one and all a marked triumph of the hybridizer's skill and

patience. All will be sure to please you: Adolphe Rousseau, Albert Crousse, Auguste Villaume, Baroness Schroeder, Eugene Bigot, George Washington, Gigantea, Grandiflora, Mile. Rousseau, Mireille, Modeste Guerin, Welcome Guest.

STARTING ROSES.—Baby Rambler and other Roses can be started by making cuttings during the winter, from four to six inches long, bunching them and burying in soil where they will not be subjected to frost. Allow them up and insert in sandy soil in a somewhat shaded place. The cuttings will usually be found calloused in the spring, and will soon develop roots and begin to push out growing buds. Allow them to remain in the bed where they are inserted until autumn, or even until the following spring, unless they make a vigorous growth and you wish to have them transplanted to where they are to grow and bloom.

INSIDE WORK.—Chinese Sacred Lilies, Narcissus and Hyacinth bulbs may be put in glass dishes and grown for quick blooming by filling the dishes about half full of stones about the size of a robin's egg and covering with water, setting bulbs among the stones firmly. Bulbs planted in this manner in the house and kept in a sunny window will bloom in six or eight weeks and will be very attractive even when not blooming.

A very interesting experiment, and one that is very easy, is to take an ordinary fruit jar or large neck bottle, tie a cord around the neck and fasten a dozen or more strings to the cord and then to tack on the window casing. In the bottle or jar place a large sweet potato and in a week or so the sprouts will begin to run on the strings. In a few weeks you will have a beautiful green vine all around your window frame. I would not advise starting this, however, before the very last of November or early in December. In fact, the best results will be when the experiment is started in January after the sweet potatoes has been out of the soil for some time and has had a little rest.

For a north window, where the plants get but little sun, use Chinese Primrose, Lopsia Roses, Begonia Erfordi, Calla Lily and such bulbous plants as Hyacinths, Narcissus and Muscari. For bracket pots or for a hanging basket, Kenilworth Ivy is unsurpassed; it will grow in the most dense shade, and hang gracefully in long, leafy sprays.

QUESTIONS ON SHAKESPEARE'S JULIUS CAESAR.

BY M. WINNIFRED McGRAY.

(Special to the EDUCATIONAL REVIEW.)

1. Give Shakespeare's dates? Who was reigning in England during this period? Name some of Shakespeare's friends and contemporaries? Name some of the great events of this period?

2. From what sources did Shakespeare get his material for "Julius Caesar?" Did he adhere very closely to the text? What other plays were written by him during the period which produced "Julius Caesar?" What sort of plays are they? Account for their being written just then?

3. Name three Roman plays written by Shakespeare? Which have you read? Which do you prefer? Why? Which play might be called the sequel to Julius Caesar? Why?

4. "Sign of your profession." Explain and locate quotation. What are the signs of a carpenter, cobbler, blacksmith, soldier, etc.? Quote from "As You Like It" the signs of a school-boy, justice, lover, etc.?

5. How do Marcellus and Flavins feel towards Julius Caesar in Act I—1? Account for this feeling. Collect all the passages in the play that praise Caesar, also all that seem to ridicule him. Which predominate? What is the only way we have to measure Caesar's greatness? Does he appear in action at all?

6. "When went there by an age since the great flood. But it was famed with more than with one man?" Who says this? Is it true? Give half a dozen examples to prove the truth of your answer.

7. "Were I a common laughter," Locate and finish quotation. Was he, from what you know of him? What was Caesar's opinion of Cassius? Quote—Renounce Cassius?

8. "There was a Brutus once"—finish quotation. Who says it? For what purpose? Was he successful? Who was this other Brutus?

9. Name the conspirators against Julius Caesar. Why did the different ones join the conspiracy? Who are living at the end of the play? What time of the day did they choose to conspire? Is this customary? Why? Quote.

10. How did Lucius tell his master it was the fifteenth day of March? How did the soothsayer mention the same date to Julius Caesar? How did they say in Shakespeare's

time — What time is it? "It is three o'clock"

11. Collect the quotations in this play on sleep and on sunrise. Find companion quotations to them in other Shakesperian plays.

12. Why did Brutus object to the conspirators taking oath? Quote. Watch carefully and find the different mistakes made by Brutus? Which of the two men, Brutus or Cassius was better fitted to be the leader of a conspiracy? Why? Who was the leader? Who chose him as leader? What reasons did he give for his choice?

13. How far does Brutus trust his wife his secrets? Compare with Macbeth, also with Hotspur Percy (I Hen. IV, II 3.)

14. "When beggars die, there are no comets seen; The heavens themselves blaze forth the death of princes." Is this true? Give examples from history and from fiction. Quote from the poem "Edinburgh After Flodden"—From other poems.

15. How does Brutus misjudge Antony? Compare Caesar's opinion of Cassius with Brutus's opinion of Antony. Which man was the better reader of human character? What opinion did Cassius have of Antony? Name other men who have been misjudged as Antony was by Brutus?

16. Quote Caesar's opinion of flattery. Compare Othello II. Also Hamlet III? Find other parallel passages for yourself?

17. Explain: Mechanical naughty knave, feast of the Lupercal, ides of March, gamesome, jealous, conceited, moe, envious, humour, security, fond, bootless, prick'd, straight, itching palm, bait, drachmas, rascal counters, etc. Collect the puns in the play.

18. Compare Brutus and Antony as orators. What effect did each have on his audience?

19. Who joined Antony to divide the three-fold world among them?

20. What is this league called in history? What became of the different members of this league? Give Antony's opinion of Lepidus.

21. Quote Brutus on suicide. Also Hamlet in Act I2? How did Brutus live up to his opinion? Account for his action.

22. What happened when the wills of Antony and Octavius clashed? When the wills of Brutus and Cassius clashed? What was Cassius opinion of Octavius?

23. Who was "the last of all the Romans?" Who "gave the most unkindest cut of all?" Who was "the foremost man of all this world?"

Who is called "a peevish schoolboy?" Who is called a masker and a reveller? Who swallowed fire and died? Who never found a friend but he was true to him? Who make the last two speeches of the play? Of whom are they speaking?

24. Is there anything at all significant in the last words spoken by Brutus and by Cassius? In the appearance of Caesar's ghost in Act V?

25. Who is the hero of Julius Caesar? Account for the title of the play. Write a character sketch of Julius Caesar as shown in the play showing wherein he is boastful, superstitious, weak, strong, etc. Compare other allusions to Julius Caesar in the plays. Ham. V. 1. A. Y. L. I. V 2, II K. Hen. IV, 1. 1, K. Hen. V. 5, King Rich. III, III. 1 etc. Is there ground for such a conception of Julius Caesar's character in history?

26. "The portrait of Portia is a masterpiece." Do you agree with this? Give reasons for your opinion.

27. "None of Shakespeare's other plays is so filled with fine declamatory passages as this their dignity and stateliness are most impressive." Quote some of these passages and explain wherein lies their excellence.

28. Make a list of some of the passages or some points on which you sought for, but could not find any satisfactory explanation.

29. "Brutus and Antony are exact opposites. Brutus is a man of dreams — a failure. Antony is a man of action — a success." What is your opinion of this opinion? Write a character sketch of each of these two men showing that this statement is true.

30. Where is the climax of the play? Where is the crisis? Give reasons for placing them where you do. Explain these terms. Which scene is the most brilliant? Which the most interesting?

31. Which part would the leading lady take in the play? Which part would an Irving take? How would you recognize on the stage the following characters: Julius Caesar, Brutus, Mark Antony, Cassius, Octavius, Cicero, Cinna, Portia, Calpurnia, etc?

RE BOOK NOTES.

A large number of books and magazines have been received during the past month, but as we have had such a pressure on our space, due to institute reports, college notes, etc., in spite of the fact that this number is enlarged, we are holding the reviews over until next issue, which will be our Christmas number.

COMMERCIAL DRAWING.

SERIES OF ARTICLES ON DRAWING IN BLACK AND WHITE.

BY THE EDITOR.

[Book Rights Reserved.]

(1)

Introduction. The Ordinary Art School.
The Commencement of Illustration.
The Black and White Mediums.

The reason I had in writing this series, was because, having had a pretty varied experience of the average Art School training,—and its results,—I know that such questions as shall be discussed are not dealt with in the ordinary course of study, and because, also, the years spent preparing drawings for many of the principal magazines and newspapers, of North America, and Great Britain, have opened my eyes to the reasons why so many capable and aspiring young artists fail.

The average boy and girl are able to use the pencil during the school days, in fact in most cases, drawing is taught. In some instances, distinction diplomas are gained, and the fond parents have visions of their offspring blossoming forth into a "Dana Gibson," or a "Phil May."

No greater blunder could be made, as the average art course of the present day, would never train a pupil to prepare work which would be accepted by the modern publishers of Literature. Of course, I do not for one moment wish to discourage attendance at art schools, as up to a certain point, they are invaluable to students, particularly in the teaching of ground work, the handling of the pencil; the general lay out of the subject, the seeing of an object correctly, as to perspective, and the rudiments of light and shade, but when the aspiring young artist has completed such a course, how often he imagines that the road to success now lies unbarred before him, that the art editor is simply waiting with open arms for his "wonderful studies."

I might innumerate dozens of reasons why the ordinary Art school training does not fit the pupil for "live" work, such as the spending of days, weeks, and months in laboriously "tickling up" studies of clay fruit with such up to date materials as charcoal, and stump, the drawing and painting for weeks, from costumed and "figure" models, posed continuously in the same attitude, etc., but I shall refrain from doing so as such is a waste of valuable

time, and I know you are anxious to get down to rock bottom business.

Before referring to the materials used in modern black and white drawing, it may interest you to know that yours is the oldest art in the world, and that it dates back to the earliest of prehistoric days. It was carried out before writing was thought of. Writing grew out of illustrations—or imitations—of actual objects. Our antediluvian ancestors' illustrations were of the same type that we still find in the Egyptian hieroglyphics. In sending a message regarding a man, a figure of a man was crudely drawn; or if about a hut, a rough suggestion of the dwelling was made. Later a system of shorthand was developed, as for instance in the present Chinese lettering, two dashes, doing duty for the limbs, and another across, standing for the word "Man." A square in the same language represents a field.

With apologies for a rather lengthy introduction, let us now consider the production of modern illustrating.

THE BLACK AND WHITE MEDIUMS.

There are four different mediums in which drawings for reproduction are done:

The first is.—

Pen and Ink the most generally used, because pen drawings can more easily be reproduced, on almost any class of paper. The second medium is:—

Wash Drawing, which is practically water color drawing, with lamp black substituted for color. The third is.—

Body Color, which is really a mixture of Chinese white with lamp black, and lastly.—

Black and White Oils, which many successful illustrators have found most useful. This medium, however, might well be left alone by the young and inexperienced artist, until, a thorough study of the other materials has been given.

I may also mention that Charcoal and Pencil play no small part in many of the drawings published in the present up to date magazines.

MATERIALS FOR PEN DRAWING.

There are only four things necessary—that is besides the rather indispensable qualifications, ability for the making of a pen drawing,—a piece of white paper, and H. B. lead pencil (including a sharp knife and a rubber), a pen, and a bottle of ink.

About the best ink to use, is Higgins Drawing

Ink, which dries perfectly black. For making alterations and corrections, have a bottle of "Blanc' d'Argent" handy, for use with a small brush, after your pen-work is completed. Always use a hard pen, such as Gillotts No. 303. (I shall refer to other broader pens later).

Bristol, or Superfine boards, with a perfectly white hard surface are the best and a handy sketching book should always be carried, so that you may jot down sketches whenever possible, and thus train your hand to the rapid use of the pencil and pen.

Having laid in a stock (not expensive) of the above materials you are now ready for work.

(To be continued next month.)

COURSES OF STUDY IN THE JUNIOR HIGH SCHOOL, ETC.

(Concluded from last month.)

Of course before one can teach conversational French one must have a more thorough knowledge of the subject than is included in the Ontario High School Grammar.

How, then, can we learn to speak a Foreign language ourselves? For if we aim to acquire motor control of our own voice-boxes before we try to force it down the pharynxes of our pupils it might be a wise and expedient acquisition. Of course the ideal method would be to listen to the conversation of a native of the country, or language of which we are studying. If this is impossible the following method has been considered and adopted. First, study the anatomy of the organs of speech, and the formation of sounds; then acquire a list of the elemental sounds of the language — which, of course, will not necessarily be the alphabet; next, represent the sounds in terms of the alphabet with additional symbols and discritical marks where necessary; and lastly, practice in the formation and utterance of these sounds.

It is surely not out of place to mention in this connection what we all realize, namely, the crying need of teaching Public and Junior High School English in the very lines laid down for work with a foreign language.

If this were done systematically we would not find the harsh, shrill, nasal tones, the faulty pronunciation and worse enunciation which are at present a bye-word in Canadian Public and High schools. It is only a question of obtaining motor control, through imitation, through constant coaching, through analysis of the complex art of speech into elemental sounds; and, having done all this, through careful and

thorough practise. Speech is the one subject in the school course which is absolutely, intensely practical for every individual. And again, how can we teach what we have not learned? Only, if one may use an Hibernianism, by learning it. Then perhaps we would no longer hear in the streets, on the playground, even in the school-room, such atrocities as "noos," "dooty," "heighth," "mischeevous," etc., ad infinitum. The English Language has maintained its dignified existence for upwards of a thousand years, are we doing our part to bear on our heritage unspotted or do we permit it to degenerate into the slang of the slums, with the accent of "down East farmer?" The language of today is the father of the language of tomorrow, our grandparents shudder at the phrases that drop from our lips; what about fifty years from now, shall we do the same? The decision as to whether we shall or not is in the vernacular largely "up to us."

PRINTING THE ALPHABET.

Teach your pupils to print the letters correctly and to know how to combine the capital and small letters in a printed word. An exceedingly common mistake in printing, even with grown-up people, is to mingle capital letters with the letters in the body of the word; as, MaRgaret, JaMes.

Observe carefully the characteristics of capitals and small letters. Print these on the board occasionally and point out the differences:

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Which of the small letters are as tall as the capitals? Which small letters are built upon a straight line? In which do the curves prevail?

With older classes occasionally insist upon the printing of titles of themes, to see whether the pupils practice the proper use of capitals and small letters. Ask them to hand in at the end of a month a hand-printed list of the titles of books read during the month, with the author's name for each, as follows:

Kipling: Just-So Stories
Stevenson: Treasure Island
Cooper: The Spy
Mark Twain: Tom Sawyer

To quicken observation suggest that your classes collect different kinds of printed letters, various styles (old English, etc.) After these are handed in, arrange them on a sheet of cardboard in groups, so that pupils can make their own comparisons.

FOR FRIDAY AFTERNOON.

THE CHICKADEE'S STORY.

BY ETHEL J. COSSITT.

(Special to the EDUCATIONAL REVIEW.)

You all know me when you see me or hear me, for I always wear my beautiful black cap, and my nice white shirt front, and I always tell you my name when I sing Chickadee-dee-dee-dee-dee.

In summer my wife and I have a nest in a stump or in a hole in a tree, but in winter a good many of us stay in one place so that we will be warmer.

During the day, we fly about looking for food and you see us on branches of trees hunting for eggs. Did you know there were millions of insect eggs, on trees, mostly hidden under the bark? The mother insect laid them there last autumn, so that they would hatch out when the warm weather of spring comes again. But if they were to hatch out into grubs or caterpillars, they would eat a lot of green leaves and buds and blossoms from the beautiful trees. So we think it quite right to get them for our food, and you don't know how nice they taste.

Do you wonder how we keep warm in the cold winter? That is a very wonderful thing. So long as we can find plenty of food, we can keep nice and warm in our feather suits, but when we cannot find enough to eat, we are often very cold—so cold that many little birds die every winter.

I had a very hard time last winter. Before the snow came, I found lots of eggs, and was warm and happy all the time, but one morning in February I awoke to find the world a very strange place. It had rained in the night and then turned suddenly cold, and every tree and twig was covered with shining ice. The sun shone out a little, and they did look so pretty. I sang my nicest song, and flew out to look for some breakfast.

I tried one tree but the ice was so hard, I could not get an egg. I tried some more and they were all alike. I flew all around and met many other birds, but they were all very hungry and cold. The sun had gone under a cloud and the north wind blew fiercely. At noon I found one little place where the wind had broken a bit of the ice from a branch, and I found just a little food.

That night I went to bed without any supper, and I could sleep only a little, I was so cold.

Next morning I tried again to find some food, but the ice was still on the trees, and I began to feel very tired and queer. I managed to fly to a new place,—a big tree quite close to a house, and there I found the strangest things.

Fastened to a limb of the tree by a cord was a big white ball which swayed back and forth in the wind. I watched a minute, then I lit on the ball and took a little pick at it with my stiff bill. The first taste was so good that I took another—another and another. It was soft and easy to pick off, and I ate till my stomach was full. In a minute I felt stronger and warmer, and the queer feeling left my head.

When I had enough breakfast, I looked around me—and, fastened to the tree trunk, I saw a pretty little house with a round door just big enough for a bird of my size—and a nice perch in front. I peeped in that door, and was so surprised I nearly fell off the perch, for cuddled close together in that house were two chickadees, a mithatch and two strangers. They were so warm, they hadn't waked up yet.

Then I heard a sound below and on a shelf swung from the lowest branch, were two sparrows, eating crumbs. I felt so much better that I sang a soft chickadee-dee-dee. Then the sleepy fellows in the house awoke and came out, and what a jolly time we had.

After they were all satisfied and the strangers had gone, I asked a chickadee, what was the name of the nice white food. He said, Why that's suet, don't *you* know? The children from the big house keep some here all the time, for us and some crumbs and seeds on that shelf below, for those who like that kind of food. They put up the little house here too. It is a very warm place and I often spend a night here with the others. There come the children now, Chickadee-dee-dee-dee-dee."

I flew quickly up out of the way, but my new friend was not a bit frightened. The little girl held out her hand and he lit on one of her fingers, I shivered, I was so alarmed for him. but all the birds stayed quite near and did not mind the children at all.

When they were called away to their breakfast, my friend said I am glad you found us, for there is always plenty of food for us all—but do be careful to keep out of reach of the cat.

I have been there many times since, and always find a good meal. This morning, I

ventured to hop on the tip of the little girl's thumb for a minute. Then I flew to the tree and sang to her.

Now it is spring, and we find plenty of food — but next winter won't you all remember to put out some suet and crumbs! Chickadee-dee-dee.

FROM HERE AND THERE.

DR. BREWER'S NEW APPOINTMENT.

Dr. John M. Brewer, of Harvard University, has been appointed head of the Department of Education of the Los Angeles Teachers' College.

CONFERENCE AT EXETER, ENGLAND.

A largely attended conference on "Secondary Education in Relation to Practical Needs" was held at University College, Exeter, on June 15. As reported in the London "Times," the discussion was opened by Sir William Mather, who referred to the neglect of secondary education hitherto in England and Wales, with the result that the spread of technical education among the working classes had been greatly retarded. He advocated a drastic reduction in the size of classes, a permanent Minister of Education, a much greater provision of secondary schools, and free, compulsory, part-time education up to the age of eighteen, the onus of ensuring this to be placed on the employer. Dr. Alex. Hill, principal of Hartley College, Southampton, emphasized the increase in the demand for secondary education as one of the results of the war, and contrasted the American belief in vocational training as the foundation of all education with the view of the working classes in England, who demanded for their children not vocational education but the same kind of intellectual and spiritual training which those in a more fortunate position were accustomed to expect. Subsequent speakers urged the need of a better provision of maintenance allowances for bright children, and a representative of organized labor from Plymouth demanded compulsory, full-time, non-vocational education for all children up to the age of sixteen.

BOMBS DROPPED ON SCHOOL CHILDREN.

In the raid by German aeroplanes which took place over London shortly before noon on June 13, an East-end school under the London County Council was bombed, and eighteen children, most of them under six, were killed, and many injured. We learn from the account in the London "Times" that the two teachers entrusted with the care of the children had practically finished giving lessons. Suddenly there was a noise as of something crashing through the roof immediately overhead, and in an instant a huge bomb fell in the midst of the babies and exploded with terrific force. The room, which measured about twelve yards by eight yards, was partially divided by a small partition, and not one of the children escaped. Several were buried entirely beneath the avalanche of debris. Scarcely anything remained intact, a considerable quantity of the school furniture being reduced to matchwood. A basin-shaped hole, some six feet in diameter, was made in the ground to a depth of several feet, while very little of the wood-paved floor and its concrete foundation remained undisturbed. A large portion of the ceiling was blown away, and a good deal of damage was done to the room immediately

above, occupied by a class of boys, one of whom was killed. On the top floor, where a number of girls were being taught, one of the occupants of the class was killed at her desk by the falling bomb. The school caretaker, whose little boy was amongst those killed outright, and the two women teachers, both of whom had a narrow escape, together with many other helpers who had rushed to the scene of the catastrophe, rendered splendid service in extricating the dead and wounded children from the ruins, and soon there were many ambulances available to convey the sufferers to hospital. The two teachers are Mrs. Middleton and Miss Watkins.

MEDICAL INSPECTION OF SCHOOL CHILDREN IN LIVERPOOL.

The medical officer to the education authority, Dr. E. W. Hope, has published the report of the medical inspection of school children for 1916. According to an abstract in the "British Medical Journal" the examination was confined to entrants and leavers; owing to the war the examination of the intermediate group at the age of eight had to be relinquished. The number of children attending school in 1916 was 136,575; the average attendance was 118,788. The ratio was in 1916, 87.0 per cent, as compared with 87.4 per cent in 1915. The total number of children inspected was 32,372, and, in addition, 9,762 special cases presenting defects were medically examined at the request of head teachers. School nurses are employed to attend at the clinics, and to visit certain of the schools with the object of promoting cleanliness and tidiness, and women sanitary inspectors visit the homes of neglected children and of children suffering from medical defects that are being treated at home.

A SCIENTIFIC LABORATORY TWO MILES IN THE AIR.

Since the closing of the little meteorological station which Harvard University once maintained at the top of El Misti, Peru, and the destruction by Alpine storms (perhaps aided by an earthquake) of Janssen's famous solar observatory at the summit of Mont Blanc, the loftiest scientific establishment in the world is probably the observatory on Monte Rosa, the second highest summit of the Alps, 14,960 feet above sea-level.

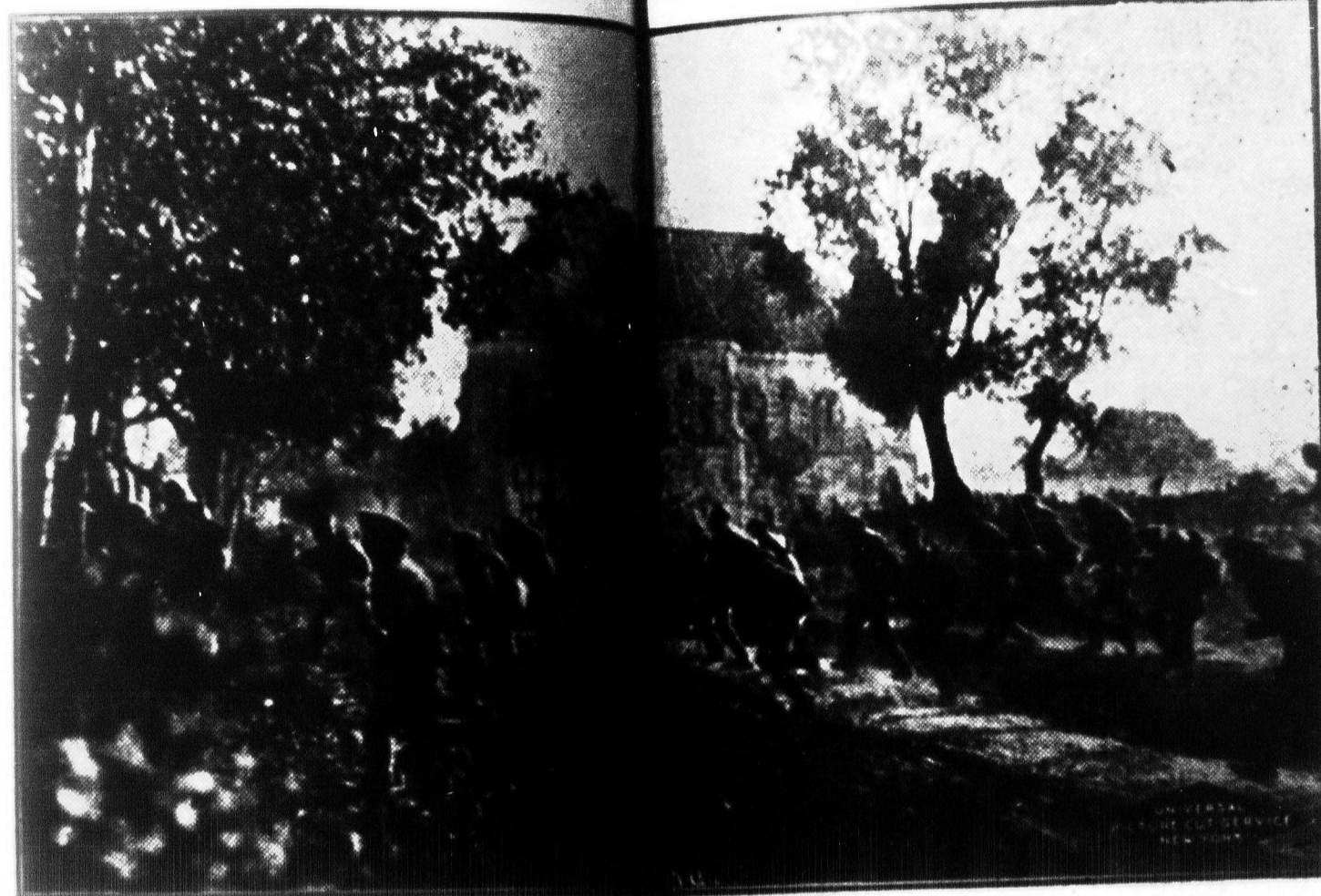
The Monte Rosa observatory is also known as the Regina Margherita Cabin. It is really an outpost of a much larger establishment, situated at a lower altitude on the same mountain (at the Col d'Olen), and both institutions are called officially the Angelo Mosso Scientific Laboratories. They are maintained by international co-operation, each co-operating country being entitled to keep one investigator at the laboratories for every 5,000 francs contributed to the joint fund.

FOR NOVEMBER.

SCRIPTURAL READINGS.

- | | |
|--------------------------|-------------------------------|
| 1. Acts ii, 1-24, 37-47. | 1. Hebrews i; ii, 1-4. |
| 2. Acts iii. | 2. Hebrews xi, 1-10, 32-40. |
| 3. Acts v, 12-42. | 3. 1 John i; ii, 1-11. |
| 4. Acts ix, 1-22. | 4. 1 John iii. |
| 5. Acts x, 1-35. | 5. 1 John iv, 7-21; v, 10-15. |
| 1. Ephesians i. | 1. Joshua i. |
| 2. Ephesians ii. | 2. Joshua iv. |
| 3. Ephesians iii. | 3. Joshua vi, 1-20. |
| 4. Ephesians iv. | 4. Joshua xxiii. |
| 5. Ephesians vi, 1-20. | 5. Joshua xxiv, 1-25. |

A PAGE OF NEWS PICTURES
Especially adapted for use in the Class Room as a means of illustrating the current topics of the day



BEAUTIFUL FRENCH CHATEAU DESTROYED.

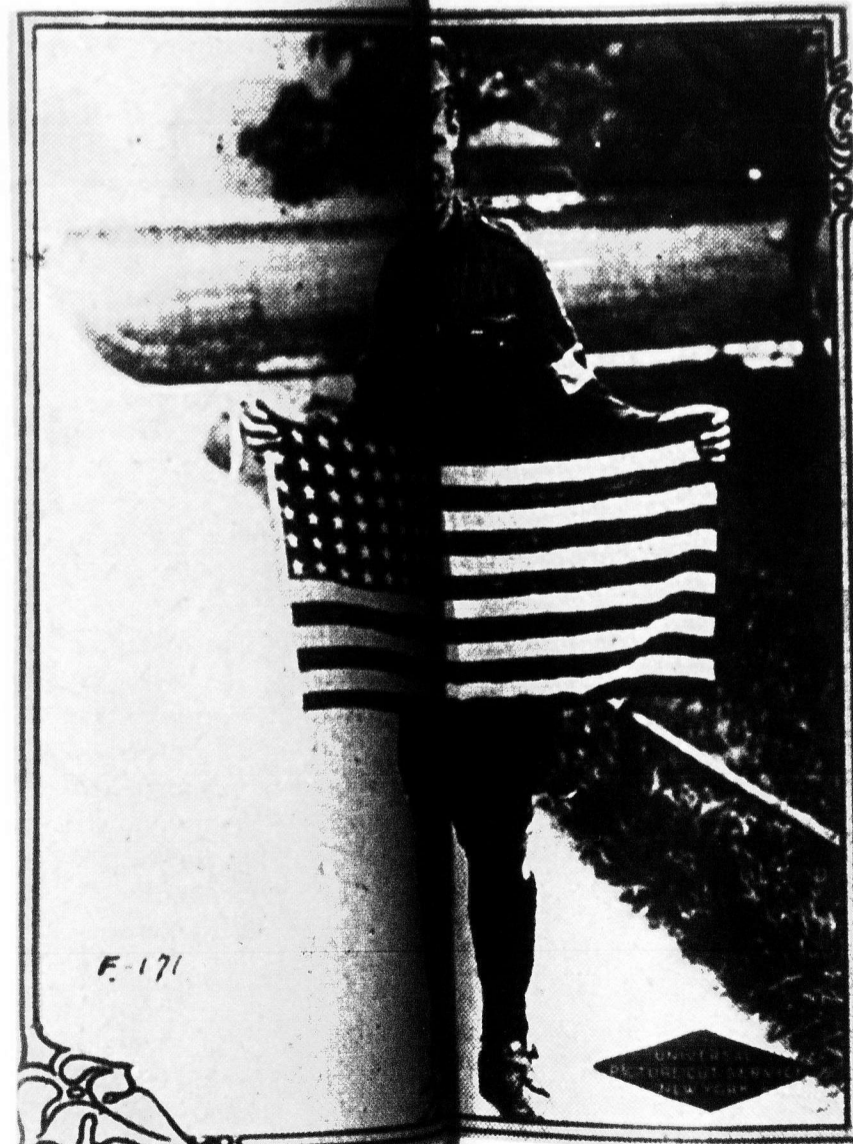
Top Left.—The ravages of war can never be effaced from this beautiful French chateau at Plessis de Roye. The magnificent specimens of renaissance architecture was directly in the path of the battle.

RUSSIANS IN FLIGHT

Top Centre.—Here is a truly remarkable photograph, published for the first time in New Brunswick, depicting the flight of the Russian infantry following an alarm that the German cavalry had broken through the last defences and was preparing to annihilate any and all Russians who bore resemblance to soldiers.

BACK TO 'BLIGHTY'

Top Right.—Men who have done their bit, convalescing somewhere in the British Isles.



"BATTALION OF DEATH."

Left Bottom.—Russia's fighting women are one of the most remarkable products of the revolution. Girls of all classes have enlisted in the ranks of what they have named the "Battalion of Death," and the wonderful story of how they fought the Germans while men retreated has already been told.

AMERICAN FLAG IN BATTLE.

Centre Bottom.—Photo shows W. G. Clancy, a Texan and gunner in the British Royal Field Artillery, with the American flag which he carried over the top of Vimy Ridge. Clancy is permitted to wear a small American flag on his arm.

ALLIED LEADERS CONFER.

Right Bottom.—Left to Right.—M. Thomas of the French cabinet, Gen. Sir Douglas Haig, the noted British commander, Marshall Joffre, the beloved French leader, and Premier Lloyd George in a spirited conference on the Western front.



THE RED CROSS BADGE.

PLAYLET BY J. LEAVITT.

(Special to the EDUCATIONAL REVIEW.)

CHARACTERS:

SWISS BOY SOLDIERS.

DUFOUR.

SWISS MAIDS.

RED CROSS NURSES.

DUNANT.

(Soldier Boys standing at ease, as curtain rises.)

"Soldier boys, soldier boys,
In Switzerland our home,
We stand at ease and if you please,
We have no wish to roam."

"Soldier boys, soldier boys,
This hilly land is ours,
We are at war, but as of yore,
We fear no foreign powers."

(Bugle call — shoulder arms.)

"Soldier boys, soldier boys,
Our captain, we'll obey,
The call has come the march begun,
We never will delay."

(Boys march off, and Dunant, Dufour, and staff appear.)

DUNANT: You must know there are not enough doctors and nurses to look after the wounded.

DUFOUR: You are quite right, the men are dying through lack of care.

DUNANT: I've thought of a plan.

DUFOUR: I'm interested, what is it?

DUNANT: I propose that we invite every nation to send representatives to Geneva to talk it over.

DUFOUR: Excellent plan that, we will do it after peace has been declared. This present battle must end the war.

(Enter maids.)

Together:

"Seven little maids are we,
We'd like to help, you see
We know not how to use a gun,
But let us nurses be."

"The sentries have returned to say,
The battle's all but won,
The list of wounded grows and grows,
Oh dear, what can be done?"

DUNANT:

"We will accept your help indeed,
Inadequate though it be,
We've need of every kind of aid,
So come along with me."

(End of scene one.)

Little Swiss maids, who offered their services in 1859 are now trained nurses.

Nurses:

"Ten years have passed since Dunant's plan,
Was first brought forth to light,
For five years we have been at peace,
With all the world so bright."

"In 1865, was passed,
A treaty world — wide famed,
Twelve nations entered into it,
Geneva it was named."

"In times of war, the treaty read,
All medical aid must be,
Distinguished by a straight red cross,
To assure neutrality."

"In times of peace the nations must,
Prepare for times of war,
All gifts of any kind must be,
Secured and kept in store."

"Switzerland's flag reversed shall be,
A badge of brotherhood,
And neutral may it always prove,
A sign of all that's good."

(Exit nurses.)

The Flag drill in the December, 1916, REVIEW can be substituted. Use red cross flags. Flag Building, twenty-eight children in white, and twenty-eight in red. You could use eight white and eight red. The cross would then be only one girl deep. The children who are extra in the constructing of each cross are to come in at the back and hold up two letters composing the flag's name. When the children have been formed into position of flag, those in front sit down, second row kneels and last stand.

SUGGESTIONS FOR COSTUMES.

Soldier boys could wear paper hats, after the fashion of Napoleon hats. Swiss maids need only wear Swiss caps and perhaps aprons. The trained nurses costume needs no suggestions. Dunant and Dufour could wear caps and soldier hats and Dufour might carry a paper sword. The soldier boys might include belts and paper sheath knives in their costume.

TWO-THIRDS OF CANADA FOR TIMBER CROPS.

One of the surprises to those visiting Europe in peace times is the method by which all lands are carefully examined and put to work according to their capacity. No farmer is permitted to locate on non-agricultural soil, and at the same time, good farming soil cannot be retained under such a crop as timber. Canada has only made a beginning at applying such a policy of business efficiency in the use of the nation's natural resources. Thousands of farmers are today tied to farms that produce only a few dollars an acre, their efforts and ambitions, practically wasted in a time when man-power is at a high premium. Taking the whole of Canada's area, more than two-thirds will never produce field crops, and the bulk of the two-thirds will prove profitable under only one crop, namely timber.

All efforts for the protection of the forests against fire and other forms of needless waste aim to keep in a productive condition those millions of acres that can never grow field crops. Canada holds a tremendous national advantage in her forests, but from the beginning of the last century about two-thirds of the original inheritance has been destroyed by fires. Nearly all modern countries have put an end to forest fires by carefully organized protective systems.

TEACHERS' INSTITUTES.

CHARLOTTE COUNTY TEACHERS' INSTITUTE.

The Thirty-first session of the Charlotte County Teachers' Institute was opened in the Assembly room of the Prince Arthur School at 2.00 p. m. on Thursday, September 27, with Miss Edna A. Giberson the president in the chair.

Enrolment was proceeded with, the fee being fixed at 50 cents for men and 25 cents for the ladies, and eighty-five members became enrolled.

A nominatory committee was appointed consisting of A. B. Brooks, St. George; Miss Etta E. DeWolfe, St. Stephen, and Miss Annie Richardson, St. Andrews.

The audit committee was composed of L. A. Gilbert, St. Stephen, Miss Florence A. Osborne, Milltown and Miss Edith B. Lank, Wilson's Beach.

The president, Miss Giberson, delivered an excellent opening address, welcoming the teachers to St. Andrews and making many valuable suggestions which if acted upon would be of much benefit to the members of the Institute.

Miss Giberson strongly recommended the formation of a Teachers' Association which would if properly organized and adhered to would greatly advance the interests of the teachers and of Education generally.

Inspector McLean also addressed the Institute in his usual helpful way; and an address was also delivered by Principal Gilbert, of St. Stephen.

The afternoon session was opened at 2 o'clock, when seven more members enrolled having arrived on the noon train.

A resolution committee was appointed to draft a resolution in regard to the formation of a Teacher's Association and submit it at Friday's session. The committee was composed of L. A. Gilbert, St. Stephen; H. C. Titus, Milltown; A. B. Brook, St. George; Miss McCaffrey, St. Andrews and Miss Gertrude C. Coughlin, Milltown.

An interesting and instructive Paper on Nature Study — School gardens was read by Miss Gertrude C. Coughlin. This subject was discussed by A. B. Brooks, Inspector McLean, Miss Annie L. Richardson and others who expressed themselves as greatly benefited by Miss Coughlin's helpful suggestions.

Miss Florence A. Osborne gave an admirable paper on Primary Hand Work. This paper will be published in installments in the REVIEW. This subject was discussed by Miss Shaw, Miss Ella Veazey, Inspector McLean and others and proved to be a most interesting subject.

At the close of this session a number of autos were in waiting to take the members of the Institute on an outing and view the beautiful scenery about the historic town.

On Thursday evening a Public Meeting was held in the Assembly Room of the School, Dr. Wallace Broad, Chairman of the St. Andrews School Board, presiding. His Honor, Lieutenant-Governor G. W. Ganong was present and addressed the meeting in most eloquent and inspiring terms.

The third session of the Charlotte County Teachers' Institute convened at Prince Arthur School, on Friday morning, September 28, 1917, at 9 a. m.

A paper on English Composition Grades 6, 7 and 8, was read by Miss Sarah McCaffrey, of the St. Andrews teach-

ing staff, which was discussed by Miss Gertrude Coughlin and others. This was followed by a paper on writing by Miss Hellen Young, Bocabec, which was greatly appreciated. Miss Emma Veazey opened the discussion which followed.

An interesting paper on the war which is published in part in another section of this REVIEW and which will be continued until concluded was read by Mr. Jas. Vroom, M. A., Secretary of the St. Stephen School Board. On motion it was decided to submit this paper to the EDUCATIONAL REVIEW for publication, in order that the teachers might give it more careful study.

At the close of this session, a resolution was submitted by L. A. Gilbert, St. Stephen, and eleven delegates were elected to attend the Maritime Teachers' Convention in 1918 to bring before the teachers of New Brunswick the idea of a Teacher's Association.

The fourth session was opened at 2 p. m. At this meeting a most excellent paper on Reading was given by Miss Margaret Lynds, Instructor Provincial Normal School, and demonstrated by a lesson to a class from the Institute. This proved most valuable and suggestive.

A paper by Principal L. A. Gilbert on High School mathematics followed and was discussed by James Vroom and Inspector McLean.

The reports of the Audit and Nominating Committees were accepted and the following officers were elected: President, L. A. Gilbert, St. Stephen; Vice-President, Iva B. Smith, St. George; Secretary-Treasurer, Edith B. Lank, Wilson's Beach. Additional members of Executive, Miss Ella M. Veazey, St. Stephen; Miss Laura Shaw, St. Andrews; and Miss Florence Osborne, Milltown. The time and place of next meeting were left to the Executive to decide.

A vote of thanks was rendered the car owners of St. Andrews, who entertained the teachers on Thursday afternoon; also The Women's Canadian Club and the members of the Executive for the care they had taken with arrangements to make the Institute a success.

At 4.30 p. m., the teachers were entertained at tea given by The Women's Canadian Club in All Saints School Room.

The following were enrolled as members of the Charlotte County Teachers' Institute: Lelia Armstrong, Alice A. Anderson, A. B. Brooks, Margaret A. Brooks, M. Flora Boyd, Helen B. Burnett, Grace E. Busby, Isabel St. John Bliss, M. E. Caswell, Ethel M. Craig, M. Lottie I. Craig, Grace E. Coughlin, Gertrude C. Coughlin, Louie Campbell, Etta E. DeWolfe, Margaret L. Duffy, Mrs. Maggie I. Dunbar, Lelia G. Dick, A. Eileen Enright, Nina E. Field, Geneva V. Fountain, Nellie M. Finnegan, Sarah B. Graham, Elsie P. Graham, Bernice Getchell, L. A. Gilbert, Edna L. Giberson, Elva B. Hill, Mary Hunt, Lottie B. Hart, Eula M. Hawkins, Sydney H. Harvey, Rachel C. Holt, Alice K. Hyslop, Grace M. Hyslop, Mary E. Hyslop, Winifred May Hawkins, Geneva M. Hawkins, Violet L. Hawkins, Sara E. Johnson, Cora M. Lord, Edith B. Lank, Annie M. Lawson, Gladys E. McGowan, Helena B. McComb, Olive J. Mitchell, Frances E. Murphy, Bertha McComb, Eleanor MacLay, Sarah E. McCaffrey, Margaret

M. Merrill, N. Blanche McDowell, Margaret E. McLaughlin, Sadie M. North, M. Cecelia Osborne, Florence A. Osborne, Annie L. Richardson, Vida L. Robinson, Laura Shaw, Mary L. Shepherd, Ivan B. Smith, Lena M. Shannon, Mary Shaughnessey, Frances K. Smith, Kathleen M. Simpson, Annie R. Shaw, F. O. Sullivan, Gladys M. Thompson, Inez I. Thornton, Bessie L. Thompson, Hugh C. Titus, Emma Veazey, Ella M. Veazey, Lizzie A. Wilson, Augusta B. Wade, A. G. Woodcock, Helen M. Young, Marguerite A. McDade, Hilda M. Gallagher, Mary Mitchell, Marjorie H. Brown, Grace E. Boyd, Lorena Dyer, Myrtle G. Groom, Mrs. C. S. Everett.—(St. Andrews Beacon.)

CARLETON AND VICTORIA COUNTY INSTITUTE.

The Carleton Teachers' Institute held its annual session on October 11 and 12 at Grand Falls. Ninety-two teachers enrolled, as follows:

CARLETON COUNTY.

Jean Adams, Jennie Alward, Dora Barker, Sadie Barnett, Bessie Briggs, Genevieve Brophy, Melissa Campbell, Clara Carson, May Carter, Bertha Chase, Elmer Chase, Florence Crawford, Agnes Crickard, Harriet DeLong, Jennie Dickinson, Douglas Dickson, Mary Dooley, Ola Everett, Edith Fullerton, Ruby Gans, Pauline Gray, Mae Tenderson, Bessie Hill, A. D. Jonah, Myrtle Kerr, Rowena Kinney, Lena Laverty, Myrtle Lawrence, Christine MacDougall, Louise MacDougall, Helen MacDougall, Aneta McCrea, Ethel McGillicuddy, Idella McIsaac, Rose McSheffery, Inspector Meagher, Vera Miller, Frances Milmore, Mary Milmore, Margaret Murphy, Estella O'Brien, Jennie Paget, Bessie Parent, Laura Perley, Gertrude Pickard, Thomas Pickard, Faye Plummer, Leonard Slipp, Mrs. Mary Slipp, Iva Thomas, Christina Tilley, D. W. Wallace, Mildred Williams, Kathryn Wilson, Annie Lamont, Hughina McCain.

VICTORIA COUNTY.

Sadie Bateman, Loraine Blue, Beulah Brothers, Mary Burgess, Delliah Campbell, Mrs. J. C. Carruthers, Anna Cassidy, Hazel Dickinson, Nellie Dugan, Ella Ebbett, Grace Emery, Violet Gillette, Marguerite Gillies, Katharine Gilman, Ada Graham, Katie Graham, Mary Grant, Agnes Guest, Kerr Higgins, Vivien Howlette, Freedone Hummel, Ray Kilpatrick, Frances Logan, Mary Murray, Kathleen McCluskey, Zeta McCluskey, Helen Robinson, Bessie Fraser, Sarah Stephenson, Isabel Thomas, Serene True, Minnie Walker, Katherine Whalen, Cecile Wilson, Alma Rankine.

The papers on Thursday were:—Geometry by Mr. Dyson Wallace and the Ethical Purpose of the reading lesson, by Mr. Elmer Close. In the afternoon a very enjoyable feature was a visit to the falls and wells and other points of interest, the teachers being accompanied by Dr. McIntosh, of St. John, who gave a very interesting talk on the St. John River and Grand Falls.

Thursday evening, Dr. McIntosh gave a very highly instructive illustrated lecture on The Aborigines. Miss Marie Pixie sang two solos in her usual charming manner.

On Friday the papers were:—Increased Production and the School Garden by Mr. F. A. Dixon, Assistant Director of Agriculture. The Connecting Links Between House and School, by Mrs. James E. Porter; Clear and Fluent Oral Expression, by Miss Mary Grant. These papers were all excellent and much enjoyed by the Institute.

The following officers were elected:—President, Mr. A. D. Jonah; Vice-President, Miss Isabel Thomas; Secretary-Treasurer, Miss Bessie Fraser; Assistant Secretary, Miss Frances Milmore.

Additional members of the executive Mrs. Mary Slipp, Mrs. D. W. Wallace.—(St. John Standard.)

KINGS AND QUEENS COUNTY INSTITUTE.

The thirty-fourth annual session of the Kings and Queens County Teachers' Institute, which was held in the assembly hall of the Consolidated school, Hampton, on October 11 and 12, proved to be one of the most helpful and instructive of any held in recent years.

The first session opened at 10 o'clock with the president, E. C. Rice, B. A., of Sussex, in the chair, at which interesting addresses were given by President Rice, Director R. P. Steeves and Inspector S. A. Worrell.

In the afternoon an excellent paper, on use of recreation periods, by George W. Chapman, principal of Kingston Consolidated School, gave many ideas as to the suggestions as to the proper use of these periods and the beneficial effects to both pupil and teacher arising from such uses.

Professor Keirstead, of U. N. B., was present and gave a very short address, touching upon the vast opportunities of the rural school teachers for serving their country by interesting the families in their district in the great question of food conservation.

The Institute was next divided into primary, ungraded, advanced and trustees and ratepayers sections. Excellent lessons and papers were given in all these sections, followed by discussion of the same.

The election of officers for following year resulted as follows: President, W. A. Mersereau, B. A.; Vice-President, Miss Mary Allison; Secretary-Treasurer, W. N. Biggar; additional members of executive, Miss Eleanor Dickson and Miss Mary Gamblin.

A paper on English literature by Miss Mary Allison, B. A., was full of many helpful suggestions and called forth much favorable comment from those who took part in the discussion. Another paper on rewards and punishments, by S. A. Worrell, B. A., was listened to with great interest.

At the fourth and last session Inspector Amos O'Blenes, of Moncton, was present and after a short address in which he advocated either the formation of teachers, into an association for the purpose of professional study, or where this is not convenient the systematic reading of professional work by the individual teacher. Mr. O'Blenes gave several practical lessons in methods of teaching arithmetic.

The last paper, on co-relation of subjects, by W. A. Mersereau, B. A., was full of suggestions on this subject. The Institute closed with singing of the national anthem.

Fletcher Peacock director of manual training and domestic science, was present at the third session of the institute and in a few words told the work that the Home Efficiency Club had done and expressed his pleasure that the results had been so encouraging. Mr. Peacock also solicited the interest of the teachers in this phase of his work.—(St. John Telegraph.)

CHARLOTTETOWN INSTITUTE.

The Charlottetown Teachers' Institute re-opened on Thursday, October 4th, with a good attendance. The

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in Connection with the First Reader of the
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A COMPLETE one-book course, providing simple, progressive studies of musical principles. It develops but one problem at a time, clearly enunciates the principles involved, and applies each principle in songs representing the best in music literature.

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following officers were elected for the new year: President, Mr. Francis; Vice-President, Miss Lily Taylor; Secretary, Miss A. Yeo; Program Committee, Miss McMillan, Miss Annie MacDonald, Miss Goodwin, Miss Carrie Haslam.

On Friday, Mr. Percy Pope, Assistant Receiver General read a very learned and interesting paper on "The Fundamental Note in Education." Mr. Pope proved conclusively the necessity of the "spiritual education" of the child. "You cannot banish practical religion," said Mr. Pope, "from our schools without disaster. History shows that the nation that ignores these truths must surely decay." Mr. Pope's excellent paper, was discussed by Principal J. D. Seaman and Inspector Doyle. Next followed an address by Professor McLarty in the discussion of which Mr. Lloyd Shaw and Inspector Boulter took part, followed by a very lively discussion on teachers' salaries, led by Mr. George Green, Inspector Fraser and Miss Ethel Duffy. The subject was discussed further by the Superintendent of Education, Mr. C. B. Jelly, M. E. Francis, Mr. James Larkin, Mr. Nelson McEwen and others.

The outline of the whole discussion was that a delegation consisting of Principals Seaman and Francis, Messrs. Nelson McEwen and C. B. Jelly and Miss C. C. Munn were appointed by a perfectly unanimous vote, to wait upon the Government with regard to bettering the teachers salaries by whichever means the government saw fit.

Closing Session. The Closing Session opened at one o'clock p. m., after the reports of the several committees were read and adopted the following resolution was moved by Inspector Boulter, seconded by Mr. Lloyd Shaw, and carried unanimously by a standing vote:

Resolved that we the members of the Teachers' Association of P. E. I. convey to Inspector Cain our sincere

sympathy in the sad bereavement he had in the death of his son and that this resolution be placed on our records.

Resolutions were also passed that \$13.50 per month be contributed for the support of three prisoners in Germany, and also that \$50.00 be contributed to the Red Cross Fund.

Other resolutions re Course of Studies. Text Books, age at which licenses are granted. School age of children. Session of Summer School, were also passed.

The following officers were appointed for 1917-18.

President, Mr. Lloyd Shaw; Vice-President, (Prince) Mr. C. B. Jelly, Vice-President (Queens), Miss Ethel Duffy; Vice-President (Kings), Miss Lottie Fitzgerald; Recording Secretary, Mr. Nelson McEwen; Financial Secretary, Mr. Louis Wynne (re-elected); Executive Committee, Miss C. C. Munn, Miss Fielding, Alberton, Miss Bearisto, Miss Buxton, Principal Seaman.

KENT COUNTY INSTITUTE.

The Kent County Teachers' Institute, which was held at Buctouche, October 4 and 5, was very successful. There was an enrolment of sixty teachers.

A very interesting public meeting was held in the hall Thursday evening. Hon. A. A. Dysart presided. Addresses were delivered by Professor Kierstead, of the U. N. B.; Inspector Hebert, F. Peacock, R. P. Steeves and others.

Features of the Institute were a lesson in geography by Miss Caulie McInerney, principal of the Superior school here. A paper on spelling, by Miss Emma Lanigan, of the primary department, and a paper on writing, by Miss Agnes McDonald, of the intermediate department, Miss Edith Mundle, of Upper Rexton, read a very instructive paper on composition. Miss Myriam Dysart was elected Institute president for the new year.

SCHOOL FAIRS.**MURRAY HARBOUR.**

The School Exhibition held at Murray Harbor, P. E. I., some days ago was a great success. There was a fine show of vegetables and fruit, and various other articles. The children of the four or five schools represented were greatly interested in this new venture for this locality.

PARRSBORO.

The Fourth Annual School Fair was held in the Gymnasium and Library of the High School Building on Thursday, October 4th.

The exhibits in garden stuff surpassed previous years in excellence of quality.

The display of school work was particularly good.

Over thirty dollars was distributed in prizes.

The following pupils were awarded prizes at the Halifax Exhibition this year: Hazel Harvie, cucumbers; Sadie Smith, cake; Mamie Brown, onions; Allison Smith, seed collection; Carl Mosher, native woods; D. Phinney, beans.,

ELDON.

A very successful School Fair was held at Eldon on the afternoon of October 5th. The schools taking part were Newton Cross, Point Prim, Mt. Buchanan, Lower Newton and Eldon. The day being fine a large number of the parents of the above districts were present, which is very commendable, considering the busy season. The exhibits were very creditable to the pupils of these schools and a very pleasant afternoon was spent by all present. Mr. Shaw of the Department of Agriculture was judge of the exhibits. Great credit is due Inspector Adams for the interest he takes in the schools of his inspectorate.

CRAPAUD.

Another very successful School Fair was held recently at Crapaud, in which four schools took part, namely, Tryon, Victoria, Crapaud, Lady Fane. There was a large attendance of pupils and visitors. The exhibits were all of excellent quality and all the classes were well filled. The judges were Miss Dutcher, Mrs. McLarty, Mr. J. A. Clark and Mr. J. E. McLarty. A series of sports were successfully carried out. Special races for the amusement of the younger set, and incidentally enjoyed by the older visitors, were run off by Dr. Boyyer and the two local clergymen, one of the latter winning in "one straight heat." Complimentary addresses were given by the judges, the local clergymen and others. The fair was pronounced a grand success.

HAMPTON.

The Second Annual Fair of the Hampton consolidated school was held on October 16 in the assembly hall, the exhibits surpassing both in quality and quantity those of the previous years. R. P. Steeves, director of elementary agricultural education, Sussex, was present and supervised the arrangements.

In many cases the competition proved to be so close that the judges found it very hard to come to a decision as to the prize winners. The exhibit by the home efficiency club was especially worthy of mention and must be very gratifying to those who were the promoters of this phase of the work.

The excellent manual training display also gave evidence of much careful and skilful work.

At the latter part of the afternoon director Steeves congratulated the pupils on the excellent result of their year's work and urged them to still greater achievements.

CENTREVILLE.

The School Fair held at Centreville, Bedeque, Friday, October 5, was a splendid success, seven schools took part, namely, Centreville, Central Bedeque, Lower Bedeque, North Bedeque, Searletown, Chelton and Fernwood. The teachers, Miss B. Mathieson, Miss L. Hammill, Miss A. Murphy, Miss A. Carruthers, Miss F. Mabey, Miss L. Arnett, Mr. L. Roberts, Miss Campbell and Miss Henderson deserve special credit for the way they worked in order to make the fair a success. The pupils and parents from the seven districts were nearly all in attendance besides a large number of visiting teachers and judges including, Mr. H. H. Shaw, Supt. of Education, Prof. McLarty, Prof. Blanchard, Mr. Clark, Experimental Farm, Miss Sterna, Summerside, Mr. Trueman, Truro, N. S., Mr. Tennant, Mr. Tilley and Mr. Hensley, Summerside, Mr. W. Boulter, School Inspector, and Prof. Theodore Ross, Bedeque. The display of flowers, domestic science, fancy work, fruit, vegetables and manual training might well be compared with those shown at the Provincial Exhibition. The sum of \$50 was given in prizes. During the greater part of the afternoon Prof. McLarty called off a series of sports which afforded amusement to all both old and young, followed by a parade of the school children accompanied by the Bedeque Band. The ladies of the Bedeque Red Cross served a delightful lunch which was much relished by every one. At the close complimentary addresses were delivered by Inspector Boulter and Rev. Geo. Ayers.

MOUNT STEWART.

A very successful School Fair was held at Mount Stewart on Saturday, September 22nd, in which seven of the surrounding districts took part. The large number of entries bore evidence of the keen interest taken by both parents and pupils in this, their first School Fair. The judges of the grains, vegetables and fruits were Professors McLarty and Clark, while Miss Dutcher judged the school-work, flowers and needlework.

The sports conducted on the play-ground by Inspector Cain, proved a very interesting feature, but owing to the rain they could not be carried on as long as had been expected. In the evening ribbons were awarded by Professor McLarty to the winners in the different sports.

CHARLOTTETOWN.

The teachers and pupils of the city schools are certainly to be congratulated on the splendid exhibition and school fair put on by them, October 22. The weather was ideal, pleasantly cool and invigorating, and pupils, visitors and teachers in the spirit for real enjoyment.

Addresses were given by Principal Francis, President of the Fair Committee, and Mr. James Paton, M. L. A., the latter formally opening the fair.

On the school grounds south of the college a series of games and sports were carried out under the supervision of Professor McLarty and the teachers.

In the evening a pleasant luncheon was enjoyed at the Kosey Korner by the Prince of Wales College students who had carried out the home projects in potato culture. In addition to the students there were present Prof. McLarty, Prof. Murphy, Hon. Murdock McKinnon, Inspector Cain.

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CURRENT EVENTS

Although bitter fighting has taken place on the various battle fronts during the past month, the eyes of the world have been directed more particularly to the Russian area in the Riga district. After a fierce naval battle in which, according to the latest report, the Germans appear to have suffered most. They succeeded in landing upon the Island of Oesel, at the mouth of the Gulf of Riga, and which is the key to the entrance of the Gulf of Finland.

October 4.—Three thousand prisoners were taken by the British in the drive begun east of Ypres.

The British cruiser, *Drake*, was torpedoed and sunk in shallow water off the north coast of Ireland, nineteen men were killed.

October 5.—The British continuing their advance in Flanders succeeded in capturing a position, which General Haig reported as of "Great Importance," the prisoners amounting to 4,500.

October 6.—Reports showed that the situation in Russia was again approaching Civil War.

October 7.—The Germans attacked on the French front in the Champagne district but were repulsed with considerable loss to the enemy.

October 8.—An American patrol vessel fired on an Italian submarine that failed to answer the recognition signals, two men being killed.

October 9.—London despatches report that the British and French forces in one of the greatest united drives of the war extended the gains in Flanders, greatly imperiling the German hold on the Belgian coast. Poelcappelle and St. Jean de Mangelare and Beldock, fell into the hands of the Allies.

October 10.—Kerensky appears to have the situation in Russia under his control.

Dr. Michaelis, the German Chancellor, announced at a sitting of the Reichstag, for peace, "There should be none so long as Germany's enemies demanded any German soil,

or endeavors to drive a wedge between the people and their emperor."

October 11.—Progress on the Flanders front was interfered with by Jupiter Pluvius, the rain turning the ground into a regular quag mire.

Vice-Admiral Von Capelle, the German Minister of Marine, has resigned.

October 12.—Heavy attacks by the British on a six mile front netted considerable gains. Naval aircraft bombarded several munition stations and supply depots, behind the German lines.

The Canadian Union Government held its first Cabinet Council.

October 15.—The German forces under cover, of the great array of naval crafts succeeded in landing on the Island of Oesel, and drove the Russian troops to the south-eastern section.

October 16.—The British armed mercantile cruiser, *Champagne*, was torpedoed and sunk with the loss of fifty-six men. Two hundred and fifty lives were lost by the torpedoing of the *Medie*.

A powerful Italian drive was anticipated.

October 17.—According to Germany's reports, she expects shortly to declare the coasts of the United

States, Canada and Cuba, war zones.

October 18.—A stirring message to the people was addressed by his Majesty, King George, on behalf of the British Red Cross Society, urging their unstinted financial support. In all parts of the British Empire this day was marked by a tremendous financial drive for funds, the King contributing \$50,000 to the Society.

October 19.—The Russian fleet was reported to be bottled up in Moon Sound, Moon Island being captured by the Germans.

October 20.—A United States transport on the homeward voyage was sunk, with the loss of seventy men.

London and the eastern counties of England



NEW FLANDERS BATTLE GROUND.

Map showing where Germans are carrying out evacuation plans.

————— Present battle line.
 - - - - - Indicates German second defence line.

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BRANCHES THROUGHOUT CANADA

were attacked and bombarded by zeppelins.

October 22.—Four of the zeppelins which took part in the British air raid were destroyed by the French, on their ward journey.

An attack made by two German raiders upon merchant ships convoyed by two British destroyers, resulted in the destroyers being sunk after a plucky fight, and nine merchant vessels were also sent to the bottom.

October 23.—A drive by the British and French, south of Houtholst Forest resulted in many important points being captured and held in spite of violent counter attacks.

All the Russian naval units succeeded in getting out of Moon Sound without losses, according to reports.

The Germans have landed forces on the Esthonia coast, which pressed back the Russian right wing slightly.

October 24.—While the allied troops were consolidating the recently won position in Flanders, the French forces struck a mighty blow on the German lines near Soissons, and besides some important positions falling into their hands, 8,000 captives passed through their lines to the rear.

October 25.—Latest reports show that a battle is eminent near Gorizia.

According to Berlin reports a heavy attack in which the German troops assisted the Austrians was delivered and a number of prisoners fell into the hands of the enemy.

There are indications that the whole German line on the western plateau must soon give way. A bitter struggle is now being waged for the position of Long Ridge, which is considered the corner stone of the Hindenburg line.

October 26.—The French continue their penetration of the German lines which has netted them 12,000 prisoners, and resulted in the possible capture of Laon.

It is reported that Brazil may soon enter war.

Just as we go to press news of a big German victory has startled the world. Breaking through the Italian left wing, they have swooped down unto the plains of Northern Italy, under General Von Mackensen, capturing Gorizia, other towns, 100,000 prisoners, 500 guns and worked frightful havoc.

NEWS IN BRIEF.

According to reports the situation in Ireland is most serious, the London Daily Mail declaring that an armed rebellion is threatened.

Several minor cases of mutiny has occurred in the German fleet, which may have a far-reaching effect.

The Sultan of Egypt, Hassien Kamil, has died.

There are signs that an allied army of 1,000,000 will shortly march on Constantinople.

The aggregate U. S. Loans to the Allies since the war began, is \$2,598,000,000.

Uruguay and Peru severed diplomatic relations with Germany.

The war is costing the belligerent nations of the world, \$160,000,000 per day, or \$6,500,000 per hour.

The evacuation of Reval on the Baltic has taken place.

Much success has been met with by the British troops in Mesopotamia. The Turkish forces being driven back to the Diala River, at the same points.

One thousand deaths per day from starvation is taking place among the population in the Labanon Mountains, Syria.

A memorial tablet to the late Dr. G. M. Grant, former principal of Queens University, Toronto, was unveiled in Halifax, October 24.

WHAT EVERY DISABLED SOLDIER SHOULD KNOW.

That there is no such word as "impossible" in his dictionary.
That his natural ambition to earn a good living can be fulfilled.

That he can either get rid of his disability or acquire a new ability to offset it.

That the whole object of doctors, nurses, and instructors, is to help him in doing that very thing.

That he must help them to help him.

That he will have the most careful and effectual treatment known to science.

That interesting and useful occupations form a most valuable part of the treatment in Convalescent Hospitals and Sanatoria.

That if he cannot carry out his first duty by rejoining his comrades at the front, and if there is no light duty for him with the Canadian forces overseas, he is taken home to Canada as soon as his condition and the shipping facilities make this possible.

That his strength and earning capacity will be restored there to the highest degree possible, through the Military Hospitals Commission.

That if he requires an artificial limb or kindred appliance it will be supplied free.

That every man disabled by service will receive a pension or gratuity in proportion to his disability.

That his pension cannot be reduced by his undertaking work or perfecting himself in some form of industry.

That his pay and allowances continue till he is cured or till his pension begins.

That an extra three months' pay, field pay, and separation allowance when there are dependents receiving such allowance, will be paid to all men returned from overseas and honorably discharged after at least six months' service,—with certain exceptions, such as members of the Permanent Force and Federal or Provincial Civil Service who can step right back into their old positions.

That if his disability prevents him from returning to his old work he will receive free training for a new occupation.

That his home province has a special commission to assist him in finding employment on discharge.

That hundreds of towns and villages have committees, associations, and clubs, to welcome him on arrival, and to help in securing a position for him.

That the Dominion and Provincial Governments, the municipal authorities, and all sorts of employers, give the returned soldier preference in filling vacant positions.

That the returned soldier wishing to take up land and farm it, will be helped to do so, under Federal and other settlement schemes.

That the Military Hospitals Commission exists to carry out his restoration and training in Canada.

That the Board of Pension Commissioners exists to distribute the pensions provided by his country for him and his dependents.

That the Military Hospitals Commission and the Board of Pension Commissioners are in the position of trustees, appointed for his benefit, and representing the whole people of Canada.

That, therefore, he should write direct to the Commission or the Board if he needs advice or help.

Military Hospitals Commission, 22 Victoria St., Ottawa.

Board of Pension Commissioners, Union Bank Bldg., Ottawa.

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The Heroes.....	15, 25 cents
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The Water Babies.....	25 cents
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Evangeline.....	15, 25 cents
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MACMILLAN'S Publishers of Canadian Text-Books **TORONTO**

School, College and Other Items of Interest

Ottawa, Oct. 20.—George H. Henderson, M.A., B.C., Dalhousie University, has been awarded one of the twenty studentships established by the dominion government through the honorary council for scientific and industrial research in Canada for the purpose of assisting Canadian industry.

Fredericton High school and the U. N. B. freshmen played a rugby match October 19, Fredericton high winning 18 to 6. They lost to Rothesay on October 17.

On Tuesday, October 16, Miss Blanche Bishop, M.A., of Wolfville, a prominent teacher and writer, and one of the first women to graduate from a Canadian University, passed away at the home of her father, Gustavus Bishop, at Greenwich, N. S.

Miss Bishop graduated from Acadia University in 1886. She had traveled in Europe and held important teaching positions in Moulton Teaching College, Toronto, Harding Hall, London, Ontario, and in Acadia Ladies' Seminary, Wolfville.

Capt. R. Robinson Black, Maritime Inspector and organizer of Cadet Corps, called on Superintendent Bridges of the public schools October 18, and obtained a list of applicants from city schools for the proposed cadet corps to be formed in St. John. Capt. Black then proceeded to Fredericton on Friday morning and there inspected the Normal School Cadet Corps which has been in active training since the opening of the fall term.

The report of the conference on Technical Education being held at Halifax, as we go to press, will be given in our next issue.

The educational authorities of London, Eng., closed all the London schools during the last week in October in anticipation of German raids when the moon was up again.

The night school at the Y. M. C. A. was started last Monday evening, October 15, with an enrolment of twelve. Horace Wetmore is in charge of this class, which will meet every Monday night during the winter.

The King's College Advance Movement was launched at Halifax, October 21st.

Servian Teachers and professors are now prohibited from teaching in Serbia by the German Government. All the situations in the newly opened schools are occupied by Austro-Hungarian subjects. Serbian manuals, also are prohibited, and the teaching of the German and Magyar languages is compulsory.

Registration figures at Harvard University disclose that every department except the medical has lost from 14 per cent to 78 per cent of its students because of the war. The medical department, with 374 men enrolled shows a gain of 30 students over last year.

Rev. Dr. R. Bruce Taylor, minister of St. Paul's church, Montreal, has been offered and has, it is said, accepted the position of principal and vice-chancellor of Queen's University, Kingston, Ont., in succession to the Rev. D. M. Gordon, D.D., LL. D., C.M.G., who is retiring owing to bad health. Dr. Taylor was born in Scotland, and came to Montreal in 1911.

The matter of initiation at the U. N. B., which in past years frequently was a bone of contention, again has

cropped up. In violation of the agreement made by the student body two new students were put through some form of initiation in Wilmot Park on Thursday night, September 27. News of what was done came to the ears of Chancellor Jones, and the result was that the reception for new students to have been given at the Arts Building later was cancelled by the chancellor. It is reported that future social events also are to be cancelled.

It is reported that the lady students of the university had initiation ceremonies, as well as the male students. Night gatherings for initiation are forbidden.

The difficulty at the University of New Brunswick over a point of discipline has been settled. A fine of \$25 was struck on each student. This fine has now been lowered to \$5, owing to the fact that the students have signed a document in which they express regret for what they did and promise on their honor to desist from holding such initiations in the future.

The police October 17 continued to guard four public schools on the upper east side New York where several thousand pupils went on strike as a protest against the so-called Gary system of school administration, which has been made an issue in the local mayoralty campaign.

When classes were dismissed for the day many parents of pupils were at the doors of the school houses, and the first sign of disorder brought the police, who intervened. Despite their frantic attempts to prevent arrests the police rounded up a dozen of the ringleaders.

The annual meeting of the High School Alumnae was held on Saturday evening, October 6, at the residence of Mrs. J. V. Ellis, Princess street, St. John.

Miss Jessie Lawson presided, and the secretary's report was read by Miss Laura Miles in the absence of Miss Vivian Freeze. The record of the year's work showed many patriotic efforts carried out by this society, which is most creditable, as almost all its members belong to other societies which are carrying on the same sort of work. The alumnae has done all in its power to keep up the interest of those who have attended the St. John High School in that institution, and they are desirous of helping those who are at present students there.

The election of officers resulted as follows:

Hon. President, Mrs. H. Lawrence; president, Miss Jessie Lawson; 1st vice-president, Miss Alice Walker; 2nd vice-president, Mrs. W. H. Shaw; secretary, Miss Helen Corbett; treasurer, Mr. John Jordan. Additional members of the executive, Miss M. Manning, Miss Hazel Smith, Miss M. Ward, Miss L. Myles.

The following young ladies, students of St. Michael's Academy, were successful candidates in the examinations in stenography held at the close of the school term, and have just been awarded diplomas from the Isaac Pitman Phonetic Institute, Bath, England:

Superior class — Misses Mattie Cyr, Eva Croft, Hazel Staples, Margaret Keenan, Mary King, Kathleen Barry and Annie McDonald.

First class — Misses Victoria Staples, Vennie Baker, Rita Bijou, Hazel Sullivan, Yvonne Sirois, Florence Currie and Mary Hutchison.

Miss Mary A. Gillen, B.A., daughter of Mrs. P. Gillen

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fo Woodstock, has been appointed principal of the new Gerrard street school at Campbellton, N. B., and Miss Ida Jacques, daughter of Mrs. Howe Jacques, has accepted the principalship of an eight-room school in Medford, Mass.

An enthusiastic meeting of the Society of King's College Law School was held recently in the Equity Court room, St. John, in the Pugsley building.

Edgar Trueman, who has been for the last few years one of the editors of the King's College Record, a periodical published in Windsor by the undergraduates of King's, spoke on the matter of a closer relationship with King's College, Windsor. The same sentiments were voiced by all the members.

On motion of A. W. Carton, '19, of Fairville, W. E. McMonagle, of Windsor, N. S., '18, was elected president of the society with Lawrence Manning, Vice-President; Joseph Melliday, Secretary-Treasurer; and Edgar Trueman, Associate Editor of the King's College Record.

The opening of King's College Law School was held in the equity court chambers, St. John, October 15, Chief Justice McKeown, the new dean, presiding. The chief justice addressed the new students, who are few in number this year on account of war conditions, and referred to the schedule of lectures which was given out last night. He made reference to the two new members on the staff, Dr. W. W. White and Mr. Lewin and to the death of one of the institution's most honored lecturers, Dr. Thomas Dyson Walker.

At a meeting of the School Commissioners, held recently

in Truro, the resignation of Miss Dorothy Waddell, as Principal of the Truro Kindergarten was accepted.

Miss Myrta Lodge was appointed to the Principalship at a salary of \$600.00 a year.

Miss Iona Hay was appointed to the Kindergarten at the Willow street School at the regular schedule salary.

At the meeting of the St. John school board Oct. 15, it was decided to allow the Boy Scouts to absent themselves from school on Thursday, October 18, in order to canvas homes of the city for money for the British Red Cross. It was also decided by the board to allow money to be collected in the schools on the same day for the British Red Cross fund. \$794.16 was collected.

The attention of the board was called to the fact that the percentage of enrollment in the schools at present is 94.50 per cent, and that this percentage was not equalled by the schools of any city in America. The total enrollment was 7,965, while the average daily attendance was 7,527.

A delegation, composed of F. A. Dykeman and C. B. Allan, represented the local branch of the British Red Cross at the meeting. Mr. Dykeman said that all were acquainted with the effort that is being made in the city to raise \$25,000 for the British Red Cross.

An application for a position on the teaching staff from Miss Dora Corbet was referred to the teachers' committee.

A letter from the teaching staff of the Victoria school was next read, stating that during one term of 119 days last winter, on one of these days the heat was shut off

and they were forced to dismiss the students, and that when they received their checks they were only paid for 118 days. They requested that this be considered by the board. The matter was referred to Dr. Bridges.

During the evening the report of Truant Officer McMann was read. It stated that there were eighty-five irregular students and six truants.

Fritz Johansen of Copenhagen, Canadian Field Naturalist with the Stephenson expedition, for two years in the Arctic region, visited Fredericton, the guest of Dr. and Mrs. Cox, St. John street.

Frederick Henry Sykes, widely known as an educator, both in United States and in Canada, died suddenly at his home Cambridge, Mass., October 14. In 1913 he became president of the Connecticut College for Women at New London, resigning last year to go to Cambridge where he had planned to devote himself to literary work. He was born at Queenville, Ont., in 1863.

Miss Wilson, a graduate of the Provincial Normal School at Fredericton and Cambridge, Mass., Normal School, has joined the Eastport teaching staff.

The University of New Brunswick Contingent, Canadian Officers' Training Corps, offers an opportunity to all, who may desire, to take advantage of a course in military training. The regulation provides that membership to the training school is open to young men, outside of the student body, who are desirous of gaining certificate of proficiency obtainable in the Canadian Officers' Training Corps. Application for admission and particulars may be obtained from Prof. Adam Cameron, of the University staff.

According to reports the later opening of the St. John schools proved a success; the attendance being 94.50 per cent instead of 91.56 per cent.

The annual meeting of the Natural History Society was held October 16, in St. John. The president, James A. Estey, was in the chair. The reading of the year's report showed the membership to be nearly five hundred.

Reports from the Ladies' Association were presented by the president, Mrs. John A. McAvity. Miss Grace Leavitt, treasurer of the Ladies' Association, presented her report and Mrs. W. A. Raymond read the report for the St. John Audubon Society. The following officers were elected: President, J. A. Estey; vice-presidents, Dr. J. Roy Campbell and R. B. Emerson; treasurer, A. Gordon Leavitt; corresponding secretary and curator, Wm. McIntosh; recording secretary, W. L. McDiarmid; librarian, F. B. Ellis; members of council, Dr. G. F. Matthew, T. H. Estabrooks and W. F. Burditt; auditors, C. H. Flewelling and W. E. Amland.

Annual reports showing a large amount of patriotic work accomplished were read at the annual meeting of the St. Vincent's Alumnae held October 17, in the St. Vincent's school, St. John. The treasurer's statement showed a satisfactory state of affairs from a financial point of view.

The officers of last year were re-elected as follows:

President, Mrs. Leonard Conlon; 1st vice-president, Miss Kathleen McLaughlin; 2nd vice-president, Mrs. A. T. O'Neil; secretary, Mrs. B. T. McCafferty; assistant secretary, Miss Genevieve Killen; treasurer, Miss Muriel Corkery. Members of the executive, Mrs. Jas. McMurray, Mrs. D. J. Corr, Mrs. J. A. Legere, Miss A. McGuiggan, Miss Marie Dolan, Miss Mary Killorn, Miss Kathleen Mooney, Miss Annie Gosnell. Auditors, Miss Mary Tole, Miss Doris Mulaney.

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The Board of School Trustees, St. John, gave permission for the scouts to be allowed from their studies for the purpose of joining in with their comrades in working for a noble cause the Red Cross.

The interior of White's Mount school has received a coat of paint and a general cleaning up, which greatly improves its appearance.

A movement is on foot among the women of the outside world to abolish the examinations in the public schools up to Grade VII. They consider that a fairer test can be made from the reports throughout the year, and that June is a hard month on the child, that he is tired out and nervous, and many deserving pupils fail the examination test for this reason.

The chair of Biology at Mount Allison University is to be filled this year by Mr. Judson Dunbar Ives, M.A., of Pinebluffs, North Carolina.

The Fredericton School Board has under consideration the establishment of evening classes in typewriting as part of the vocational courses. The subjects which will be taught this year are household science, wood-working, mechanical drawing and commercial instruction.

The late Capt. Percival Molson left \$75,000 towards meeting the cost of the construction of the McGill University Stadium.

Alfred E. Codd, professor of Latin in Queen's University, died at Saranac Lake, New York, October 5. Prof. Codd came to Queen's in 1915, from England. He was an Oxford graduate, and a native of Cardiff.

YORK AND SUNBURY COUNTIES TEACHERS' INSTITUTE.

The Institute for the Counties of York and Sunbury will be held in the Assembly Hall of the High School, Fredericton, on Thursday and Friday, December 20 and 21, 1917.

PROGRAM.

Thursday, 10.00 a. m.—Enrolment, Appointment of Committees. President's Address. Address, by Dr. H. V. B. Bridges. Miscellaneous Business.

Thursday, 2.00 p. m.—"Expression" with an illustrative Lesson, Miss Lynds, P. N. S. "Production of Citizenship," Director Steeves.

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Thursday, 8.00 p. m.—A Public Meeting. "Ford Conservation," Dr. Keirstead. A Short Musical Program.

Friday, 9.00 a. m.—Section A (including Grades I to IV.) Number and Reading. Section B (including from Grade V. upward.) "History and Geography in Relation to the War." A lesson by F. J. Patterson, B. A. "Local Geography in Relation to Nature Work." Mr. Russell Bennett. Election of Officers and Executive.

Friday, 2.00 p. m.—"Economic Value of Education." Mr. Fletcher Peacock, Director of Manual Training. "Some Recent Educational Adventures." Five Minutes Talks by: Mrs. Phillip Cox of the Fredericton School Board; Dr. B. C. Foster of the High School Staff; Mr. James Hughes of St. Dunstan's School; Mr. Barnes, Manual Training Department; Miss Gillies, Domestic Science Department; Dr. Roberts, Director of the School Gardens; Miscellaneous Business.

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The College is a Government Institution, designed primarily for the purpose of giving instruction in all branches of military science to Cadets and Officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandment and military instructors are all officers on the active list of the Imperial army, lent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds, ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario it obtains the same exemptions as a B.A. degree.

The length of the course is three years in three terms of 9½ months each.

The total cost of the course including board, uniform, instructional material and all extras is about \$800.

The annual competitive examination for admission to the College takes place in May of each year, at the headquarters of the several military districts.

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

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OFFICIAL NOTICE.

New Brunswick School Calendar.

1917. FIRST TERM.
Dec. 18—Class III License Examinations begin.
Dec. 21—Normal and Public Schools close for Christmas Vacation.
1918. SECOND TERM.
Jan. 7—Normal and Public Schools re-open.
Mar. 28—Schools close for Easter Vacation.
April 3—Schools open after Easter Vacation.
May 20—Loyalist Day. (Holiday for St. John City only).
May 23—Empire Day.
May 24—Victoria Day. (Public Holiday).
May 24—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
May 28—Examinations for Class III License begin.
June 3—King's Birthday. (Public Holiday).
June 7—Normal School Closing.
June 11—Final Examinations for License begin.
June 17—High School Entrance Examinations begin.
June 28—Public Schools close for Term.

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