

The child has probably heard of the glaciers in the Alps, in Greenland, and the Rocky Mountains. After a few talks on their movements and effects there, give some evidences that Eastern America was once the scene of similar glacial action. Show your class striation marks on exposed surfaces of bed rock. If opportunity offers, see whether they are equally well preserved on different kinds of rock. Note their direction. Do you sometimes find two sets of such lines crossing each other? At what angle? Compare the general direction of these striæ with that of lakes and hills, if any exist, in the neighborhood. They will probably coincide. If not, perhaps you can find some local cause for the difference. Now referring to the map, have the pupils compare these directions with those of the Bay of Fundy, St. Lawrence River, Big and Little Bras d'Or, and the bays of Eastern United States. If the child can be shown that all these harbors have probably been gouged out by glaciers, he will know the gouged out material had to go somewhere, and the mystery of the gravel hills and drift boulders is, in part, at least, solved. The glacier did not extend farther south than about Chesapeake Bay, or the latitude of Philadelphia, hence south of that, deep harbors are few. It has been found that Eastern America has undergone depression since the Glacial Period, which allowed the gouged valleys to fill, or partly fill, with water, forming the harbors of which we speak.

Following the geological story a step farther. I should teach the process by which lakes gradually fill with material from the mountains and forests until they become swamps, bogs, and finally level fields. Similarly teach the formation of deltas. Numerous illustrations of these changes are visible everywhere. Lead the child to see them. Very soon he will see them for himself. Storm beaches, shutting back coves from the sea, are interesting to study. They can be found in different stages of growth, and the coves in different stages of filling, until finally they become shore swamps. In carboniferous rocks, vertical trees, now fossilized, show good proof of such filling up. Diatomaceous earth (tripolite), so much used for polishing powder, making dynamite, etc., should be taught here. So should the formation of coal. Collections of fossils, so easily got in carboniferous sandstone and shale, are now necessary. Comparison of fossil calamites with our modern Horsetails (*Equisetums*) coupled with the lesson about large tree ferns of Brazil, is not beyond any ordinary pupil. These

lessons, if properly taught, show the material world in a new light. The bogs along the roadside tell a new story, and peat becomes something more than a mysterious product, common only to Ireland. Petrified (or silicified) wood is no longer an enigma. The boy's eyes are opened, and looking for further evidence of these facts and theories he soon begins to make discoveries for himself.

What Teachers' Unions Hope to Do.

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Within the last year a widespread feeling in favor of a Teachers' Union has pervaded the Maritime Provinces; or, perhaps it would be more correct to say, that this feeling, which has existed for a long time, has at last found expression. For many years it has been recognized that teachers are underpaid. By individual efforts they have done their best to overcome this. They have appealed, first to one power, and then to another, for better remuneration, to be met at every turn with the same reply: "We know you are working for less than you should receive, but we can get others to do the same work for the same pay, and we will give no more." Teachers, recognizing the tendency of school boards to drive hard bargains, have underbid one another until at last they are the most poorly paid class of laborers in our province. At this period of prosperity, one of the brightest our country has ever enjoyed, teachers are receiving practically the same number of dollars and cents per annum that they did ten years ago, notwithstanding the fact that in these same ten years the wages of every other craft and profession has advanced with the tide of prosperity, and that the cost of living has increased over twenty per cent. Consequently, teachers' salaries have not more than three-fourths of the purchasing power they had ten years ago; and from a financial standpoint teachers are in a lower relative position when compared with other wage earners than formerly. Besides, the demands made upon teachers increase year by year. They must dress better, read new books and follow up-to-date ideas, attend colleges, spend their vacations in travel or at a summer school, so as to be able to do better work, and in many ways take a higher position in society. That is, they must invest more capital and do more work and accept less pay. Is it any wonder so many men and women abandon the profession? Is it any wonder that with from