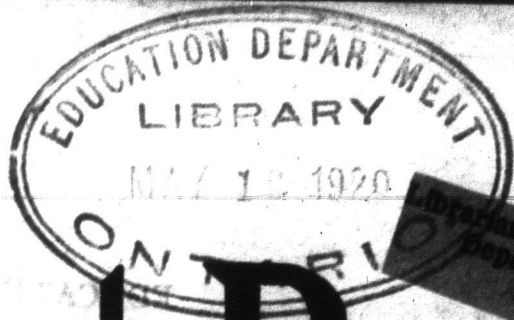


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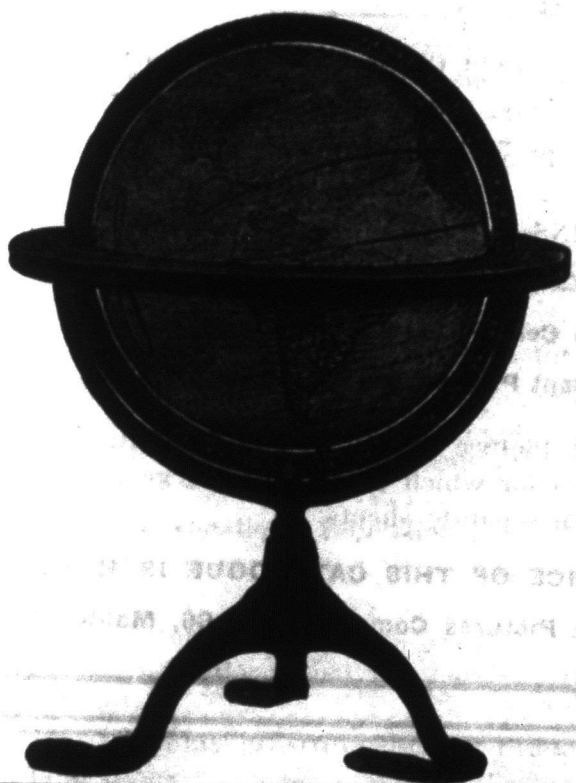
Educational Review

VOL. XXXIV., NO. 9

FREDERICTON, N. B., MAY, 1920

WHOLE NUMBER 403

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Established in 1887 by Dr. G. U. Hay and Dr. A. H. MacKay

Eleven Issues a Year

FREDERICTON, N. B., MAY, 1920

\$1.00 a Year (In Advance)

MISS JOSEPHINE McLATCHY, Editor

W. M. BURNS, Manager

EDUCATIONAL REVIEW

Editorial Office - - - - Moncton, N.B.
Business Office - - - - Fredericton, N.B.

Published by The McMurray Book and Stationery Co., Ltd.

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THE EDUCATIONAL REVIEW,

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Fredericton, N. B.

The attention of our readers is drawn to an article in the present issue by Major C. W. Gordon (Ralph Connor). Because of his service in the late war we feel that Major Gordon is admirably fitted to discuss for us the gains of education from the war.

The Editor of the Educational Review wishes to acknowledge the kindness of the Ontario Board of Education in allowing us the privilege of using their cuts.

EDITORIALS.

EMPIRE DAY. The celebration of our imperial and national holiday, Victoria Day, turns our attention to the glorious Empire of which we form a part. An Empire none the less glorious because of its terrible scourging in the late war; an Empire welded more closely together because of the common sorrows, dangers and victories shared. Empire Day should be to us a patriotic lenten season when we renew our faith with the other parts of the Empire and again pledge our fealty to the just solution of those political, social and moral problems with which we are confronted in this period of reconstruction.

TEACHERS SALARIES. The increased cost of living and the unusual opportunities offered to teachers in other professions have continued

during the past year to further deplete the ranks of the profession. Many of our citizens, who realize the great national menace lurking in this depletion of Canada's teaching corps, have striven to awaken a public consciousness of this danger by various kinds of publicity schemes. Although there has been no national, concerted movement in this regard the wave of sentiment has been nation-wide, a most important matter. The problem for our Eastern Provinces will not be greatly simplified unless unusually large increases are promised because the Western Provinces will likely increase their salaries, which at the present scale are so much in advance of those of the east that they lure many of our most progressive and more mature teachers. If we wish to keep these teachers we must promise them as good a living as they can earn elsewhere. The Atlantic Provinces can not so pauperize their schools and expect the best results from their educational systems.

MORAL AND SPIRITUAL LESSONS ON THE WAR FOR CANADIAN EDUCATION.

My subject is The Spiritual Gains of the War. The word "gains" suggests losses. The losses of the war are beyond human computation; losses in things material; losses in certain things moral. But we are concerned with the spiritual gains, and great as are the losses, it is my conviction that the gains we have won from the war will far outweigh the losses. I refer not so much to those gains that our Empire won. We have secured the Freedom of the World, Honour and Good Faith among the nations, and the reign of International Law. These things are arms brought back with victory.

There are other gains, too, that we have won. The discovery of ancient peoples, long forgotten, with their rights and wrongs, the creation of new states out of dismembered parts; the emancipation of enslaved peoples from a tyranny intelligent and cruel; the grouping of free states under great ideals, a notably great group being the League of Nations. In this class of gains the most important, I would consider, is the formation of the greatest League of Nations the world has yet seen, the Anglo-Celtic league. In that group lies the hope of the world for permanent peace, and for a steady advance in civilization.

But it is of the spiritual gains that are available for us in Canada, for immediate and practical use, that I would briefly speak.

I. First among these I would say that there is the *Re-affirmation of Conscience as Supreme in Human Conduct*. I am not going to attempt a philosophical discussion of conscience. I shall simply accept a definition of conscience which we have from a great German—I mean a German long since dead. Immanuel Kant called conscience the "categorical imperative." This allows for all variations in standards of conduct, but it asserts an imperative demand that, according to his own standard, a man should do the right thing. The right thing as against the challenge of interests; the right thing as even against the possible, because it is always possible for men to die.

This was, as we all know now, and as all the world knows, the fundamental issue in the war. Conscience was challenged by the greatest military power the world has ever known; challenged by its interests, reinforced by a distorted view of revolutionary law and by appeal to irresponsible force. The cause of humanity was transferred from the court of conscience to the arena of the gun and the bomb. The judge gave place to the G. O. C., the pleading of the advocate to the bludgeon and the bullet. All this our Empire and our country definitely challenged, and challenged with all the resources of their power behind their challenge, maintaining that not the thing that was politically astute, not the thing that paid

must be done, but the thing that was simply right. The rule of right was demanded as fundamental to Christian civilization in order that the citizen of the world should be secured in all his relations. For instance, it was maintained, as the Chinese schoolboy said, that Belgium "was not a road but a country." It was further maintained that Serbia, being a sovereign state, had right to the freedom of her courts of justice. Also that France, though weaker in a military sense than her great adversary, had still the right to have her coasts inviolate. The treaties bearing the signature of certain nations should be maintained by the full might of these nations.

Now one of the fruits of victory is this, that before the Court of International Conscience nations stand to be judged. From this Court there is absolutely no appeal. This thing our armies have won for the world.

And for us, too, in our individual relations, the principle is re-affirmed that when once recognized in every department of life, the right thing should be done, without parley and without argument, and without the counting of the cost. Laws henceforth in national affairs, in our Canadian National affairs, ought to express the thing that is right between man and man, and should so be enacted and preserved. They should represent what is right between class and class, what is simply right between man and his community.

Customs based on right should be cherished, those otherwise based should be ruthlessly uprooted. Institutions that preserve the rule of right should be cherished; all others should be removed. The man who stands for the thing that is right in any department of life should be honoured and supported, and all others should be removed.

There is a double advantage in the simple assertion and maintenance of this principle. First of all, Right rules, and secondly the vision of right standards is clarified. When I was in Britain last year there were, if I am not mistaken, a dozen or so Royal Commissions seeking to find out what was the right thing in the various Industrial and Social activities in Great Britain, trying to find out what was the right thing to be done in the various human relations. I have wondered whether the difficulty would not have largely disappeared if the simple principle had been frankly and loyally accepted throughout Great Britain, namely, that the thing that is right between man and man should rule. There came to my mind the words from an ancient book: "If thine eye be single, thy body shall be full of light." Not only does this determination that the right thing is to be done at all costs, secure for us the rule of right, but, as I have said, it helps both to right thinking and right doing. This only is the way of peace, this the way of sound prosperity. Woe to the man that under whatsoever pressure would settle difficulties by any other law than this; woe to the

man who rests his case upon the club, and woe to the nation that rests its hope of peace upon the power to suppress. Right and duty—these great, old English words, have by the war been thrown up into new and splendid light. They were like old stones on the seashore, worn round and smooth by the wash of the waves, they had lost all their power to cut or pierce. But under this volcanic eruption of war these words have taken on jagged edges that cut men to the heart, and move men to desperate deeds. That word "duty," a cold and cheerless word. It is a soldier's word, a word that often called a man up to the most heroic endeavour when other words failed.

Ladies and gentlemen, you will pardon me if I, through this paper, now and then advert to personal experiences in the war. At this point I am moved to recount to you an incident in my experience that gives a new meaning to duty.

There was a stretcher bearer in my battalion, who, after bringing in a wounded man, was himself blown up. I found him broken from the waist down. He was struggling to tell me something. He was trying to give me the list of names of those with him in the dugout. There were six of these names. He tried once, and again and again. I said to him, "Archie, never mind, I will get those names; don't you worry about them." But he said, "Major, it is my duty to report," and he held back death long enough to allow him to give me a full list of names. The duty that he owed to his officer, to his battalion, to his country, to his king, to his God, this was in the last analysis the abiding word that reached the conscience and the will of the fighting man, and made him what he was, invincible.

Of like kind, but under different circumstances, was the remark of his mother, to whom I brought the story of her son's death. At first she listened with tears; but as she listened to the story of her son's devotion to duty the tears were dried and she said to me in her soft Highland voice: "Major, I dinna' grudge my boy; I wouldna' hae him back." It is no wonder that our soldiers lived, fought, suffered and died for duty, when they were sent forth by women who through the long years of war suffered quietly, often tearlessly, because they felt they owed it to their lads at the front, and to the country, for whom their men were fighting.

II. The second spiritual gain from the war is *The re-assertion of the Supreme Worth of Humanity*. It is commonplace to say that the worth of a nation lies in its manhood and in its womanhood. Yet too often in estimating our national wealth we find our minds reverting not to our treasures in men, but to our natural resources, to our industrial achievement, to our commercial enterprise, or to our educational systems and institutions. The war recalled to us the fact, that not in any one of these,

or in all of these together does a nation's worth lie, but in its manhood and its womanhood.

The thing that the war has emphasized to my mind, above all other things, is the greatness of man. The man as against, say, the state; the man as against institutions, even the most sacred of them, the Church; the man as against organized man. The man simple, plain, unadorned, the man without adjectives, that is, the common man. It is now recognized by all those who write of the war, and of the achievements of the armies, that this has been a war of the common soldier. It was not the men of the high command, great as they were, not the officers that won the war, not the brilliant direction, but it was the superb fighting qualities of the common man that won victory for us.

Take that story of Mons. That story has not yet come to its own in the hearts of our people, but long after we are dead and gone, when our children hold our places, they will tell the tale, and men will listen with pulse beating quickly, with eyes gleaming, and with hearts full of pride in the men of the old days, who marched from Mons to the Marne. I wonder if we know the tale of that great little British Expeditionary Force, the army of "contemptibles," that glorious little army, who, on the 12th of August, 1914, were in England; on the 15th men, horses and guns were on the shores of France, and on the 22nd were digging in on the front line of which the centre was Mons. They were holding a line 25 miles long with 75,000 men, the rest being held in reserve. Opposed to them a great army, with a great army on either flank. Von Kluck on the left flank, Von Bulow immediately in front, and the Duke of Wurtemberg, Von Hausen in command of his cavalry, breaking through on the right flank, 450,000 men opposing that gallant little British band. They began their fight on a Sunday afternoon. At 5 o'clock word came—you will remember that terrible word, for twelve hours delayed—that Namur had surrendered and that the French Sixth Army, upon their right flank, was gone in a rout; that Tournai had fallen and that Von Kluck was striving to encircle their left flank. Then they began to feel the pressure of the overwhelming weight of men immediately upon their front. Then the order came to retire, and late that night that remarkable retreat began. They marched all Monday night and fought Tuesday, and marched all Tuesday night, except when they paused to fight and win the great and splendid victory of Landrecies. On Wednesday they fought another great fight, Le Cateau, and Wednesday night they marched, and Thursday they fought, and Thursday night they marched, and Friday and Saturday, and Monday, Tuesday, Wednesday and Thursday this immortal little company marched and fought and marched and fought again until on the 7th of Septem-

ber they arrived at the Marne, ragged, bloody, war-worn, but unbroken, victorious, invincible, and for ever glorious.

Common soldiers they were! I asked an English officer about it, but could get nothing out of him. I suggested it was a glorious retreat, but like all those British men, he was non-vocal. It was nothing at all in his estimation, but he dropped this casual remark: "Call it an army," he said, "It was more like a drunken rabble of men, staggering down those dusty roads, but when the bugle blew they would turn and fight like fiends." That is all he had to say about it.

The common man! The invincible common British soldier! We ought to learn more of the common man. We ought to avoid the adjectives that describe him, the adjectives that demand our admiration. We ought to think of his capacity for sacrifice. I think of a little man from Northern Ontario. His Colonel told me this. Standing in one of the front line bays, with a group of his comrades, a live bomb comes in hissing and drops among them; they scatter for cover; this little, insignificant soldier, unknown in his own platoon almost, throws himself upon the bomb, draws it to his heart and is blown to pieces, but he saves his comrades—A common man! It seems to me he was uncommonly like God Himself! Like God, who when He saw death amongst us, threw Himself upon it, gathered it to His heart and, dying, saved us from death.

And as with our men, so with our women. I suppose the greatest story of the war will be the story of the women of the war. The great General Joffre said one day to his soldiers, "Not you, my men, but the army at the base will win," and in the army of the base the great fighting corps was the womanhood of the nations. I think of that French officer's wife—I forget who tells the story—to whom the word came through his Colonel of the young fellow's death. And this woman listening with white face and staring eyes, moved slowly toward him, grasped him by the arm, and said, "My colonel, tell me that our France will be free! I will weep no tear!" That was the spirit of the Frenchwomen; that was the spirit of the British women; that was the spirit of our Canadian women. They it was who made it possible that our lads should stay at the post of duty and quietly meet death.

Have we learned to know the common man? Shall we recognize him henceforth when we see him? Shall we judge him by his clothes, or by the courage of his soul? Shall we have regard for him by the way he uses his tongue or by the great movements of his heart? But if we should make this discovery in Canada, the greatness of the common man, we should secure for him the things that he demands and has a right to expect. Justice for

his wrongs, pity for his weakness, patience for his limitations, reverence for his great soul.

III. The third spiritual gain of the war is *The Discovery of the Supreme Value of Comradeship in the Making of a Nation*. It was a strange bond that held our men together in that Canadian Unit, which, as General Currie said the other day, when the last great advance was to be made against the enemy, was chosen deliberately from all the possible units, to be the spearhead of that mighty driving shaft of death. We cannot define it, but we felt it. That thing that held man to man, man to his officer, officer to officer, and all together. The thing, too, that held the nation to the army, and the army to the nation. That spirit of comradeship, that made it possible for both army and nation to stand the stress and strain of those dreadful days of adversity. The German substitute was the mighty power of discipline. But the defect of discipline as a cement of unity was this, when it was most needed it broke. The superiority of comradeship as a bond was revealed in this, that when it was most demanded it was most enduring. The hammer-blows of war could not disintegrate that bond, but only served to weld it into a more irrefragable unity.

I have in mind an instance of the working of this bond which I think is worth remembering. A young officer was caught on our wire, out in front of our trench, wounded, unable to get away, and the field swept by a hail of machine gun bullets. The commanding officer gave the word that no man should adventure across that deadly bit of "no-man's land." Again and again a little corporal asked that he might be allowed to go to the help of his officer, but in vain. They had need of every man and the attempt meant death. And the afternoon wore on, one long agony for them all. At length the little corporal was seen crawling out toward the wire under a hail of bullets. He reached the officer, disentangled him from the wire, lay down beside him, fed him with biscuits, and nourished him from his water-bottle. The young officer suddenly felt his corporal's form stiffen beside him and grow quiet. At night they brought them both in. The officer alive; the corporal dead. He had proved the endurance of the comrade bond.

There was one and only one unpardonable sin in the Canadian army, and that was that a man should let down his comrade; that thing could not be forgiven, and I find it hard to understand how it could be forgiven.

Ladies and gentlemen, my time is gone, but I would say this that if Canada is to emerge into something finer than she is today, if she is to become secure and happy, it must be by obedience to the gospel of "get-together Canadians." It would be well if there could be instituted some nation-wide propaganda that would

preach this gospel to all our Canadian people, throughout all the provinces, till it reached every man in whose heart there beats the fervid pulse of devotion to his country. I believe that here lies the solution of many of our present problems, that we should try to insert into our common everyday affairs that marvellous thing that held our men together on the front line, that mysterious life-bond that made them one—comradeship. If we could so make Canadians one, in response to the lure of a common danger the call of a common cause—the danger, disintegration; the cause, Canada.

May I say to you, ladies and gentlemen, that if this Conference can succeed in making every school and educational institution in this country a means by which the spirit of unity and comradeship shall be instilled into the rising youth of our country, the next generation will see a Canada greater than any of us have dreamed.

IV. Lastly, the War has re-asserted *The Supreme Place of Religion in Character-making and Nation-building*. I hope nobody will think that I say this because I am a preacher. I hope the day is coming to Canada when we shall think that religion is not the business particularly of a preacher, but that it is the business of man. And I hope, too, that we shall get done talking about things religious in apologetic tones, and with bated breath. Surely it has come to be recognized in this day that religion in a nation is the architectonic quality of the soul that makes a nation what it is. A nation's religion informs it, makes its ideals, supports those ideals, fortifies the courage of men in making these ideals, and shows the way to finer and higher ideals. Our armies were nourished in this Canada of ours in religious homes. In these homes they drank in the passion for freedom, for honour and faith with their mother's milk. In the homes in which they were born, these eternal principles held sway. Our men were taught those principles, not only with the articles of their faith, but in those simplicities that are nourished by our holy religion, and by the working of that unseen and mighty Spirit, that energizes for goodness and truth in the hearts of men. I do not define religion by any church creed. Let me define religion in a broad and generous way. Religion is the thing that makes men right with their spiritual environment. There are, after all, in our spiritual environment, only two great facts. One great fact is God. We believe in God, as we never believed in Him before the war. Men come back with a greater conviction of the reality of that great Fact. The other fact in the man's spiritual environment is man. Religion is the thing that makes a man right with God and right with man. No other man is religious.

We have gained in the war a great conception of God. I went away to the army with a conception of God of which today I might well be ashamed, so vague, so

complex, so unreal. I want to say very humbly that these men at the front taught me something about God. Then I went back to my Book again. I was surprised to see, looking up at me from the old Book, speaking to me in those great words of the great Master of us all, the old, old definition that made God simply man's Father. And this old word "father," like the word "duty," flamed into new and splendid meaning, into a new, glorious dynamic. For out yonder these men learned for the first time the meaning of that word Father, learned it when in the dugout by the sputtering candle they sat down to write "Dear Dad," or when, on returning to the Reserve Lines, they found a letter waiting them from home far across the sea, and tearing it open they saw at the close the words "your father." A new conception of "Father" came to them and they simply lifted this conception into the spiritual realm, and they learned anew that God yonder was a Father to them.

Religion is not a wedge to drive men from each other, though God pity us, the Churches have made it so. Religion is the deepest heart-bond of humanity. It should draw us into one. Religion is the thing that makes men forget all differences, makes them run to one another and cleave to one another in a great living unity.

I close with one utterance, which I beg of you to accept in the utmost simplicity of belief, for it is true, and unadorned in its truth. I have said that the religion of the front line was something that made us forget our distinctions. I am talking here to men of different religions, and I make this declaration without fear, that wherever your religion separates you from men it is wrong, and wherever it makes you draw to your brother it is right. We knew no conditions under the whine of the shells. The shell is a great converting agency. There is nothing like a shell to make a man think clearly and truly about the biggest things.

One day at Valley Cottage a man was brought in badly wounded. It was a rotten place where we were working in a cellar with the wounded; shells were humming over our heads. I saw this young fellow was not to live very long. I went to him, knelt down beside him, and said, "Donnelly, would you like me to have a little prayer with you?" and he said, "Yes, sir, but I am not of your religion." I said, "You are an R. C., are you?" "Yes, sir." Well, by God's inspiration I had the sense to say, "My dear chap, it really doesn't matter; we have the same God and Father, and the same Saviour; shall I try?" He said, "Yes, sir." I looked around among the men for a cross, remembering that the cross was to him a very precious symbol, and it was my symbol, too, though a Presbyterian minister. I could find no Cross. I went to a little bush and cut two pieces of a twig, tied them together in this form, and went back to Donnelly, now lying very white and still. I said to him, "Donnelly,"

and I held the Cross over his face. You have heard men talk about a light breaking on the face of the dying. I didn't believe much in that, but if you will believe me—you will believe me, when I say that the white face broke into a smile, and it seemed that another light than the light of the sun was there. Donnelly looked at this thing, and said, "I see it, I see it." He made a movement with his lips. I was wise enough to know what he meant, and laid the Cross on his lips. He kissed it, and in prayer he went out.

Ladies and gentlemen, that was RIGHT; that is the religion, please God, I hope to preach all my life. I believe if that were the religion that animated the heart of the Canadian people we would soon get this nation into a vital and energizing unity.—Major C. W. Gordon, (*Ralph Connor*).

LIBRARY EXTENSION WORK IN THE U. S. A.

Library extension work consists in reaching the people living in the outskirts or suburbs of cities or towns, and the people living in rural communities. Those living within cities or towns are reached by means of Branch Libraries, Distributing Stations and Delivery Stations, and those in the rural districts by the Traveling Libraries.

The Branch Library, as the title indicates, is a branch of the main city or town library. It has, however, its own permanent collection of books, and is housed separately and circulates its books independently. It is allowed a certain degree of independence in this respect. In some cities the headwork is all done at the main Library, and the branch librarians are only assistants in charge, and perform the details of their work by prescribed rule. Such branches would perform only such functions as were positively necessary to their usefulness as libraries. They would have their own catalogue, but all other administrative work would be performed at the Central office. Or a branch may be practically independent, operated as a separate library, except for a common board of trustees. Its Librarian would select and manage her own staff, and decide on its charging system, its classification, its system of registration and so on. These are the two different types of the Branch Library.

Most of the Branch Libraries are centralized in some respects—as in the purchasing of books in staff training, in cataloging, in prescribing uniformity in charging systems and in the rules that effect the use of books by the public; and are independent in other respects, as in book selection, in discipline, and in the selection of assistants.

The differences between the system of Branch Libraries, and a single independent library are from the

standpoint of the public as follows: The user has all the privileges that he could have and others that he would not be likely to receive with the Branch Library. He has access to the stock not of one library alone, but to the Collections of the main library and all the branches. Consequently he has at his disposal many of the resources and advantages of a large library, with the actual use and informality of a small one.

A few words about the general branch system. As a rule the number of branches should be proportional to population, but in cases where the population is much congested branches may be close together. The number of branches may also be proportional to extent of territory, but in sparsely settled parts of a community to follow this rule alone would not be wise. A branch should always be located in the centre of a group of users rather than on the edge. It is best also to place the branch where it will be used the most—not in the busiest part of a shopping district, or near a factory, but possibly on a side street near these. The attitude of the residents of a district toward a library sometimes determines the desirability of placing a branch.

A person may be allowed to use several Branches at a time or may be restricted to one branch—it all depends on the policy determined when the system was started. Where a borrower has the liberty of drawing from any library, great freedom is allowed. Through the Interbranch loan, branches can borrow from each other, and consequently meet the demands made on them for books not in their own stock.

A Delivery Station is a place where orders may be left for books to be delivered later from a central stock. These are located in places not reached by the branches. They may be in a small store room—and sometimes they have a small permanent collection of reference books. Books are sent to them from the main or Branch Library on request.

The Distributing Station has a stock of books, but not a permanent one, which it sends out from a central point and exchanges for others when needed. These are often located in drug stores, or other stores. They are sent out from the Travelling Library Department of a large library.

The Rural Extension work is done almost entirely through what is known as the Traveling Library System. This system is somewhat different in the various states. Generally speaking travelling libraries are simply collections of a certain number of books, usually 50 to 100 or more, which may be lent for a limited period of time to communities, associations, or individuals, for circulation on payment of a nominal fee to cover expenses of transportation. These libraries are sent out (1) by libraries to supplement their work—for example the city library with its distributing stations within the city

limits; (2) by a state to supply its rural districts, managed by the State Library Commissions; or (3) by some charitable association—Children's Aid Societies, Social Service Centers, etc.

When the State Commissions, large city libraries, and Associations make up collections to send to rural communities they use one of two methods—either the fixed group method—a collection containing 50 to 100 books and having a certain per cent. of general non-fiction, and a certain per cent. of fiction; or they make a collection to order, there being no limit to the number of books in it. The first method proves best where libraries are sent over a whole state, and little is known about the communities to which they are sent, and the latter where those who desire collections have an opportunity to visit the center of distribution and are capable of selecting their own books. The second plan allows the greatest amount of freedom, and with the fixed group plan the State often sends out visitors through its commission to the rural communities to find out what group would be best suited for certain places.

As mentioned before, Traveling Libraries may be sent to communities, associations, schools or individuals. When sent to an individual, they are generally for distribution among members of a group of neighbors and friends. Of course the individual should assume the responsibility for the books, and should keep an account of their use, and report regularly in the manner required by the lending authorities. This particular variety of the traveling library is known as the "home library." Such a library is also a phase of neighborhood work with children in tenement-house districts. A small library is left in the custody of some child, and about once a week a visitor meets the group at the child's house, exchanges the books, talks about them to the children, etc. Much here depends on the personality of the visitor. This group of children as they grow older may become a study club interested in some one subject, and may prefer that their collection of books shall be increased in size and limited to one subject.

In placing traveling libraries in cities the only problem is the selection of a place of deposit and a proper custodian. A school house is a natural center, but it is not always the best place of deposit for a collection intended for the entire community, unless the building can be kept open after hours and during vacations. In some places libraries are sent for school use only. Sometimes the pastor of a church will offer his home for a collection, but this is not always a good place of deposit either. Possibly the best place is a store—a drug store or a well-kept grocery store.

The work of the distribution of books in the rural communities requires often the work of an organizer—someone sent out by the State Library Commission to

study the communities, and organize libraries where needed. This organizer may reach the club women of neighboring county towns, the debating clubs over the state, the small country schools, as well as individuals and community groups. The great value of this work cannot be over-estimated. It is amazing the large per cent. of country readers that are served by Traveling Libraries. Through the Traveling Libraries our citizens realize the Library's great usefulness outside and within the city limits.—*Sarah M. Findlay, Librarian, Lindenwood College.*

Note.—The editor feels that some such arrangement as this might be devised to meet our lack of library facilities in rural communities.

THE NEEDS OF RURAL EDUCATION I.

(Continued)

The community intent upon improving the appearance of its school premises will find the first prerequisite to a satisfactory result a well-organized, definite plan of work. This plan may well be one which will require a period of years to realize. The usual haphazard method of planting a tree or two each Arbor Day, or sticking in a shrub here and there, results in an equally haphazard appearance of the school grounds.

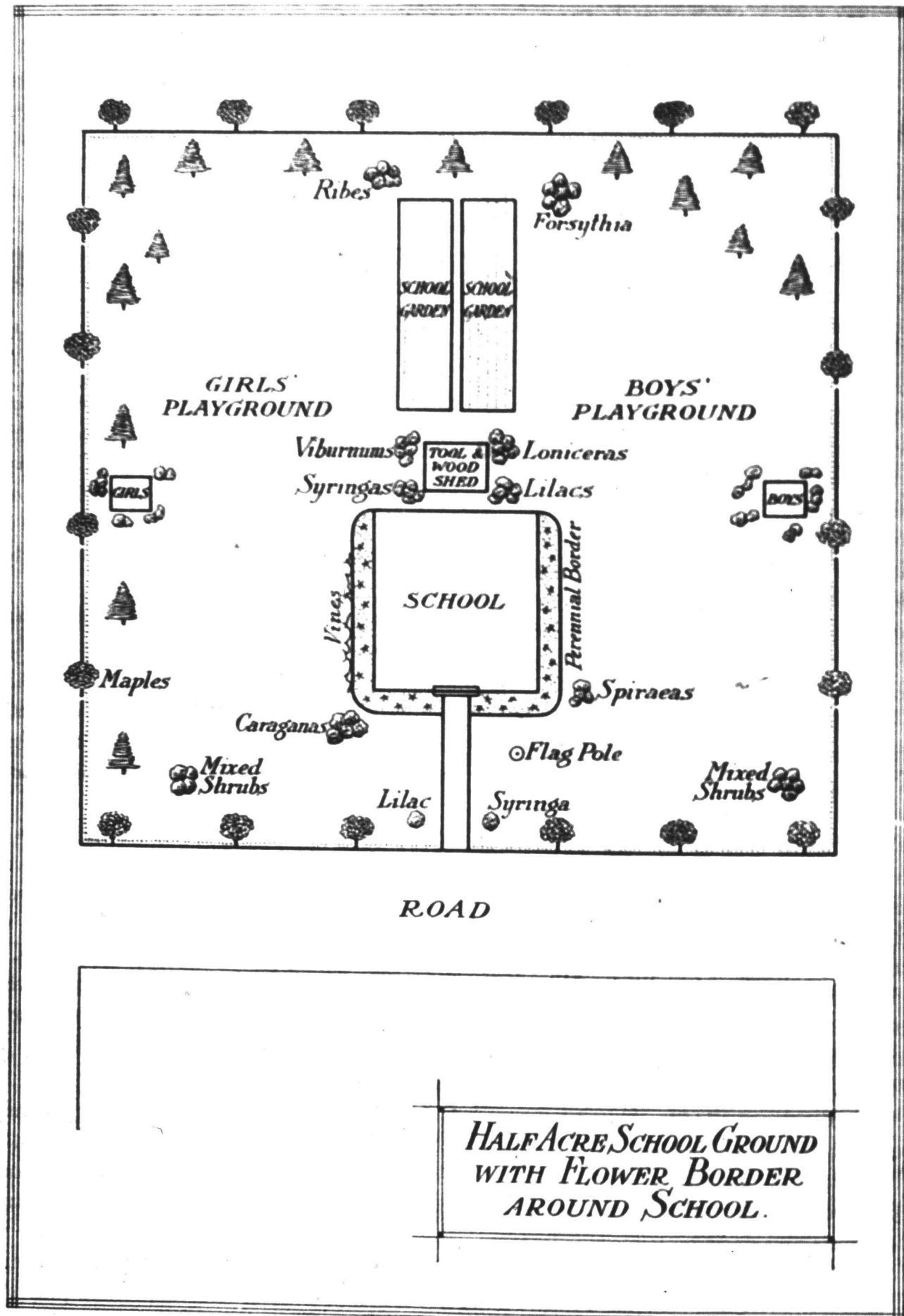
The plan accompanying this article is copied from the bulletin, "The Improvement of School Grounds," sent out by the Ontario Board of Education. It offers many valuable suggestions which may be used to advantage by any school planning a program of school improvement. The row of deciduous trees, outlining the premises, with the scattered arrangement of evergreens within, provides for shade in the summer and a wind shield in the winter. This arrangement may be adapted to school grounds of smaller area, where the evergreens may well be replaced by clumps of shrubs. Care should be taken, however, in planting, to preserve any "beautiful view which may be obtained from the grounds and at the same time exclude from view any unsightly object which might mar the outlook."

The value of shrubs is also suggestively depicted in this plan. Shrubs may be used to screen the outbuildings. They may also, be used with a good effect in irregular groups or clumps in nooks and corners about the grounds or buildings. It will be noticed that no single shrub breaks the open spaces of the lawn. This plan, also provides for school gardens and play grounds. The wild-flower garden may well be placed in the corners at the rear of the grounds.

Vines may serve to screen the outbuildings or to soften the outlines of the school-house itself. The perennial border may either be placed around the school house or may be used to outline the school garden. It

is desirable to plant these flowers in a permanent place and add to the varieties from time to time. When the bed is thinned out the roots may be given to some of the pupils wishing to plant them at home. In this way the

school ground may serve to strengthen the interest of the parents in the school. Another valuable function, which it should serve, is the instruction of the children to appreciate and care for beautiful surroundings.



The improvement of the school grounds should be a matter of community effort. A committee appointed by the patrons of the school should draw up a scheme for such improvement and suggestions for the enlargement of the school site, if necessary. The plan should

if possible, be passed upon by a landscape-gardner. When completed this plan should be brought before the meeting of the school patrons for their sanction. The task of doing the necessary work may be taken up as a matter of co-operative community effort. The original

committee may serve as supervisors, allotting the various parts of the work to volunteers. If the program of improvement be one, requiring some years for completion, the share to be done each year should be determined. If the work be carefully planned, and in large part done by volunteer service, the cost of extensive improvement to the grounds of any rural school ought not to prove burdensome to the district.

Lest some of our readers think this a Utopian dream their attention is called to the pictures of some attractive Ontario rural school grounds. Mr. Foght of the United States Bureau of Education, writing of the

Marden school says: "The school garden and experimental plats were perhaps as interesting as any seen upon the trip. Careful experiments were carried out in soil culture and rotation of crops. One large school garden took the place of the usual individual plats. A good sized area was devoted to the culture of evergreen and deciduous trees and shrubbery, which was provided through the Ontario College of Agriculture. These, as they grow up, are being distributed among the patrons of the school. In this way as in many others the local school is a link between the college of agriculture and farm homes."



The Rittenhouse School is one of the most attractive in all Ontario. The school grounds comprise four acres, of which one acre is used for a school garden.

The "grounds are adorned with native and imported shrubs....The play grounds are large....The school has two teachers and forty-five pupils, ranging from the



primary to the tenth grade. The literary subjects are thoroughly taught, as are also the various phases of vocational work, such as sewing and constructive work for the girls, manual training for the boys, and agriculture and school garden for all classes." This garden of one acre is maintained at the surprisingly low cost of Thirty Dollars a year, the amount of the ordinary school grant.

OUR WARBLERS.

Dear Boys and Girls:

In last month's "Review" you were told something of our Sparrows; and you remember they were the birds with short, stout bills, and plain-colored clothes. This month we are going to hear something about the Warblers, a group which is far ahead of the Sparrows in fine clothes, though in spite of their name, Warblers, they really have poorer songs, as a rule, than their more soberly dressed friends, the Sparrows.

Beside their usual striking colors, the Warblers may be known by their small size, for they are plainly smaller than the English Sparrow, and by their slender bills; for the Warblers are all insect-eating birds, and do not need the heavy bills of the seed-eating Sparrows.

We have more than twenty different species of Warblers in the Maritime Provinces, and this is the month to watch for their return from the South.

You will say, "I would not know a Warbler if I saw one." Now I am perfectly sure that you do know some of them, only, perhaps, you never knew they were Warblers.

Let me see. You will easily recall that little bright yellow bird which builds its nest near our houses, in rose bushes, honeysuckles, lilacs, or other shrubs. You call it "Yellow-bird," or perhaps "Wild Canary."

This is the Yellow Warbler. If you look closely you will see that the coloring is of some shade of yellow all over, though the upper parts are darker, and somewhat greenish. The male can be distinguished from the female by a few brownish streaks or lines on his breast. The breast of the female is plain yellow.

On low brushy ground, particularly about alder thickets, you will find the Maryland Yellow-throat.

The male looks like a Yellow Warbler, but has a black patch like a robber's mask right across his face and extending well back of the eyes. Looked at closely, this black patch is seen to be edged with white above. The throat is very yellow. The female has no black mask, and looks so much like the female Yellow Warbler, that beginners have trouble in telling them apart. But Mrs. Maryland has a much yellower throat than Mrs. Yellow Warbler.

Watch the swamps for the Maryland Yellow-throats, and keep your ears open for Mr. Maryland's "Witch-e-tee, witch-e-tee, witch-e-tee," which he some-

times varies by singing, "Pinch a pickle, pinch a pickle, pinch a pickle."

If you should be fortunate enough to see a yellow Warbler with a coal-black cap, that is the Wilson's Warbler. I have only seen it a few times in Nova Scotia, but it is worth watching for.

One of the early Warblers to arrive is the Yellow Palm Warbler. He is a brownish yellow above, has a rich chestnut-brown cap, and a bright yellow breast heavily streaked with reddish brown. But the most characteristic point about him is a little trick he has of constantly wagging his tail up and down.

A Warbler you are sure to see about evergreen or mixed woods is one with greenish yellow upper parts, bright yellow cheeks and a black throat, the black dividing and running down each side of the breast. This is the Black-throated Green Warbler, and is one of our most common species. The female shows the yellow cheeks and the black throat patch, but less distinctly.

If you are watching Warblers it will not be long before you notice one that seems mostly black and white, but shows a distinct yellow patch on the rump when flying. (The rump is the lower part of the back where the tail joins the body). If you look closely you will see three other yellow patches, one on the top of the head, and one on each side of the breast. The remainder of the plumage is black and white. This is the Myrtle Warbler, and is the only one of the family that attempts to remain with us all winter. At that time it feeds upon the waxy-coated bay-berries that grow about our pastures.

Another Warbler that shows a yellow rump is the Magnolia Warbler. Other marks for identifying it are its soft gray cap, white marks back of the eye and on the wing, and bright yellow under parts, heavily streaked with black.

We have two Warblers which are entirely black and white, without any other color. Both have the plumage mottled with black and white, both above and below, but one called the Black-and-white Warbler, has the top of the head streaked with black and white, and the other, called the Black-poll Warbler, has the crown entirely black.

Sooner or later you will meet with a surprise, for sometime you will have the beautiful little Redstart flash before you. This little Warbler is the handsomest of them all, and has a coat of velvety black, and shows brilliant patches of flaming red on the wings and tail. As if conscious of his beauty, the Redstart always flits about with wings and tail widely spread, so as to show his beauty to the best advantage.

Now I know that you boys and girls will say, "We never see any birds like that." But they are there just the same; and I am perfectly sure that if I were where

you live, particularly if you are in the country, I could show you within an hour, any fine morning near the first of May, half a dozen or more of the very Warblers I have been telling you about. But you can find them too; and if you cannot decide from my descriptions what to call them, I shall be glad to hear from you, either through the Review, or directly.

E. CHESLEY ALLEN,
School for the Blind,
Halifax, N. S.

INCREASED AID TO VOCATIONAL EDUCATION.

Section 15 of the Vocational Education Act, 1918, amended on April 24, 1920, so as to give increased grants to Vocational training. It now reads as follows:

15. (2) In order to aid in the establishment and maintenance of approved Vocational and Pre-vocational schools as provided in this Act, the Province shall reimburse vocational committees as follows:

(b) In respect to expenditures for salaries of vocational directors and teachers, to the extent of 60 per cent in cities and towns having a population of over 6,000; of 66 2-3 per cent. in towns having a population of not less than 2,000 and not more than 6,000; and of 75 per cent. in towns and districts having a population of less than 2,000.

All County Vocational Committees shall receive 66 2-3 per cent. reimbursements in respect to salaries. For purposes of this section the population as given in the latest decennial census shall govern.

(c) In respect to expenditures for Vocational School equipment approved by the Vocational Board to the extent of 50 per cent.

(d) In respect to expenditures made on or before June 30, 1925, for buildings to be used for Vocational education to the extent of a total amount not to exceed 50 per cent. of the total grants accruing to the Province before said date under the terms of the Technical Education Act of Canada, 1919. Reimbursement in respect of expenditures for buildings shall be apportioned according to regulations to be approved by the Lieutenant-Governor-in-Council.

THE FIRST ANNUAL REPORT OF THE VOCATIONAL EDUCATION BOARD.

The first annual report of the Vocational Education Board of New Brunswick has just been issued. It gives a brief historical sketch of the vocational movement in the province, outlines the plans of the Board, and indicates the progress made during the term ending December 31st last.

The Board has evidently made plans so that all the people who wish to, may participate in the vocational

service. The organizations it will aid in establishing include (1) Prevocational schools and departments. (2) Day Vocational Schools and departments. (3) Part time Vocational classes. (4) Evening Vocational classes. (5) Itinerant schools. (6) A Correspondence School. One or all of these may be utilized by any community according to its needs. The courses are to be varied to suit local conditions.

During the first term, 10 communities of the Province adopted Vocational Education and set up the machinery necessary to carrying it on under the Vocational Act.

Reference is made in the report to the rapid progress made in vocational education in other countries during the present century, and especially during the past few years; also to the growth of compulsory school attendance legislation which has accompanied it.

The Dominion Technical Education Act is referred to in this report as the instrumentality that is likely to give Vocational training through this country a great impetus. Under the terms New Brunswick, if she is to use all the money coming to her, will have to spend approximately the following sums in this connection:

	Fed.	Prov.	Total
Year ending Mar. 31, 1920,	\$39,792	\$39,792	\$79,584
Year ending Mar. 31, 1921,	44,676	44,676	89,352
Year ending Mar. 31, 1922,	49,560	49,560	99,120
Year ending Mar. 31, 1923,	54,444	54,444	108,828
Year ending Mar. 31, 1924,	59,329	59,329	118,658
For each year to 1929,	59,329	59,329	118,658

VOCATIONAL DIRECTORS AND TEACHERS NEEDED.

Elsewhere in this issue are printed the terms under which government grants for Vocational Education are to be apportioned in future. The scale of aid on salaries is very generous indeed. In localities having a population of 2,000 or less, it covers 75 per cent. of the total salaries paid.

This will make it very easy for small communities to take up some phases of Vocational work and pay their teachers a living wage. It evidently is the desire of the government to extend the service in this direction.

Besides subsidizing salaries of Vocational teachers and directors, the government proposes to pay 50 per cent. of the cost of all Vocational equipment necessary. In addition to this, aid will be given on buildings to be constructed for Vocational Education purposes.

Under these favorable terms many communities will doubtless introduce Vocational Education. Wherever this is done, a local director must be appointed according to the act; and specially qualified teachers must be employed.

In order to begin to prepare these the Vocational

Board is holding a summer school this year at Woodstock from July 6 to August 5. Those whose applications are accepted and who attend the full course will have their travelling expenses and board (not including lodging) paid by the Board.

Experts in Vocational Education have been engaged in the States to act as teachers in this summer school. Special efforts will be made to help qualified persons to become local directors and organize in their own communities, evening classes or some other form of Vocational Education.

Strong courses will be offered in dressmaking, millinery, methods of teaching, motor mechanics and electricity, should 10 or more apply for work in each of these divisions. The classes are open to qualified trade workers, as well as to professional teachers. Already a sufficient number of trade dressmakers and milliners have applied to assure a special class for these.

SUMMER SCHOOL FOR VOCATIONAL TEACHERS AND DIRECTORS.

Section 9 of the Vocational Act provides that every locality adopting Vocational Education shall appoint a local director to be approved by the Vocational Board.

One of the chief objects of the Summer School to be held at Woodstock, from July 6 to August 5, 1920, is to begin to prepare a supply of men and women to fill local directorships.

The liberal government grants now offered in New Brunswick, and the great demand for Vocational training everywhere, would seem to assure a considerable development in this field within the next few years. This will provide opportunity for many bright ambitious people to serve as directors and teachers with profit to themselves, and to the great advantage of their own communities.

Vocational experts have been engaged to come from the United States and Nova Scotia to act as teachers at Woodstock Summer School. Students taking the full course will have their traveling expenses and board (not including lodging) paid.

Besides the history and organization of Vocational Education, and a strong course in methods of teaching, practical work will be given in millinery, motor mechanics, electricity, cooking, dressmaking, and possibly commercial work. Full particulars may be procured by addressing the Vocational Education Board, Fredericton, N. B.

CURRENT EVENTS.

NEWS NOTES. Overseas Dominions are given Mandates. Premier Lloyd George, in the House of Commons on March 15, announced that the following mandates had been allocated: German

East Africa to Great Britain and Belgium; German Southwest Africa to the Union of South Africa; German possessions in the Pacific Ocean south of the Equator, other than Samoa, to the Commonwealth of Australia; Samoa to New Zealand, and the German islands north of the Equator to Japan. To join the League of Nations: The Parliament of Sweden, Norway, Denmark and Switzerland have voted in favor of their respective countries joining the League of Nations.

NATURALIZATION AND FRANCHISE. The proposal of the Canadian Council of Agriculture that all naturalization shall be upon personal application only has much to recommend it. The granting of the Federal franchise to women will doubtless result in legislative review of the procedure under which naturalization is granted. At present the qualifications for naturalization and for enfranchisement are not the same. A woman of alien birth who comes to this country and marries a British subject automatically becomes a British subject herself, yet she may not vote until she can satisfy the Secretary of State that she has resided in the country for five years, has an adequate knowledge of English or French, is of good character, etc.

There should be equality of the sexes in the granting of naturalization as in the granting of the franchise. The qualifications properly ought to be the same. To make the individual a British subject and yet refuse what should be the inalienable right of every British subject is not a wise or a just course. Better that all alien-born women understand that, when they have resided the required time in the country, meet the language test and establish their good character, they may themselves go to the Judge of the court and receive from him, after the due and proper procedure a personal certificate of naturalization which will settle for all time to come their right to the franchise.

Personal naturalization secured in some such manner should prove more advantageous to the nation than naturalization by formal operation of law where persons so naturalized make no personal effort to avail themselves of the highest prize in the gift of any country. Citizenship cannot mean what it should mean, either to men or women, unless it is valued and sought as a personal possession.—*Toronto Globe.*

FRENCH OCCUPATION OF BORDER TOWNS France, forever disillusioned about Germany and without support from her Allies, "began her personal enforcement of the Versailles Treaty on April 6, with the occupation of German cities in the Ruhr district, in systematic orderly,

(Continued on page 231)

unemotional style." Paris dispatches say that Great Britain, the United States and Italy have been too generous toward Germany, and "in their desire to prevent the spread of Bolshevism they have actually been helping Nihilism." There seems to be some disagreement of opinion as to whether France was justified in her hasty movement to enforce Articles 42, 43 and 44 of the Treaty. These articles forbid Germany to fortify the Rhine valley or mobilize armed forces in this area. Germany has promised to withdraw her troops from this region before May 10th.

THE NEW IRISH HOME RULE BILL. The New Irish Home Rule Bill on March 31st passed its second reading before the British House of Commons with a majority of 254 votes.

The main provisions of this bill establish separate Parliaments for Ulster and the South of Ireland to deal with all non-Imperial matters, each with the affairs of its own territory. A Council of representatives from the two sections will deal with matters in which all Ireland is concerned.

The real questions to be determined are first, how widespread may be the desire to have a peaceful Ireland through united effort and mutual tolerance; second, how well this proposed bill will meet the emergency.

NEW BRITISH AMBASSADOR. Sir Auckland Geddes has been chosen by the British Parliament as its new Ambassador at Washington. Sir Auckland Geddes has enjoyed a variety of pursuits. He has been a professor of anatomy in Edinburgh, Dublin and in Montreal, where he has had now to resign the presidency of McGill University. During the Boer War Sir Auckland Geddes served in the army. He has held a number of important positions for the British government since 1917.

THE ST. LAWRENCE ROUTE SEAWARD. During the first week in March an International Joint Commission met in Buffalo to discuss the possibility of the International development of the St. Lawrence river so that ships can be brought from the Great Lakes, for the present via the enlarged Welland Canal around Niagara, so that the two nations can jointly participate in the magnificent power the river permits. The Western grain and shipping interests and general business sentiment of both Canada and the United States heartily favor the scheme. Keen opposition to this proposal is maintained by New York interests, the fear being that this new route will deprive New York of pre-eminence as a port. This fear is ungrounded, however, because there is demand for increased shipping facilities for the western products. In

view of the scarcity of coal and great demand for electricity the people of Canada and the United States cannot afford not to use the hydroelectric power of the St. Lawrence.

Only the preliminaries of the St. Lawrence project were discussed and no conclusion was reached at this conference. The Engineering News-Record (New York), says, "The history of such schemes shows that many years are necessary for the education of the interests involved, but throughout the promotion of the plan there must be kept in mind the two facts noted above—first that transportation is a national, in fact, an international problem, and that neglect of our great water-powers is becoming more and more an economic crime."

CANADIAN NAVAL PLAN. Admiral Jellicoe's report regarding a prospective naval policy for Canada, made at the request of the Dominion Parliament, "outlines four different schemes for consideration, based, respectively, on annual expenditures of five, ten, seventeen and a half and twenty-five million dollars when the building program has been completed." The minimum plan, which Lord Jellicoe does not consider sufficient for Canada's own naval defense, calls for eight submarines, four local defense destroyers, eight "P" boats, and four trawler sweepers. The second plan, which would add to the above three light cruisers, one flotilla leader, and one submarine parent ship, is favored as a beginning.

This eminent naval expert recommends that local authority must prevail in time of peace. He, however, asserts the importance of the Royal Canadian Navy and Royal Navy holding themselves in the very closest relationship, but adds: "While in war the general plan of campaign must be directed from one central authority, it may still be desirable to depute local authorities to carry on part of the plan, especially that part dealing with portions in far-distant waters."

The capital expenditure needed in the beginning of any of these programs would be considerably less than in pre-war days, because as the Admiral intimates, the Imperial Government would give a number of vessels and sell others at a reasonable price since the British Admiralty has greatly reduced the personnel of the fleet and the ships in commission during the past few months.

"Look here," said the new tenant, "you advertised this place as being near the water. I've looked in every direction and I don't see any water."
"You haven't looked in the cellar yet," the agent told him.

**SUGGESTED QUESTIONS IN ARITHMETIC
FOR GRADING EXAMINATIONS.**

Approved by a District Inspector.

Grade I.

(60 per cent. a pass mark in all grades).

1. Write in words the numbers from 1 to 20.

2. $8+7=$	3. $13-6=$	4. $8 \times 2=$
$4+9=$	$15-9=$	$6 \times 3=$
$6+8=$	$17-8=$	$5 \times 4=$
$10-6=$	$14-5=$	$4 \times 4=$
$8+5=$	$11-4=$	$2 \times 5=$

5. $8 \div 2=$
 $11 \div 2=$
 $18 \div 3=$
 $8 \div 3=$
 $6 \div 2=$

6. $5+4+3+2+1+3=$

7. $17-7-5-4-1=$

8. A boy had 8 cents. He earned 10 cents and spent 5 cents. How many cents had he left? (Ans. 15 cents, not 13).

9. How many inches long is your reader? Measure with a ruler.

10. How many half apples can you get from 2 whole apples?

Grade II.

1. (a) Write in words: 89, 101, 999.

(b) Write in figures: Seven hundred and eleven, seventy-six, eight hundred and thirty-seven.

(a)	(b)	(c)
2. $17+8=$	$19-11=$	$9 \times 5=$
$14+7=$	$21-8=$	$12 \times 2=$
$13+9=$	$15-6=$	$6 \times 3=$
$12+6=$	$18-8=$	$7 \times 10=$

(d)
 $26 \div 10=$
 $24 \div 2=$
 $40 \div 5=$
 $57 \div 10=$

3. Add:	4. (a) Subtract:
43	79864
26	-36421
85	_____
97	(b) Subtract:
32	92
_____	-37

5. If 1 sled cost \$5, how much will 3 sleds cost? (Ans. \$15, not 15).

6. A boy had 36 marbles. He bought 78 more. How many marbles had he then? (114 marbles).

7. If 2 pencils cost 16 cents, how much will 1 pencil cost? (8 cents or 8c.)

8. A girl had 50 beads. She gave her little sister 23. How many beads had she left? (27 beads).

9. How many quarter oranges can you get from 2 and one-half oranges?

10. How many ounces of cheese are there in 3 pounds of cheese?

Grade III.

1. (a) Write in words: 5555, 30608, 12345.

(b) Write in figures: ninety thousand and seven, sixty-two thousand five hundred and seventy, eleven thousand two hundred and three.

2. Add:	3. Subtract and prove:
3865	706328
2738	-444639
7873	_____
4629	4. (a) 23758×8
7384	(b) $96 \div 4$

5. Name two factors for each of the following numbers: 20, 45, 56, 99, 100.

6. If 1 cow cost \$75, how much will 10 cows cost?

7. If 5 boxes of strawberries cost 90c., how much will 1 box cost?

8. A man in Australia had 10,000 sheep. He sold 4688 of them, and afterwards bought 653. How many sheep had he then?

9. How many minutes are there in 2 hours and a quarter?

10. From 2 yds. of ribbon, how many pieces can be cut, each one-eighth of a yard long? (Do mentally).

Note.—Beginning with Grade III. concrete problems, as 6, 7 and 8, should have statements, showing process of solution.

Grade IV.

1. (a) Write in words: 123456, 3006011, \$2608.35.

(b) Write in figures: One million, five hundred and forty thousand, five hundred and seventy-three, eight hundred thousand and sixteen.

2. Subtract and prove:

9 0 8 7 6 0 4 3 2 1 0
- 7 8 8 9 6 8 5 4 3 2 1

3. Add:

6389	4. 47386×475
5428	
6779	
5863	
4786	
9975	

5. Divide and prove:
 $968472 \div 27$.

6. Do mentally:

$\frac{1}{2} \times 10$	$4\frac{1}{2} \times 6$
$\frac{1}{4} + \frac{1}{2}$	$\frac{1}{4} + \frac{1}{8}$
$\frac{1}{2} - \frac{7}{16}$	$1 \div \frac{1}{2}$

7. John Brown bought of Smith Bros., Halifax, June 20, 1920: 2 lbs. Coffee at 60c., 5 lbs. Sugar at 18c., $\frac{1}{2}$ bushel Potatoes at \$1.50 a bushel, 3 lbs. Tea at 75c. Make out a neat bill for Mr. Brown.

8. If 11 sheep cost \$110, how much will 45 sheep cost?

9. A woodpecker destroys on an average 1690 insect pests in a day. How many insects would 30 woodpeckers destroy in the month of June?

10. How many dish towels, each 27 inches long, can be cut from a roll of towelling 51 yds. long?

Note.—Answers to 2, 3, 4 and 5 should have every figure correct in order to receive value.

Grade V.

1. (a) Name three multiples of 8.
- (b) Name a common multiple of 8, 12 and 16.

2. Cancel:
$$\frac{95 \times 105 \times 125 \times 50}{10 \times 35 \times 25 \times 150} \quad (25)$$

3. $171 - 911 \quad (711)$.

4. $84 \times 44 \quad (11)$

5. $11 \div 34 \quad (4)$

6. Find the average of: \$1, \$2, \$3, \$4, \$5, \$8, \$13. (\$2.11).

7. A woman can buy Dutch Cocoa in $\frac{1}{4}$ -pound boxes at 22c. a box, or in 5-pound cans at \$2.78. If she wishes 5 lb. how much can she save by buying by the can? (\$1.62).

8. A man bought a farm of 450 acres. He sold two-fifths of it to his brother and half of the remainder to his sister. How many acres had he left? (135 acres)

9. Change $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{8}$ to decimals, add them in that form and change the answer to a common fraction. ($1.375 = 1\frac{3}{8}$).

10. (a) $.75 \times 8 \quad (6)$.

(b) $.124 \div 4 \quad (.031)$.

Grade VI.

1. A dealer bought $37\frac{1}{2}$ bushels of grain at $6\frac{1}{2}$ c. a bushel. He sold one-third of it at 70c. and the remainder at $65\frac{1}{2}$ c. What was his total gain? (\$1.68 $\frac{3}{4}$)

2. From the sum of $4\frac{1}{4}$ and $3\frac{3}{4}$ take their difference and multiply the remainder by $4\frac{1}{4}$. ($35\frac{1}{4}$)

3. $476.54 \times 3.62 \quad (1725.0748)$.

4. $.004 \div 2.5 \quad (.0016)$.

5. $8.413 - .284 + .3 - .06 + .98 - 6.5 \quad (2.849)$.

6. Reduce 5 ac., 36 sq. rd. and 3 sq. yds. to sq. yds. (25292 sq. yds.)

7. Reduce 12425 lb. to tons, cwt., and lb. (6 tons, 4 cwt., 25 lb.)

8. How many acres in a rectangular field, 240 rds. long and 80 rds. wide? (120 acres).

9. How many board feet in a solid pile of lumber, 20 ft. long, 10 ft. wide and 8 ft. high? (19,200 bd. ft.)

10. A family's ice bill is \$1.50 a month, and ice costs 30c. per 100 lb. If by having a better ice box only 0.9 times as much ice is used, how many pounds of ice will then be required for a month? (450 lbs.)

Grade VII.

1. From 15 yds. 1 ft. 5 in. subtract 13 yds. 2 ft. 7 in. (1 yd. 1 ft. 1 in.)

2. Find the per cent. equivalent for each of the following fractions:

$\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{1}{10}, \frac{3}{10}$. (50%, 33 $\frac{1}{3}$ % etc.)

3. A man receiving a yearly salary of \$1200, spends 28 per cent. for board, 20 per cent. for clothes, and 27 $\frac{1}{2}$ per cent. for other expenses. How much can he save in a year? (\$294).

4. Find the interest on \$4800 for 8 years and 6 months at 7 per cent? (\$2,856).

5. A merchant who sells goods on credit allows 3 per cent. discount off all bills for cash. How much does a customer save by paying cash for a bill of \$285? (\$8.55).

6. F. Jones gave T. H. Smith a 90 days note of hand, dated June 1, 1920, for \$1000 without interest. Mr. Smith discounted the note at the Royal Bank on July 21, 1920, at 6 per cent. What proceeds did he receive? (\$1000 - \$12 = \$988).

7. A school section is assessed at \$280,000. What amount will a ratepayer, assessed at \$5,200, have to pay toward a teacher's salary of \$700? (\$13).

8. Find the duty on 80 gals. of Varnish, invoiced at \$1.15 a gal., the duty being 20c. on a gal. and 22 $\frac{1}{2}$ per cent. ad valorem. (\$16.00 + \$20.70 = \$36.70).

9. Find the square root of 19,881. (141).

10. What will be the length of a ladder required to reach the top of a 16 ft. wall, if the foot of the ladder is 16 ft. from the wall? (22.62 ft.)

(Editor.—The above suggestive questions in Arithmetic are based on the course in the Nova Scotia Schools, whose requirements differ somewhat from those of New Brunswick).

While reading let plenty of light—from the left—shine on your book. If left-handed, let light shine from the right while writing.

SCHEDULE OF SALARIES FROM TRUSTEES

ADOPTED BY

THE NEW BRUNSWICK TEACHERS' ASSOCIATION

FOR THE SCHOOL YEAR 1920-1921

THIS SCHEDULE DOES NOT INCLUDE THE GOVERNMENT GRANT

COUNTY	LOCALITY	SCHOOL	PRINCIPAL		OTHER TEACHERS		
			Min.	Max.	Grades	Min.	Max.
Albert	Riverside	Grammar	1250				650
"	Alma	Superior	700				600
"	Elgin	"	700				600
"	Hillsboro	"	1150				600
Carleton	Woodstock	Grammar	1600		10		1200
"	"	"			9		1000
"	"	"			8		850
"	"	"			1-7		750
"	"	Broadway	1200				750
"	Hartland	Superior	1100				600
"	Florenceville	"	1300				600
"	Jacksonville	"	750				600
"	Centreville	"	1000				600
"	Benton	"	700				600
"	Bristol	Graded	750				600
"	Bath	"	750				600
"	E. Florenceville	"	1000				600
Charlotte	St. Andrews	Grammar	1350		8		800
"	"	"			1-7		650
"	North Head	Superior	700				600
"	St. George	"	1200		7 and 8		800
"	"	"			1-6		600
"	Moore's Mills	"	700				600
"	St. Stephen	"	1600		10		900
"	"	"			9		800
"	"	"			7 and 8		1000
"	"	"			1-6		800
"	Milltown	"	1300		8		900
"	"	"			1-7		700
"	Welshpool	Graded	700				600
Gloucester	Bathurst	Grammar	1400		7 and 8		900
"	"	"			1-6		600
"	W. Bathurst	Superior	850				600
Gloucester	Petit Rocher	Superior	750				600
"	Tracadie	"	700				600
"	Caraquet	"	800				600
"	Shippegan	Graded	800				600
Kent	Richibucto	Grammar	900				600
"	Harcourt	Superior	700				600
"	Rexton	"	900				600
"	Buctouche	"	900				600
Kings	Sussex	Grammar	1600		Vice P.		1100
"	"	"			Other		600
"	Penobsquis	Superior	750				600
"	Hampton	"	1300				600
"	Havelock	"	800				600
"	Norton	"	800				600
"	Apohaqui	"	700				600
"	Rothsay	"	1600	2000			600
"	"	"			7, 8 & M.T.		900
"	"	"			Other		700
"	Kingston	Consolidated	900				600
"	Sussex Corner	Graded	750				600
Madawaska	Edmundston	Grammar	1400				600
"	Baker Brook	Superior	700				600
Northumberland	Chatham	Grammar	1600				650
"	Blackville	Superior	800				600
"	Doaktown	"	800				600
"	Milerton	"	800				600
"	Douglastown	"	950				600
"	Newcastle	"	1600		8 and 9		1250
"	"	"			1-7		600
"	Loggieville	Graded	1000				600

COUNTY	LOCALITY	SCHOOL	PRINCIPAL		OTHER TEACHERS		
			Min.	Max.	Grades	Min.	Max.
"	Red Bank.....	"	700			600	
"	South Nelson..	"	750			600	
Queens	Gagetown.....	Grammar	750			600	
"	Chipman.....	Superior	1000			600	
Restigouche	Campbellton...	Grammar	1600		9 and 10	800	1200
"	"	"			8	700	1000
"	"	"			1-7	600	900
Restigouche	Dalhousie.....	Superior	1200			600	
Sunbury	F'ton Junction.	Grammar	750			600	
St. John	St. John.....	Grammar	2400	3000	M.	1400	2000
"	"	"			F	1000	1800
"	"	Graded	1375	2500		700	1200
"	"	Man. Training..	2000			1300	
"	"	Dom. Science..	1450			1125	
"	Fairville.....	Superior	1300			700	1000
"	St. Martins....	"	850	1100		600	
"	Beaconsfield...	Graded	1500	2000		700	1000
Victoria	Andover.....	Grammar	750			600	
"	Grand Falls....	Superior	1400			700	
"	Plaster Rock..	"	800			600	
"	Perth.....	Graded	800			600	
"	Aroostook.....	"	800			600	
Westmorland	Moncton.....	Grammar	2400	3000		1500	2500
"	"	Graded	1200	2500	1-7	800	1200
"	"	Man. Training..	1500	1900		1000	1400
"	"	Dom. Science..	1050	1450		850	1100
"	Dorchester....	Superior	1200			600	
"	Sackville.....	"	1600		8	800	
"	"	"			1-7	700	
"	Mid. Sackville..	"	900			600	
"	Petitcodiac....	"	900			600	
"	Salisbury.....	"	900			600	
"	Shediac.....	"	1200			600	
"	Port Elgin.....	"	900			600	
"	Sunny Brae....	Graded	1300			600	
"	Lewisville.....	"	750			600	
York	Fredericton....	Grammar	2000	2400		1300	1800
"	"	Graded	1450	1825		800	1050
"	"	Morrison's Mill.	850	1150		600	
"	"	Man. Training..	1600	1850		850	1100
"	"	Dom. Science..	850	1100			
"	Keswick Ridge.	Superior	700			600	
"	McAdam Junc..	"	1000			600	
"	Devon.....	"	1200			600	
"	Marysville....	"	1200			700	
"	Stanley.....	"	750			600	
"	Fredericton....	*Normal School.	2600	3000		2100	2500
"	"	*Model School..	2000			1400	

* The salaries scheduled for the Normal School and the Model School are total salaries. Teachers in these schools do not receive a special government grant as the teachers in all the public schools of New Brunswick do.

Salaries in Graded Schools not Scheduled

In all Graded Schools of two departments, other than those scheduled, the minimum salary of the Principal from the Trustees shall be **SEVEN HUNDRED DOLLARS.**

Salaries in Other Schools not Scheduled

In districts with a valuation of \$20,000 and under, the minimum salary from Trustees shall be \$400.

In districts with a valuation over \$20,000 to \$50,000 the minimum salary from Trustees shall be \$500.

In districts with a valuation over \$50,000 the minimum salary from Trustees shall be \$600.

MINIMUM SALARY—Minimum salary is

lowest initial salary a member of the association will accept on being appointed to a position.

MAXIMUM SALARY—Maximum salary is the salary that experienced teachers who are filling their positions satisfactorily should be receiving.

The New Brunswick Teachers' Association

OFFICERS AND EXECUTIVE

- President—Berton C. Foster, M.A., LL. D., Fredericton
- 1st Vice-President—Miss Stella T. Payson, St. John
- 2nd Vice-President—Miss Bessie M. Fraser, Grand Falls
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- Miss Anna L. Jackson, B.A., Gagetown
- A. D. Jonah, Esq., Grand Falls
- D. W. Wallace, B.A., Woodstock

BOOK REVIEWS.

(Miss Ethel Murphy, Moncton.)

THE STORY OF THE OLD WORLD. (World Book Co.)

An attractive little book with good maps and illustrations. It deals with Greeks, Romans, Europe after the Romans, and American colonization, with an especially interesting chapter on Alfred the Great and the beginnings of Parliament. The method employed is personal—one story after another about great figures, all well told, with enough description to make the scene clear. There is none of that writing down to children, which they hate, so that the book is interesting to anyone.

THE WORLD WAR FOR DEMOCRACY. (Dominion Book Co, Toronto).

Supplies much-needed information. There is a concise account of the history and present position of each of the invaded countries, Belgium, Serbia and France. The years of unrest just previous to 1914 are taken up—Morocco, Bosnia and the Balkin Wars. There is a good description of the German constitution and of the Empire—"a league between a lion, half a dozen foxes and a score of mice," and the Triple Alliance and Triple Entente are carefully explained. The book closes with an alphabetical list of the great battles with their dates. The illustrations are excellent. It is remarkable that so much information could be packed into one moderate-sized volume and all be so clear.

THE CHILDREN'S STORY OF THE WAR. Vol. VIII. (Nelson).

The eighth volume of the Children's Story of the War deals with the latter part of 1917—Ypres, Hill 70, the capture of Jerusalem, the Submarines and the Tanks. The introductory chapter is particularly good, stating conditions after three years of war. "How the Canadians won Hill 70 and closed in on Lens," will be read with pride; and most interesting of all is the account of the struggle with the Submarines. The story of the "Belgian Prince" is here, with many others. Pronunciation of foreign names is given in footnotes. It is a book for every School Library.

NESTS.

Make yourselves nests of pleasant thoughts. None of us yet know, none of us have been taught in early youth what fairy palaces we may build of beautiful thoughts, proof against all adversity; bright fancies, treasure-houses of precious and restful thoughts, which care cannot disturb, nor pain make gloomy, nor poverty take away from us; houses built without hands, for our souls to live in.

SCHOOL AND COLLEGE

Much sympathy is felt for Miss Ella Thorne, teacher of English in the Fredericton High School, who met with a serious accident in Montreal on Easter Sunday. Miss Thorne was able to return to her home about a week ago, but will not be in condition to resume her school work for a few weeks yet.

Miss Annie L. Taylor has resigned the Principalship of the Smythe Street School, Fredericton, N. B., on account of ill health.

Rev. H. A. Goodwin, of St. John, preached the baccalaureate sermon to the University of New Brunswick graduating class in connection with the encaenia exercises, on Sunday, May 9th, in the Methodist church.

M. O. Maxiner, B. A., has resigned from the Amherst teaching staff and has been succeeded by Miss Viola McLean.

The Rurl Science Bulletin, Truro, N. S., says: The Educational Review is keeping pace with the modern trend in education. Teachers cannot fail to get help from it. The recently appointed editor, Miss McLatchy, is devoting much space to the project method in teaching, to the need of vocational training and to the general community school point of view.

Nova Scotia is planning an "Old Home Summer," for 1924. Each county will be organized and the schools will be called upon to assist in the venture. It is a movement that means much to Nova Scotia.

TEACHERS' REASONS.

Between the dates March 8th and April 3rd the Literary Digest offered each week a prize of \$50.00 to the teacher sending in the best fifty-word reason why teachers should have better salaries. The successful competitors included representatives from various sections of the United States and Canada. One of our New Brunswick teachers, Miss Greta Bidlake of Upper Coverdale, received the Canadian prize for the week ending March 13th. Her prize-winning argument read:

"The teacher—My mission is bold. I prescribe for mind and body; battle against heredity and environment; build statesmen, patriots, thinkers, artists. In return I receive a pittance, I am forced to struggle against discouragement, live in inferior boarding-houses and exist on bare necessities."

One very brief but pertinent formulation of arguments for the increase of teachers' salaries was given in

the same contest by Miss Margaret Diddel of Denver, Col.:

"Wanted by school teachers of the nation, a salary sufficient for us to live well, laugh often, love much, gain the respect of intelligent people and the love of little children. Give the teachers better pay."

A NEW SCRIPT FOR CHINA.

The Republic of China, a modern institution, is now experimenting with a new method of writing to take the place of the time-honored Mandarin, with its 40,000 characters, each representing one sense of a word. The educational authorities have devised a system of 24 initials, three connectives and 12 finals by which the monosyllables of their speech can all be represented, and expect to make a knowledge of writing and reading accessible to every Chinaman. Owing to the difficulty of learning the old system it is estimated that at present only two per cent. of the population are literate. The result of discarding their ancient script and throwing open to 400,000,000 Chinese, with their self-contained society and civilization, a knowledge of Western science and learning may be startling.

A NEW REASON FOR HIGH PRICES

A farmer from the West, who was recently in Washington on business, was talking one day to an expert in the service of the Department of Agriculture, and their conversation naturally enough turned to farming.

"Farm products cost much more than formerly," remarked the expert, solemnly.

"Yes," smiled the farmer. "When a farmer is supposed to know the botanical name of what he's raising, and the entomological name of the insect that eats it, and the pharmaceutical name of the chemical that will kill the bug, somebody's just got to pay."—*Harper's.*

GOOD FISHING.

A Colorado man was telling a friend about a fishing trip which he proposed to take to a lake in that state.

"Are there any trout out that way?" asked the friend.

"Thousands of 'em," was the response.

"Do they bite easily?" was the next question.

"Do they?" repeated the fisherman. "Why, Billy, they are absolutely vicious! A man must hide behind a tree to bait his hook!"—*Harper's.*

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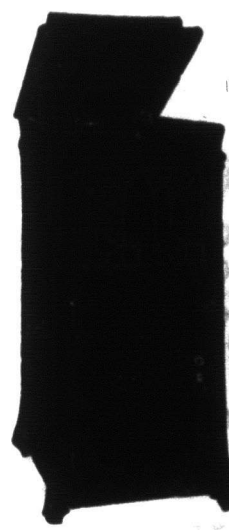
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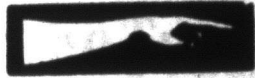
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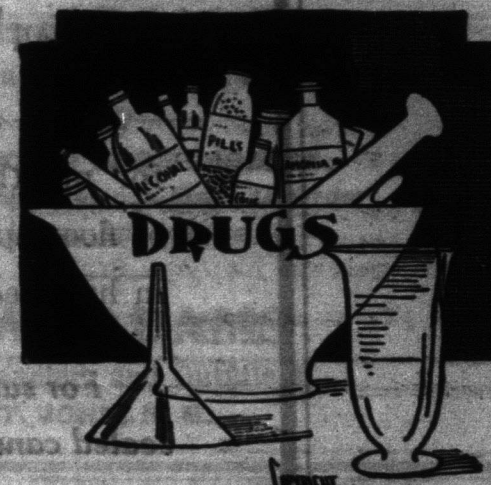
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3 PUBLICATIONS FOR TEACHERS 3

NATURE STUDY LESSONS, BIRD STUDIES, by G. A. Cornish, M.A. (Toronto University). This is a book for teachers. The material is so arranged that the teacher experiences no trouble in making a lesson on birds interesting. It gives both plans and material to use. Price, \$1.25. Illustrated.

THE NEW CANADIAN BIRD BOOK, by W. T. McClement, M.A., LL.D. (Queen's University). The standard bird book for Canada. Every bird of Canada is described. 60 full page pictures in colors. No Canadian school library is complete without this book. Price, \$3.00.

THE WORLD WAR FOR DEMOCRACY, by W. N. Sage, M.A. (Oxon) et al. (University of British Columbia). A concise history of the general course of the war. Commended by leading Canadian educators. Copies of recommendations on request. Sample pages FREE on request. Price, \$3.75, and worth the money to anyone interested in history. Discount to teachers answering this adv. of 20 per cent.

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EDUCATIONAL INSTITUTE OF NEW BRUNSWICK

Normal School Building, Fredericton, N. B., 28, 29, 30, June, 1920

(TENTATIVE PROGRAM)

MONDAY, JUNE 28th

- 10.30 a.m.—Meeting of Executive Committee.
 2.30 p.m.—Directions for enrolment, and fixing fee for membership.
 Report of Executive Committee.
 Election of Secretaries, and Nominating Committee.
 Appointment of Committee on Resolutions, etc.
 Address by the Chief Superintendent.
 8.00 p.m.—Meeting under the auspices of the New Brunswick Teachers' Association.

TUESDAY, JUNE 29th

- 9.30 a.m.—"Patriotism in Lessons from the Great War"
 —Dr. H. V. B. Bridges.
 School Libraries: "How to Make the Best Use of Them"—Miss Estelle Vaughan, St. John.
 2.30 p.m.—"The Relation of Vocational Schools to our Common and High Schools"—Walter K. Ganong, Esq., or other Business Men of St. John.
 "The Proper Relation Between the School and the Home, from the Parents' Point of View"—Mrs. R. A. Jamieson, St. John.
 8.00 p.m.—Public Meeting. Address by the Mayor of Fredericton.

Address by some distinguished visiting Educationalist.

"The Public Schools in Relation to the Public Health"—Hon. Dr. W. P. Roberts.

WEDNESDAY, JUNE 30th

- 9.30 a.m.—Election of Executive Committee.
 Election of a Representative to the Senate of the University.
 General Business.
 "How May Pupils and Teachers be Induced to Preserve Local Traditions"—William Milner, Esq., Halifax.
 2.30 p.m.—"How to Make the Rural Schools More Efficient"—Inspector R. D. Hanson and others.
 "Agriculture in the Rural Schools"—Director A. C. Gorham.

NOTE: Teachers attending the Institute will purchase ordinary return tickets. Notice will be given later, if any better arrangement can be made.

Teachers wishing the local committee to secure them accommodation during the Institute will address the Secretary, Miss Sadie L. Thompson, 498 Charlotte Street.

All Trustees or other School Officers will be welcome at the sessions.

GEORGE A. INCH,
 Secretary.

NOVA SCOTIA EDUCATION DEPARTMENT

As the April Journal of Education is likely to be delayed, not only by the preoccupation of printers, but by the slow process of important legislation which should be announced in it, the following intimation is published in the

Educational Review

for the teachers of Nova Scotia, each of whom should keep in touch with the only teacher's paper in these three Atlantic Provinces of Canada:

ENGLISH OF GRADE XI. will have two similar examination papers in which optional questions on Grammar, etc., as recommended by the Advisory Board of Education shall be given. As these papers are prepared and shall be examined by different examiners their average values will eliminate the importance of accidents by candidates, thus giving all a better chance to score. This arrangement is provisional for the introductory year.

No explanations of this announcement will be answered PRIVATELY from the Education Office. Should such be desirable the explanations shall be made in the APRIL JOURNAL.

A. H. MacKAY,
 Superintendent of Education.

Halifax, N. S., 27th April, 1920.

New Brunswick School Calendar

1920

SECOND TERM

- May 18th—Loyalist Day (Holiday, St. John City only).
 May 21st—Empire Day.
 May 24th—Last day on which Inspectors are authorized to receive applications for July Examinations.
 May 24th—Victoria Day. (Public Holiday).
 May 25th—Class III License Exams begin (French Dept.).
 June 3rd—King's Birthday. (Public Holiday).
 June 4th—Normal School closes.
 June 8th—License Examinations begin.
 June 21st—High School Entrance Examinations begin.
 June 30th—Public Schools close.

No Summer Vacation

this year as some of our students cannot afford to lose the time.

Our classes have been considerably crowded, but changes now occurring give a chance for new students who may enter at any time.
 Send for rate card.



S. KERR,
 Principal

UNIVERSITY OF NEW BRUNSWICK

At the beginning of the next Academic year **FOURTEEN COUNTY SCHOLARSHIPS** will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Matriculation Examination to be held in July at all Grammar School centres. An Asa Dow Scholarship (value \$90) will be offered in competition in September. This Scholarship is open only to male teachers holding a First Class License. The St. Andrew's Scholarship and the Highland Society Scholarship will also be available for next year.

Departments of Arts and Applied Science

The Science Courses include Civil and Electrical Engineering and Forestry

Copies of Calendar containing full information may be obtained from the Chancellor of the University or the undersigned.

HAVELOCK COY, Esq., M. A.
Registrar of the University.
Fredericton, N. B.

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The Calendar containing full particulars regarding Matriculation, Courses of Study, Etc., may be obtained from

J. A. Nicholson, LL.D., Registrar

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