

PAGES

MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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The Christmas play that appears on page 108, was produced some years ago in a Nova Scotia School under the direction of the writer. It takes about half an hour to act, and is suitable for a Christmas closing, or a Sunday School concert where there is to be a distribution of gifts.

The December number will contain a shorter play written expressly for the REVIEW, and requiring less study and rehearsing than "Billy and Floss." The characters are from five to ten little girls, and as many little boys.

The Education Department of Ontario has issued a circular called "The War and the Schools," containing the special regulations for the school year, 1916-1917, as regards courses and examinations in history and geography, enlistment for overseas service, and employment on Ontario farms. A valuable part of the circular is the list of books and pamphlets for reference and supplementary reading. We would especially direct attention to the series of Oxford pamphlets, to be had in Toronto.

Oxford Pamphlets..... Oxford University Press, Toronto.

A number of paper-bound pamphlets, from 12 to 40 pages each, have been published separately at from a penny to eightpence. Many of these are also bound in series of five pamphlets, stiff covers, at 35c. each. The following will be found specially helpful:

- No. 21. The British Dominions and the War —
Egerton..... paper, 8c.
No. 22. India and the War — Trevelyan..... paper, 4c.
No. 29. The Navy and the War — Thursfield..... paper, 10c.
No. 79. Roumania; Her History and Politics —
Mitrany..... paper, 15c.
The Submerged Nationalities of the German
Empire — Ernest Barker..... 25c.
Prussian Poland, North Schleswick, and Alsace Lorraine are
the nationalities discussed.

The "Daily Telegraph" war maps are to be had from the Students' Book Department, University of Toronto, at 30 cents each.

The school holiday granted by the Board of Education in New Brunswick for the purpose of raising money for the Belgian sufferers, though appointed for November 15, has in some cases been already observed, by permission, and with good results.

Teachers and pupils are working hard, and their efforts are being seconded by the public, so that a generous response comes in to the appeal. So far, twenty districts have sent in an aggregate sum of six hundred dollars. If this average is kept up the gift of the schools of the province to the homeless nation will be a liberal one.

SUITABLE SONGS FOR THE SCHOOLROOM.

MARY VICTOIRE LAWRENCE.

The REVIEW has asked for a list of songs suitable for the schoolroom. It is a simple matter to name such songs, but a bit difficult to give composer, publisher and price. Below, are the titles of a few songs for which I can furnish these three necessary items of information.

The asterisk indicates sheet music which generally costs fifty cents to seventy-five cents. For the sake of brevity I shall refer to the songs by number.

Beginning with the Patriotic,—it is *most important* that we teach songs of whose sentiment we shall not be ashamed when the Empire ceases to be at war. For this reason I am particularly desirous that the patriotic songs mentioned shall be generally used by the readers of the REVIEW.

I hope the first three are not out of print.

No. 1 was a great favourite in our building when we had an assembly hall. It is strongly Imperial in sentiment and picturesque in wording—suitable for higher grades, say from V to XI. Care must be taken with the line "The old sea mother calls." It is apt to deteriorate into "The old s-s-mother calls."

No. 2 was written for King Edward, but can be used now. It has a good refrain.

No. 3 is especially attractive for all grades, but needs a little alteration in the words. Of course the masculine pronoun must be used, and in the lines "God bless her for her sixty years," and "As we're sons of one great mother," I substitute "his many years" and "sons of one great Empire."

This song has a chorus that goes with a swing.

"Then, cheer, cheer soldiers of the King,
Show him how you love him,
Tell him what you mean,
Tell him what your fathers did
You again will do,
True to His Majesty as he is true to you."

Nos. 4 and 5 are fine songs, rather serious, and therefore more suitable for upper grades and high schools. The composers' names are sufficient recommendation.

I change the first line of No. 7 to "Ere we part to-day." This is a simple, beautiful setting of a three-verse hymn which pupils of all grades should

learn. It is a prayer for our nation, our soldiers, our sailors and finally

"Grant to victor and to vanquished
When their earthly conflicts cease,
Crown of blessings, Holy Father,
Heaven's own peace."

No. 8 is a little gem. The difficult runs in the last few measures must necessarily be omitted.

Nos. 9 and 10 are two rather difficult songs which the pupils can learn if the teacher will teach a few measures at a time, insisting upon light, true tones, good phrasing and *no slurs*.

Who could keep from singing
"Oh, listen, little Dear — My — Soul,
To the fairy voices calling,
For the moon is high in the misty sky
And the honey dew is falling,
To the midnight feast in the clover bloom
The blue-bells are a-ringing," etc.

In teaching a new song, my plan is, first, to choose a song which I myself enjoy — like to sing.

Second, to study the words carefully. If necessary give a lesson or two on the subject before introducing the song. For instance

"Blow, wind, blow," and go, mill, go
That the miller may grind his corn,"

will be most interesting to little people who have fresh in mind lessons on wind, sailing vessels, steamships, wind mills, mills run by steam engines, and the work of a grist mill.

Third, I decide just where a breath is to be taken, frequently marking the phrasing rather than trusting to memory so that I may

Fourth, *never* fail to observe my own arbitrary decision.

Let higher grade pupils who copy the verses from the blackboard mark the phrasing by the asterisk. In later years, they will recognize it, when they meet it in church music or glee club music. I have heard choir members ask "What that little star was there for."

Fifth, I make liberal use of the much-laughed at "smiling method" whenever it is at all appropriate. It loosens the muscles of the lips and throat, thereby softening the tone, my tones, with a like effect upon the imitative, responsive listeners who are such keen observers. Like Emmy Lou's "nintimate friend," a teacher should have, or cultivate, "histrionic talent," and use it freely in teaching songs.

Sixth, my ideal is *absolutely no loud singing*, "Sing out" is an order which should never be

heard in the school-room. In place of that old idea, substitute "Every one sing, but sing softly, and open the mouths." Then watch for the pupil whose lips are barely parted, and whose forehead is full of wrinkles. That is the culprit who is flattening the tone, and, in fact, spoiling everything. But he needs very careful handling, much encouragement, many pleasant little signals, and private admonitions, lest he cease to sing for all time.

No. 9 is an old song, and the only setting I know, to Longfellow's beautiful poem. It is not easy, but is decidedly worth the time and work which must be put upon it. I do not attempt to teach this song in strict time. It is better to treat it as a recitative. It needs most careful phrasing, and should arouse all the dramatic in the make-up of the singers. There is opportunity for a fine crescendo in the lines,

"It shouted through the belfry-tower
Awake, O bell! proclaim the hour,"

but obviously the "smiling method" would be quite out of place for the last two lines of the poem!

This would be an ideal song for a High School closing.

No. 11 is a spring song more simple than the two foregoing but equally choice.

"Snowdrops, lift your bell-like petals
Ring, ring, ring.
Daffodils, your golden goblets
Bring,
Now, at last, winter's past,
Spring!"

In the second verse the words, "To our hearts sweet love songs flinging," may be changed to, "their sweet songs."

No. 12 is a lasting favourite, simple and singable, but *please* do not countenance a slur between "search" and "you,"—"find" and "where,"—"you" and "must."

No. 13 is a deservedly well-known song. The third verse may be omitted.

No. 14 is one of my prettiest songs, but I do not know the publisher, as my copy was cut out of either "The Musician" or "The Etude."

No. 15 is a simple little gem, which can be sung by all grades of school children and by professional singers on the concert platform. In ordering, be sure to ask for the words.

"Music through my soul doth ring,
Waking new existence,
Echo little song of spring
Echo through the distance.

Fly away to yonder house,
• Violets there are sweeter,
When thou see'st an opening rose,
Say, I bid thee greet her."

Other translations are not suitable for school purposes.

No. 16 is the melody of a male quartette and like Nos. 7, 12, 15, 21, 24, is a song which anyone who teaches songs can teach, and children of all ages can learn and enjoy.

No. 17 is the melody of a mixed quartette. I simplify the runs in the last few measures.

No. 18 is in a rather interesting publication called "Specimen Pages" of school songs for all grades.

No. 3110, Series IV, besides "The Peasant's Return" contains "The Minstrel Boy" and a march song.

Every one enjoys No. 21.

Nos. 19, 20, 22, 23, 24, are suitable for Grades I and II and perhaps III. Of these Nos. 22 and 23 are the simplest, as well as delightful little songs.

Generally a book of songs contains very few useful numbers, and teachers hesitate about buying. There are two books, however, which I can most heartily recommend to Grade I. teachers.

I could not teach Grade I without "The Children's Year" and "Songs for Little People."

The first is possibly a fifty-cent book which contains many one verse songs, and scale songs suitable for the first efforts of the new pupils.

The second book of the pair is most useful and in it are some of the prettiest songs in my repertoire. I think it would be equally useful in Grade II.

In "A Child's Garden of Verses" there are three especially attractive songs, "In winter I get up at night," "Dark brown is the river," "How do you like to go up in a swing?"

It may interest my readers to know that I have taught each song mentioned, with the exception of "The Minstrel Boy" and the strictly Grade I numbers, to the assembled schools in our building, Grade I to Grade VIII, *without any instrument*. Having no instrument, I use my own pitch, therefore it is immaterial to me whether the music is for low or high voice. It might be preferable to order low voice for school purposes. I found that the pupils gradually came to take a great interest and pride in the more difficult songs.

So in conclusion I wish to make two suggestions. First, do not always choose "easy" music, but

experiment with a very attractive song in which there are some difficulties. Go over these fussy passages very slowly again and again until the pupils have learned the melody. Then let them try it.

My second suggestion is — that expensive sheet music might justly be considered a part of the school library, and appropriations made accordingly, thus saving the teacher expense, and in time giving the school quite a repertoire.

As sheet music defaces very quickly with careless handling and dust, it would be wise to make special arrangements for its care.

For instance there could be a sort of portfolio made out of dark cardboard cut rather larger than the size of ordinary sheet music, a narrow strip laced on for a back, or material pasted on, and tapes to tie top, bottom, and front. These could be duplicated and endorsed on the back as the musical library increased.

- *1. "Who's that Calling"..... *Alicia Adelaide Needham*.
Boosey & Co., New York.
- *2. "His Majesty the King"..... *Edward St. Quentin*.
Leonard & Co., 311 Oxford St., W., London.
- *3. "Her Majesty"..... *Stephen Adams*.
Boosey & Co.
- *4. "Land of Hope and Glory"..... *Sir Edward Elgar*.
Boosey & Co.
5. "The Empire Flag"..... *A. C. MacKenzie*.
No. 530, Novello, New York, 35 cts.
6. "Lord, while for all mankind we pray" Tune "Faith,"
Presbyterian Psalter and Hymnal.
7. "Ere we leave Thy house"..... *Ernest Hamilton*.
No. 925, Parish Choir Book, Novello, 5 cts.
- *8. Lullaby—"Rest thee, my little prince"..... *Mozart*.
No. 3720, Theodore Presser, Philadelphia.
- *9. "Daybreak"..... *Balfe*.
Oliver Ditson, Boston.
- *10. "Fairy's Lullaby"..... *Alicia Adelaide Needham*.
Boosey & Co.
- *11. "Happy Song"..... *Teresa Del Riego*.
Boosey & Co., 60 cts.
- *12. "Four leaf clover"..... *Leila M. Brownell*.
Luckhardt & Belder, 10 East 17th St.,
New York, 50 cts.
- *13. "Snowflakes"..... *Frederic H. Cowan*.
Oliver Ditson.
- *14. "Swinging"..... *Cecile S. Hartog*.
Try Theodore Presser.
15. "Greeting" (Music through my soul doth ring)
Mendelssohn.
Try Boston Music Company.
16. "The Vesper Stars"..... *Geo. B. Hawley*.
Try Boston Music Company.

17. "Joys of Spring"..... *Adam Geibel*.
Mixed quartette, No. 6977, Oliver Ditson, 12 cts.
18. "The Peasant's Return," etc. *Fischer's School Songs*.
No. 3110, Series IV, 5 cts., J. Fischer & Bro.,
New York.
- *19. "Daisies"..... *C. B. Hawley*.
G. Schirmer, New York, 50 cts.
- *20. "Little one a Crying"..... *Oley Speaks*.
The John Church Company, New York.
21. "Coasting"..... *L. E. Orth*.
No. 3292 (Op. 9, No. 8) Theodore Presser, 15 cts.
- *22. "Flaxtime Songs—"The Slumber Boat".....
Jessie L. Gaynor.
Clayton F. Summy Co., 220 Wabash Ave., Chicago, 50 cts.
- *23. "Clovers"..... *L. E. Orth*.
No. 3290 (Op. 9, No. 3) Theodore Presser, 15 cts.
24. "A Star and a Lily"..... *Charles E. Boyd*.
Songs for Primary School, September to June,
Try Oliver Ditson.
- "The Children's Year"..... *Grace Wilbur Conant*.
Milton Bradley Company, Springfield, Mass., 50 cts.
- "Songs for Little People"..... *Frances Weld Danielson*
and *Grace Wilbur Conant*.
The Pilgrim Press, Boston, 60 cts.
- "A Child's Garden of Verses"..... *Mary Carmichael*.
(12 poems of R. L. S.)
Enoch & Sons, 14 Great Marlborough St., W.,
London, 1 Shilling.

THE DOVE AND THE ANT.

One day a number of ants that were busy storing away food for the winter became very thirsty. They went to a stream close by to get a drink. One of them, going too far into the water, was carried away by the current.

A dove that was sitting on the limb of a tree near by saw the ant fall into the water and felt sorry for him. "Poor thing," said she to herself, "I must try to save him or he will drown." She picked a leaf from the tree and dropped it into the water beside the ant.

The ant climbed upon the leaf, which sailed down the stream until it drifted to the side of the brook. Then he easily reached the shore.

Not long after, a bird-catcher came into the wood and tried to catch this dove. He crept up close to her, without being seen by the bird; but the ant saw him and knew what he was about. Just as he was going to seize the dove, the ant bit him on the leg. This made him give a sudden start that stirred the leaves under his feet. The sound startled the dove, and she flew away beyond his reach.—*Popular Educator*.

NOTES ON ONTARIO HIGH SCHOOL READERS.

BY THE EDITOR.

The Defence of the Bridge.

This is an extract from Macaulay's *Horatius*, one of his *Lays of Ancient Rome*. The selection begins at the twenty-sixth stanza, and omits six stanzas at the end. There are several other omissions.

The *Lays* show Macaulay's skill in narrative poetry. They have the essential characteristics of a ballad, which, says Professor Henry Morley, is "bound only to be bright and lively, with ease in its rhythm, action in every line, and through the whole plan a stirring incident told clearly from one point of view."

John Stuart Mill, comparing the ballads of Scott and Macaulay with the old ballads, says "Scott and Macaulay (do everything) by *repetition* and *accumulation of particulars*." "Where in modern ballad verse," writes E. C. Stedman, "will you find more ringing stanzas, or more impetuous movement and action?"

These criticisms suggest lines of study.

The historic basis of *Horatius* is as follows:

Tarquinius Superbus, the seventh and last king of Rome, was expelled about 510 B. C., for his oppressions and cruelty, and Rome became a Republic. It was governed by a Senate or Council of Elders, and two magistrates, called Consuls, who were elected yearly. According to Roman legends, Lars Porsena, king of the Etruscan town of Clusium (the modern Chiusi), put himself at the head of an army to restore Tarquin to his throne, and was repulsed by Horatius and his comrades. History, however, tells us that Porsena really conquered Rome, and that it is doubtful whether or no his expedition had anything to do with Tarquin, who was never restored.

Macaulay says in his introduction to the poem, "the following ballad is supposed to have been made about a hundred and twenty years after the war which it celebrates, and just before the taking of Rome by the Gauls. The author* seems to have been an honest citizen, proud of the mil-

itary glory of his country, sick of the disputes of factions, and much given to pining after good old times which had never existed."

The first twenty-five stanzas tell of the gathering of the Etruscan army, the alarm of the Romans, the flocking of the country people into the city for safety, and the decision of the Council to break down the bridge over the Tiber.

The three defenders of the bridge represented the three tribes of Roman patricians, the Luceres, the Ramnes, and the Tities, represented respectively by Horatius, Spurius Lartius and Herminius.

"Straight" (line 21) should be *strait* = narrow. See line 130.

"Then lands were fairly portioned
Then spoils were fairly sold."

The public lands, acquired by conquest were held almost entirely by patricians, instead of being divided impartially. The spoils won in battle were supposed to be distributed among the citizens, but there were quarrels about unfairness in this matter also.

"And the Tribunes beard the high
And the Fathers grind the low."

The two magistrates chosen from the commons, or plebeians, to represent them were called tribunes. The fathers were the Elders of the patricians (see Myers' *Ancient History*, or any history of Rome).

"As we wax hot in faction
In battle we wax cold."

Does party spirit weaken national strength in our own time?

Tuscan. Etruscan. *Ilva*, now Elba, where there were iron mines, worked by slaves.

Nar. A tributary of the Tiber, whose waters are very white, owing to the presence of sulphur.

Hinds. Peasants. *The she-wolf's litter.* Romulus and Remus, the twin brothers, were in their infancy cast out by their uncle and exposed for death, but were preserved by a she-wolf who nourished them with her cubs. Romulus is the legendary founder and first king of Rome.

Augurs. At Rome the Augurs were a community of priests who foretold events by observing the flight of birds and other events in nature. They were always consulted before any important undertaking.

Lucumo. A title given to Etruscan nobles.

Sextus. The second son of Tarquinius Superbus.

*By "the author," Macaulay means the speaker in the poem.

It was a shameful deed of his that was the immediate cause of the expulsion of Tarquin.

Palatinus. One of the seven hills on which Rome was built.

Crest. The plume of his helmet.

Ween. Suppose. *Evil case.* Dangerous position.

The six concluding stanzas tell how Horatius was rewarded by a grant of land, how a statue of him was set up, and how the people tell the story, and

"Still his name sounds stirring
Unto the men of Rome."

Give examples from the poem of Macaulay's use of "repetition and accumulation of particulars." Comment on the other criticisms of the *Lays* given above, with reference to *The Defence of the Bridge*. Read a verse, showing the normal metre of the poem, and another where the metre varies. Pick out words expressing sound.

What Roman virtues are emphasized in this poem? What can we learn from it of Roman warfare, government, social and political divisions, religion?

Contrast the characters of Lars Porsena and Sextus as shown in their speeches.

Make a list of the comparisons, and discuss their fitness.

The *Toronto Globe* tells of a Canadian officer who was killed at the front, that in a letter written to his mother the night before he met his death, he quoted the lines from *Horatius*, beginning,

"To every man upon this earth
Death cometh soon or late."

He had learned the poem from one of his school readers.

WHAT FOREST FIRES COST CANADA IN 1916

Canada has lost through forest fires in 1916 over nine million dollars. This equals more than six times what has been spent on forest protection work from coast to coast.

The enormous sum wasted through this year's forest fires most of which were preventable, would add another \$480 to the first year's pension allowances of nearly 19,000 Canadian soldiers.

New Brunswick escaped the risks of 1916 with a very small timber loss, Nova Scotia having a similar experience.—*Canadian Forestry Association Bulletin.*

THE "SPRINGFIELD TEST."

In 1890 there were discovered in the attic of the high school building in Springfield, Mass., several old sets of examination questions that had been written in the fall of 1846. They consisted of printed questions in geography and arithmetic with answers written on the printed sheets, and written tests in spelling and penmanship. Two of these tests were later (1905) given to 245 ninth-grade pupils in the Springfield schools, and the results were carefully compared with the results of the tests of 1846. The following is the comparison:

	In 1846.	In 1905.
Spelling		
Number of pupils who took tests.	85	245
Average per cent. correct.	40.6	51.2
Arithmetic		
Number of pupils who took tests.	79	245
Average per cent. correct.	29.5	65.5

Of the class in 1846, only sixteen of the eighty-five pupils stood as high in spelling as seventy per cent., the present "passing" mark in most schools. Three pupils had no words spelled correctly; nine had only one right; while twenty-four, or more than one-fourth of the entire class, mis-spelled seventeen or more words. Comparisons of the geography and penmanship were even more conclusive evidence of the superiority of the pupils of 1905 over those of 1846. In commenting upon the results of these tests, Dr. Gregory says: The system of to-day is immeasurably ahead of the school system of the past. The growth has been steady. Whatever may be said against the "enrichment" of the course of study, its "frills and fads," the contention that the essentials, so called, have suffered in comparison with the past, falls flat. It does not follow that these essentials are taught as well as they should be yet. Perhaps they would have advanced more but for the "frills and fads" aforesaid. This is an open question. But no argument to that effect can be based on the superiority of the schools of the past. That is not an open question.

But in the wiser criticism the tendency is not to attack the curriculum because of the newer things that have come in to enrich child life, but because of the persistence in it of subjects for which our age has no need, to the partial exclusion of subjects for which there is a general social demand. The general criticism all along the line is that the

subjects are out of touch with life. The quarrel is not with arithmetic, as a school subject, but with what is likely to be taught as arithmetic — operations and methods the utility of which ceases when school is out.

Dr. Leonard P. Ayres tells of having been called upon to examine the eighth-grade arithmetic text-books in a New England city. From the book in use he made up an examination, which he persuaded a number of successful business and professional men to try. These were men earning from three to fifteen thousand dollars a year. None of them passed the examination. The highest mark recorded was twenty-five per cent. There was one problem in paper-buying that seemed particularly troublesome. Two of the men who took the examination were directly engaged in publishing work, and purchased many tons of paper every year. Both failed on the paper question, and both gave the same excuse: "They had known how to do that when they left school, but having had no use for it since, they had forgotten it." They further explained that the terms used in the paper problem had not been in use in the trade for the last fifty years. There is an interesting epilogue to this story. Dr. Ayres gave the same arithmetic examination to his fifteen-year-old office girl, just from the eighth-grade. She received seventy-five per cent. marks on the examination.—*The Schoolmaster*.

SPELLING IN THE PRIMARY GRADES.

A paper read by Miss Florence Seeley before the Teachers' Institute in Moncton, October 20th, 1916.

Incorrect spelling is one of the most common, and, to the teacher, one of the most annoying faults found among the classes of the public schools to-day. We are going to discuss *how* this fault may be corrected. First of all, I think you will agree with me that this correction must begin in the primary grades, by teaching the children there, first, how to spell the words which are most commonly used by them, and, second, how to study spelling.

In preparation for teaching a spelling lesson I write all the new words in the lesson on the blackboard; then we divide the words into syllables and discuss their peculiarities, such as the silent letters,

the capitals and why they are used, or the apostrophe and what it signified. Then we spell each word simultaneously nine or ten times, always pronouncing the word before spelling. Next, I write a second list containing the difficult words which, although we have studied them in previous lessons, are still likely to be misspelled by some of the class, and we spell these words simultaneously five or six times, pronouncing each word before spelling it as before.

This completes the oral part of the lesson. But it is nearly, if not quite, as difficult for a child to learn to write a word correctly, having previously learned to spell it orally, as it is for him to learn to spell the word in the first place; so the pupils write in their best writing, each new word ten times. When I first began to put this plan into practice, I found that the pupils hurried so much to get the work done that it was spoiling their writing; but since I have required the work to be done over again if the writing is not satisfactory I have had no difficulty in that respect.

This may seem a very lengthy and tedious process, but in reality, it is not; for in the primary grades (and it is of those only that we are speaking) we have only five or six new words each day and often not so many. And for that matter we should *take* time, for if spelling is not taught in the primary grades, where are the teachers of the intermediate grades to get time to teach spelling that should have been learned in grades two or three, in addition to all the work planned by the school curriculum to be done in those grades?

Just one more point in connection with the new spelling lesson, and this is that when the words are written next day the pupils pronounce each word together after hearing it and before writing it. The work is then examined and the misspelled words are learned and written out ten times each.

For spelling review I have a list of the words that are frequently misspelled on the board, and at odd moments we drill on these. Also on every Friday I have a review of the four previous days' lessons; and of course I use the ever popular (with the children at least) spelling class for this purpose, and occasionally we have a spelling match.

BILLY AND FLOSS.

By JANE WALLACE MORTIMER.

A Little Christmas Play.

To introduce a Tree and the Distribution of Gifts to Audience of School Children.

Or may be used without the Christmas Tree.

SCENE.—A city street. A doorstep.

TIME.—Twilight, Christmas Eve.

DRAMATIS PERSONÆ.—BILLY and FLOSS, brother and sister from the poorest quarter of city (BILLY is about twelve years old; his sister younger and smaller.)

THE FAIRY, who makes things happen.

SANTA CLAUS.

STAGE DIRECTIONS.—No drop-curtain is needed, but the decorated and laden Christmas Tree should be concealed by curtains, at one end of stage or platform.

If possible, it should be arranged that SANTA CLAUS shall emerge from behind or near the Tree, while THE FAIRY shall appear from opposite end of stage.

Boxes should be arranged and covered to represent doorsteps (two or more) about centre of back of stage, against the wall. If a door is there or can be suggested, so much better.

The audience of children may be told what they have to create out of their imagination—a street with tall houses on this side—an open park beyond. A cross-street in the distance with a big house on the corner. There is a light snow on the ground. Street-car tracks glimmer and run out into the distance.

COSTUMES AND STAGE PROPERTY.—Flossie is dressed very poorly, wears coat and small cap (or is bare-headed). Her boots are conspicuously ragged (if necessary, these details may be left to the children's imagination).

BILLY also looks poor. He carries some newspapers under his arm.

THE FAIRY's costume should be as dainty, shining and fairy-like as possible. Stiff muslin and glittering tinsel are suggested for both dress and wings.

The wings may be made on wire frame or merely pleated of very stiff muslin. The appearance of flying may be aided by use of black shoes with light stockings. A lighted "sparkler" sparkling in her wand, as she comes upon the stage adds much to her effectiveness.

The wand should be over a yard long and fluttering with ribbon near the hand.

SANTA CLAUS should have the regulation beard of white, with rosy face, red cap, fat body, red sash over his coat, etc. He must keep away from the lighted candles on the Tree. Grown-up persons should detach gifts and hand them to SANTA CLAUS to be presented.

His bag may be stuffed with almost anything, so long as the desired gifts are within reach, and the skates at the bottom.

If the "red dress with lace on it" cannot be borrowed for the occasion change to blue, pink, white, or whatever is available. Be sure to change all the passages in play relating to it.

FLO. and BILLY appear, FLO a step ahead of BILLY. FLO catches BILLY's hand and points ahead.

FLO. (eagerly).—Come on, Billy! There's the house—that big corner one.

BILLY glances ahead, then from one side of street to other, at the houses. He holds back a bit.

BILLY.—Aw, what 're y' draggin' me up through all these swell streets fer? You don't know 'nybody up here.

FLO.—I do know her—that little girl that was talkin' t' me yesterday. That's where she lives.

BILLY.—Look here! You're not goin' t' any strange little girl's house. She'll think y're beggin' er somethin'. Come on home.

BILLY turns back.

FLO.—Billy! I'm not goin' t' her house. I told y'—I want to see Santa Claus. He goes to her house ev'ry Chris'mas Eve. Is'nt this Chris'mas Eve?

FLO. shakes BILLY's arm with slight impatience.

BILLY.—There ain't no Santa Claus! Y' don't want t' believe all the stuff the rich people tell y'.

BILLY looks at the big houses almost savagely.

FLO gives him a pitiful look which he notices. It is her disappointed look he answers.

Well, I never saw him, anyway. He never comes down our way. I guess he only comes t' the swells up here.

FLO brightens up again and draws BILLY ahead.

BILLY turns his head, listening to distant shouts.

FLO.—That's just the reason I came up here to wait for him. If he saw us he might give us some presents. The little girl said he had a big bag with presents for all the children in the world.

FLO looks up at BILLY hopefully, and makes a gesture of "bigness."

BILLY.—There's the fellers on the Park Pond. Jiminy! I wish I had some skates!

FLO.—Oh, Billy! If Santa Claus sh'd bring you a pair o' skates! (FLO skips eagerly toward BILLY. BILLY laughs.) and he might bring me a really doll! I'd love t' have a really doll! Oh do let's wait and see him. I'm goin' t' sit on these steps. Come on!

FLO pulls BILLY toward steps (coaxingly).

BILLY.—The cops won't let y' I don't believe there's anyone livin' in this house.

BILLY glances up at the house, and lets FLO draw him to the steps. FLO seats herself. BILLY still stands.

FLO.—What else d'y wish he'd bring you, Billy?

BILLY.—Aw, Santa Claus don't bring things to the likes of us. (BILLY speaks dubiously as he sits down.) There! I got two more papers I might a' sold! (Lays newspapers on his knees.) Come on home outa this!—makin' fools of ourselves, watchin' fer Santa Claus! (Speaks crossly, getting up, but is held back by FLO.)

FLO. (insistently).—Billy, tell me what else y'd like him to bring you. . . . If he brings me the doll, I'll ask him for some skates for you.

BILLY laughs, a little derisively and speaks as if humoring FLO's fancy.

BILLY.—All right, tell him t' bring me all the candy I can eat in a week.

FLO.—That's what they get off a' the Christmas Tree, she said. There was a big tree with candy on it!

BILLY.—I heard about Christmas Trees, but I never saw one. A few moments' silence—the two children watching.

FLO. (whiningly).—Billy, my feet's cold. They're freezin'.

BILLY.—Well, come on home.

FLO. (decidedly, but still whining).—I'm goin' t' wait here an' see Santa Claus when he goes past t' her house.

BILLY.—Here, get up on that step (FLO moves up to the second step, and BILLY, seated on lower step, puts papers around her feet and covers them by leaning his arm across them). Y'r boots 're not fit fer this snow. Y' better ask Santa Claus fer a pair o' decent boots. Y' ought t' be home in bed, anyway.

FLO.—You're an awful good boy, Billy. (A short silence.) (Musingly) the little girl said the fairies always told him what t' bring. I wish a fairy'd tell him t' bring me a red dress with lace on it.

BILLY (*with a half laugh*).— Floss, y're crazy! There aint no such thing as fairies.

FLO. (*nearly crying*).— There are so fairies! (*more doubtfully*) I saw one!

BILLY (*with an air of wanting to avoid dispute*).— Huh!

FLO. (*in sleepy tone*).— I do believe in fairies . . . An' I want a red dress with lace on it.

Another short silence. FLO. is becoming sleepy. FLO.'s head droops and she falls asleep. BILLY glances about watchfully, a few times.

BILLY.— Y're little girl's house is gettin' all lighted up. An' the fellers are gone up from the pond. (FLO., *making no answer, BILLY looks around at her.*) Pore kid! she's off t' sleep. (*Looks at her feet and leans against her.*) I wish't I could get her some boots for Chris'mas.) Sixteen cents! (*Takes out coins from his pocket and counts them. Puts them back and settles down again.*) Wonder if ther' could be a Santa Claus! (BILLY *does no more watching. Is very still. Head droops or falls back against his sister. Eyes close.*) M 'S 'ng me a pair o' skates! (*Murmurs indistinctly as he falls asleep.*)

When the children are asleep, it grows darker. Blinds should be drawn down and as much light as possible shut off from stage.

FAIRY *comes flitting and sparkling across the stage. Sees the two children. Pauses before the doorstep, smiling kindly at them, as they sleep.*

FAIRY (*in soft voice*).— Well, well! There they are! (*after a moment, whirls around, waves her wand and calls softly*) Santa Claus! Santa Claus!

Flitting about, fairy-like, she waves the wand in graceful "passes" toward the concealed Tree. The curtains are withdrawn, the candles are lighted, and the Tree "appears." (Several grown-up persons should attend to this as quickly and inconspicuously as possible, if it cannot safely be done before the curtains are withdrawn, which, of course, would be more effective). FAIRY flits over to the sleeping children and touches each with her wand, then moves back a little. Be careful that FAIRY is not between the children and the audience.

FLO.— "Oh! It's a fairy!"

FLO. wakes first and starts to her feet, on the step. Her "oh!" is a big breath of amazement. FAIRY skips and flutters her wings.

BILLY (*shrilly*).— Jiminy Chris'mas! What's that?

BILLY wakes slowly, sees the Tree first (FAIRY should be a little to the other side), blinks, draws his hand across his eyes, stares at it again. Sits up straight.

FLO.— See Billy! See, see! It's a fairy! Didn't I tell you?

FLO. jumps down from her steps, pulls BILLY to his feet, and points to the fairy, excitedly.

FAIRY (*accusingly*).— Are you the boy that doesn't believe in fairies?

FAIRY points wand steadily at BILLY. BILLY backs against the house, gazing at her, and from her to the Tree, and back at FAIRY.

FLO. (*earnestly*).— Oh please, *please!* Billy's a good boy! And, oh please tell Santa Claus to bring him some skates!

FLO. is afraid the FAIRY is angry with BILLY. She reaches one hand toward BILLY and the other toward the FAIRY.

FAIRY.— But Billy says there is no Santa Claus.

FAIRY looks at FLO. and smiles while FLO. is speaking but looks back at BILLY seriously.

SANTA.— Ha ha! Hoh hoh!

SANTA appears and approaches, laughing. (This hearty laugh should be carefully practised and not too often repeated here).

Both children are rather overwhelmed and silent, but FAIRY skips about delightedly.

FAIRY.— Santa Claus, Flossie wants a red dress with lace on it.

SANTA.— Let me see, have I a red dress with lace on it!

SANTA lays his finger beside his nose, and smiles teasingly.

FAIRY.— Come Santa! Open the wonderful bag and let's see what's in it.

FAIRY taps SANTA's bag (which of course is slung over his back) with her wand. SANTA drops the bag to the floor, and skates are heard to rattle.

BILLY.— Skates!

SANTA.— Never you mind, young man, there is no Santa Claus. (SANTA *wags a finger at BILLY, but looks so kind that BILLY for the first time brightens up and begins to look happy, and smile.*) Now for the little girl that wants a red dress with lace on it! (SANTA *rummages in the big bag, and pulls out the dress. He spreads it out, impressively.*) There! What do you think of that for a red dress with lace on it?

FLO.— Oh Santa! Thank you! Thank you!

FLO. squeals, takes dress politely, but holds it up to her excitedly, and smooths it down.

SANTA.— And who wished for a pair of skates?

SANTA dips into depths of bag and brings out skates, presents them to BILLY with a grin.

BILLY.— Regular beauts! New ones! Just my size!

BILLY examines them, measures them to his boot.

FAIRY (*whispering audibly to Santa*).— Can't you hunt out that doll?

Hunting in the bag is liable to cause an awkward pause here. So the doll may be taken from Tree or beneath Tree, and handed to FAIRY, who, followed by SANTA, presents it to FLO. SANTA leaves FAIRY talking to FLO. while he produces the boots from bag just in time to present them. (See below). FLO. kisses and hugs and admires the doll.

SANTA and FAIRY (*together*).— Here it is.

SANTA (*to BILLY*).— That's what grows on Christmas Trees!

FAIRY (*to FLO.*).— Now isn't that the *realliest* doll you ever saw?

FLO. (*not gushing, very softly*).— Oh! Sweet!

FAIRY.— See, she opens and shuts her eyes, and look at her lovely clothes.

SANTA.— Never mind, boy, I heard you wishing for a pair of boots for your sister.

Presents boots to BILLY. BILLY turns to FLO. with them. Gives them to her delightedly.

BILLY.— I say, Floss! Look a' here!

While FLO. and BILLY are admiring the boots. FLO. may fill in with some little laughs, exclamations, such as "lovely," etc.), and FAIRY continues to flutter about them. SANTA produces a ludicrously immense bundle, or best of all a huge colored muslin stocking, well stuffed. He handles it with evident effort, and when he gives it to BILLY, BILLY almost drops it. FLO. helps him to hold its weight. All laugh delightedly, and shout. FAIRY skips "flapping" her wings as she speaks.

SANTA.— And here's as much candy as you can eat in a week. Now! Don't you ever again say you don't believe in Santa Claus.

FAIRY.— Or that there are no fairies.

FLO. and BILLY smile at them. FLO. wraps dress in BILLY's papers.

SANTA.— And if you never saw a Christmas Tree, just you watch what's going to happen to this one.

SANTA turns towards Tree and for the first time looks at the audience with meaning smile.

FAIRY.— Merry Christmas, Santa Claus!

FAIRY waves wand at SANTA. They bow toward each other. If convenient, both should "tanish," while the chorus is sung, re-appearing to distribute gifts from Tree. Both bow to the audience and retire in opposite directions. Stage is lighted.

SANTA.— Oh, Merry Christmas!

BILLY and FLOSS and all the school children join chorus, to air of "The Birdies' Ball."

School children should have been rehearsed, not with the whole play, but with the cue from FAIRY and SANTA, of "Merry Christmas," to come in heartily and promptly.

Merry, merry Christmas! Jolly old day!

Look at all the good things coming our way!

Merry, merry Christmas!

(softly) Fairies are about,

(softly) Santa Claus'll catch you if you don't watch out.

(loud) Dear old Santa Claus! Jolly old Santa Claus!

Dear old Santa and the fairies have to leave.

Dear old Santa Claus, jolly old Santa Claus

Come again on Christmas Eve!

Exit BILLY and FLO. Distribution of candy bags etc., begins.

[This play has been given with great success by children of grades V. and VI. Some teachers may object to the bad English. One has to have some artistic realism, and I got over the difficulty by making amused remarks about the dreadful English of those poor city children, and warning my little ones not to copy their style.—*Author's Note.*]

You find yourself refreshed by the presence of cheerful people. Why not make earnest effort to confer that pleasure on others?—*Lydia Maria Child.*

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

JOSEPHINE H. McLATCHY.

Conclusion.

IV. And, etc., "That it shall be the duty of the Trustees and Directors of the several Grammar Schools, to examine and inspect at least once in every six months, and to make report of such examination; which report shall set forth the Master's name, age, Religion, Profession, and whether married or single . . . the Books and Apparatus used in the School; . . . Branches of Education actually taught; . . . the size, fitness and condition of the Building, and the mode of Discipline; . . . the manner of teaching the several branches of Education; . . . the general state and condition of the School, with other such information as may be necessary and proper."

V. And, etc., "That it shall be the duty of the Trustees and Directors and they are hereby required to submit semi-annually to the Office of the Provincial Secretary, all such Registers, Returns and Reports, for the information of the Government, and for the inspection and examination of the General Assembly; and if it at any time shall appear from Registers, Returns or Reports, that Grammar School is in any respect deficient and short of the herein prescribed requirements, then and in such case it shall and may be lawful for the Lieutenant-Governor or the person administering the Government for the time being, by and with the advice of His Majesty's Executive Council, to reduce the annual allowance for such Grammar School in their discretion, so that the same shall in no case be less than £50 per annum to any one School."

VI. And, etc., "That every part of this Act shall after the passing thereof, be and continue in full force and effect, any other law, usage or custom to the contrary notwithstanding."

[No further legislation regarding grammar schools was passed until 1861, when by 24 Vic., Cap. XV, these schools were placed under the direction and control of the Board of Education, "constituted under the authority of an Act relating to parish schools passed in the twenty-first year of the reign of Her present Majesty (21 Vic., Cap. IX, 1858). This Act provided for the inspection of the grammar schools by persons especially appointed by the chief superintendent.]

IV. FORMS OF CERTIFICATE.

(1). Certificate of the Justices' Report to the Lieutenant-Governor-in-Council, 4 Geo. IV, Cap. XXV, Sec. 4, 1823.¹

At a Court of the General Sessions of the Peace, held at the Court House in _____ in and for the county of _____ on the _____ day of _____ one thousand eight hundred and _____; Present

_____ } Esquires, Justices.

The Court of the General Sessions of the Peace, in and for the county of _____ do hereby certify to His Excellency, the Lieutenant-Governor or Commander-in-chief for the time being, that in the Parish of _____ in the said county of _____ the following schools have been established, viz.:

In the district No. 1, a School House has been built or provided (as the case may be) for the exclusive use and purpose of a school; that a competent person, duly licensed (as by His Majesty's Royal Instructions is directed) has been employed as teacher of the same, from the _____ day of _____ to the _____ day of _____ then next following, and that the sum of _____ pounds has been subscribed and paid by the Inhabitants of the said District, agreeably to the Provisions of the Act of Assembly, for the Encouragement of Parish Schools in this province, for the support of the said Schools during the said period.

In district No. 2, etc.

The Court of General Sessions, therefore humbly pray that your Excellency will be pleased to direct, that a Warrant issued for the sum of _____ in favor of Trustees of the schools for the Parish of _____ (and so on for the trustees of the several parishes included in the certificate) agreeable to the provisions of the said Act.

A. B. Clerk.

(2). The form of the certificate required of the trustees by 3 Wm. IV, Cap. XXXI, sec. 4, 1831.²

"We the Trustees of the Schools, in and for the

¹Taken from the Acts of New Brunswick, etc., printed 1823.

²Taken from the Acts of New Brunswick, etc., printed 1833i

"Parish of _____, in the County of _____, do hereby certify to the Court of the General Sessions of the Peace, in and for the said County, that in and for the said Parish of _____, the following Schools have been established and kept (that is to say),

"In the District No. 1, a School House has been built (or provided) for the Use and Purpose of a school, that A. B. a Male or Female, duly licensed as by His Majesty's Royal Instructions is directed, has been employed as a teacher, in the same, and has actually taught therein for a period of _____ months, from _____ day of _____ to _____ 183 _____, to our satisfaction, and that the inhabitants of such District have subscribed and paid the Sum of _____ (or furnished the said Teacher during the said Period with Board, Washing, Lodging, in lue thereof), for the support of the said Schools."

C. D. } Trustees.
E. F. }

(3). Petition for a license, found by Dr. W. O. Raymond among the Charlotte county papers¹.

PETITION FOR SCHOOL LICENSE.

To His Excellency, Sir Archibald Campbell, Baronett, G.C.B., Lieutenant-Governor, Commander-in-chief of the province of New Brunswick, etc., etc., etc.,

The petition of Margaret Johnston of the Parish of Pennfield, in the County of Charlotte, humbly sheweth;

That the petitioner is a member of the Established Church and a native of Ireland from which several years ago she emigrated to this country;

That the great distance of the Place in which she at present resides from any School induces your Petitioner to devote her time and attention to the instruction of the Children of the District for which she thinks herself duly qualified, and that she may do so agreeably to the Law in that case made and provided, she humbly requests your Excellency to grant her a license to teach school in this Province, and as in duty bound she will ever pray . . .

Pennifield, N. B., July 9, 1833.

We think it expedient that there should be a

¹Copied from the papers of Dr. Raymond by the present writer, August ,1914.

Female School established in the District where the petitioner, Margaret Johnston now lives, and we believe here to be sufficiently qualified for conducting the same, we therefore beg to recommend the prayer of the petitioner to your Excellency's favorable consideration.

A. B. C. Trustees of Schools
C. —C.— for Pennfield.

FOR THE MONTH.

BIBLE READINGS.

- | | |
|---------------------------|----------------------------|
| 1. Psalm xlvii, 1-7. | 12. Proverbs xxiii, 15-25. |
| 2. Psalm lxxvii. | 13. St. Luke xi, 1-10. |
| 3. St. Matthew vi, 24-27. | 14. Proverbs xxiv, 1-14. |
| 4. St. Matthew, 27-34. | 15. St. Luke xii, 4-9. |
| 5. Psalm xci, 1-7. | 16. Proverbs xxv, 21-28. |
| 6. St. Mark i, 14-20. | 17. St. Luke xii, 13-21. |
| 7. Psalm ciii, 8-14. | 18. Proverbs xxvi, 12-28. |
| 8. St. Luke ix, 51-56. | 19. St. Luke xii, 22-32. |
| 9. Psalm cxi, 4-10. | 20. Proverbs xxviii, 1-14. |
| 10. Psalm cxii, 1-7. | 21. St. Luke xiii, 10-17. |
| 11. St. Luke x, 25-37. | |

AUTUMN.

All around me every bush and tree
Says autumn's here and winter soon will be
Who snows his soft white sleep and silence over all.

—Lowell.

FOR THE BLACKBOARD.

He who with life makes sport
Can prosper never;
Who rules himself in nought
Is a slave ever.

—Goethe.

Stories for Reproduction.

These stories should be read over twice to the pupils, and then reproduced by them. See that they bring out the point in each. The stories may also be used for dictation.

A SINGULAR NOUN.

When Sir Walter Scott was a boy at school, a lad in the same class was asked what part of speech the word *with* was. "A noun, sir," replied the youth. "You young dunce," cried the teacher, "how can *with* be a noun? What example can you give of such a thing?" The boy was dumb, but Scott came to his friend's aid. "I can tell you, sir," said he, "there is a verse in the Bible which says, 'they bound Samson with *withs*.'"

A WISE KING.

The general of the Venetian armies was taken prisoner by the troops of Louis XII of France, and brought before the

King, who treated him with great kindness and politeness. The captive general did not make a proper return to this courtesy, but behaved with much insolence. Louis contented himself with sending the general to his quarters, saying, "I have done right in sending him away, instead of putting myself in a passion with him. I have conquered my enemy, I should learn to conquer myself." [From Blackie's *Hand-book of Composition Exercises*.]

Here is a word of encouragement to teachers who are tempted to think of schoolwork as "the same old grind."

"Is a teacher's life only, or is it mainly, the same old grind?"

Just as the words of that question were being set down the door opened, and there entered the editorial office a man whose name and services are known to every reader of the "Globe." To his name cling academic degrees that denote learning, and the record of his services is high as a leader of men.

"The same old grind, is it?" he said. "My mind goes back to a pioneer school in a most primitive Scottish settlement on the River down in Quebec. No, you have nothing like it in Ontario — a group of young ragamuffins taught by a strip of a girl hardly out of her teens who was paid the munificent sum of \$140 a year. Perhaps it would answer to your 'same old grind,' but across the continent I meet men who were boys with me in that school. Some of us have done things in science, some in philosophy, some in medicine, some in law, some in theology, some in education, and, best of all, most of us in useful human service. But — and here's the thing — every one of us, if you touch the right chord, will answer back with the name of that woman whose soul went into our young blood, and from whom we learned things that have been wrought into the warp and woof of our manhood lives. Say something for us, therefore, to the teachers who think it only 'the same old grind.' Tell them that those who were taught and touched by the real teacher, even in the back-country schools, will not fail when the testing comes." — *Toronto Globe*.

WHO, WHAT AND WHERE.

Search Questions for Competition.

I.

CAPTAINS AND KINGS.

Questions will appear in each issue from November to April. Marks are given for correct answers, and in May a small prize is awarded to the winner of the highest marks. Answers to each month's questions are given in the following issue.

The competition is open to all readers of the REVIEW. All answers must reach this office not later than the first of the month. Number your answers. Sign with pseudonym.

1. Where did Kipling get the title of his story "Captains Courageous?"
2. Where was the battle of four kings against five?
3. Who was "The King over the Water?"
4. What child bore the title "King of Rome?"
5. Who was the Black Captain who ran away with little Miss Jessamine?

The wisdom that has had the long and strong approval of the past, is most likely to be the wisdom of the future; and the way to keep pace with the age is by dwelling with the wisdom, not with its folly.—*H. N. Hudson*.

EDUCATION OF DISABLED SOLDIERS.

The London "Daily Chronicle" of October 4, has an interesting appreciation of the work now being done in Canada for disabled soldiers. The writer, Mr. J. Saxon Mills, says that England has much to learn from the admirable system established by the Dominion Government.

The Military Hospitals and Convalescent Homes Commission was formed by an Order in Council of June 30, 1915. After outlining the plans of the Commission, the writer goes on to dwell especially on :

The Educational Feature.

"What I wish especially to emphasize is that at all these hospitals, schools are held where training of an elementary and non-vocational character is given in English, French, mechanical drawing, arithmetic, wood-carving, etc. These classes are open to all inmates, whether they are able to return to their former occupations or not. But, from these homes and hospitals, the men who are not so able can be sent on, after they have been pensioned and discharged, to technical institutions, agricultural colleges, schools of telegraphy, etc., where they can be taught new occupations which their disablement does not prevent them from following. And that is not all, for employment is practically assured to them by the Provincial Commissions (under the Federal Military Commission) which have charged themselves with the duty of finding work and wages for the returning veterans.

I should add, that the men in the homes and hospitals are fully maintained and that their pay continues. The whole system, which I have sketched in the barest outline, is quite admirable, and fully realises the object of the Military Hospitals Commission which Mr. McLennan defines in these words:

"The aim of the Commission is to do its best for the physical and economic well-being of the man, and to bring to bear on him such influences that he may perform for his country a service not less important than those of the firing line, namely, that, instead of being an idle ward of the State, he becomes a shining example to the young,

of self-dependence, of courage, and perseverance and herein overcoming disabilities."

It would be an excellent thing if we had a system similar to this, and based upon the same sound principles, established in these islands."

THE QUESTION BOX.

A. B. Page 111. Academic Arithmetic, No. 11.

By physics the difference between the weights of any body weighed in air and weighed in any liquid gives the weight of the amount of liquid displaced. $\therefore 20 \text{ gr.} - 15 \text{ gr.} = \text{weight of water displaced by the pebble} = 5 \text{ gr.}$

Also $20 \text{ gr.} - 17 \text{ gr.} = \text{weights of other liquid displaced by the pebble.}$ Since the pebble displaces equal volumes of water and of the other liquid and since the specific gravity of any substance is the weight of a certain bulk of it, divided by the weight of an equal volume of water, therefore,

$3 \text{ gr. weight of displaced liquid} \div 5 \text{ gr. weight of displaced water} = \text{specific gravity of the other liquid} = \frac{3}{5} = .6.$

Page 118. Academic Arithmetic, No. 4.

Allow 1 cu. yd. to a load.

Ave. cost per cu. yd. =

$$\frac{.20 + .24 + .38 + .32 + .36 + .40}{6} = \$.30 \text{ per cu. yd.}$$

Amt. of earth excavated = $\frac{27 \times 31 \times 6}{27}$ cu. yds.

Cost = $\frac{\$27 \times 31 \times 6 \times .30}{27} = \$55.80.$

Page 117. No. III.

Suppose his gross income to be £1. This is 3% on the stock.

$\therefore 3\% = 240\text{d.}$

$100\% = \frac{240 \times 100}{3} = 8000\text{d. amount of stock for £1 gross income.}$

2nd. Of his 240d. income he has net income 224d. This is 4% on the investment.

$\therefore 4\% = 224\text{d}$

$100\% = \frac{224 \times 100}{4} = 5600\text{d. Amount of money paid for the stock from which he gets his 240d. gross, or 224d. net, income.}$

Hence 8000d. stock cost 5600d.

$\therefore 100\text{d. " " } \frac{5600 \times 100}{8000} = 70\text{d.}$

\therefore Cost of stock = 70.

DEVICES IN PRIMARY NUMBER WORK.

JEAN T. LEAVITT.

Instead of putting the questions for seat work on the blackboard, occasionally allow the children to make up their own questions on their slates or on paper. Ten examples are enough to begin with. As soon as the children have made up their questions let them exchange slates with one another. I have found that children love to play teacher and this device gives them a chance. This scheme is especially good for multiplication, as the children will write the most catchy combinations of factors. No child must leave a question unanswered if he can find that answer by using sticks. If a bright child finishes before the close of the seat work period, let him make up some questions and answer them himself.

Another plan for arithmetic seat work which has been successful is this. Go through the arithmetic text book the children are using and pick out several questions on different pages. Give each child a list, or make a list on the blackboard, of the numbers of the questions to be worked, and the page numbers.

During the mental arithmetic period let the children represent numbers, and when the teacher says " $2 \times 3 =$ " the children named "6" will stand. Any child failing to stand must go to prison, namely, the blackboard, till he finds out what two threes make. The children named 20, 30, 40, etc., will need one of the digits beside them sometimes. For instance, $2 \times 12 = 24$. The children named "20" and "4" will have to stand. When the teacher is ready for the answer, she repeats her question " $2 \times 12 =$ " and the children named "20" say "20," after which those named "4" say "4," and together they say $2 \times 12 = 24$. Anything in the form of a game appeals to children.

In teaching division to beginners try this plan. Tell the children to take six sticks out of their bundle (burnt matches or tooth picks are a good substitute for regular counting sticks.) Next, tell the children to deal those round among six people, making thus six piles of one stick, each on the desk. They will see immediately that each person will receive only one stick. Let the children write down the question and answer on their slates or on the board. Suppose they have twelve

sticks to divide among four people; tell them to deal the twelve sticks round to the imaginary four people, and in this way they will have four bundles of three. Call the sticks candies, marbles, oranges, by way of variety. If the children are puzzled about the absence of the people let them represent the people with sticks or letters and then they can pile the bundles of candies underneath.

This scheme can be used in teaching long division. Suppose 15 is the divisor and 50 the dividend. Deal 50 sticks among 15 people and the children will discover that the 50 sticks will only allow each person three sticks, and five sticks will remain. So many children have an idea that there should be no remainder, and they will finish up a question in this way.

$$\begin{array}{r} \overline{)50} \\ \underline{45} \\ 5 \\ \overline{)5} \\ \overline{)0} \end{array} \qquad \text{or} \qquad \begin{array}{r} \overline{)50} \\ \overline{)50} \\ \overline{)00} \end{array}$$

ENGLISH AS TEA DRINKERS.

Why the Custom has Grown in a Few Years.

One remarkable feature of English domestic life has been the increase in tea-drinking. In 1876 the consumption of tea per head of the population in the United Kingdom was four and a half pounds. In 1913 it was six and three-quarter pounds. The increase has been all to the good from the point of view of the nation's sobriety. It represents a real change in habit.

Formerly it was customary for business men to clinch a bargain over a glass of wine or ale. Now this custom is far more honored in the breach than in the observance. In busy cities tea is the beverage. The clerk, the foreman, the operative, the working woman, all drink tea, greatly to the advantage of health and pocket.

The great increase in the consumption of tea is very largely due to the efforts of British planters in India. Formerly all tea came from China. Fortunately, however, it was discovered that the tea shrub is a native of Assam, one of the Indian provinces. Energetic Britons started planting in Assam. The present-day Indian planter is a very different individual from the luxurious gentleman of "Tom Cringle's Log" and the romances of Marryat. His life is one of assiduous toil, sweetened by all too brief furlough.

Luxury and extravagance are very far from being inevitable concomitants of his existence.

In Darjeeling or Kotagiri he enjoys that sweet half-English air of which the poet sings. In the Terai, which stretches at the foot of the Himalayas, he has to contend against all the iniquities of a fearful climate. Always and everywhere he is the same cherry and resolute fellow facing with equanimity alike the risks of disease, the difficulties inseparable from

the management of native labor, and the many plant diseases which are the enemies of all cultivation in the tropics.

The pioneer planters had before them the task of reclaiming those jungle wastes; of replacing their futile extravagance of vegetation by well-ordered gardens; of repopulating those bare tracts, supplementing the scanty and inert inhabitants by larger numbers of orderly and industrious workers from other provinces.

The planters are men conversant with modern science, and use ingenious machinery well adapted to the purpose it serves. Large gardens, carefully planted, are cultivated by experts. After plucking, the leaf undergoes many processes. It is withered to condense the sap. It is rolled to squeeze the juice on to the surface. It is oxidized to develop the flavor and aroma. It is fired to dry it. It is packed in clean, lead-lined, air-tight chests.

All these processes are performed by clean automatic machinery. Thus the teas from India are pure and free from all contaminating admixture. Coming from healthy, well-matured plants, they contain all the essential elements in rich abundance.

CONCENTRATION.

"I've read my history three times, and I don't know a word of it," said Tom.

Joe grinned. "That's because you read words and think of Saturday's football game. Wait till you get into one of Mr. Brown's classes in the high school, and you'll see."

"What will he see?" asked Aunt Mary.

"Mr. Brown won't let us read our history more than once," said Joe. "He says if your mind is open the first time, more knowledge will come in and settle in the one reading than if you dawdle over the same path a dozen times.

"Eyes aren't so hard to train as ears," Joe said. "There's Frank Fiske in our class in school. His eyes went back on him, and he thought he'd have to drop out and not be graduated in June. Mr. Brown proposed that six of us fellows each take a lesson and study it aloud with Frank. I took Latin. It was hard at first, but now Frank can translate Virgil as fast with his ears as I can with my eyes."

"I believe people train their sense of hearing less than any other faculty," said Aunt Mary. "In my Bible class of grown women, when I give out references there's only one in the class that catches the whole. She writes down book, chapter, and verse as I give it. The others write the book and ask what chapter, or write the chapter and forget the verse."

"Mr. Brown ought to train them," declared Joe. "Whenever he gives us dictation he doesn't deal out a word at a time. He reads a whole paragraph before we take up our pens, even, and then we get it as well as we can. I can write it almost straight, now."

"Besides my Bible class," said Aunt Mary, "I'd like to send a great many shop clerks to him. When I give my name as Miss Sellers, and spell it for them, letter by letter, they blandly write, under my very nose, C-el-la-r-s. They've never learned to hitch their ears to their hands.

"There's old Hepsy coming in. I owe her two dollars," continued Aunt Mary, "and my purse is upstairs. Please, Tom, go up to my room to the bureau at the left of the south window, and in the upper left-hand drawer, in the box at the far right-hand corner, you'll find my purse. Will you bring it to me?"

Joe laughed at Tom's bewildered look. "I couldn't begin to remember all that, Aunt Mary," Tom said. "Tell me again."

Aunt Mary began slowly again, but before she was half through, Joe dropped the purse into her lap.

"How could you remember?" demanded Tom.

"Only concentration again," answered Joe. "I listened a step at a time. Aunt Mary says 'upstairs,' and in my mind I go up and I'm there waiting for the next direction. She says 'my room, and mentally I go in; and when she says 'bureau left of south window,' I'm there. Then it's easy to open the 'upper left-hand drawer,' and I'm ready for the 'back right-hand corner.' I don't take it as a mixed-up whole. I listen step by step, and each step is a distinct picture of a separate action, and I take that action. I don't think of what's behind."

"I think perhaps I'll try that myself," said Tom.
—*Youth's Companion.*

REMEMBER THOU

The noble uses of affliction;
Preserve the quick humanity it gives;
The pitying social sense of human weakness;
Yet keep thy stubborn fortitude entire —
The manly heart that to another's woe
Is tender, but superior to its own.
Learn to submit, yet learn to conquer fortune.

— *Beaumont and Fletcher.*

TEACHERS' INSTITUTE.

The Teachers' Institutes for Westmorland, Albert and Kent Counties, N. B., met in joint session in the new Aberdeen school building at Moncton, on Thursday and Friday, October 19th and 20th. The meetings were presided over by Principal George J. Oulton, President of the Westmorland County Institute. The following programme was carried out:

First Session, Thursday, 10 a. m. — Address by President, G. J. Oulton, M. A.; address, by W. S. Carter, LL. D., Chief Superintendent of Education; paper, Teaching of Composition in Grades VII. and VIII., Mr. Arthur S. Robinson.

Second Session, 2 p. m. — Lesson, Composition, Miss Freda Weir, B. A.; paper, "Patriotism," Miss Florence M. Morton; paper, "How shall we Inspire Patriotism in Our Schools," Miss Lily M. Perry.

Third Session, Friday, 9 a. m. — Arithmetic, Lesson, Amos O'Blenes, M. A.; Five Minute Papers on Topics of Interest to Teachers; paper, "School Gardening," Miss Jennie Sharp.

Fourth Session, 2 p. m. — Paper, Nature Study, Miss Daisy Allen; address, R. P. Steeves, Director Elementary Agricultural Education.

Interesting discussions followed Mr. Robinson's excellent paper on composition, and the papers on patriotism. The lesson given by Inspector O'Blenes was full of instruction and drew out a good deal of informal comment. The five minute papers were admirable. Miss Helena Steeves dealt with the use of English in schools, Miss Florence Seeley described her methods of teaching spelling, and Miss Louise Crocker spoke of some of the ways of securing attention. Mrs. Garland's paper on discipline closed the series. The Chief Superintendent of Education was present at all the sessions and took a leading part in the discussions. The meeting on Thursday evening was addressed by Dr. O. B. Price, M. P. P., Dr. Carter, Director Steeves, Director Peacock, Father Belliveau and Inspector O'Blenes.

There was a large and regular attendance at the meetings. The election of officers for next year resulted as follows:

ALBERT COUNTY. — President, Mr. F. J. Daley; Vice-President, Miss Aileen Turner; Secretary-Treasurer, Miss Julia Brewster; additional members of Executive, Miss Harriett Steeves, Miss Ida B. Crozier. Meeting place, Hopewell Cape.

KENT COUNTY. — President, Miss Bernice McNaughton; Vice-President, Miss Corinne LeBlanc; Secretary-Treasurer, Miss Nessie Ferguson; Executive, Misses Jennie Sharp, Leger, Palmer, Bilodeau. Meeting place, Buctouche.

WESTMORLAND COUNTY. — President, W. McL. Barker, Moncton; Vice-President, Miss Louise Crocker, Moncton; Secretary, S. W. Irons, Moncton; Additional members of Executive, Mr. A. S. Robinson, Port Elgin, Miss Florence E. Morton, Sackville, Miss Exelda LeBlanc. Meeting place, Moncton.

THE WIND AND THE LEAVES.

"Come, little leaves," said the Wind one day,
"Come o'er the meadows with me and play;
Put on your dresses of red and gold;
Summer is gone and the days grow cold."

Soon as the leaves heard the Wind's low call,
They came down fluttering, one and all;
O'er the brown fields they danced and flew,
Singing the soft little songs they knew.

"Cricket, good-bye — we've been friends so long!
Pretty brook, sing us your farewell song;
Say you are sorry to see us go.
Oh! you will miss us, right well we know.

"Dear little lambs, in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade;
Say, will you dream of our loving shade?"

—Selected.

A subscriber recommends the patriotic song, "Men of the North." It is in some college songbook, name unknown. Can any of our readers help us to find it?

RED ROSE TEA "is good tea."

CURRENT EVENTS.

In the war zone during the past month things have moved slowly but surely in favor of the Allies, one of the outstanding features being the victory gained by the Italians in the Carso region, Castagnievizza having fallen into their hands, together with 270 Austro-Hungarian officers and 8,992 men, making a total of 40,365 officers and men since August 6.

Fierce fighting continues on the Dobrudga front, with heavy losses to both sides, the latest report telling of the offensive at last being taken by the Roumanians. On the Transylvanian battle line they have made some slight advance in the Buzeu Valley, and heavy fighting is under way in the region of the River Alt.

Although the Turks took the offensive on the Caucasus front earlier in the month, they have not been able to continue, and the Russians now have the upperhand having captured the village of Aymur.

Following the success of the French forces both Douaumont and Fort Vaux on the Verdun front are now in the hands of the Allies, whilst on other parts of the line, the British and French have succeeded in capturing several small villages, and consolidating their positions.

In Macedonia the Serbian troops have made a further advance along the left bank of the Cerna river, while the French have cut the railway line south of Serres.

Germany and Austro-Hungary, by joint action, have proclaimed Warsaw and Lublin the Kingdom of Poland and re-established the right of the Polish nation to control its own destinies, to live an independent national life and to govern itself by chosen representatives of the nation.

An attempt has been made recently to assassinate William Morris Hughes, the Australian premier, at his home in New Victoria, according to a Reuter despatch from Sydney, which says the information was obtained from close friends of the prime minister.

The Entente Allies have formally recognized the provisional government of Greece in the island of Crete, set up by former Premier Venizelos.

General Sir Sam Hughes has been appointed, and is the first lieutenant general Canada has had. There are only two lieutenant generals in the British Empire, outside of the United Kingdom, the other being General Botha of South Africa.

Just before going to press the returns in the United States Presidential election to hand shows that the issue is in doubt. Returns such as were complete, or so far complete as to be regarded as indicative, gave President Wilson 232 votes in the electoral college, Hughes 239, and left sixty votes doubtful in eight states. Necessary to elect, 266.

The submarine warfare carried on by Germany continues without cessation, the latest victim being the P. and O. Liner Arabia, bound from Australia to London. She carried 450 passengers, all of whom are believed to have been saved.

The German commerce submarine Deutschland has once more managed to get through the ring of steel and arrive at New London, Conn., with a cargo worth \$10,000,000, composed of dyes, drugs, precious stones and securities.

News of the Theatres

OPERA HOUSE St. John, N. B.

Nov. 13-14-15 | The Eminent Canadian Actor,
ALBERT BROWN,
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A Play of the British War Office.

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Deal With Advertisers

PERCY GIBSON, Advertisement Manager
"EDUCATIONAL REVIEW," St. John, N. B.

She expects to sail again in a few days carrying mails and raw material much needed by Germany.

The German armored submarine U-57, a sister ship of the U-53, which recently sank five vessels off the New England coast, is expected to act as a convoy for the undersea freighter.

The lives of from thirty to forty persons were lost when a crowded passenger car of the Boston Elevated Street Railway plunged through an open drawbridge into Fort Point Channel, just outside the South Station terminal, Boston.

Returns from twenty rural school districts show a contribution of more than \$1,000 towards the general fund which the scholars of New Brunswick are raising to assist the unfortunate children of stricken Belgium. Quispamsis contributed \$125 and Evandale \$100.

Two German Dreadnoughts of the Kaiser class have been hit by torpedoes, fired by a British submarine.

Great Britain has addressed a strong note to the Mexican Government demanding that she give no assistance to German

submarines known to be in Mexican waters, and stating that drastic measures will be taken in this matter.

A despatch received in London from the British minister to Abyssinia announced that a big battle has been fought twenty-five miles outside of the capital and resulted in a complete victory for the new government. Ras Mikhael, father of the late emperor, was taken prisoner.

Recent despatches announced the outbreak of a revolution in Abyssinia. A London despatch said Emperor Lidj Jeassa, the twenty-two year old son of the late Emperor Menelik, had been deposed, and that Onsero Zeolitu, daughter of Menelik, had been proclaimed "Empress of Ethiopia."

In a further review of the operations on the British front in France and Belgium, Gen. Sir Douglas Haig, the British commander, praised the Canadian troops in the following words:

"The Canadians and the troops of our new army who conducted these operations deserve great credit for their signal and most economical victory."

In an engagement in the English Channel between British and German torpedo boat destroyers two German destroyers were sunk, while the British lost a transport. In addition a British torpedo boat destroyer is missing and another was run aground, after it had been disabled by a torpedo.

The assassination of the Austrian premier, Count Karl Stuerghk, was purely political, and was induced by his refusal to convene parliament, according to the admission of Dr. Friedrich Adler, his assailant, shortly after his arrest. Dr. Adler is an eccentric and super-radical Socialist, sometimes known as "the Liebknecht of Austria." He was editor of *Der Kampf*. At first he declined to reveal his motives, but after being locked up he broke down and declared the premier's political policies had led him to do the deed.

The policy of the United States regarding the recent "U" boat raid off the New England coast will not be determined until much more complete information as to all the facts has been received. Officials indicated that much would depend upon Rear Admiral Knight's forthcoming report on all the naval phases of the raid, particularly the steps taken to insure the safety of passengers. Considerable interest centres in the continued silence of the Allies. It has again been stated positively at the state department that no representations of any sort had been received from the Allies as a result of the U-53's visit to Newport, or her depredations off the American coast.

Although the Germans claim to have won a victory over the Roumanian troops it is well apparent that the force of the enemy's onslaught in that direction is well spent. Roumania is keeping half a million Germans busy and weakening them to that extent in France. Recent incidents at Verdun show the effect produced. The gain to the Allies by the adherence of Roumania is very real, although perhaps a little slow in developing.

The precedent set by the British government, the French government has deprived William Randolph Hearst and the International News Service of the use of cable service between Paris and America. The order applies to all the news channels under Hearst's control. The Hearst publications are also prohibited from entering Canada.



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Autumn Term opens 15th Sept. 191

For Calendars and Information apply to REV. ROBERT LAING, Halifax,

SCHOOL AND COLLEGE.

St. Francis Xavier College, Antigonish, N. S., is offering correspondence courses in Latin.

The Teachers' Institute of Carleton and Victoria Counties, N. B., will meet at Woodstock on December 21st and 22nd.

At an entertainment recently given by the pupils of the Albert School, St. John, West, more than two hundred and fifty dollars was realized for patriotic purposes.

Captain W. B. Shaw, C. E. F., of Victoria Corner, N. B., has again donated a prize of twenty-five dollars to the New Brunswick Normal School student having the highest general average of marks at the close of the present school term.

The School Board of Halifax, N. S., has issued an appeal to the principals of all the schools in the province to give instruction to their pupils on prevention of fires, similar to the teaching now given in the Halifax schools.

We regret to record the death of Miss Annie Crowell, formerly of Port La Tour, N. S., and for several years past a valued member of the teaching staff of the Sydney, N. S., Academy.

A very successful school exhibition was held at St. Croix, N. S., on October 10th, under the direction of the teachers — Miss Best and Miss Cochrane.

Miss Edith M. Hartt, of Fredericton Junction, has resigned her school at Belgrave, Sask., and is now enrolled as a Sophomore in Arts at the University of Saskatchewan, Saskatoon.

Alexander McKay, M. A., for thirty-five years Supervisor of Schools in Halifax, N. S., has resigned his position on account of ill health. Mr. McKay has spent fifty-six years in educational work in the public schools of Nova Scotia. Born in Colchester County, in 1841, he began teaching when only fifteen. In 1859 he graduated from the Normal School, and taught after that in the Counties of Digby, Colchester and Kings. In 1872 he resigned the principalship at Wolfville to take charge of the Dartmouth public schools, and after nine years in that position he was made Science and Mathematics Master in the Halifax High School. He was appointed Supervisor in 1884. The Board of School

Commissioners on behalf of the citizens of Halifax, presented Mr. McKay with an address expressing their appreciation of his long and faithful service, and their regret at his retirement. As a reminder to future citizens of the debt that Halifax owes to their Supervisor, the new school building at the corner of Russell and Gottingen Streets is to bear his name and be known as the "Alexander MacKay School."

RECENT BOOKS.

From Messrs. Ginn & Company, Boston, we have received a copy of *Solid Geometry*, by William Betz, A. M., of Rochester, N. Y., and Harrison C. Webb, B. A., of Newark, N. J. It treats the subject in a clear and concise manner. Price 75 cents.

From the same publishers comes *Methods of Teaching in High Schools*, written by Samuel Chester Parker, Professor of Educational Methods in Chicago University.

This is a valuable book and will prove very helpful to those who read it. The chapters on "Economy in Classroom Management," "Forming Habits of Harmless Enjoyment," "Interest as the Basis of Economy in Learning" and "Supervised Study," are especially helpful. We take pleasure in recommending this book to our readers. 529 pp., Price \$1.50.

Teaching, Its Nature and Varieties, from the pen of Benjamin Dumville, M. A., Master of Method in the London County Council's Islington Day Training College, is a general treatise upon the subject of teaching. It is designed to increase the reader's insight into the theory of his profession.

The two chapters dealing with "Teaching as Causing to Learn" are most interesting and instructive. The whole book is very interesting, especially to the experienced teacher. [University Tutorial Press, High Street, New Oxford Street, W. C. London, 431 pp. Price 4/6.]

Messrs. Ginn & Co. have brought out a new edition of Myers' *Ancient History*. The chief new features in this, the second revised edition of this well-known work, are a chapter on the Cretan and Mycenaean periods, and five interesting coloured illustrations. A large number of coloured maps, and over two hundred illustrations in black and white make the book an attractive one. It has one serious drawback as a scholar's text-book. It weighs over two pounds, and where growing girls and boys have to carry their books to and from school, unreasonably heavy text-books should be avoided. [Ancient History by Philip Van Ness Myers. Second Revised Edition. Publishers Ginn & Co. 592 pp.]

WITH THE MAGAZINES.

The *Century* for November is an unusually good number. The article of most interest to Canadians is the story of the Irish Rebellion vividly told by Mr. St. John Ervine, Manager of the Abbey Theatre in Dublin, who was an eyewitness of the doings in that city in Easter week.

Rollin Lynde Hartt has an entertaining description of New England as the national wallflower, and Harry A. Frauck tells in his breezy way how he crossed Bolivia on foot. The *Leatherwood God*, by W. D. Howells, is finished and a new serial called *Aurora*, the *Magnificent*, is begun. There are several good short stories.

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OFFICIAL NOTICES.

CHILDREN'S DAY.

For Relief of Destitute Belgian Children
Wednesday, November 15th, 1916.

In response to an urgent appeal, made to His Honor the Lieutenant-Governor, for funds in aid of the two and one-half million children of Belgium who are destitute, the Board of Education of New Brunswick has approved of the observance of Wednesday, November 15th, as a Children's Day, on which the school children of this Province may be given an opportunity, by the proceeds of concerts, sports, or other entertainments, to co-operate with their fellows throughout the Empire.

Children's Day will be recognized as a school holiday for those teachers reporting its observance.

Printed circulars and report forms will be sent to the Secretary in each school district in so far as possible. Any omissions will be supplied on application to the Education Office, Fredericton, N. B.

The hearty co-operation of all pupils, teachers and parents is earnestly solicited.

W. S. CARTER,
Education Office, Chief Superintendent of Education,
Fredericton, N. B.

August 24th, 1916.

ORDER OF THE BOARD OF EDUCATION.

That the day or part of school day needed in the fall term by the schools, to hold School Fairs, under the auspices of the Elementary Education Division of the Department of Agriculture, and under the local control of the trustees and teachers, in which the children are participators, shall be regarded as teaching time.

Hereafter the High School Leaving Examinations will be the Course required for admission by candidates for Engineering at the University.

That "Country Life Reader"—Stevenson (Geo. J. McLeod, Toronto, Publishers), be authorized as a teachers' text book and supplementary reader, for the public schools of N. B.

W. S. CARTER,
Education Office, Chief Superintendent of Education,
November 1, 1916.

OFFICIAL NOTICE.

New Brunswick School Calendar,
1916-1917.

1916. FIRST TERM.

- Dec. 19 — Exams. for Class III License begins.
Dec. 22 — Normal and Public Schools close for Christmas Vacation.

1917. SECOND TERM.

- Jan. 8 — Normal and Public Schools re-open.
April 5 — Schools close for Easter Vacation.
April 11 — Schools re-open after Easter Vacation.
May 18 — Loyalist Day (Holiday for St. John City only).
May 22 — Exams. for Class III License begin.
May 23 — Empire Day.
May 24 — Victoria Day (Public Holiday).
May 24 — Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.
June 3 — King's Birthday observed (Public Holiday).
June 8 — Normal School Closing.
June 12 — Final Exams. for License begin.
June 18 — High School Entrance Exams. begin.
June 29 — Public Schools close for Term.

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There are other prizes, aggregating in all \$1,000. Ten cents a word will be paid for opinions which do not win prizes, but which are nevertheless considered suitable for publication.

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