

PAGES

MISSING

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Devoted to Advanced Methods of Education and General Culture.

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

NOTICE.

Will subscribers whose subscriptions are in arrears for more than six months, dated from October, 1917, please note that after three months from that date, that is to say, January, 1918, the "Educational Review," will not be forwarded to them unless such amounts be paid in full.

The necessary measures will be taken to collect outstanding accounts after publication of this notice.

TO OUR SUBSCRIBERS.

Some months ago we had occasion to address a special editorial to our valued readers. Since then many changes have taken place; the war, with all its attending horrors, and business depression, goes on with increasing, rather than abating fury. During the past half year, several magazines struggling hard to meet expenses, have at last gone under.

Fortunately the REVIEW has been able to appear month by month, up to the present time, for which we feel very grateful. To a great extent, this has been due to those subscribers, who have kept their subscriptions up to date, as well as to our advertisers, who have not failed to settle accounts as they became due.

To such as the above, we do not address the following frank remarks, except to thank them for their practical co-operation. It is, however, to those of our readers, who actually owe us for one, two, three, and even four years subscriptions to the REVIEW, that we state our case trusting, that by so doing, settlement of these bills will be made.

Every copy of the REVIEW which the subscriber receives has to be paid for to the printers, by the publisher, to the extent of about five cents, added to which are the office expenses, postage, and sundry other items, incidental to the publishing of a magazine.

When subscribers do not pay as they ought to, that amount is outstanding, and instead of the business paying for itself, as it goes along, capital has to be drawn upon and money wasted in an endeavour to collect the overdue accounts. This should not be — each subscriber should, instead, pay for their paper in advance.

Some appear to think that the \$1.00 subscription can be paid just when it is most convenient. Such is an erroneous thought. In a few isolated cases the REVIEW will gladly consider circumstances, and send the paper in advance, but otherwise the rate is prepaid.

We want to ask each subscriber who has not paid their subscription, for one or more years, to please attend to the matter immediately, as by so doing it will not only prevent the REVIEW, which has been such a source of interest, information,

and help to thousands of teachers, for the past thirty years, from joining the dozens of other magazines which have gone under since the war, but if you show practical co-operation with us, and pay your bills, you will materially assist us in giving a still more improved periodical. Don't wait for us to send you another bill, or further letters from our collection agency, just refer to your label; fill in the coupon as printed below; cut it out and mail to us together with amount owing.

It is a small amount to you, but it means a great deal to us, and we count upon you to give the matter your prompt attention. We know you will, particularly when you realize that this sort of neglect or carelessness on the part of the teachers, sets a very bad example to those under their charge, and who look up to them for guidance and pattern.

TO OUR READERS.

We regret, owing to unforeseen circumstances, the Commercial Art Studies, and the notes on the N. B. and N. S. Third Readers, which were to have been contributed by the Editor for the October REVIEW, have had to be held over until the next issue. The same applies to the "School Cadet Corps" by W. McL. Barber.

As most of the Teachers' Institutes were held so late in September, whilst others are not scheduled to take place until the present month, we have

decided to give as full reports as possible, together with some of the papers in the November REVIEW.

In this connection we would remind those who attended, that we should be glad to receive any reports or papers, for consideration, with a view to publishing same, and for which we are prepared to pay the usual lineage rates if required.

A HEART TO HEART TALK.

Do you enter into the details as to your pupils' lives? When you give punishment does it ever occur to you, as Mr. R. C. Moore has written, that the little fellow you kept in at recess for fidgeting around and dropping his ruler is constitutionally nervous and needs a romp in the fresh air much more than confinement in a stuffy school room at recess.

Are you sure that dull and plodding but sensitive girl is not defective in sight or hearing, or both?

Then, there is the boy you punished for falling asleep in school; did you know he delivered papers three hours the evening before, then helped his widowed mother do a washing, then studied two lessons you insisted that he take home, then slept a little while before getting up early to deliver milk the next morning? A fourteen year old boy must sleep some time.

When you lost patience with that pale little fellow in the third seat and spoke so sharply to him about his poor lesson that tears came to his eyes, did you stop to consider that his father is a drunken, improvident wretch, that his mother has little to cook and does not know how to cook it, and that he is hungry most of the time?

And that dreamy, absent-minded girl in the shabby dress is his sister just budding into womanhood and is extremely sensitive to the contemptuous glances and sarcastic remarks of one or two of her better dressed but more thoughtless school-mates?

Now listen. While we teach the tragedies of Shakespeare, let us remember that there are real tragedies in the lives of some of our pupils. The mental anguish of Hamlet, Othello, Romeo, Cleopatra, and the rest of those ancient and partly imaginary personages cannot be assuaged; but the boys and girls referred to above are right here in our school rooms today. There may be suffering bodies and troubled minds and breaking hearts in our own little group of children, and these conditions of mind and heart and body may cause the poor scholarship we so much deplore or the erratic behavior for which we sometimes punish.

To the Editor

EDUCATIONAL REVIEW,
St. John, N. B.

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NATURE STUDY OF ANIMALS.

H. G. PERRY.

(Special to the EDUCATIONAL REVIEW.)

Our rivers, ponds and streams teem with things of interest for the student of nature, and each one is filled with the stories of its life and adventures. It is certainly a strange story that we hear when we gather the wigglers from the pond, or from that little artificial pool, "the rain barrel," at the corner of the house; and, while they sport in a fruit jar covered with gauze on the desk before us, tell us in a peculiar language, all their own, the

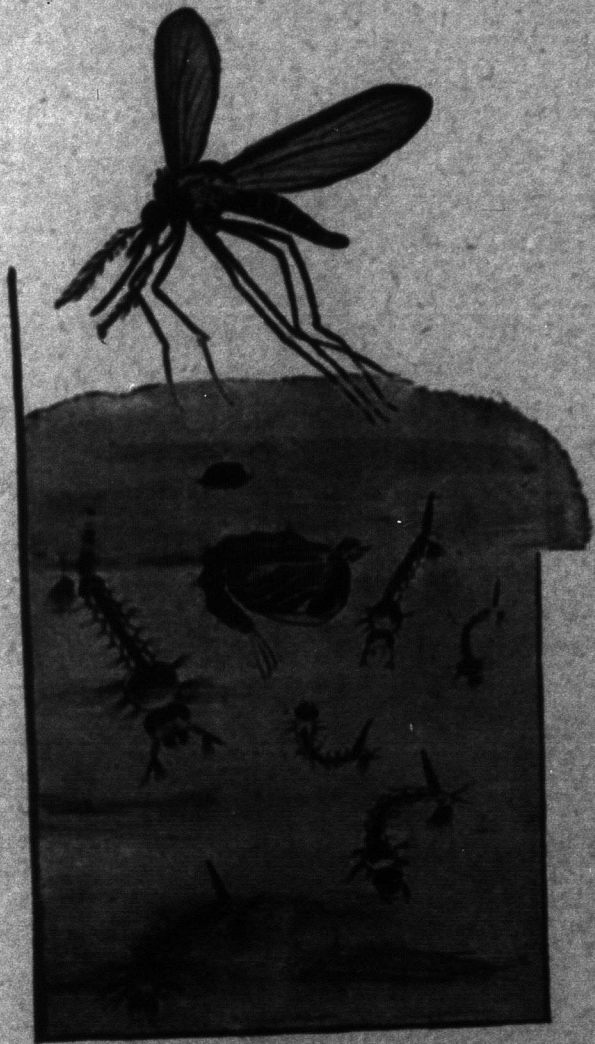


FIG. 1.—Stages illustrating the Life-cycle of one of our ordinary Mosquitoes. (Much enlarged).

wonderful story of their life. The story is so eloquent, grand and inspiring that it more than repays one for the time and trouble of making such collections and carrying out the observations.

Such work gives one a wider horizon; it is a pushing aside of the veil of mystery, it is an entering into the holy of holies, when a child comes to know through his own efforts and powers new facts in nature. It is a new freedom for the imprisoned soul, a freedom that makes one free indeed! Witness the triumph when the child comes to know for himself that the busy little mosquitoes, that serenade him so freely on summer evenings, lived the first part of their life-cycle, and had many

interesting experiences among the fishes, tadpoles, and other forms, in the quiet pools along the brook.

The accompanying illustration (Fig. 1) showing the changes in the life-cycle of this insect, may be of help to teachers in determining and directing work on collections brought in by their pupils.

The adult, winged form, is hovering over the water, and directly beneath it is a raft of eggs floating on the surface. They hatch in from one to four days. The larvae are the well known wigglers such as are shown in the right and the left of the picture. Examine them closely and note their characteristic form, the large head and thorax, and the long squirming segmented abdomen. As they rest at the surface of the water they breathe through respiratory tubes, thrust through the surface film to the air above. After molting twice, in the course of five or six days, they pass into the pupa or resting form, shown in the centre of the picture. The pupa has the head and thorax remarkably enlarged and it breathes by respiratory tubes which project from the back of the thorax. Examine it closely to see if you can determine whether it breathes air or water. Touch the pupa with a straw or pin. It is active when disturbed, thus differing from the pupa of most insects.

The pupal stage continues from one to three days, and from it emerges the winged form. In this stage the males differ from the females in having feathery antennae and the absence of piercing stylets. The female is well known by her strong thirst for blood and her happy little "song." When she is not fortunate enough to find victims among the other animals she joins the male in feeding on the juices of plants.

There are many different kinds of mosquitoes, most of which develop in water as above described, but some kinds in arid regions, remote from water, pass the larval and pupal stages in the ground. Reports have just reached the writer that, during the past summer, wigglers have been found in small quantities of water in the flower-cups of pumpkin and squash. Are they ever found in the water in the leaf of pitcher plant?

The segmentation of these and other forms as we meet them should be kept in mind. Compare them on the one hand with the earth-worm in which the segments are practically all alike, and the vertebrae on the other, in which the evidence of that plan of structure is very much masked—indicated chiefly by the series of vertebrae in the spine, the paired nerves from the brain and the spinal cord, and the intercostal muscles. Biolog-

ically segmentation is of the greatest significance in the evolution of animal forms.

Not only are mosquitoes annoying but some kinds are very dangerous, since they transmit malarial fever and the dreaded yellow fever — two diseases that cause the death of millions of people every year. Man is gradually rousing himself to the importance of knowing more about these and other forms of insect life, and year by year he is doing more and more to control and hold the injurious forms in check. This work consists chiefly in destroying their breeding places by draining or filling pools, by covering open drains and by oiling the surface of small ponds, rain barrels, etc.

Put a drop of kerosene in some of your aquaria and note the effect upon the larvae and pupæ.

The Dragon-fly is another insect that passes its larval life in the water, and this stage may be found at almost any season of the year by raking the sediment from the quiet pools of a stream or from the edge of ponds with an ordinary garden rake. They are elongated forms with the body divided into head, thorax and abdomen, the latter of which is clearly marked off into segments. The thorax bears three pairs of legs, and the head is adorned with prominent eyes.

Collect several of these larva nymphs along with a quantity of sediment for each aquarium jar, and study and compare them with the larvae of the mosquito. Does the dragon fly nymph go to the surface of the water to breathe? It has no respiratory tubes such as we find in the mosquito larva, but the posterior end of the "alimentary canal is lined with trachea, and water is alternately drawn into and expelled from this cavity. The water may be expelled with such force as to propel the body forward." To this extent the respiratory apparatus has locomotor function also.

If aquaria containing spring collections are placed in the bright sunshine, and each provided with a number of sticks reaching out of the water, one may observe the nymphs crawl out of the water, fasten themselves to the sticks and pass into the adult (winged) stage.

Despite the many legends to the contrary the dragon-fly is not only harmless but it is one of our most useful insects in helping to keep the mosquito pest in check, for they devour large numbers both as larvae and as adults.

The whirligig-beetles (Fig. 2) live as adults on the surface of quiet pools, where they feed on small

insects that fall into the water. They are social insects and are almost always found in numbers, either swimming or resting motionless near together.

Study them in their native element. Are they easily captured? Do they readily dive? Note

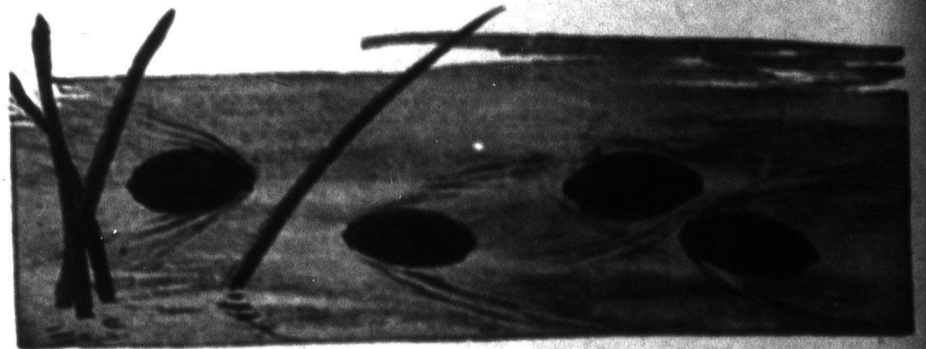


FIG. 2.—Whirligig Beetles. (About Natural size).

the disagreeable odor they exhale when handled. Of what advantage is this odor to them?

These insects are oval in outline and more or less flattened and usually of a brilliant bluish black color, and are easily recognized by the front edge of the head growing across the eyes so they appear to have four eyes — a pair on the upper surface of the head with which to look into the air, and a pair upon the lower side for looking into the water.

Figure 3 pictures the diving beetle *Dytiscus*. It is not so common as the other forms we have



FIG. 3.—The Diving Beetle, *Dytiscus*. (Slightly enlarged).

already mentioned. They respire air and carry a supply under their wings when they dive.

The adults feed on decaying animal and plant

tissue, quite frequent varying this diet with small insects; the larvæ live in the water and feed on insects, snails, tadpoles, etc.

Note that two pairs of the legs of this insect are especially formed for swimming.

Two water bugs are pictured in Figure 4. The middle and hind legs of each are modified for swimming. They breath air and carry it with



FIG. 4.—Back-swimmers (A, swimming attitude) and Water-boatmen, B.

them as a thin film caught in the fine hairs which cover their bodies. The film of air gives them the appearance of carrying a shield of polished silver, when in the water.

Besides these there are many other water insects and other animal forms that are equally abundant and quite as attractive for nature study; the sponges, clams, snails, tadpoles, caddis-fly larvae in their curious little homes made of stones, sticks or a section of straw, the water-striders playing on the surface, etc., etc. And then beyond all these we have the great variety of the land insect forms, far too numerous to mention here, whose fall life seems especially favourable for nature study work.

Figures 1 and 2, copied from *Elementary Entomology*, by Sanderson and Jackson; Figures 3 and 4, *General Zoology*, Linville and Kelly, through the kindness of the publishers, Ginn & Co., Boston, Mass.

OFFERED TO MAJOR W. L. GRANT.

Major W. L. Grant, of Kingston University, Ontario, who is now with the Canadian forces at Hythe, has been offered the principalship of Upper Canada College, Toronto, in succession to Principal Auden.

COURSES OF STUDY IN THE JUNIOR HIGH SCHOOL.

Motor skill, what it is and how it may be obtained.

BY MARY JENNISON, TRURO.

(Special to the EDUCATIONAL REVIEW.)

Having considered the general definition of the Junior High School, the reasons for and against such a system and the courses of study which we may reasonably expect to find there, I would ask you to examine some of the types of learning found in the Junior High School, classified under the following heads:

- (a) Acquiring motor skill.
- (b) Associating symbols and meanings.
- (c) Acquiring the habit of reflective thinking.
- (d) Acquiring habits of harmless enjoyment.
- (e) Acquiring skill in expression.

Motor Skill. What is it? Of what importance? To which of the Junior High School subjects does it apply? How may it be taught?

First the definitions: Motor skill is such control of the nerve telegraph system putting in motion the sets of muscles required for a certain activity as will enable the pupil to perform that activity to the best advantage. This being granted the second question just asked answers itself. Just as it is important that the motor skill required in order to properly handle a knife and fork should be acquired before one eats in public so it is necessary that a similar control of the nerve centre should be taught in relation to all activities of school and home life.

Thirdly, which Junior High School subjects does this motor control chiefly affect? I think it stands to reason that although no teaching can be carried on in any department with the acquisition of motor skill appearing as a bye-product, yet the complete control of the motor nerves is most important in learning gymnastics, including dancing and all athletics, music, manual-training, domestic science and in learning the pronunciation of a foreign language.

Now all this is very well, anyone is perfectly willing to admit that it is absolutely essential to learn how to use a needle before becoming a dressmaker, or to have mastered the technique of finger exercises before adopting the role of pianist; but the point to consider is how are we best to bring about this acquisition of motor control. A child ultimately, given average intelligence, a primer, paper and pencil, will learn to read and write, given a needle and cloth will learn to sew, and so on, but if these things are

to be found on the school curriculum they are there to be taught not "picked up" incidentally. In this teaching then, what methods will be most helpful?

This is a question to which few really definite answers have been given. In investigating the "how" of performing a complex act many experiments have been made, one of the most interesting being that of E. J. Smith in juggling balls. The results of this investigation are given in full by Dr. Parker in "Methods of Teaching in High Schools." He also explains J. H. Bain's experiment in learning to move the ears, which accomplishment, however useful in verifying a scientific theory, is not, I believe, recommended as an exercise precisely suitable, even in this age of freedom, for use by a young and impressionable class in Junior High School! Besides they all can do it now. Try them some day and see!

The results of these investigations and others, Dr. Parker sums up as follows:

The more closely the attention can be directed to the movement to be made and the more nearly the part of the movement desired not to be made can for the time be forgotten, the more likely is the desired movement to be accomplished.

As Freeman says:

"The elimination of useless movements, or the selection of appropriate ones, is one of the fundamental processes in motor learning."

And lastly, where and how shall we apply this type of learning and methods of teaching? First considering gymnastics, which as far as ordinary school work is concerned resolves itself in physical drill and all other physical activities, how shall we best bring about the quick precision of movement for which we strive? By making use of four distinct modes of instruction, *i. e.*: Attention to good form, stressing the best known method, directing and conserving energy on the most effective as well as the most economical way. Countless examples of the efficiency of good form will immediately present themselves; take the "stand at ease" position. Its purpose is to provide a rest interval which will not undo the work of the preceding exercise. If the weight is divided evenly between the feet, the shoulders held back the head up, we have at the same time the direction of the energy towards rest and the conserving of the benefits of the work already done.

Next, *Verbal Instructions and Directions* will be found to be great aids to instructors in helping the learner "get the idea." You will perhaps remember during your drill course, the sergeant was perpetually saying "Raise the arms slowly,

slowly now." "Heels together," "Heads up." Similarly in teaching a class to knit, one can perform all the operations as slowly and as often as you will, saying "Now do this like I am," and still find one child forgetting to put the thread over or "putting" in the wrong place, if she is not at the same time "coached" in what she is to do. It is the same old story of learning to spell, some spell by sight and some by sound. So in acquiring motor control some learn by sight and some by sound but all will surely learn when both methods are presented. The third mode of instruction consists of giving *An Exact Analysis of the Movements Required*. Take for example a skipping or dance step. Imitation is in most cases impossible until a careful explanation of every movement, with illustrations, has been given. Then we find with practice the step comes automatically.

Training in the Various Parts of a Complex Motion is the last help toward establishing motor control. So we are taught "feet astride-place," then "arms upward-stretch." When these are familiar, it is easy to obey the command "with feet astride, arms upward-stretch."

Returning now for a moment to the other subjects where motor skill places an important part, we will realize that in the teaching of musical technique, important as motor control here is, we have a subject so unlikely to become in close relation to our school systems that we can pass it by mentioning only, for those interested, that Josef Hoffman's "Piano Playing" and D. C. Taylor's "Psychology of Singing" give a complete discussion of this subject as applied to instrumental and vocal music in such a way as cannot help but be of advantage to a student or teacher of either branch. This leaves us with the subject of Pronunciation of Foreign Languages—in which we might somewhat ironically but equally truthfully include English. Before discussing how this branch is to be taught would it not be well to ask, "Is there anything to be gained by learning to pronounce French and German, if not like a native at least like an educated Englishman, or are we right in contending that to read a foreign language is all that is required of young Canada today?" I would suggest to anyone who agrees with this present policy that he reads in any Encyclopædia of Canadian facts, just what per cent of our population does not speak English, and that having done that he asks himself whether that per cent will be greater or less after the war. Then let him try to engage a Frenchman in conversation in High School French and note the result!

(Concluded next month).

THE EDUCATION OF THE FUTURE.

BY MRS. E. JESSEN.

(Special to the EDUCATIONAL REVIEW.)

Concluded from last month.

If those who associate with little children, parents, teachers and friends, would realize the truth of the old adage, "The Way and the Wherefore is the Ladder of Learning," and answer the child's questions with answers suited to his understanding, his conceptions would be increased and corrected, and his reason would be cultivated because his mental activity would be encouraged and stimulated instead of being dulled by the repression of such answers as "Don't bother me now," "Oh, be quiet, you talk too much," etc. The psychological moment for a child's questions to be answered is the one in which his mind is sufficiently interested in the subject to be prompted to ask the question.

I find I have again digressed, but these things weigh so heavily on my heart that I have taken this means of laying a part of the burden upon the hearts of my readers.

Here it may be stated that freedom for the child to use his own powers of mind and body according to his own will or fancy is better than repression, yet this can be carried too far. A judicious guidance, that does not unduly intrude upon the spontaneous development, or stifle the individuality of the child, is the wisest course.

The uplifting of the race is not furthered by striving to make every child's mind conform to any certain model, because any such model, attainable even by the average mind, is too low a standard for the many who are above the average. The object can better be accomplished by so training each individual that his inherent powers shall be developed to the utmost.

The proper development of the bodily senses and the mental faculties will early make evident the particular bent of each individual mind, and then specializing, in the direction indicated, may be begun. In this way the troublesome question of a vocation can be accurately determined.

If the mind be thus assisted to grow and develop freely, who can say to what heights of prophetic imagination it may soar; to what depths of sound reasoning it may delve; over what broad expanses of knowledge it may roam, or to what wonderful discoveries of science its educated observation may lead? Or who knows what undreamed of powers it may develop within itself? The mind of man fashioned like the mind of the Creator is bounded only by omniscience and infinity.

"Build today then strong and sure,
With a firm and ample base,
And ascending and secure
Shall tomorrow find its place."

It is just as important to develop and properly train the functions of the feelings and the will, as it is to train the intellectual powers of the mind. In fact it may be considered more so because these contribute chiefly to the building of the character, the personality, the soul. And yet what place has this training in our present system of education? A very small one indeed.

The egoistic feelings of fear, anger, love of activity, love of power, love of approbation, rivalry, envy, self-esteem and pride must be so trained and guided that they shall become a help and not a hindrance in the making of an ideal character. The social feelings must be fostered and the anti-social feelings must be reduced to a minimum.

The abstract sentiments must receive due share of our attention. The love of knowledge based upon the feelings of wonder and curiosity, is instinctive, as is evidenced by the small child's persistent asking of questions. This should be encouraged for reasons given above.

The aesthetic sentiment can be cultivated largely by educating the senses along lines of beauty, and thus forming a correct aesthetic judgment or a high standard of taste. At this point I cannot refrain from another digression, by way of example. We hear much of the lack of appreciation and production of art on the part of the American people, but what else can be expected when most of the art (?) brought to the attention of the children is the crude and often hideous creation of the so-called comic artists. Some of the work along this line is laudable, but most of it is debasing to the aesthetic sense if not to the moral one.

The ethical or moral sense is in plainest terms, the sense of duty and its proper cultivation develops such a moral judgment as shall be satisfied with nothing short of the highest standard of morality. At present the moral standards of man are almost as numerous as the individuals of the race, and depend upon the peculiar development of each person, but when the members who form the race shall be more naturally and methodically developed the moral standard will be more uniform and higher.

The training of the will is much more complex than that of any other part of the mind, because it is dependent upon the intellect and the feelings and also upon the purely physical state of the

body. This function is also very important because it leads directly to the formation of character.

The attributes of courage, patience, gentleness, generosity, honesty, perseverance, industry, prudence, integrity, optimism, refinement, self-restraint, self-reliance, etc., should be studied so that rules may be laid down for the development of each, as definite and as certain as those for the growth of the senses and faculties. By cultivating the moral excellencies the opposite vices will, largely, be eliminated.

This training of the feelings and the will, in the building up of a highly moral character is the most difficult part of education. Perhaps this is because so little is done in this direction that we know very little about it. It requires an intimate knowledge of the psychological laws governing their growth, also a keen insight into the different individualities of the pupils, coupled with a tact and sympathy that are rare. But here the influence of example comes to our aid, and it will have as great an effect as direct teaching. The suggestions of apt stories and biographies will help us. The great power of an ideal continually kept before the minds of the pupils will work wonders, therefore hero-worship, so-called, tends to the uplifting of character. And how much the more if the teacher's own character be an ideal and a strong one, so that the children may have a living example before them, daily, worthy of imitation.

Shall we speak of the cultivation of the graces of the spirit? If we admit that the object of education is the upbuilding of the whole being, body, mind and spirit into an ideal character, then we must include in the process, the development of the highest part of man's nature — the spirit.

The belief in a Supreme Being leads the imagination to form an idea of His perfection, and the conception of an ideal leads, perhaps unconsciously, to an attempt to attain to that ideal; and the stronger the belief the more vivid the conception, and the higher the degree of attainment.

But the elaboration of this part of the subject cannot be undertaken in this article.

As a system of education, following the procedure roughly sketched above, is the natural one, and based on the method which the human mind instinctively follows, there would be no undue restraint or coercion of the children, but in their place there would be the healthy and enjoyable feeling of activity and growth which keeps a small child busy and happy all the day.

To sum up then the foregoing — Education is the *leading out* of all the inherent powers of the child and so developing and training them that their possessor will be able to use them to the best advantage in whatever sphere of life he may be placed.

Early childhood should be devoted to the training of all the powers of body, mind and spirit, rather than to the acquisition of knowledge. Knowledge will follow as naturally and surely as light follows the rising of the sun.

This then is the problem before us — to discover all the laws of development and from them to formulate a system which shall enable us to educate, in its highest sense, every child under our care.

Teachers should specialize in their study for the training of certain senses, faculties, functions or characteristics.

The wonderful results of such a system will so increase our enthusiasm that we shall not be content with the education of the children of civilized lands, but we shall extend the system to every country on the earth, for my vision includes this kind of education for every child of the human race.

This is an employment an angel might envy us — a vocation worthy the highest ambition, the enthusiastic energy, the profoundest study, the untiring zeal, and the devoted consecration of the noblest of earth's sons and daughters.

This is one phase, and possibly the most important one, of the world-wide revolutionary change which many of us feel is about to take place — the change which will beneficially affect every one living on the earth. Therefore let us

Find the trend of cosmic uplift,
Enter it with heart and soul,
Fill with power each pregnant moment
Till we find our being whole.

Teach to man the truest manhood,
Cultivate the heart and mind,
Till he reach the fullest stature
God has planned for all mankind.

Manhood upright, honest, fearless —
Strong of body, spirit, soul —
Cheerful, patient, tender, stainless,
Perfect fullness is the goal.

Show him how to reach the summit,
Rouse him from his lethargy,
Teach him mankind has no limit,
Give him opportunity.

Free the race from rusted shackles —
Fetters forged by sloth and pride,
Free ourselves first toward perfection
Set the pace — and be his guide.

HINTS FOR THE BUSY TEACHER.

(Gathered from various sources).

WRITING BUSINESS LETTERS.

One of the most successful devices I have used to interest boys in the writing of business letters is to give each child an illustrated magazine, allowing him to answer any of the advertisements he wishes. This is much more interesting to the average pupil than the prescribed course on letter-writing given in most texts on language.

NEW USE FOR GLAZED PAPER SAMPLES.

The rural teacher who finds it so difficult always to secure fresh material for busy work will find that she can put to almost innumerable uses, the glazed paper samples of paints and varnishes which one can secure at paint or drug stores for the asking. These come in all the bright colors that appeal to children. They may be used for counting; for simple designs drawn on the board and the children copy on the desk with these; or simple designs may be made for them. Just give the children a handful of them and they will be quiet for some time.

STUDYING TREES.

Encourage your pupils to make a collection of native woods. It is surprising how many varieties can be found in a small territory. Each pupil bringing a specimen may tell something of the growth, use and fruitage of the tree, where it grew with any other bit of knowledge. This teaches children to observe the trees around their homes. Show them also how they may recognize many trees by their shape. This will give additional interest to their rides or walks through the country. The fir tree is conical in shape with smooth bark and upright cones; the spruces have dropping cones with rough bark. The pines may be told by the number of needles in a bunch — white pine five; red, two long needles, and scub pine two short ones; and the trees may be distinguished by their different shapes. The beech tree is known by its spreading habit, but not always, for many trees which grow in the open have this spreading habit, while those growing in groves are tall and columnar. Perhaps the pupils can tell the reason for this difference.

THE AIM OF GOOD TEACHING.

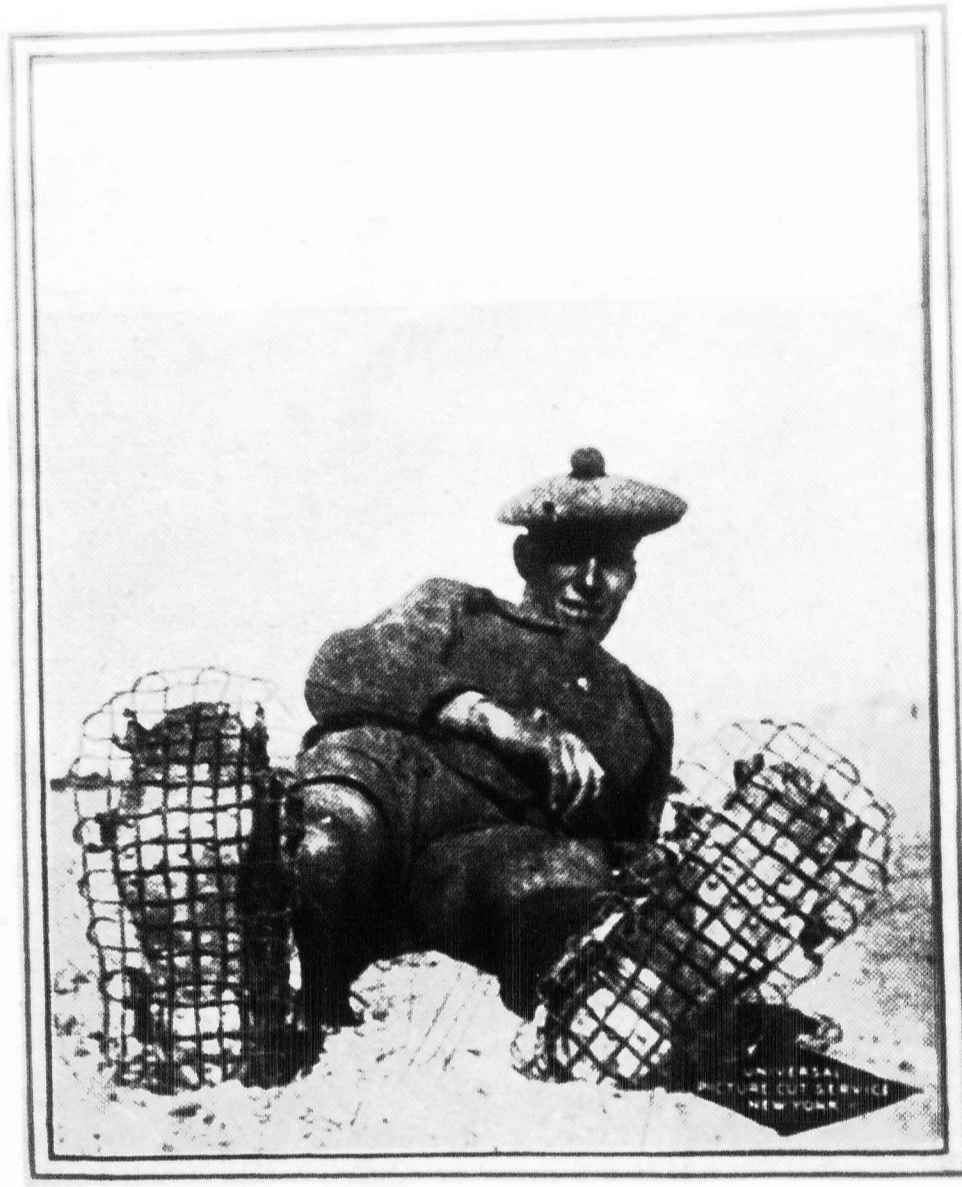
It is vain for a teacher to attempt to work up an appearance when the reality is not there; girls and boys readily see through all such thin disguises. No word is needed; the feeling of the teacher is

known at once, and the pupil takes a sympathetic attitude, believing that the teacher is right, and that following her cannot lead him far astray. The same holds good in regard to the moral and religious character of the teacher. No spoken words are needed to put the pupil in accord with her in this higher domain. The instructor of character goes about among the pupils shedding upon them the light of her beneficent example, leading them to appreciate and enjoy what is grand and true instinctively. In fact it is better that the ordinary teacher should not endeavor to give too much direct religious instruction, for religion can no more be taught than any other virtue can. Virtues are lived, and the strong imitative faculty of the child leads to the cultivation of traits that are admired. The true teacher aims to train the pupil to be strong enough to live her individual life without the help that some teachers think necessary to give their pupils. Pupil and teacher are inevitably destined to part at some time, and the teacher who encourages her charge to be independent upon her trains to weakness and to sure failure when the parting time comes.

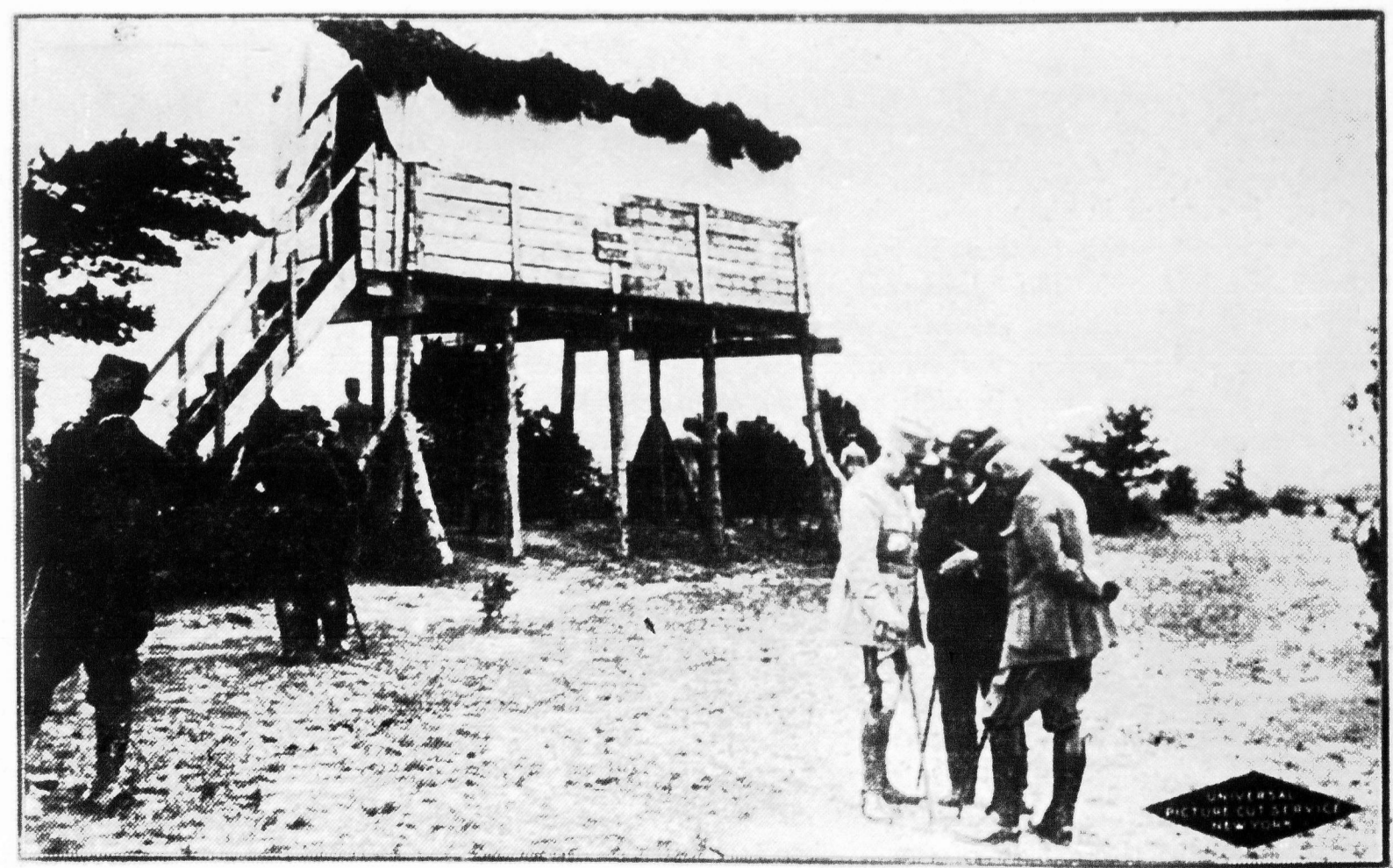
EDUCATIONAL OPINION.

What do teachers read, and what is the extent of their reading? Many read too little, a few read too much, others read nothing. Excess is better than deficiency. Nothing is more degenerating, monotonous and unbearable to a bright active pupil, than a teacher, whose general information and literary horizon are bounded by the texts of the school. A person that has never been electrified by good literature cannot develop in children a correct estimation of an Irving, or a Longfellow, or stimulate the noblest elements of child life. The teacher who reads with care can often enliven and fix, with happy illustration or anecdote, an otherwise dull recitation, or with an appropriate quotation fire to white heat a generous impulse. Question teachers as to what they read, and drive from the ranks those who, in these days of good and cheap books, have read not at all or have feasted and corrupted their minds with the frivolous and impure.

"The good old days (?) when muscle to ply the birch was a teacher's only qualification; when the 'rule of three' was the *ultima thule* of all earthly knowledge, are gone forever. Teaching in these days has become a science and an art. A teacher's true mission is no longer confined to the presentation of dry facts, but has broadened to embrace the higher duties of training the mind, and teaching how to think and how to study."—Supt. B.W.Scott.



SAND SHOES TO OVERCOME HARDSHIPS OF DESERT. "Dog cages" the Australian soldiers in Egypt call these queer looking contrivances. As a matter of fact, they are merely samples of wire "sand shoes" to aid the forces under General Maude and other British commanders in the negotiation of the deserts in that part of the World.



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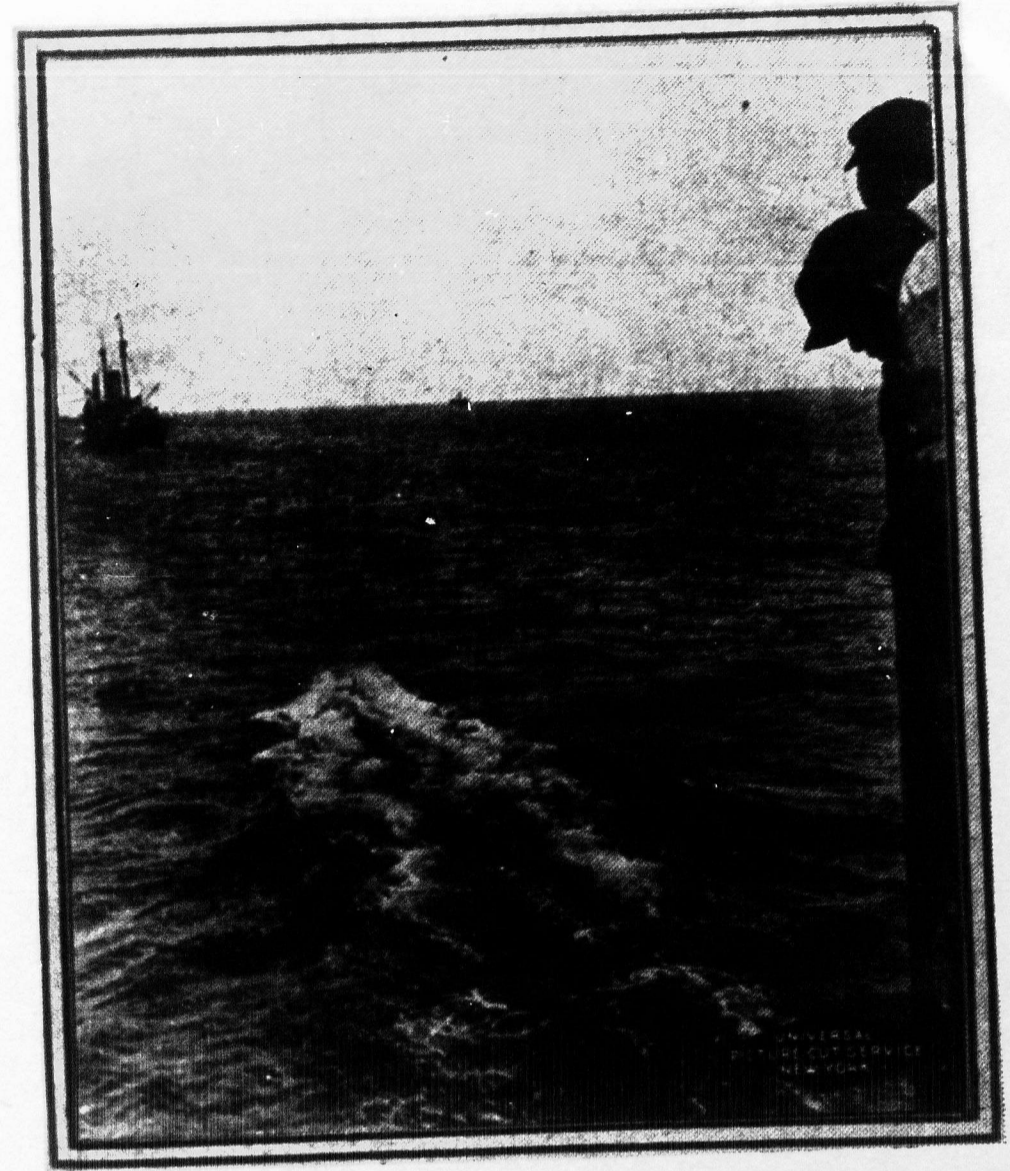
EUROPEAN ROYALTY OF TWENTY YEARS AGO, MANY IN GROUP NOW ENEMIES.

This photograph was made on the occasion of a royal gala for celebration of Queen Victoria's birthday, more than twenty years ago. 1. Present King of England; 2. Prince of Wales; 3. the late King Edward; 4. the Crown Prince of Germany; 5. Ex-Czar dethroned and his wife; 6. the Ex-Czarina of Russia; 7. the Kaiser Wilhelm; 8. Queen Victoria grandmother of the King of England.

OUR INTENTIONS - SAYS FRENCH MINISTER

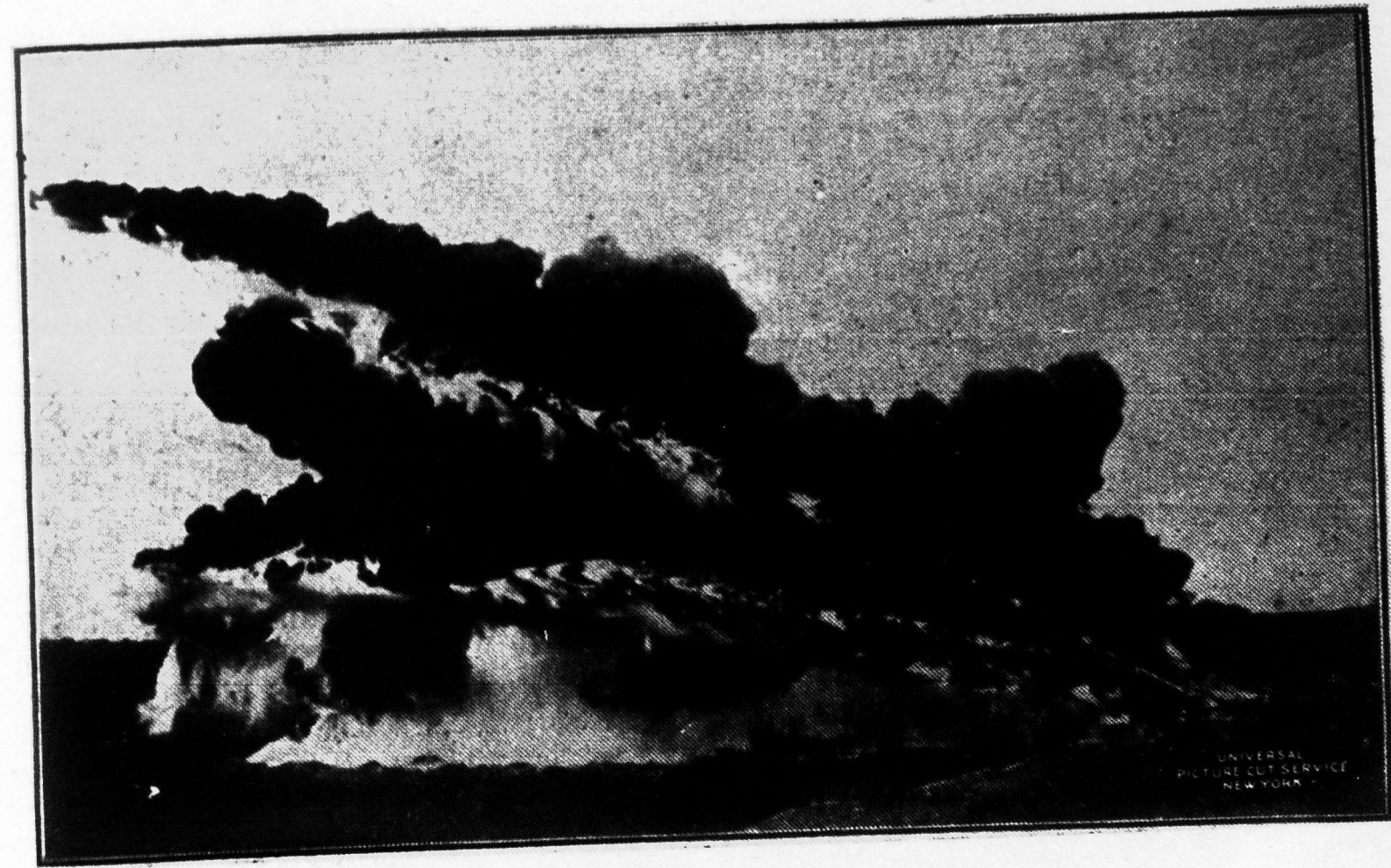
M. Painleve Minister of War explaining his views to two of the leading generals. To left of Minister, General Petain Commander of French forces on the Western Front. (Left to right) General Fayolle. (Left to right) General Petain, General Fayolle.

Since the German gas attacks; the British in retaliation developed more deadly devices, the latest use on the French Front. (Right to left) use on the French Front.



ACTUAL PHOTOGRAPH OF SUBMARINE ATTACK.

Photo shows clearly the wake of a torpedo that has barely missed the ship from which the picture was taken. The steamer by making a zigzag course was able to dodge the torpedo.



UNIVERSAL PICTURE CUT SERVICE NEW YORK

HOUSEHOLD SCIENCE FOR HIGH SCHOOLS.

By KATE THOMPSON CONNOLLY, Walford, Ont.

(Special to the EDUCATIONAL REVIEW.)

"I don't know what's the matter with Betty," complained my Aunt Margaret the other day when we were comfortably seated on the porch with our knitting, "she seems to literally hate the very sight of cooking. I can't understand it. I always was fond of it. And look at Eleanor, her cousin from Toronto, she likes nothing better than to be left alone in the kitchen to prepare a meal. Now, why is it?"

The answer is very simple. Eleanor has had lectures at Collegiate for three years in Household Science. Betty has had to do without them and why? Just because she has not been fortunate enough to be registered at a Collegiate but only at a village High School.

It is not obligatory to teach Household Science in High Schools but it is obligatory to teach it in Collegiates, unless they want to lose their annual grants. According to the report of the Minister of Education for 1916 there are registered in the High Schools throughout the province only 171 pupils who are studying Household Science as opposed to 3108 who are studying it in Collegiates. So although it is permissible to teach it in High Schools apparently very few do so.

It hardly seems fair that only city and town girls should have the advantage of Domestic Science teachers when the girls who come from the country and village homes are just as able to assimilate it and certainly need it quite as badly. The course may be a bonus, its principles may be elementary enough, but they are sufficient to give the girl a certain self-confidence and skill in the kitchen—and in the rest of the home too, for that matter—that will not be attained elsewhere.

Years ago it was different. Our grandmothers had to help with the housework and of course that "helping" included cooking, when they were as young as ten years of age. School work was not so heavy. Homework didn't take up every spare minute. Nowadays, as soon as a girl gets into High School almost invariably she has to drop everything but school studies. Music lessons must give way to history, algebra, botany and what not. There is no time to do much work in the kitchen; her time is full. So, naturally it falls out that she learns what she learns at school and at school alone. It seems a very simple thing in Collegiates to devote two or three periods a week to cookery but what a difference it makes in a girl's whole attitude towards home-keeping!

I know Canadian women over thirty years old who couldn't make a batch of palatable bread if their lives depended on it and for them, as the war continues, the ever-increasing thrift problems grow daily more menacing. There was no Household Science classes when they went to school and they were not naturally inclined toward that sort of thing so they drifted along without learning the importance of them. Of course there is no law against a woman sixty years of age beginning to learn how to cook—to bake bread included. Nevertheless it is a recognized fact that it is harder to learn to do the homely simple things after one grows up than when one is young. There is an added zest in the young days that makes learning half-play.

Aside from the school part, the main reason for the complaint of the "Aunt Margarets" today—that the "Bettys" "simply hate the sight of cooking"—is because the "Aunt Margarets" have failed to be accurate in their teaching methods. The dearth of good cooks among the younger generation is due—paradoxical as it may sound—to the abundance of them among their mothers and grandmothers. For so many years the older people have done their cooking by the "rule of thumb" that it is next to impossible for them to measure ingredients. You eat a particularly delectable cake or pudding at some home; you ask for the recipe hoping, if you are unsophisticated, to duplicate it at home next day, only to be told "Mother or Grandmother made it." Therefore, they think it is obvious you should understand how impossible it would be to give you the recipe! If you asked grandmother herself the coveted recipe would probably run something like this: "Well, my dear, I take two eggs, or three if they're plenty, a handful of sugar or a little more, a moderate quantity of butter or lard or sour cream which ever happens to be handy, a pinch of soda, etc., etc." All perfectly intelligible no doubt to the veteran but baffling and exasperating to the tyro. And what a different concoction from grandmothers' would be turned out if these directions were followed! Young people learning to cook need accuracy in their rules the same as they have it in their French grammar. And how infinitely more important it would be to teach it to them in a subject nine-tenths of them will use all their lives rather than in learning how to say "My grandmother lost her pens" and similar informative effusions with an accent that no native Frenchman would ever spot as anything he'd ever heard before.

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introduced I have seen girls come out of Form 2 in Collegiate at the end of the school term and take charge of the entire cooking in their mothers' kitchens during the holidays with a good deal less effort than the mothers themselves accomplished it. They had been taught in their school cooking classes not only how to cook, but how to combine different foods and why to use certain ones in special combinations in preference to others. Proteids and carbo-hydrates had to balance properly or they weren't satisfied with their menu lists.

Because specialists, certificates in Household Science are not granted in the Province of Ontario an Interim Ordinary certificate is all that is necessary to teach it. Any High School teacher, after a six weeks summer course in Toronto, is qualified to teach, so why should our village and country girls not reap the benefit of this as well as their city cousins? A special equipment in the school is necessary, of course, to teach Household Science, but with very little expense a room could be fitted up in most High Schools that would comply with the departmental requirements. At any rate it is worth making the effort to interest the town Councils and similar bodies in bringing the matter before the Department and arousing an enthusiasm in this branch of homely but very necessary science.

"We may live without poetry, music and art;
We may live without conscience and live without heart;
We may live without friends, we may live without books;
But civilized man cannot live without cooks."

CURRENT HISTORY CLASS.

THIS MONTH'S QUESTIONS.

1. What State has decided to declare war on Germany recently?
2. What important bill will come into force, at the beginning of this month.
3. (a) What is the name of the U. S. Food Controller?
(b) State also who is the Food Controller in Great Britain?
4. On what City are the Italians now driving?
5. What Country has offered to send 300,000 men to fight for France?

ANSWERS TO LAST MONTH'S QUESTIONS.

1. Tobolsk, in Siberia.
2. Hill 70.
3. Prime Minister, Kerensky.
4. Sir Arthur Henderson.

OCTOBER SCRIPTURE READINGS.

- | | |
|-----------------------|-------------------|
| 1. 1 Cor. xv:1-19. | 1. Psalm viii:24. |
| 2. 1 Cor. xv:20-34. | 2. Psalm xxxiv. |
| 3. 1 Cor. xv:35-38. | 3. Psalm xxxvii. |
| 4. Romans vi. | 4. Psalm xl:42. |
| 5. Colossians iii. | 5. Psalm lxxii. |
| 1. Matthew viii:1-27. | 1. Proverbs i. |
| 2. Mark iii:1-27. | 2. Proverbs viii. |
| 3. Mark vi:30-56. | 3. Proverbs xi. |
| 4. John ii. | 4. Proverbs xv. |
| 5. John ix:1-38. | 5. Proverbs xvi. |

OUR FAR FLUNG EMPIRE.

A man who met an "Answers" writer in the gardens of Hampton Court, London, Eng., said: "Six months ago I took my two boys as far west as I have now come east from our home in Montreal, but we got no farther than Vancouver."

Who would have thought that it was as long a journey from Montreal to Vancouver, as from Montreal to London? In realizing that fact, one gets a little nearer to realizing the huge size of the Dominion of Canada.

It is 3,400 miles wide, bigger than the United States of America, unless Alaska is reckoned — and as big as Europe if Germany be left out. It could easily maintain a population of two hundred millions.

Australia is the smallest continent, if it be reckoned such, and the largest island in the world.

There are 4,500 miles of ocean between it and Africa, and 8,500 between it and America. It is as big as Europe, with the three peninsulas, the Iberian and the Italian and the Scandinavian, amputated.

New Zealand is our next antipodes. The little boy who talks of digging through his back garden until he comes out in Australia, really means New Zealand. It is generally regarded as one of the smaller colonies, yet it is only a sixth less than the area of the British Isles.

South Africa runs to about a million square miles of territory, without including the newly conquered territory of Southwest Africa. British East Africa is another million square-mile piece, whilst Nigeria is about half as much, and Greater Egypt about the same. Add to this the smaller colonies and Britain's stake in the Dark Continent — without reckoning Germany's contributions — works out to the size of the whole of Europe.

Even British Guiana, in South Africa, is bigger than New Zealand, and British Guiana, proper, nearly as big. India with Ceylon, runs to nearly two million square miles, or sixteen times the area of the British Isles.

Now does this take into account hundreds of islands in the West Indies, in the Pacific, in the Indian Ocean, and those corners of the world's ocean highways, like "Gib." and Aden and Singapore and Hong Kong, which all go to swell the total present mileage of the Empire to eleven and one-half million or rather more than a fifth of the whole land service of the globe.

Mr. William Price, a Welsh physician, who died on January 11, left an estate valued at \$150,000. After providing for annuities the residue of his estate is left to the University College of South Wales and Monmouthshire, for the medical department.

MODERN SANITATION

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

What to do in October.

By W. CLEMENT MOORE.

(Special to the EDUCATIONAL REVIEW.)

Among the very first things you will do, of course, will be to aid the children in gathering, classifying and arranging a most wonderful collection of autumn leaves. Every teacher will find it an easy matter to do that, even if located in a large city. Such a collection will afford material for the very best lessons in language, composition, nature study, primary number work, primary color work, advanced drawing, and water or oil color painting as well as botany.

Right at the very beginning of October you should have all pupils supplied with a note book which they may label as "The Nature Study Diary." such a book may be kept in many different ways but the following plan will be found very simple, easy to understand, convenient for reference and valuable after it is completed. Start with the first left page and space between the lines below so that the columns will occupy two full pages with the following divisions: Month, day, subject, where found, colors, type, how used, results.

Other items or columns may be added if you wish. You will be able to secure a number of very beautiful cut flowers for study this month too, although it is late in the year. Among the flowers in bloom around you there should be an abundant supply of Gladioli, Chrysanthemums, Cosmos, Blue Mist, Floss Flower (Ageratum), Marigold (Calendula), Dahlias, Lobelia (Cardinal Flower), Roses, Cannas.

Bring or have the pupils bring some of each of the above to the school room and make a study of the size, shape, color, growth and kind of each. Make careful and accurate notes of all such observations in your diaries and then arrange the flowers in bouquets to decorate the room.

I have seen these diaries arranged with a sheet

of water color paper between each sheet of data, and by the co-operation of the art teacher and the teachers of the different grades, the text of the diary was in each case most beautifully illustrated by paintings of one or more of the flowers or leaves studied. Of course such diaries were made in loose leaf form by the pupils themselves as a part of their construction work.

In the matter of indoor planting you might start a window box or pot of pansies. If you can find good seed you will be able to get good results and the seed of well known dealers may be relied upon.

This is also the proper time to sow all of the following flowers out of doors so they will bloom early next spring: Spirea—plants or roots, Pansies—seed, English Daisies—seed, Sweet William—seed, Violets—roots or seed, Phlox—roots, Chrysanthemums—roots.

Have the boys prepare a flower bed about six by ten feet somewhere in the school yard and plant it solid with the above hardy flowers and next spring you will be amply rewarded by a mass of beautiful flowers.

(ED. NOTE:—Although most of the vacant plots should be used to raise vegetables, etc., at the present time, the above

instructions might well be followed where available space can be found, as nothing looks better than well kept school grounds.

IN MEMORY OF THE LATE MISS ELEANOR ROBINSON.

Friends of Miss Eleanor Robinson purpose erecting as early as possible, a tablet to her memory in the Free Public Library, St. John, N. B. Anyone desiring to subscribe, even a small sum, towards this, may do so by sending the amount to the "Educational Review," or to Mrs. Silas Alward, 84 Burpee Avenue, St. John, N. B.

THE GARY PLAN IN NEW YORK CITY.

Mr. William G. Wilcox, president of the board of education, has written to Dr. John H. Finley, New York state commissioner of education, asking that the matter of school organization for New York City by the duplicate system—the Gary plan—be given a full investigation and hearing before a commission whose decision all fair-minded citizens would accept. Dr. Finley has replied that his request for an investigation will be granted. He writes that the state started a survey of school systems in two other cities on September 1, and will begin in New York as soon as those tasks are finished or sooner if investigators can be obtained.

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CURRENT EVENTS

In view of the forthcoming winter the various armies are endeavoring to secure more advantageous positions, whilst the weather is most favorable for military operations. During the past month the Allies on the western front have made several strong drives over sections from about ten to twelve miles in length and have succeeded in penetrating the German trenches and consolidating their gains — resisting furious counter attacks made by the enemy.

Ypres and districts near by have been the scenes of some of the most fierce fighting this year, whilst the Canadian troops on the outskirts of Lens have nibbled off several important entrenchments and strongholds, which has resulted in General Haig stating that Lens can be captured when other plans are ready.

In the Champagne district the French troops won a smashing victory, driving into two German lines, and entering a third in the region of Souplet.

On the Italian front a powerful drive made by Italy's courageous troops has shaken the Austrian defences and they have hope that Trieste will soon fall before the victorious Italian army.

Russia continues to have her internal trouble with the result that the Germans have gained much ground beyond Riga, but in spite of this, loyal Russian forces have returned boldly to the attack, and they are now holding their own west of Venden, as well as at other points along the line.

The same is true in the Roumanian battle field where, except for artillery fire, little of importance is to report.

The airmen of both the central powers and the Allies have been particularly active during the past month. Raids made by the former have caused damage and loss of life in South London, and the southern section of England, but these hostile flights have been considerably hampered by the splendid work of the British air defenders.

As an offset against this, the British and French air squadron have penetrated far behind the German lines and many tons of high explosives have been dropped upon munition factories, stations, troop encampments and military stores.

In an address at a meeting in Paris in celebration of the battle of the Marne, Premier Ribot, declared emphatically that the French will not compromise on its demand for the restoration of Alsace and Lorraine.

During a British drive in the latter part of the month some 4,000 prisoners were captured in Flanders.

In consequence of General Korniloff rebelling against the Revolutionary Government of Russia, and for a short time marching against Petrograd with troops who followed his lead, Premier Kerensky took strong hold of the situation and having made General Korniloff prisoner, disbanded his forces. This somewhat steadied conditions, but the outlook is far from satisfactory.

At a House of Commons luncheon, Bonar Law declared that with the United States in the war, "We have on our side resources that are more than sufficient to achieve victory." Without the financial assistance of the United States, the Allies would be in dangerous straits.

According to despatches from the French army headquarters, it is reported that the field formation of the Germans on the various fronts are 5,500,000; divisions under-

going formation and in depots 600,000; losses in killed, disabled and prisoners, 4,000,000; wounded in hospitals 500,000. Total, 10,600,000.

According to reports Admiral Lindman, Swedish Minister of Foreign Affairs, announced that Baron Lowin, Minister of Argentina, will not be recalled as a result of the exposure of the transmission of German messages through the Embassy.

In a wild Anti-Teuton demonstration, rioters in Buenos Aires are reported to have burned scores of buildings.

The losses by submarines are diminishing week by week, although one or two large vessels have been sunk, included in which was the Atlantic transport liner "Minnehaha," which was sunk off the Irish coast with a loss of fifty lives.

Ten thousand Serbian girls between ten and fourteen years of age, have been kidnapped and taken to Turkish and Bulgarian harems.

Mutiny broke out among the war-ships of Portugal, which has been quelled after many arrests.

The centre span of the Quebec bridge has been successfully raised 150 feet from the level of the water and placed in position.

A move is underway to change the name of New Brunswick to "New Windsor," following the example set by King George.

CHILDREN'S HOUR.

DEAR BOYS AND GIRLS:

In going through King Square, St. John, the other day, I was very much surprised and grieved to see three mischievous boys endeavoring to catch the small sparrows, by means of throwing their caps on the unsuspecting feathered creatures. The incident made me realize the necessity for further protections for the birds, than those provided in some cases, against stones, snow, etc.

This month I am therefore, urging each boy and girl who read the "Children's Hour" to make it their duty to look after their little feathered friends, instead of, as in the case of the above mentioned youngsters, trying to capture and perhaps torture them. Get into the habit of providing a few crumbs, each morning, for the birds which may approach near to your house, then when winter comes, and King Frost has laid his white mantle over the ground, the little creatures will have learned where they can find food and depend upon you for their sustenance, at such hard times.

In a few words my message for this month is look after your feathered friends.

THE EDITOR,

CHILDREN'S HOUR,

EDUCATIONAL REVIEW,

St. John, N. B.

SCHOOL AND COLLEGE

Miss Marion Outhit, who has been teaching in Trinidad, is now on furlough in Nova Scotia.

At a special meeting of the Orillia Public School Board the estimates for the coming year were passed. Including \$3,971.72 required for payment on debentures, it is estimated that it will require \$32,471.75 to keep the schools up. This is \$3,300 more than last year, when the estimates were \$29,171.72. The teachers' salaries will be up at least \$700, the fuel account will be much higher, and supplies, repairs and almost every item of expenses are estimated to be higher, even with the most rigid economy. The property being purchased for additional grounds at the Central school will be paid out of the general levy. The price is about \$1,800. The teachers' salaries will be about \$700 more this year, or over \$20,000. Fuel is estimated to cost \$3,000. The levy this year will be the highest ever asked for by the Board. Owing to the high rate it was decided not to engage a school nurse this summer, and the additional rooms required at the Central school will be left over for another year.

The Board of Education, Fredericton, has just given out the winners of the Lieutenant-Governor's High School entrance medals in the several counties for 1917 as follows:

- Albert County — J. Helen Tingley, Riverside Consolidated.
- Carleton County — Kathleen Bowlin, Woodstock Grammar.
- Charlotte County — Elsie Crickard, St. George Superior.
- Gloucester County — George Eddy Linton, Bathurst Grammar.
- Kent County — Francis C. Bacon, Richibucto Grammar.
- Kings County — Percy Moore, Havelock Superior.
- Madawaska County — Eva Leveque, St. Basil Superior.
- Northumberland County — Rosalie Perkins, Chatham Grammar.
- Queens County — Hannah S. Baird, Chipman Superior.
- Restigouche County — Grace Calder, Campbellton Grammar.
- St. John County — Arthur Ryan, St. John Grammar.
- Sunbury County — Edris McCleary, Fredericton Junction Grammar.
- Victoria County — Bernice McLaughlin, Grand Falls Superior.
- Westmorland County — Lawrence Smith, Middle Sackville Superior.
- York County — Mary B. Jones, Fredericton Grammar.

The three highest in the above list in order of merit are: J. Helen Tingley in Albert County, Mary B. Jones in York County, and Kathleen Bowlin in Carleton County.

The Fredericton High School have elected the officers of their football team for the year, and they are as follows: Manager, Leo Kane; captain, W. Lounsbury; vice-captain, Don Porter. The club meets for practice every Monday, Wednesday and Friday, and a fair crowd turns out. It is not known yet whether there will be a league this fall or not. The material for the team is very light this year compared with last.

A special meeting of the Fredericton School Board was held September 21, when most of the time was occupied in

maturing plans for opening classes in vocational work. It was decided to open two classes in household science, with a limit of twenty-four to each class, and also to open classes for a commercial course and also for a course in wood-working and mechanical drawing. The instructors are not all appointed yet, but it is likely Miss Gilliss, of the household science department, will take a portion of the evening classes. Mr. B. B. Barnes, of the Sloyd department, will also likely be in charge of the mechanical drawing, etc. It is probable that Mr. Patterson, of the High School staff, and Mr. C. Creed will undertake the commercial work. Enquiry has been made by some persons as to the likelihood of the introduction of classes in stenography and typewriting. This is under consideration, and later a class in typewriting may be started, but the board would not likely be able to undertake a course in stenography.

At the meeting quite a number of the lady teachers were present by invitation, the object being chiefly to obtain views of the teachers respecting the advisability of transferring some of the older children in their respective departments to the special classes, and conducted by Miss Hoben, and composed largely of children who do not expect to take a course in the High School or University. The conference revealed the fact that there are many children who are not deriving as much benefit in the grade classes as they might obtain in a miscellaneous department. After a general exchange of opinions the ladies withdrew after the chairman thanked them for their presence.

The secretary was instructed to obtain from the teachers the names of pupils who, in their opinion, would receive greater advantage in the miscellaneous department than in their present classes. Mrs. Clark and Mr. Weddall were appointed a committee to further consider the question.

Mr. Lemont thought it would be advisable to consider the suggestion of some of our citizens as to the wisdom of providing to a limited extent, perhaps, scholarships or prizes for the different evening classes. Mr. Lemont will ascertain further particulars.

The exhibition in connection with Chatham schools was held in the assembly room of the Grammar School September 21. The entries were numerous and consisted of potatoes, turnips, carrots and other vegetables, also flowers grown in the school gardens, as well as mounted plants, drawings, collections of weeds and manual training specimens, making a very creditable showing of 193 entries.

A model exhibit of vegetables and herbs were placed on exhibition by Mr. George E. Fisher, who afterwards presented it to the Red Cross.

The judges of the fair were:

- Vegetables and grain — George E. Fisher and James Bremer.
- Fancy work — Mrs. Charles Cassidy and Mrs. F. H. McNaught.
- Manual work — R. W. S. Manzer.
- Educational exhibit (drawings, etc.) and flowers — Miss Ida Lynch and Mrs. F. A. Dixon.

The school districts of Millerton, Bryenton and Kirkwood held a Union School Fair on Thursday, September 20th. All the exhibits shown were raised by the pupils themselves

either in the school gardens or at home lots, and were a very creditable display.

After the prizes were distributed a number of games and races were held, after which addresses were given by Director R. P. Steeves, M. A., of Sussex, assistant director, F. A. Dixon and Rev. E. Rowlands.

The children's exhibition held in Citizen's Hall, Port Williams, on September 7th, proved to be a success in every way. It was opened with a brief but thoughtful address by Miss Jennie Fraser, Superintendent of the Women's Institute of Nova Scotia. This was followed with a speech full of good advice to the children, by Prof. Blair of the Experimental Farm, Kentville.

All the afternoon the hall was well filled with a throng of spectators who often gave expression to their surprise at the splendid exhibits sent in by the pupils of Port Williams, Church Street, Starr's Point and Greenwich Schools.

When the evening came the character of the exhibition changed. Upon the platform, which was nicely decorated with potted plants, was Chairman C.A. Campbell, surrounded by a number of speakers chosen for the evening's entertainment. These gentlemen, among whom were Revs. Mr. Miller and Mr. Armitage of Wolfville, the Rev. Mr. Woodruff, rector of St. Johns, Inspector Robinson and Mr. Dewolfe of the Rural Science Department, Normal School, Truro, all gave interesting and helpful talks; but special mention should be made of Inspector Robinson's speech, in which he so forcibly dealt with the place and importance Rural Science should hold in our schools. The above program was interspersed with school songs sung by the children and added much to the pleasure of the occasion.

The committee in charge of the exhibition, as well as the school children, were very happy over the successful termination of their efforts, and felt very proud when Prof. Dewolfe, who was judge of the exhibits and has taken part in many such events, said that for a first attempt at an exhibition he had never seen a better one. The evening closed with the National Anthem.

David Upham Hill, Ph. D., has been appointed Professor of Chemistry at the Acadia University, whilst Roy Ross has received the appointment of the department of German.

Plans are being made to organize a school cadet corps in St. John.

At a monthly meeting of the St. John School Board Trustees, a delegation of male teachers appeared to ask for an increase in their salaries, but the matter was laid on the table until the December meeting. It is understood that the increase was 25%.

The Kings College Law Schools is expected to open on October 9, with the same staff as last year, except for Dr. W. W. White, who will be lecturer on medical jurisprudence, in place of the late Dr. R. D. Walker.

Plans are maturing for a new up-to-date consolidated school at Gagetown.

Some 800 young men, many being graduates from Princeton, Harvard, and Yale, are training in Canadian Aviation Schools.

A night school is being formed in connection with the St. John Y. W. C. A., to open about October 8.

A series of educational films are now being shown at the Imperial Theatre, at St. John. We would suggest that our readers make an effort to see them, as they ought to be of particular value and interest to teachers.

Although not so many as last year, a large number of

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students are preparing for the law examinations to be held in Fredericton, on October 16.

George M. McDade, who studied law at Dalhousie University, has opened a law office in Chatham.

Some eighty school boys, who have been engaged in the increased production campaign during the holidays, have returned to St. John, after doing most creditable work.

The first meeting of the Provincial Committee for Vocational Education, which was held September 25th, was devoted mainly to organization.

U. N. B. ALUMNI ESSAY FOR 1918.

The subject for the U. N. B. alumni essay for the year 1918 is as follows: The best translation into Latin prose of the following passage of English: Smith's History of Greece, Chapter xxxvi, sec. 11 (page 429), beginning with the words, "Their future route was now a matter of serious perplexity," and ending with the words "And expressions of the rarest regard." (Page 431, sec. 13.)

HARVARD ALUMNI ASSOCIATION RAISING FUNDS.

Members of the Harvard Alumni Association already have subscribed \$1,000,000 toward the \$10,000,000 foundation planned for the university. The alumni committee in charge of raising the fund announces that in addition to this amount pledges amounting to large sums have been received and that it is hoped that the entire foundation would be subscribed by the end of next year.

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THE EIGHTH ANNUAL REPORT OF THE COMMISSION OF CONSERVATION, CANADA.

Hon. Senator Edwards, in his opening remarks said: There is one thought that comes to my mind, and that is this: Canadians have an idea that Canada is a country of unbounded and unlimited natural resources. From its very inception, the Commission has undertaken to ascertain just what our natural resources are. Outside of agriculture, which is our great and fundamental resource, lumbering, mining and fishing are the only resources that Canada has. In agriculture, our resources are very great, and it is the department in which most can be done for the promotion of the welfare of Canada. The greater work that can be done in any department of Conservation is to promote good agriculture. Education that will lead not to the diminution of the productiveness of our land, but such as will increase that productiveness, will be of the greatest possible benefit.

I am afraid that Canada over-estimates her possibilities. This is a Northern Country, a dear country to live in, and a dear country to produce in and must continue to be so. We have the advantage of a good climate, which produces a strong people. That is perhaps our greatest resource. While we have difficulties, we have the energy to overcome these difficulties. In addition to that, if we do not conserve that which we inherit, there is a time coming, when it will be a very bad day for Canada.

I just throw out these hints for what they may be worth. The Federated Press, Ltd., Montreal.

CHILDREN'S STORIES AND HOW TO TELL THEM.

Sometimes the germ for a story just pops into the mind; no need for hunting the story-protoplasm in its lair, for those to whom it comes thus readily. Many there are, however, who must chase and beat the bushes until a suitable suggestion appears.

Since the children's story is not so complex in structure as is much of the fiction affected by adults, we need not seek so far for fresh themes as must our brother, the magazine writer, for no one is likely to accuse us of plagiarism if we revamp old story-ideas. Here our purpose is not to attain to absolute originality — if indeed anywhere in fiction such a thing is any longer possible. In going to the stories of others for hints or plot-germs, you may examine, first, the kinds of stories, to find out whether one sort especially suits the two foundation requirements — the particular need that calls for a story, and your own limitations of knowledge and ability. For example, a fairy story may seem out of harmony with your purpose, a travel story beyond your equipment, and a humorous story not consonant with your mood. Thus the whole range of kinds may be searched over, until one stands out the best. Locality is a fertile field for stories-ideas. The hill country will suggest original tales of games and hunters, of beasts and trees, of streams and torrents, of clouds and peaks. Imitation of the methods of great storytellers will be of help here as everywhere. The big hills and the little ones may converse. The mountains may be made to war with each other. We may tell a story of how Old Baldy got the hole in his side, or of how Mr. Coyote grew

his brush, or of how the cascade made a wash basin for Father Grizzly — scores of mountain facts and fancies will arise when imagination is set to work. In the same way, the plain, the desert, the farm, the water, the sea shore, the city, the village, will suggest themes, connected with prairie hens and jack rabbits, cactus and sand dune, dolphin and trout, shells and sea weed, chimneys and motor cars, steeples and vegetable gardens, cows and horses — each together with stories of its own.

Family legends and anecdotes, of past days, and present tales of hero ancestors, of what father and mother did, and especially bits of the child's own history, serve an excellent purpose. Special times and seasons, sports and games, bird, fish and animal life, travel scenes and odd experiences, one winter's snows and last summer's drought, particularly tales of pure human interest, open up endless stories of material, seen all with the creative idea, with thought for the purpose of the story, but constantly using care lest the teaching lapse into moralizing. By J. Berg Esenwein & Marietta Stockard, The Home Correspondence School, Springfield, Mass.

HOW TO TEACH.

The art of teaching is based upon the science of psychology. In this book the authors have sought to make clear the principles of psychology which are involved in teaching, and to show definitely their application in the work of the classroom.

This book has been written in language as free from technical terms as it is possible.

In a discussion of methods of teaching it is necessary to consider the ends or aims involved, as well as the process. The authors have on this account, included a chapter on the work of the teacher, in which is discussed the aims of education. The success or failure of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. This book, therefore, includes a chapter on the measurement of the achievements of children. Throughout the book the discussion of the art of teaching is always modified by an acceptance upon the part of the writers of the social purpose of education. The treatment of each topic will be found to be based upon investigations and researches in the fields of psychology, and education which involve the measurement of the achievements of children and of adults under varying conditions. Whenever possible, the relation between the principle of teaching laid down, and the scientific inquiry upon which it is based, is indicated.

Any careful study of the mental life and development of children reveals at the same time the unity and the diversity of the process involved. For the sake of definiteness and clearness, the authors have differentiated between types of mental activity and the corresponding types of classroom exercises. They have, at the same time, sought to make clear the interdependence of the various aspects of teaching method, and the unity involved in mental development.

TABLE OF CONTENTS.

The Work of the Teacher, Original Nature, The Capital with which Teacher's Work, Attention and Interest in Teaching, The Formation of Habits, How to Memorize, The Teacher's Use of the Imagination, How Thinking may be Stimulated, Appreciation, and Important Element in Education, The Meaning of Play in Education, The Significance of Individual Differences for the Teacher, The Development of

Moral Social Conduct, Transfer of Training, Types of Classroom Exercises, How to Study, Measuring the Achievements of Children. By George Drayton Strayer & Naomi Norsworthy, The McMillan Co., of Canada Ltd., Toronto.

HINTS THAT WIN SUCCESS.

The unusual character of this book makes a few words of explanation desirable, and even necessary, lest its purpose and scope be misunderstood. It is not intended to be a text book on method, or an encyclopaedia of facts. It is of a type far less commonplace than either of these, being a collection of "wrinkles" derived from the practical experience of a large number of skilled teachers, and carefully chosen for their originality and general usefulness. Most teachers in their time evolve some clever device of which they are justly proud, and which they are convinced is excellent as a means of enhancing interest, of saving time of getting great effects simply, of turning old apparatus to some new purpose, etc. The evolution of such a device calls into play the teacher's best thought, enthusiasm, wisdom, and patience, and the results are often worthy of high praise. Those who manage to invent a few of these original aids to teaching, and know their value, will probably appreciate a large collection of them, as a veritable treasure-house of goodly things, and it is with the idea of bestowing such riches upon them that the book of "Helpful Hints" has been produced. It does not, of course, claim to include every "wrinkle" which is in use, and, in order to make the book still more useful, the publishers would be glad if teachers having other interesting and ingenious devices, would communicate them, with a view to their inclusion in future editions. From the Kingsway Series, Evan Bros., Ltd., London, England.

THE RURAL TEACHER AND HIS WORK.

Each chapter of the book closes with a set of suggestive questions and special studies which are intended (1), to stimulate class discussion, and (2), to assist in further research. No one is able to gain sufficient inspiration and breadth of vision for vital leadership from reading a single book. Only as a result from broad reading, mature thinking and sensible application of both of these to every day work does the teacher acquire a real mastery of his chosen field.

One of the chief purposes of the present readings, is to make the teacher conversant with the best thought in the rural life field. Every teacher should own a well-chosen collection of such books. A complete bibliography and shorter buying-lists are given at the back of the book from which teachers can make their selection. By Harold Waldstein Foght, The McMillan Co., of Canada, Toronto.

EACH YEAR PUPILS EMPTY FIRE EXTINGUISHER.

It is not enough that fire extinguishers hang on the walls of the Centennial High School, Pueblo, Colo. The authorities are determined that they shall at all times contain chemicals that are absolutely dependable, and so the tanks are emptied once a year and refilled with new materials. The emptying and replenishing is done by the students, under proper supervision, and is the occasion of quite a demonstration. A huge bonfire is built, and while hundreds are gathered about, the year-old chemicals are turned on the blaze.

Programme of Oxford Teachers' Institute to be held in the Collegiate Institute, Woodstock, on Thursday and Friday, October 11 and 12, 1917.

Morning Session.

- 9.30 — 9.45 Devotional Exercises.
- 9.45 — 10.15 Reading of Minutes of 1916, Reading Correspondence, Appointment of Auditors, Various Committees.
- 10.15 — 11.15 Teaching Children how to Study, Mr. E. T. Seaton, Hamilton Normal School.
- 11.15 — 11.45 The Amended Regulations in regard to Teachers' Institutes, Mr. Cole, I. P. S. Enrollment of Members.

Afternoon Session.

RURAL SCHOOL SECTION.

- 1.30 — 2.15 Primary Reading in Rural Schools, Miss Sippel.
- 2.15 — 3.00 How to Save Time in Rural Schools, Mr. R. H. Darling.
- 3.00 — 4.00 The Left Overs at Examination, Mr. S. Nethercott.

GRADED SCHOOL SECTION.

- 1.30 — 2.15 Primary Work in Graded Schools, Miss McTavish.
- 2.15 — 3.00 Should Grades or Classes be Divided?— For, Mr. Walton; against, Mr. W. F. Smith.
- 3.00 — 4.00 Promotion Examination Reports, Messrs. Cole, Henderson and Thompson.

Evening Session.

Open to the Public in the Court House at 8.00 p. m.
 "War and Education," Mr. N. W. Rowell, K. C., M. P. P.

FRIDAY, OCTOBER 12th.

Morning Session.

- 9.30 — 10.00 Election of Officers, Reports of Auditors, Financial Statement of Secretary-Treasurer, Election of Delegates to the O. E. A. and Reports of Committees.
- 10.00 — 10.15 President's Address, Mr. Fleming.
- 10.15 — 11.00 Arithmetic for Junior Classes, Mr. Seaton, B.A., Hamilton.
- 11.00 — 11.45 Discussion on School Ethics, opened by Miss F. C. Ross, Curries.
- 11.45. — 12.00 Business.

Afternoon Session.

- 1.30 — 2.30 Some Points in English Grammar, Inspector Paterson.
- 2.30 — 3.15 Reports of Delegates to the Ontario Ed. Ass'n. Miss Huffman and Miss Bowers.
- 3.15 — 4.00 General Business.

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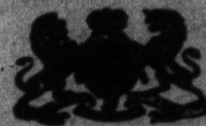
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Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

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

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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.
October 8—Thanksgiving Day. (Public Holiday).
Dec. 18—Class III License Examinations begin.
Dec. 21—Normal and Public Schools close for Christmas Vacation.
1918. SECOND TERM.
Jan. 7—Normal and Public Schools re-open.
Mar. 28—Schools close for Easter Vacation.
April 3—Schools open after Easter Vacation.
May 20—Loyalist Day. (Holiday for St. John City only).
May 23—Empire Day.
May 24—Victoria Day. (Public Holiday).
May 24—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
May 28—Examinations for Class III License begin.
June 3—King's Birthday. (Public Holiday).
June 7—Normal School Closing.
June 11—Final Examinations for License begin.
June 17—High School Entrance Examinations begin.
June 28—Public Schools close for Term.

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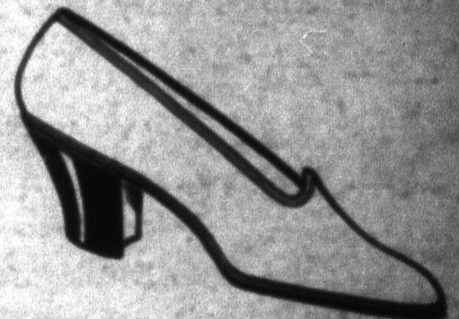
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