

PAGES

MISSING



FORTITUDE

Sandro Botticelli.

University of New Brunswick.

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FOR SPELLING.

Effect (verb); affect; effect (noun); resistant; consistent; soluble; incredible; admirable; attendant; accommodate; apparatus; comparative; competitive; description; distinction; independent; laboratory; opportunity; supersede; concede; precede; proceed; separate; vocabulary; visitant; corporation; immortal; magnificent; descend; benefit; commission; professor; difference; disapprove; murmur; operation; possession; contention; extension; sanitary; conscience; tumultuous; tremendous; tentacle; ventricle; lyrical; miracle; innocence; convalescence; conferring.

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Address all correspondence to
THE EDUCATIONAL REVIEW,
St. John, N. B.

The REVIEW has been fortunate in the past, in securing articles of permanent interest on local history. We begin in this issue a History of Educational Legislation in New Brunswick, written by Miss Josephine MacLatchy, M.A., which represents considerable research, and contains much information not collected elsewhere.

The Teacher's Institute for the counties of York and Sunbury will meet in Fredericton on September 23rd and 24th. The teachers of Northumberland, Restigouche and Gloucester will hold their joint session at Bathurst at the same time, and the Institute for St. John and Charlotte Counties will meet in St. Stephen on September 30th, and October 1st.

The executive of the York and Sunbury

Institute ask the teachers to bring questions for the question box on the subjects appointed for discussion: The teaching of Latin, lessons in Reading, Geography, Discipline, the new Nature Lessons' Course, Rural School Problems. It would add greatly to the interest and value of these meetings if all executives would announce their programmes long enough beforehand, to give those who attend time to study them, and if all teachers would make use of the opportunity and come prepared to listen to, and discuss the papers intelligently.

OUR PICTURE SUPPLEMENT.

The picture supplement that accompanies the REVIEW for this month is called "Fortitude." The original is a famous picture in the Uffizi Gallery in Florence, painted by the great Florentine painter, Sandro Botticelli (Bot-te-chel-le), who lived from about 1447 to 1515. Mr. Ruskin has interpreted the picture as follows:

"What is chiefly notable in her is that you would not, if you had to guess who she was, take her for Fortitude at all. Everybody else's Fortitudes announce themselves clearly and proudly. They have tower-like shields and lion-like helmets, and stand firm astride on their legs, and are confidently ready for all comers.

But Botticelli's Fortitude is no match, it may be, for any that are coming. Worn somewhat, and not a little weary, instead of standing ready for all comers, she is sitting apparently in reverie, her fingers playing restlessly and idly, nay, I think even nervously, about the hilt of her sword. For her battle is not to begin today, nor did it begin yesterday. Many a morn and eve have passed since it began—and now—is this to be the ending of it? And if this—by what manner of end?

This is what Sandro's Fortitude is thinking, and the playing fingers about the sword-hilt would fain let it fall, if it might be; and yet, how swiftly and gladly will they close on it when the far-off trumpet blows, which she will hear through all her reverie."

NATURE STUDY OF ANIMALS.

H. G. PERRY.

FOUR QUESTIONS.

In studying any new animal form the teacher is directed to follow the naturalist's four chief questions, as enunciated by Professor James Arthur Thomson in his pamphlet, "Some Suggestions to Teachers for Seasonal Nature Study."

The first question is *What is this?*—An enquiry into form and structure. What is the living creature in itself and in its parts? What is it as we see it with the unaided eye, and as we see it under a magnifying glass, or a microscope? What is it as a thing by itself, and when compared with its fellows and kindred?

The second question is *How does it act?*—An enquiry into habits and functions—how it acts and goes, and how it sets other creatures like itself acting and going. How does it get on in life, and what is the "particular go" of it?

The third question is *Whence is this?*—An enquiry into development and history. Where did this living creature come from? How did it begin? What was it like when it was young? What are the chapters in its growth and life history? What is known of the history of its race?

The fourth question is *How has it come to be as it is?*—An enquiry into causes. What factors have combined to make this living creature as we find it? What it is, where it is, as it is? In short, what have been the factors of its evolution?

Note the wide field these questions open up to every enquiring thoughtful mind. They are mentioned at this time not for the scholar, but for the teacher. It is her right and duty to first explore this expanse of life and afterwards to experience the joy of leading others into a wider, fuller and freer life.

BLACK SWALLOW-TAIL LARVA.

Apply these questions to the varied animal forms found in our gardens. What is this animal we find crawling on the tops of our carrots and parsnips? It is a caterpillar, a green caterpillar ringed with black and spotted with yellow. Note the appearance of its coat under a hand lens. How beautiful.

How does it act? Note how stupid it seems as it clings to the stalks, but touch its sides with a straw or a pin and note its resentment. The pair of orange coloured horn-like projections thrust out from the head region yield an ill-smelling fluid. They are organs of protection. Have other caterpillars any means of protection? The short hairs that cover some may well be likened to the spines of the porcupine, and the sphinx tries to terrify its enemies by a look. Place several of these caterpillars in a cage, keeping them well supplied with food, and watch them as they pass into the pupal stage. This caterpillar is the larva of a butterfly. Compare the resting stage of the butterfly with that of the moth. How is the pupa attached to its support? Compare it in this respect, with the pupa of the cabbage butterfly, and the mourning cloak.

Preserve several of the larvae and pupae in alcohol, keep other pupae in the cage, and next spring you will have a surprise and be able to procure the winged form, the butterfly. Kill some of these in a cyanide bottle and spread for mounting; feed the others honey, or a thick solution of sugar and they will most likely reward you with eggs. Preserve the eggs in alcohol. The eggs represent another stage in the life cycle of the animal. You have now that cycle complete—eggs, larvae, pupae, and adults or imagoes, as they are often called.

These forms properly arranged answer fairly well the third question—"Whence is this, etc?"

The answer to the fourth question will come in time, but only after patient study. It is the crowning question of biology; allow it to remain open for the present.

THE COLORADO POTATO BEETLE.

The Potato Beetle should be taken up at this time of year, and is an easy study for the younger grades.

The first question calls for an examination of its parts. We call it an insect, why? Are butterflies insects? Note that both butterflies and beetles possess jointed legs. How many pairs for each? Note that the body of each is divided into three parts—head, thorax and abdomen. Complete the definition of an insect.

Collect other small animals from ponds and fields, and from under stones and sticks,

and rotting tree trunks, and divide them into two groups—those that are insects, and those that are not insects. Name some from each group. Is the spider an insect? Look for the larvae of the potato beetle, the pupae and the eggs. Where is each found? Use a hoe to dig up the pupae. Do they remain in the ground over winter? In what form do potato beetles pass the winter, and where?

Spread and dry specimens of the adult, the winged form, and preserve the other forms in alcohol.

Why is the potato beetle called a pest? In which form is it most destructive? In all probability this insect taxes the people of the Maritime Provinces, on an average, over \$150,000.00 a year. How does man combat this pest, and with what result?

Compare the potato beetle with other forms found in the garden, as to general shape, size, color, markings, habits, etc., especially with the striped cucumber beetle and the lady-bird beetle.

THE CUCUMBER BEETLE.

The adult cucumber beetle feeds on the leaves of cucumber, pumpkin and squash; and the larvae, which are slender, worm-like little creatures, feed on the roots. Look for them. Note how timid the adults are, and how readily they take to flight.

LADY-BIRDS.

Lady-bird beetles, or lady beetles are hemispherical in shape and generally reddish or yellowish in color, with black spots. The larvae

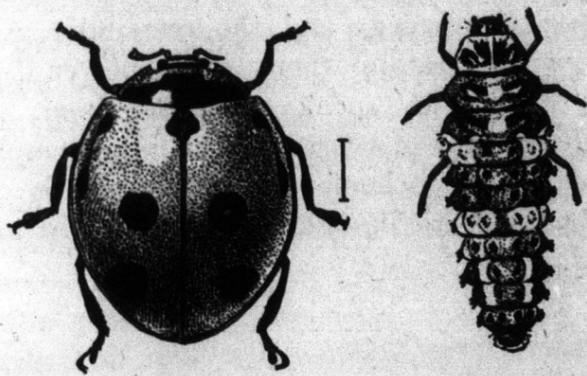


Fig 1. The nine-spotted lady-bird-beetle,—adult and larva.

occur on leaves, usually associated with aphids, and have been described as "alligator-shaped creatures, black with red or yellowish spots and

covered with warts or spines." The angular pupae and the clustered yellow eggs are found in the same situation.

Collect and preserve the different stages of this insect. Note that some lady-birds have but two black spots, other species have more. Preserve specimens (adults) of all the different species you find.

Most of our lady-birds, both in the larval and adult stages, feed upon small insects and the eggs of larger insects. They are especially fond of aphids, and but for the help of these wonderful little creatures man would in one season find himself over-run by the aphid pest.

The two-spotted and the nine-spotted are frequently found wintering in our dwellings, and are often seen on the walls and windows in early spring. Do not mistake them for the carpet beetle and destroy one of our most beneficial insects. Be on the watch to learn more about their winter habits. Weed speaks of finding them hibernating in "balls," containing as much as a quart, about the borders of woods under piles of leaves and brush.

THE GREEN SOLDIER-BUG.

The green soldier-bug is a form we should be on the watch for in our gardens. It is well pictured in the accompanying figure, and enjoys an excellent reputation as a beneficial insect.

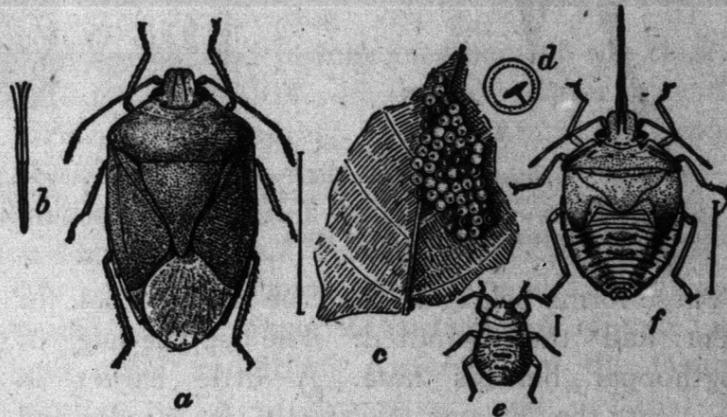


Fig. 2. The Green Soldier-Bug, (enlarged); a, adult; b, beak; c, eggs in cluster; d, egg; e, young nymph; f, last stage of nymph.

It is said to feed upon the larvae of the potato beetle and other injurious forms. A closely related species, the spined soldier-bug, with two large spines, projecting laterally from the thorax, is a common enemy of such leaf eating caterpillars as the tent caterpillar, tussock and brown-

tail moths. Preserve specimens as you find them.

In studying this or any other true bug make a comparison with the potato beetle, especially as to wings and mouth parts, and be able to distinguish clearly between a bug and a beetle. How do bugs injure plants? Explain why poisonous sprays that will kill beetles are often of little value in destroying injurious bugs.

TREE AND PLANT-HOPPERS.

Comstock says that "nature must have been in a joking mood when tree-hoppers were produced." And another writer speaks of these comically grotesque-looking little creatures as the "brownies of the insect world."

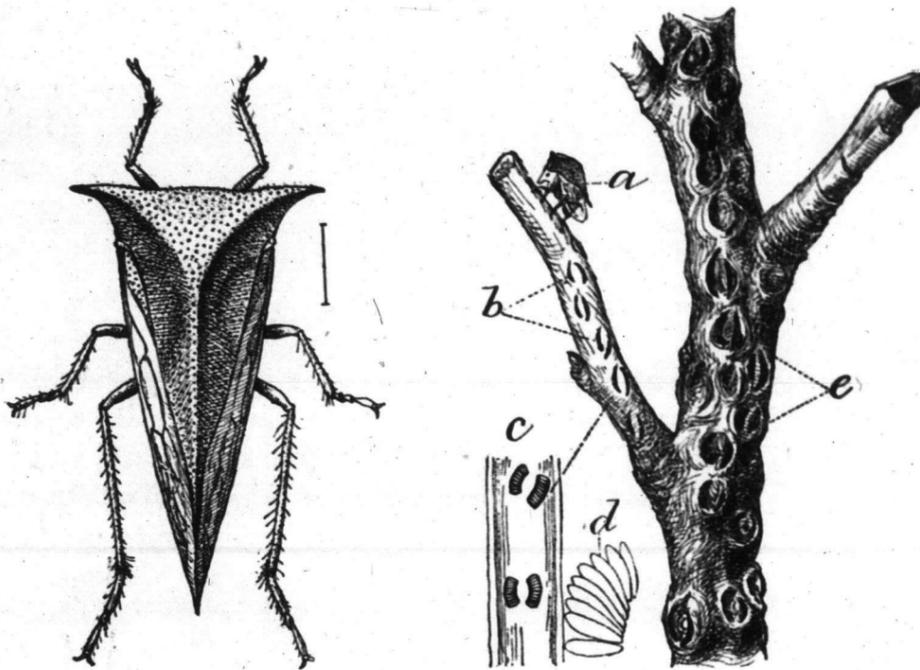


Fig. 3. Buffalo Tree-Hopper and Twig of Apple Tree showing Eggs and Adult. Adult (much enlarged) at left; a, adult (natural size); b, recent egg punctures; c, bark reversed with egg in position; d, single row of eggs (enlarged); e, wounds of two or three years' standing on old limbs.

These forms belong to the true bugs. Look for them and their kindred. The spittle-bug or frog-hopper belongs here. A little earlier in the year the masses of spittle on weeds and grasses were common everywhere. The mass of froth surrounding the little nymph was caused by the little creature busily pumping the sap out of the plant. Professor Osborn has found another form, the leaf-hopper, so abundant in some meadows, that he estimated them at over a million to the acre.

[Cuts in this article are from "Elementary Entomology."—Sanderson and Jackson,—Ginn & Company, Publishers, Boston, Mass.]

MEMORY DEPENDS UPON ABSORPTION.

Read to the children ten single substantives without connection, then give them a minute's rest and let them tell or write after that minute whatever they remember. The larger boys and girls will easily remember six, eight or ten words. Now repeat the experiment, but instead of a minute's rest, engage their minds at once during that minute by a little multiplication or division, thus giving the mind no chance to absorb the memory material. When the minute has passed with their arithmetical work, let them give you the words which they have kept in mind. The result will be that only two, three or four words are remembered; and by not a few children, no words at all. We learn when we do not think of it. We learn skating in summer, and swimming in winter. We learn when asleep, we learn when idle. But we destroy our learning unless we give to our mind plenty of time for absorption instead of rushing from new material to material still newer.

Impressions May Be Deepest Through the Eye or the Ear.

The teacher must never forget that the word or figures which he writes on the blackboard may be the intended help to the memory of merely one-third of his class. There may be another third which would profit more if they heard the sounds from the human voice, and the remainder would retain them much better if they

had a chance to speak or write them. The natural tendency of every teacher to put emphasis on the special scheme for which he is born must be a severe injustice to a large fraction.—*Selected.*

We acknowledge the receipt of one dollar, sent with the message "a delayed payment for subscription." As the sender's name was omitted we are unable to acknowledge the payment in the usual way.

RURAL SCIENCE SCHOOLS IN NEW BRUNSWICK.

Last year saw New Brunswick's first Rural Science School opened at Woodstock, with a successful session. This year, not only did the Woodstock School, serving the western side of the province, have an attendance of 65 students, but at the new Agricultural School opened at Sussex on July 14, 114 entered, of whom 106 took the examinations. A visitor at the Sussex School during the last week of the course, saw the students showing their appreciation of the advantages offered, by the keenness and enthusiasm with which they were doing their work. It would be hard to speak too highly of the spirit seen alike in instructors and students.

In the first room visited a class was working problems in dairy-farm arithmetic, based on information furnished by a government official about farms in the district. In Mr. Hagerman's class students were determining the capacities of different soils for holding water. It was most interesting to notice in this room the simple construction of all the necessary apparatus, which the students are taught to make for themselves at slight cost. In the domestic science room, a class was holding what Miss Peacock called an experience meeting, where teachers in country schools told how in one way and another they had contrived to introduce a little sewing or other handwork, a little cooking, some instruction on and practical illustrations of sanitation, or other lessons of the Rural School, where formal courses in domestic science and manual training were not provided for. Later on, we saw pretty garments being finished and were regaled on sherbet and cakes made before our eyes. Following Professor Perry's class in their search for insects, listening to the group round Dr. Dandeno as he determined certain weeds, watching the girls in the work room building huge fly-traps for back yards, hearing the intelligent inquiries at the desk after a lecture — everywhere we noticed the same interest and pleasure in the work.

Critics of our educational system who rail against the unpractical nature of school studies, the mechanical methods and the remoteness of school from real life, would be disabused of some of their notions by a visit to these summer classes. They would realize that no one is

as keenly alive to the defects in our schools as are the teachers and heads of departments, and that in the work of the directors of elementary agricultural education, manual training and domestic science, lie the best hopes for the training of our boys and girls and the development of our country.

The Sussex School closed on Tuesday, August 10, with a gathering in the Assembly Hall presided over by the Minister of Agriculture, Hon. James A. Murray. Papers were read by students on the relation of the subjects studied to the work of the country school. A resolution, passed by the students, was presented to Director Steeves, recording their appreciation of his work in planning and directing the course and their confidence in his methods.

The school garden classes were divided in four sections, A. B. C. and D., and the prizes offered for this work were won by Class A., 1st; Class B., 2nd.

Six individual prizes were given for plots, and were awarded as follows: 1st, Mr. E. A. Smith; 2nd, Mr. E. D. McPhee; 3rd, Miss Lottie Underhill; 4th, Miss Barbara Rouse; 5th, Mr. J. A. Edmonds; 6th, Miss Lottie Howard.

The prizes were donated by the Sussex Mercantile Company.

The class prizes, two beautiful steel engravings, were presented by the winners to the department to be hung up in the building for the inspiration and encouragement of other classes.

In his interesting valedictory, Mr. E. D. McPhee referred to four members of the class at Woodstock in 1914 who are now either on active service or in training, Lieutenants A. J. Brooks, R. K. Nevers, Leo Graves, and Mr. J. C. Hanson.

The Woodstock School closed on August 9. Mr. J. B. Daggett, Secretary of Agriculture, spoke of the great advantages of climate, soil and other conditions possessed by the farming sections of New Brunswick, and declared the willingness of his department to give every assistance to the promotion of the work done by the Rural Science Schools.

The movements of the Balkan neutral states are still very uncertain, but it is still believed that all excepting Bulgaria are in sympathy with the Allies. The attempt to revive the Balkan League, if there has been such an attempt, is so far unsuccessful.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802—1847.

JOSEPHINE H. MACLATCHY.

"Whatever concerns my country interests me."
—PETER FISHER, "Sketches of New Brunswick, 1825."

The history of New Brunswick is much older than its provincial charter, signed by His Majesty George III in 1784.¹ It embraces not only the long years of British possessions, but the more troublous times of French supremacy. In this earlier era of its history the territory now comprising New Brunswick was included in the much-disputed province of Acadia. From the signing of the Treaty of Paris until its incorporation as a province, New Brunswick formed the northern part of the English province of Nova Scotia. The population, which had formerly comprised a few scattered French settlements² along the North Shore, Chignecto Bay and the St. John river, was increased by settlers from the New England colonies.³

"During the period of French occupation, and indeed up to the time of the Treaty of Paris, 1763, Acadia was so largely a battleground for England and France that the element of permanency was lacking in every undertaking. The Acadians meanwhile were wholly dependent upon their priests for teaching, both of a spiritual and an intellectual character, and it need not be a matter of surprise that amid the clash-

¹ On July 7, 1784, the Secretary of State wrote to Governor Parr, that the measure, for the division of Nova Scotia, had been carried into effect . . . the Commission appointing Col. Carleton, Governor of New Brunswick, was issued on August 16, 1784. Hannay, *Hist. of N. B.*, Vol. I, p. 141.

² "Lawrence was anxious to have the vacant lands in N. S., from which the French had been driven, settled by English from the old colonies and Great Britain, and in October, 1758, he issued a proclamation directing attention to the value of these lands, and offering them for settlement." *Ibid.*, p. 57.

³ "In the meantime the settlement of the northern portion of N. S. was proceeding steadily. In this year (1761), some twenty-five families from Rhode Island settled at Sackville . . . Cumberland was settled somewhat later. . . . In 1762, the settlement of St. John river by people of English origin began. In 1764 a large number of settlers arrived at St. John and proceeded up the river." *Ibid.* 66.

ing of swords the education of the people was in a great measure neglected."¹

New educational provisions were proposed soon after it became a British province.

In 1766 the Nova Scotia Legislature passed an act regarding schools and schoolmasters. This act required that four hundred acres of land in each township should be granted for the use of schools and should be vested in trustees. It also included certain requirements regarding the examination and licensing of teachers.² This explains the early custom of setting aside certain lands in each township for the use of schools.

The provisions for education during the early period were meagre. "References to the first schools in old documents and letters are surprisingly few and of the most fragmentary character. It would appear that the schoolmaster's calling was at first of an itinerant nature. In the performance of the duties of his calling he travelled from place to place, teaching a few months here and a few months there, according to the demand for his services and the ability of the settlers to make up the pittance allowed him by way of compensation. Indeed, so precarious was the schoolmaster's occupation at this early period, that he not uncommonly combined with his scholastic duties the avocation of farmer or tradesman."³ The private account of one of these old teachers has been preserved and published in connection with other historical papers regarding the Maugerville Settlement. During the winter of 1778 and 1779, Daniel Burpee taught the school in Maugerville. From his account we learn that the tuition fee was 3s. 11½d. a month for each scholar. Writing of these personal papers Dr. Hannay says: "I can only find charge in the book for the tuition of seven scholars. The tuition fees, as accounts show, were paid in a variety of goods, and in work, in grain, in leather, musquash skins, and rum, and in hauling hay and making shoes."

¹ W. O. Raymond, "New Brunswick Schools of Olden Times," *EDU. REVIEW*, '92, p. 130. I wish to acknowledge my indebtedness to Dr. Raymond for his kindness in allowing me access to his private library, and for his valuable suggestions regarding possible services of material.

² *Ibid.*, p. 131.

³ *Ibid.*, p. 131.

The schoolmaster appears only to have handled 10s. in actual cash for his entire winter's work."¹

The children were often taught at home by their parents. "The earliest schools were frequently held in private homes of the settlers for a few months at a time, the largest and most central house in the district being selected."² Dr. Raymond quotes such an instance from a curious old book entitled "A Narrative of the Life and Christian Experience of Mrs. Mary Bradley, of St. John, New Brunswick," written by herself,³ in which she mentions "that she and her brothers learned to write during the evenings by means of copy slips provided by their elders, their pens being the ordinary goose quill in use at the time. Mrs. Bradley also makes a passing reference to the great benefits she derived when a girl of eleven years of age, by attendance at the school which was kept in her father's house for three or four months."⁴

At this time the majority of the inhabitants in the northern part of Nova Scotia were English settlers from the American colonies and Great Britain. During the Revolutionary War and reconstruction period, the population was greatly increased by "Loyalists" from the revolting colonies. The first emigration to northern Nova Scotia was in the spring of 1783.⁵ Several thousand settlers landed at the mouth of the St. John during the summer, and the city⁶ of frame houses, built from the lumber provided by the government, quickly sprang up. Owing to the ill-feeling aroused by the neglect and delay of the Nova Scotia Assembly in granting lands, an agitation was set on foot for the separation of the northern part of Nova Scotia into a province. This measure was successful. New Brunswick became a province in 1784, with Thomas Carleton as its Lieutenant-Governor. The population of

New Brunswick at this time is reported as 16,000 persons, of whom 12,000 were Loyalists, 2,500 old English settlers and 1,500 were French.¹

Among the Loyalists were found many men of rank and distinction. Stark says there were nearly one hundred Harvard graduates in the Massachusetts emigration alone. He later affirms that the Loyalists and "their sons filled for more than half a century the chief offices in Nova Scotia and New Brunswick judiciary."² These men were fully aware of the value of education. In a memorial presented to Governor Carleton by Dr. Paine and his Loyalist associates we find their attitude toward education clearly portrayed.

"Your Memorialists, whose names are hereunto subscribed, beg leave to represent and state to your consideration the necessity and expediency of an early attention to the establishment, in this infant province, of an academy or school in Liberal Arts and Sciences. Your Excellency need not be reminded of the many peculiarities attending the settlement of this country. The settlement of other provinces has generally originated in the voluntary exertions of a few enterprising individuals, unencumbered, and prosecuting their labor at their leisure, and as they found it convenient and most for their advantage. Far different is the situation in which the loyal adventurers here find themselves. Many of them upon removing had sons whose time of life and former hopes called for an immediate attention to their education. Many public advantages and many conveniences would result to individuals, could this be effected within this province, the particulars of which it is unnecessary to mention.

Your Memorialists do therefore most earnestly request your Excellency will be pleased to grant a charter for the establishing and founding of such an academy—that proper persons be appointed trustees, and duly authorized in a corporate capacity to superintend the establishment, etc. That lands be granted to erect proper buildings, and other lands be granted and appropriated for the use of the academy, particularly they pray for a part, or of the whole

¹ Hannay, Collections N. B. Hist. Soc., Vol. I, p. 83.

² W. O. Raymond, Op. Cit. *EDU. REVIEW*, December, '92, p. 141.

³ Mrs. Bradley was the daughter of Edward Coy, who came from Pomfret, Conn., in 1763, *Ibid.*, p. 131.

⁴ *Ibid.*, p. 131.

⁵ *Ibid.*, p. 134.

⁶ "Chief Justice Smith of New York visited St. John in 1783. He was astonished to find that the settlers had then built fifteen hundred frame houses and four hundred of logs. He could scarcely credit his eyes with such industry." *Ibid.*, p. 139.

¹ *Ibid.*, p. 142.

² J. S. Stark, *Loyalists of Massachusetts*, p. 60.

of the reserved lands in the neighborhood of Fredericksburg. Your Memorialists will not trouble you with any scheme or plan of the charter prayed for, but submit the whole to your judgment and discretion.

As in duty bound, etc.¹

Wm. Paine	Ward Chipman
George Sproule	A. Paddock
Zeph. Kingsley	John Coffin

The above memorial was considered by the Governor-in-Council, on December 13, 1785, and it was ordered; "That the Attorney General and Solicitor General be directed, with all convenient speed, to prepare the draft-charter for the establishment of the said institution."² In the next year a large grant of land was made to the proposed academy; the rent arising from these lands in 1788 amounted to £51, 16s. and ½d.³ In the journals of the Council for the session of this year we find the names of the first trustees "of the academy or free school maintained and supported in our town of Frederickton, for the education of youth." Little more seems to have been done for this "Provincial Seminary of Learning," for in the Governor's address at the opening of the House in 1792, we read: "A foundation was laid some years ago for an academical institution in this province, but the lands appropriated to that use, though of considerable extent, are not yet sufficiently productive to answer the immediate exigencies of such an institution;" he continued, "I am confident you will want no argument to induce you cheerfully to contribute some annual allowance to its support."⁴ In reply the House begged to avail themselves of this occasion to express their "most grateful sense of your Excellency's regard to the interest of the rising generation." They continued, "We shall, after having provided for those important objects formerly recommended to us, proceed to consider with merited attention your Excellency's recommendations."⁵ Before the close of the session a grant of £100 was made to the Pro-

vincial Seminary. This was the first money grant made by the New Brunswick Legislature for education.

The academy was probably opened about 1786, but no record of the teachers or the general routine of the school has been preserved. In 1800 the academy was incorporated as the College of New Brunswick by a charter, in which James Bissett was named as the Principal Preceptor.

No legislative provision regarding Elementary Education was passed during this early period. An attempt was made by the House of Assembly in 1793 to include an educational item in the Appropriation Bill of that year. In the "Bill for Appropriating and Disposing of Public Monies," the clause "for the purpose of aiding and assisting the education of the youth of the province" proposed by the House of Assembly was rejected by the Council. This clause read: "To the Justices of the Sessions in each county for the purpose of aiding and assisting in the education of youth in each parish in the province under the direction of the General Sessions of the Peace, £10 to each parish."¹ The Council rejected this item after several conferences, giving as their reason that "appropriating money for the education of children in the different parishes of this province was a new institution and necessarily required particular regulations and that if appropriations of that nature were included in general money bills the Council would not be left to decide freely on the merits of these regulations, because, although they disapproved of them they could not reject them, without at the same time rejecting every other article in the general money bill."² So firm were both parties that the House was prorogued without passing the Appropriation Bill. No further measures in behalf of Elementary Education were attempted for several years.

The Society for the Propagation of the Gospel, which had provided many of the elementary teachers in the thirteen original colonies, at the close of the Revolutionary War turned its attention toward the remaining British possessions.

(To be continued.)

¹ J. W. Lawrence, *Judges of N. B., etc.*, p. 265.

² Fred St. J. Bliss, "University Annals, 1785-1800"—*University Monthly*, U. N. B., Aug., 1890, p. 3.

³ *Ibid.*, p. 4.

⁴ *Journal of the Council*, 1792, p. 104.

⁵ *Ibid.*, p. 105.

¹ *Journal of the Assembly*, 1793, p. 318.

² *Ibid.*, p. 333.

HINTS FOR SEPTEMBER AND OCTOBER.

BY THE EDITOR.

The first weeks of school are over, teachers and pupils have fairly settled down to work, and are beginning to know each other. What have you found out about your new pupils? Have you made any notes, written or merely mental, of any particular opportunities, difficulties or needs that present themselves. Have any of the children physical defects? What allowances are you making for them, or what steps, if any are possible, are you taking to have them remedied? Are you satisfied that the arrangement of seats is the best possible? Have you put the timid child where it is easy for him to speak to you, and the near-sighted one where he can see the blackboard? Do you give the restless, energetic one, little things to do for you that will work off his restlessness? What have you found out about their dispositions? Do you know which children you can already depend upon to do an errand, or carry a message correctly, and which ones need training in accuracy and a sense of responsibility? You have discovered by this time something about their individual needs in lessons. This one spells badly, another needs drill in the multiplication table, and so on. Have you noticed any of the strong and weak points in their characters, and decided where they need guarding against temptation? Are you doing all you can to make it easier for them to be good?

The early autumn months offer so much material for nature study that the difficulty is to know what to choose. The changing and the falling leaves, the ripening fruit, the dissemination of seeds, the storing of nourishment in winter vegetables—all demand attention. Few of our teachers now-a-days will plead ignorance as an excuse for not helping the children to study nature. Professor Shaw, of the Truro Agricultural College, writes to the REVIEW:

"The point of view, or the attitude of the teacher towards nature, and towards the children in their contact with nature is of more importance than the knowledge he or she may have of nature or of natural science. No one knows very much about nature compared with what there is to know."

Readers of the REVIEW do not need this column to instruct them on the subject of nature study; that is more ably done in other pages. But if you have never done so before,

begin now to make a point of connecting nature study with the children's reading wherever you can. You will find that it will tell in both subjects. A child who has no love for books will want to read if he finds that a writer knows and loves the animals or flowers that he himself is interested in. And a book-loving child who has never noticed the living things about him may be stimulated by some reference in a book, to look and see for himself. Do you remember the story in *Cranford* of the farmer who had lived all his life in the country and never knew what colour ash buds were until he read Tennyson's line, "More black than ash buds in the front of March?" It does not matter very much in what order you connect the subjects, whether you go from natural science to literature or the other way about. For instance, if you are teaching Tennyson's "Brook," you may begin by asking the children to tell you about the brooks they have noticed, where and how they flow, what noises they make, what flowers, birds or insects are found on their banks; and then let them read about the brook that Tennyson knew. If they are interested in this, they might also like to hear about the different brooks that Charles Kingsley describes so beautifully in "The Water Babies." Or, on the other hand, if you want them to notice caterpillars, you might read them Mrs. Gatty's story, a version of which is given on another page, as an introduction. The school reading books are full of references to nature. Do not let them go unchallenged. Never mind whether you have verified them yourself or not. Let the children tell you if they are true, or try to find out if they don't know.

"Whistles the high-hole out of the grove
His summoning loud and clear."

Who has heard the high-hole whistle? And why is he called a high-hole? And what other names has he?

"The rivulet, late unseen,
Where bickering through the shrubs its waters run,
Shines with the image of its golden screen."

What is its golden screen? What time of year is it? What leaves turn golden-yellow in autumn? Tennyson wrote:

"As careful robins eye the delver's toil."

Do our robins do this? What for?

"The streets are dumb with snow."

Does snow always make the streets dumb?

During the next few weeks the masses of colour in field and wood and by the roadside, are most noticeable. Ask the children to tell you how many different colours they see, and what leaves or flowers show them. It is too common a thing to get "I don't know" from a country child when you ask him the name of a flower or plant or tree that he sees every day. An English visitor to New Brunswick was struck by the wealth of midsummer flowers along a country road, and also by the difficulty of learning their names from girls who had lived all their lives in the country. Try to put the children on their mettle to find out the names of the common things about them.

Write to the Canadian Forestry Association, Ottawa, for the booklet that they have lately issued giving simple descriptions, with illustrations, of twenty of our most common and most important forest trees, and with its help, study the trees in your neighborhood. Do not be satisfied until you and the children can name every common tree within a walk from the school-house. The booklet will aid you not only in identifying the trees, but in giving your pupils an intelligent understanding of the uses to which they are put.

September 29 is Michaelmas Day, the Feast of St. Michael and all Angels. The angels Michael and Gabriel are the only ones named in the Bible. St. Michael is often represented in pictures conquering the dragon, according to the account in Revelation XII: 7-12. Children very often have the mistaken idea that good people become angels when they die. This is gathered from the language of certain hymns, and has no warrant in the Bible. Appropriate Bible readings are St. Matthew XVIII: 1-10, Acts XII: 1-11, being the story of St. Peter's deliverance from prison, and the account of the angel who stood by St. Paul in the ship, in Acts XXVII.

In October come Thanksgiving Day, Trafalgar Day and Hallow Eve, and we will speak of them next month. Suitable poems for study are Helen Hunt Jackson's "September," "September Corn-fields," by Mary Howitt, Bryant's "To the Fringed Gentian," and "Autumn Woods."

Here is a nature study lesson that Professor Shaw commends as one of the best exercises he ever got, as showing the right attitude in the teacher.

Nature Study—Grade II.

THE BUTTERFLY.

BY IRENE FULTON.

One bright day, as the children were walking to school with me we saw caterpillars hurrying across the walks, so we watched them for a few minutes. The children asked so many questions about them that I thought it would be a good lesson for them to find out the answers for themselves, so I told one boy to pick up one or two of the caterpillars and put them into a box. Then we looked in the direction from which they were coming and saw a great many on the trunk and branches of an elm tree. The boys wanted to give them something to eat, so we took green leaves from the trees and put them in the box, keeping them moist and bringing fresh ones occasionally. How the children watched that box, each one anxious to be first to inform the teacher of any change. Soon they saw it covered with a queer looking covering and it did not look like a caterpillar at all. They knew it was alive because they could hear it making a rapping noise in the box. While we waited for further developments we talked of the harm the caterpillars must do by eating the leaves of the trees. This led to a talk about the use of the leaves. The children decided that the caterpillars were not our friends if they destroyed the trees because they liked to have the leafy trees about the school-yard. After a few days they saw the butterfly in the box and wanted to know what they would give it to eat now. I told them to watch the butterflies in the fields and tell me what they ate. It was not long before some of the boys brought me flowers which they said the butterflies ate, yet could not find that any part had been eaten. Then we wondered how it took its food. I asked them how they took their food, so then they began to look for its mouth and were surprised to find only a coil of something like a watch spring, and did not understand how they could get their food with that. With a little guidance they found that the flowers held something sweet which the butterflies liked, saw where it was held, and learned its name. Then they knew why the butterfly needed such a long tube for its mouth.

This talk led to the children asking the names of some of these flowers with which they were

unfamiliar, and they felt proud of all the knowledge they had obtained from observing a little caterpillar crawling across their path.

NOTES ON SCHOOL READERS.

By THE EDITOR.

THE BLUE JAY: by Mark Twain. N. B. Reader III., p. 37. N. S. Reader III., p. 61.

Mark Twain is the pseudonym of Samuel L. Clemens, an American humorist, (1835-1910). His chief works are "Innocents Abroad," "Roughing It," "A Tramp Abroad," "Huckleberry Finn," "The Adventures of Tom Sawyer."

This story is abbreviated from chapter III. of "A Tramp Abroad," one of the writer's best known books. We learn from his "Life" that "The Blue Jay and the Acorn" was one of Mark Twain's favourite stories and that it was originally told him by an old friend. In "A Tramp Abroad" the story is introduced in the following way.

Animals talk to each other, of course. There can be no question about that. But I suppose there are very few people who can understand them. I never knew but one man who could. I knew he could, however, because he told me so himself."

This one man was Jim Baker, "a middle-aged, simple-hearted miner, who lived in a lonely corner of California."

If the children are already interested in birds, introduce the lesson by letting them tell you what they know about the blue jay. If they have not yet learned to observe birds, the story may rouse their interest.

The blue jay is a resident of these provinces, and very common. A naturalist tells me that the bird is very fond of hiding things, and that he once saw a blue jay in a cage drop a number of little things through a knot-hole in the cage-floor, and then appear very much worried because he couldn't get them out again.

Read the story to the class with all the spirit possible, so that the slow ones may get the movement and the fun of it at once. Let one pupil read the introduction, in which Jim Baker makes certain statements about the blue jay. Which of these statements — "a jay can laugh, a jay can gossip," etc., does he illustrate in the story? With what words does the story begin? Have the class read the story, paragraph about.

In what kind of place did Jim Baker live? Does he tell the story in "out-and-out book-talk," or

does he use "common words?" Which does the blue jay use? Which is the more suitable? Would you, if you were telling the story, be likely to use the following expressions? If not, what might you say instead? I reckon; take on; there's *more to* a blue jay. (What do you mean by this?); taking the sun; an *elegant* hole; got through (through what?). Roosted.

Jim Baker says the blue jay is a bird "because he has feathers on him." What reason would you give? Point out how Mark Twain makes the bird talk as a man would. How does he reckon time and weight? Comment on "pale with rage."

The story ends thus:

"And memory too. They brought jays here from all over the United States to look down the hole every summer for three years. Other birds too. And they could all see the point except an owl that came from Nova Scotia."

Have you ever seen or heard animals talking to each other, laughing, or showing that they remembered what had happened?

A writer in the August *St. Nicholas* says that animals cannot laugh.

"That the lower animals do not laugh, that they have no sense of humor, is hard to understand, when we think how thoroughly they love to play. From the highest to the humblest, they show the keenest joy in sport, but they cannot laugh."

What do you think about it?

THE EAGLE AND THE SWAN: by J. J. Audubon. N. B. Reader III., p. 32.

John James Audubon, the famous American naturalist (1780-1851), was not only a keen observer of birds, but a writer of clear and beautiful prose. In his great book, "Birds of America," he describes fully the birds of the story, the white-headed or bald eagle, and the trumpeter swan, as he had observed them on the Mississippi. He regrets that such a cruel and greedy bird as the bald eagle should have been chosen as the emblem of the United States, and certainly in this story he does not make the bird attractive. He says that the eagle and his mate always hunt together and are seldom separated.

The selection is a remarkably fine example of narrative and description, simple, clear, and forcible. Each sentence repays study. There is not an unnecessary word. Note how the description is conveyed in the narrative, instead of standing by itself, *e. g.* "He partly opens his broad

wings." "He presses down his strong feet." The first paragraph gives the point of view. To what is our attention drawn? In the description of the eagle in "The eagle is seen perched, etc.," what qualities of the bird are shown us? "His glistening *but* pitiless eye." Why not "glistening *and* pitiless?"

Try reading one paragraph, putting all the verbs into the past tense, and then decide why Audubon uses the present tense throughout.

Note how the suspense increases as we read on. What is the most exciting point? Study carefully the paragraphs beginning, "The snow-white bird is now in sight" and "As the swan is about to pass."

Pick out the comparisons, *e. g.* "Trumpet-like sound," "like a falling star."

Write a little description of the eagle and of the swan. Put into other words, "to sojourn for a season," "beneath his attention," "his power and courage were sufficient for the deed."

A CANADIAN BOAT SONG: by Thomas Moore. N. B. Reader III., p. 30. N. S. Reader III., p. 109.

Thomas Moore (1779-1852), wrote this poem after his return from a visit to Canada in 1804. Moore was born in Dublin, and his best known works are the songs in "Irish melodies," such as "The Last Rose of Summer," and "The Harp that once through Tara's Halls."

Who are singing the song? Are they going up, or down, the river? How do you know, or what makes you think so? "Faintly as tolls the evening chime." Where are the bells? What does "as" mean here? Has it the same meaning as in "soon as the woods on shore look dim?" Why "*parting* hymn," "*trembling* moon?" Tennyson says "the morning star *shook* in the steadfast blue" and another poet speaks of "the *tremulous* morning star." Did a star or the moon ever have a trembling look to you? Will the moon be trembling when they float over "Utawa's tide?" At what time of day is the wind likely to blow off shore?

Study the metre. Are the first, third and fifth lines in each verse all the same length? The second, fourth and sixth? The book puts the stress on the second syllable in Utawa. Try reading the line with the stress as in Ottawa. Which reading sounds best? Compare the sound of the first lines in the other two verses. Are the words "evening," "heavens" and "favoring" pronounced with two syllables or three? "We'll rest our *weary* oar." Who were weary? Compare "I had a *sleepless* night," "a *happy* day," "a *lonely* hour."

BIBLE READINGS FOR OPENING EXERCISES.

1. Leviticus 19:9-18.
2. St. Matthew 5:33-48.
3. Job 28:12-28.
4. St. Matthew 10:32-42.
5. Psalm 20.
6. Isaiah 32:1-8, 16-20.
7. Ephesians 4:25-32.
8. Isaiah 62:6-12.
9. St. Matthew 13:18-23.
10. 1 Timothy 6:6-12, 17-19.]
11. Psalm 25:7-14.
12. St. Matthew 18:21-35.
13. Proverbs 6:6-19
14. St. Matthew 12:46-50.
15. Proverbs 15:1-10, 16-20.
16. Hebrews 11:1-16.
17. Hebrews 11:17-40.
18. Isaiah 40:28-31.
19. Romans 13:1-10.
20. Lamentations 3:22-27.
21. 1 Corinthians 3:11-17.

THE CURRENT HISTORY CLASS.

1. With what nations is Italy now at war? What is the avowed object of the Italians in making war upon Austria? What is the greatest victory the Germans have had since the fall of Antwerp? What is the greatest naval victory, so far, of the war?

2. "To the youngest among the sister nations of the Empire belongs the glory of the first complete triumph of our arms in the war," *The Times*, July 16. What sister nation is meant? When did it become part of the Empire? How is it governed? What is the triumph, and on what date was it completed? To what general is it due?

3. What honours have been conferred upon the Canadian premier during his visit to England and France?

4. Mr. Balfour says: "There are seven, and only seven functions which a fleet may perform: It may drive the enemy's commerce off the sea. It may protect its own commerce. It may render the enemy's fleet impotent. It may make the transfer of enemy troops across the sea impossible, whether for attack or defence. It may transport its own troops where it will. It may secure their supplies, and (in fitting circumstances) it may assist their operations. All these functions have so far been successfully performed by the British fleet." Amplify this statement with reference to each function.

5. What and where are Riga, the Vosges, Strasbourg, the Dardanelles, Kovno?

THE LARK AND THE CATERPILLAR.

FOR THREE CHILDREN.

BUTTERFLY, CATERPILLAR, LARK.

BUTTERFLY.—Mrs. Caterpillar, will you be a nurse for my poor children? See these little eggs. I don't know how long it will be before they come to life, and I feel—oh, so very sick. If I should die, who will take care of my baby caterpillars when I am gone? Will you, kind, green Mrs. Caterpillar?

CATERPILLAR.—I will do my best, Mrs. Butterfly. I am so sorry you are sick. But you must tell me what I am to do for your children. I have never seen any baby butterflies.

BUTTERFLY.—Oh, thank you, kind Mrs. Caterpillar. I know you will be good to my babies. But you must mind what you give them to eat. They cannot live on your rough food; you must give them early dew and honey from the flowers. Dear! dear! I cannot think what made me come and lay my eggs on a cabbage-leaf. *A cabbage-leaf!* What a place for young butterflies to be born! Oh! how dizzy I am! Oh! oh! *(speaking very faintly and slowly)*. Mrs. Caterpillar—you will remember—about the food.

CATERPILLAR.—O dear, dear, she has fainted! No, she is dead. Poor thing. And here are the little eggs. Let me see—eight, nine, ten. Well, I must do my best for them. I must see that no harm comes to them. But *how* shall I feed them? *(Walks round and round and wrings her hands and speaks in very anxious tones)*. I know *(cheers up)*. Two heads are better than one, I will ask the Lark. And he knows about everything. Here he comes. *(Enter Lark)*. O, Mr. Lark, I am so glad to see you. I know you will help me.

LARK.—How do you do, Mrs. Caterpillar? You look pale, what is the matter?

CATERPILLAR.—My head aches with thinking *(puts her hand to her head)*. Do you see these?

Lark.—Those little eggs?

CATERPILLAR.—Yes, they are butterflies' eggs, and soon, little butterflies will come out of them.

LARK.—Where is their mother?

CATERPILLAR.—Oh, poor thing, she is dead. And I promised to take care of her babies. And I don't know how to feed them. You see so much of the world, you must know what baby butterflies eat. Do tell me.

LARK.—Indeed I don't know, Mrs. Caterpillar. Can't you give them what you eat yourself?

CATERPILLAR.—Oh no, that would never do. Just see how different I am from a butterfly. Some one must know. Won't you ask, the next time you go up on high?

LARK.—Indeed I will, and perhaps I can find out for you. I'll go at once. *(Lark goes out. Caterpillar looks after him)*.

CATERPILLAR.—There he goes. Now let me look *(looks at the eggs)*. No, they are not out yet. But they are quite safe *(walks about)*. O! I hear the Lark coming.

LARK *(calling out from a distance)*.—News, news, glorious news, Mrs. Caterpillar *(he comes in)*. You will never guess. You are to feed them with cabbage-leaves.

CATERPILLAR *(angrily)*.—Never! I will never feed them with cabbage-leaves. It was their dying mother's last wish that I should do no such thing.

LARK.—Their mother knew nothing about it. Why, what do you think those little eggs will turn out to be?

CATERPILLAR.—Turn out to be? Why, butterflies, to be sure.

LARK.—*Caterpillars.*

CATERPILLAR *(Surprised and indignant)*.—What!

LARK *(laughing)*.—Yes, caterpillars. And I'll tell you something else—*one day you will be a butterfly yourself.*

CATERPILLAR *(very loudly)*.—What nonsense! I did not think you would be so silly, Mr. Lark. But let me look at my eggs. *(Looks and starts violently)*. O! O! Mr. Lark, do look here.

LARK *(looking)*.—The eggs are all broken.

CATERPILLAR.—But *where* are the butterflies?

LARK *(laughing)*.—Look again, Mrs. Caterpillar.

CATERPILLAR.—Why, here are *(counting)*, seven—eight—nine—ten little caterpillars *(very slowly)*. And they are eating the cabbage-leaf! And they came—out—of—the—butterfly's—eggs!—*Adapted from Parables from Nature, by Mrs. Gatty.*

THE NATIONAL EDUCATIONAL ASSOCIATION.

As we write, the great annual congress of educationalists of the United States under the auspices of the National Educational Association is in session at Oakland, California, with an unusually large attendance. Different branches of the National Educational Association which have arranged programmes are the School Garden Association, International Kindergarten Union, National Council of Teachers of English, the American School Peace League, the National Association of Teachers' Agencies, the National Congress of Mothers and the Parent-Teachers' Associations, the Association of State Superintendents, the National Association for the Study and Education of Exceptional Children, the American Home Economics Association, the Religious Education Association and the National Association of State Universities.

BOOKS ABOUT THE WAR.

"Canada and the War," by A. B. Tucker. (Oxford Pamphlets), eighteen pages. Oxford University Press. "A clear and interesting account of the part taken by Canada, both in organizing contingents of troops and in making other contributions to our common cause." *United Empire.*

"The Battle Glory of Canada." The story of Canadians at the front, including the Battle of Ypres. A. B. Tucker, 168 pages, Cassell & Co., twenty-five cents.

SELECTIONS FOR SEPTEMBER.

SEPTEMBER.

There are twelve months throughout the year,
From January to December —
And the primest month of all the twelve
Is the merry month of September!
Then apples so red
Hang overhead,
And nuts ripe-brown
Come showering down
In the bountiful days of September!

There are flowers enough in the summer time,
More flowers than I can remember —
But none with the purple, gold and red
That dye the flowers of September!
The gorgeous flowers of September!
And the sun looks through
A clearer blue
And the moon at night
Sheds a clearer light
On the beautiful days of September!

— *Mary Howitt.*

CHARLES AND ANIMALS.

The cow has a horn, and the fish has a gill,
The horse has a hoof, and the duck has a bill,
The bird has a wing, that on high he may sail;
And the lion a mane and the monkey a tail;
And they swim, or they fly, or they walk, or they eat,
With fin, or with wing, or with bill, or with feet.
And Charles has two hands, with five fingers to each,
On purpose to work with, to hold and to reach;
No birds, beasts, or fishes, for work or for play,
Have anything half so convenient as they;
But if he won't use them, and *keep* them in use,
He'd better have had but two legs, like a goose.

— *Jane Taylor.*

THE SWALLOW.

Fly away, fly away, over the sea,
Sun-loving swallow, for summer is done.
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

When you come hurrying home o'er the sea,
Then we are certain that winter is past;
Cloudy and cold though your pathway may be,
Summer and sunshine will follow you fast.

— *Christina G. Rossetti*

THISTLEDOWN.

Never a beak has my white bird,
Nor throat for song;
But wings of silk by soft winds stirred,
Bear it along.

With wings of silk and a heart of seed,
O'er field and town,
It sails — O quaint little bird indeed —
The thistledown!

— *C. D. B. in Wide-Awake, November, 1885.*

THE DREAM FAIRY.

A little fairy comes at night,
Her eyes are blue, her hair is brown,
With silver spots upon her wings,
And from the moon she flutters down.
She has a little silver wand,
And when a good child goes to bed,
She waves her hand from right to left,
And makes a circle round its head.
And then it dreams of pleasant things,
Of fountains filled with fairy fish,
And trees that bear delicious fruit,
And bow their branches at a wish.

— *Thomas Hood.*

THE KEY TO THE BOX.

"What would you do," said the little key
To the teak-wood box, "except for me?"
The teak-wood box gave a gentle creak
To the little key; but it did not speak.
"I believe," said the key, "that I will hide
In the crack, down there by the chimneyside,
"So that this proud old box may see
How little it's worth except for me."
It was long, long afterward, in the crack
They found the key, and they brought it back.
And it said, as it chuckled and laughed to itself,
"Now I'll be good to the box on the shelf."
But the little key stopped, with a shiver and shock;
For there was a bright new key in the lock.
And the old box said: "I am sorry, you see;
But thy place is filled, my poor little key."

— *Selected.*

RHYMED RULES FOR SPELLERS.

When "ei" and "ie" both spell "e"
How can we tell which it shall be?
Here is a rule you may believe
That never, never, will deceive,
And all such troubles will relieve;
A simpler rule you can't conceive
It is not made of many pieces,
To puzzle daughters, sons or nieces,
Yet with it all the trouble ceases;
"After C an E apply;
After other letters, "I."
Thus a general in a siege
Writes a letter to his liege.
Or an army holds its field
And will never, never yield,
While a warrior holds a shield
Or has strength his arm to wield.
Two exceptions we must note
Which all scholars learn by rote;
Leisure is the first of these,
For the second we have seize
Now you know the simple rule,
Learn it quick and off to school!

— *St. Nicholas.*

REPORT OF CONFERENCE OF DOMESTIC SCIENCE TEACHERS.

CONTRIBUTED BY THE DIRECTOR OF HOUSEHOLD SCIENCE FOR NEW BRUNSWICK.

The Domestic Science teachers of New Brunswick held a conference at Sussex on July 13, to consider the best means of promoting Domestic Science in the public schools. The meeting was called primarily for the purpose of working out a course in this subject that would apply to all our departments.

Before taking up the matter of a course of study, however, the teachers assembled passed resolutions favoring an examination in Household Science as part of the High School entrance, and the introduction of elementary Domestic Science at the Provincial Normal School at as early a date as possible.

A tentative programme of lessons was outlined for grades VI, VII and VIII.

It was felt that Grade V was too early to take up work in cooking, but that sewing could be introduced in this grade where conditions permitted.

Estimating that forty lessons can be given in Domestic Science in each school year, the various branches of the subject were distributed among grades VI, VII and VIII, as follows:

Grade VI. Sewing, 16 lessons; cooking 24 lessons.

Grade VII. Sewing 12 lessons; cooking 18 lessons; laundry work, 10 lessons.

Grade VIII. Sewing 12 lessons; cooking 18 lessons; nursing 10 lessons.

During the course this provides 60 lessons in cooking, 40 in sewing, 10 in laundry-work, and 10 in home nursing.

The lessons in cooking were discussed in detail. It was agreed that they should be based on food principles, and that to have the recipes bearing upon each of the food principles printed upon separate cards for the students would help greatly in teaching, and save much time now devoted to dictating notes. The teachers decided upon what seemed to them suitable recipes for cards for the following subjects and lessons:

	GRADE VI.	
Card I.	Weights and Measures.	2 lessons.
" II.	Scallops	1 "
" III.	Beverages	1 "

Card IV.	Starch	2 lessons.
" V. and VI.	Vegetables	2 "
" VII.	Cream Soups	1 "
" VIII. and IX.	Cereals	2 "
" X.	Milk	2 "
" XI.	Sugar	1 "
" XII.	Eggs	2 "
" XIII.	Cheese	2 "
" XIV. and XV.	Baking Powder, etc.	6 "

GRADE VIII.

	Review Vegetables	1 lesson.
Card XVI.	Salads	1 "
	Starch	1 "
	Cereals	1 "
" XVII.	Fruits	1 "
" XVIII. and XIX.	Meats	2 "
" XX. and XXI.	Fish	2 "
" XXII.	Bread	2 "
" XXIII.	Cottage Pudding	1 "
" XXIV.	Cakes	1 "
	Cheese	1 "
	Candy	1 "
	Milk	1 "
	Baking Powder	1 "
" XXV.	Meat Soups	1 "
" XXVI.	Gelatine	1 "

GRADE VIII.

Card XXVII.	Canning and preserving	1 lesson.
" XXVIII.	Jelly Making	1 "
" XXIX.	Pickling	1 "
" XXX.	Carving	1 "
" XXXI.	Cakes	2 "
" XXXII.	Icing	1 "
	Candy	1 "
" XXXIII.	Frozen dishes	1 "
" XXXIV.	Deep frying	1 "
" XXXV.	Pastry	1 "
" XXXVI.	Rolls and Bread	1 "
" XXXVII.	Invalid Cooking	2 "
	Serving Meals	2 "

It is the plan of the teachers to test this programme by actual practice during the present year, and then to meet next summer and revise it in the light of the experience they have had. Thus it is hoped to evolve the best possible course for New Brunswick Schools. When worked out satisfactorily the cards of recipes will probably be printed for the use of the teachers.

WHICH DO YOU SAY?

WORDS COMMONLY MISPRONOUNCED.

Recéss or Récess?	Tassel or tossel?
Muséum or múseum?	Won't or wun't?
Tiny or teeny?	Had to or hatta?
Barrel or barl?	Got to or gotta?

CURRENT EVENTS.

Throughout the last month with irresistible force, the victorious German and Austrian armies have continued their advance, defeating the Russians in a series of battles along their front of a thousand miles, and driving them back beyond their second line of defence. This wonderful advance is like the swift movement of the German armies through Belgium and France a year ago, but on a much larger scale; and we must still wait to see whether it can be checked in the end; as that was checked by the battle of the Marne. Even more marvellous than this tremendous onset has been the Russian retreat, avoid a decisive action, and weakening the German armies as they advanced over territory that was deliberately laid waste so as to give them neither food nor shelter. The want of munitions is believed to have been the chief cause of the Russian retreat. The strongest positions were abandoned without a struggle or used only to protect the rear of the armies that were retiring and the migration of the inhabitants who fled before the enemy. In all this Russia has been doing her part well by keeping large German armies engaged, waiting for the exhaustion of the Germans, which, it is hoped, will end the war.

Germany, with her armies victorious on every side and her fleet almost uninjured, having conquered Belgium and the mining regions of France, Poland and the Baltic Provinces of Russia, is now ready for peace. Her terms it is said, would be Egypt for the Turks, Poland for the Austrians, with the rest of her conquests, or some part of them, and some of the French and British colonies, including the Atlantic Provinces of Canada, for herself. Neither Russia, France nor Britain is yet ready to consider peace proposals on such terms, or on any terms.

The Russians are building a railway to the Murman coast, on the Kola Peninsula, which is on the Arctic Ocean north of Finland and northwest of the White Sea. Here, where a branch of the Gulf Stream strikes the coast, they will have the much needed open winter port when the harbours on the White Sea are blocked by ice. Apart from its military uses, the new railway will open up a valuable region. The natural harbours on the Murman coast are excellent, and its waters full of fish.

Very slowly, and at great cost, the Allies are gaining ground at the Dardanelles. There are many who believe that the small gains there are of more importance than the hundreds of miles of territory which the Russians have been compelled to yield. It does not matter so much where the Russian armies stand at present, if within a short time the way to Russia can be opened through the straits.

It is asserted that forty-two German submarines have been sunk or captured by the British, with others by the French and Italian navies, so that in all the Germans must have lost more than fifty of their undersea boats.

The United States government has decided to assume control of the financial affairs of Hayti for ten years, and has taken possession of the capital, which is now under martial law. In the Mexican situation, there is little or no change to report.

That the struggle now going on in Europe is one which does in truth involve the continued existence of our Empire and that the people of Canada have it in their power to make the allied cause triumph, is the message which Sir Robert Borden has brought back from Europe; and he urges Canadians to make the effort to accomplish that great purpose, upon which hangs the future destiny of the world. Our young men are enlisting, and must still enlist in larger numbers for service at the front.

The British line in France and Belgium has been lengthened to more than a hundred miles. Formerly it was only forty miles long. The total number of British troops now actually on the firing line there is eight hundred thousand. From the sea southward, the first army is now the Belgian; then comes a French army, and next the first British army; then another French army, with the new British army to the south. Beyond that again are the French, who still hold nearly three-fourths of the whole line.

A reserve militia is being enrolled in Canada, to supplement the regular militia if needed. No man will be eligible for the reserve who is under thirty-five years of age. Drill and training are to be voluntary. The reserve may be called out in case of any real or apprehended danger of invasion or insurrection.

The Indians of our northern regions are indirectly suffering from the effects of the war. They will do very little trapping next winter, because the prices of fur are so low.

The war stamp on letters and cheques has increased the revenue of the Canadian post office department by about one million dollars in the first four months of the present fiscal year.

There are ninety-four thousand men employed in the Canadian fisheries; and the annual value of the fisheries has increased from twenty million to thirty-four million dollars in a comparatively short time. There is a rapidly growing trade in fresh and mildly cured fish which are carried inland in refrigerator cars.

King George has conferred upon the Canadian Minister of Militia the rank of Knight Commander of the Most Honourable Order of the Bath, and he will hereafter be known as Sir Sam Hughes, K. C. B.

Italy has been at war with Austria for some time, and has now declared war against Turkey, but is still nominally at peace with Germany. The Italian troops invading Austrian territory have been slowly but steadily advancing, and an Italian expedition has sailed under sealed orders, presumably to make a landing somewhere in Turkish territory. As there are conflicting stories in regard to an uprising of the native tribes in the new Italian colonies in Africa, it is possible that the troops are needed there.

Red Rose Tea "is good tea"

WORD STUDY.—LIKE AS

Each of the following sentences contain *like* or *as*. They are all correct. It would not be correct to use one word for the other. Let the pupils read the sentences orally several times. Examine the sentences to find which word, *like*, or *as*, is followed by a statement, and which is not.

1. She talks too fast, like her mother.
2. She talks as her mother talks.
3. She talks as her mother does.
4. Write plainly as John writes.
5. Write plainly, like John.
6. Write plainly as he does.
7. Write plainly, like him.
8. Do not act like her.
9. Do not act as she does.
10. Do not forget as I did.
11. Do not forget, like me.

The word *like* should not be used when the part of the sentence that follows it is a statement. Use *as*, *as if*, or *that*, in its place.

EXERCISE I.

• Study these sentences to see if they are correct, according to the rule:

1. He tries to walk as you do.
2. It seems as if I used to know her.
3. The baby looks like his mother.
4. I feel that I am taking cold.
5. Have you ever played "Do as I do?"
6. James ran like the wind.
7. He acts as if he were tired.
8. My pen is not like yours.

EXERCISE II.

Use *as*, *as if*, or *that* in these sentences:

1. It seems —— you ought to go.
2. I wish I had a ball —— yours.
3. I feel —— I should study.
4. So you think she looks —— her mother does?
5. Do you think she looks —— her mother?
6. It looks —— it may rain.
7. It seems —— she ought to be here.

EXERCISE III.

a. Write six sentences in which you use the words of the list correctly.

b. If you hear people using *like* incorrectly, write the sentences correctly and read them in class.—*School News*.

SEPTEMBER.

The golden-rod is yellow
And the corn is turning brown
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun,
In dusty pods the milk-weed
Her hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brookside
Make asters in the brook.

By all these lovely tokens
September days are there,
With summer's best of weather,
And autumn's best of cheer.

—Helen Hunt Jackson.

SCHOOL AND COLLEGE.

Mr. E. D. MacPhee, of Tryon, P. E. I., has resigned the principalship of the High School at Sackville, N. B., to take the post of teacher of Latin in Acadia Academy, Wolfville, N. S. Mr. MacPhee will be missed in New Brunswick, where he has been energetic in working, not only for his own school, but for the advancement of education generally.

Harold V. Colpitts, B.A., of the class of 1915, Mount Allison, has been appointed teacher of French and Science in the Fredericton High School.

Miss Isabella J. Caie, who has been principal of the schools at Milford, N. B., for eleven years, has taken charge of grades VI and VII in the Aberdeen School, St. John. Miss Corbett, whom Miss Caie succeeds, goes to Grade VII in the Winter Street School.

Miss I. Dickson of Havelock, N. B., will teach Manual Training this year in the Sackville High School.

Mr. E. P. Morse has resigned from the High School at Londonderry, N. S., where he has been principal for five years, to become principal of the Inverness, N. S., High School.

Miss Mabel Baxter of Ellershouse, and Miss Freda Graham, who have been teaching in Kentville, N. S., during the past year, expect to go to Red Deer, Alberta, for the coming year.

Mr. Geo. W. Dill who has been residing in Windsor recently, has accepted the position of principal of the Annapolis Public Schools.

A number of changes have been made in the teaching staff at Sussex, N. B., and new teachers will take charge of the following grades: Miss Milton, grade IV; Miss Mary Allison, grade V; Miss Mary Stanard, grade VI; Mr. Harold Drummie, grade VIII; Miss Rosalie Wortman, grade IX.

Miss Jean B. Peacock, instructor of Domestic Science in the schools of Sussex and Hampton, N. B., will take a post graduate course at Columbia University, New York, this autumn.

The following are the names of those who passed for Grammar School license in New Brunswick in June, 1915, arranged in order of merit.

Alonzo R. Stiles, Riverside, Albert County.
L. Bernice MacNaughton, Moncton, N. B.
Mollie E. Lingley, St. John, N. B.
Elmer J. Alexander, Chipman, Queens County.
Harold V. Colpitts, Lewisville, Westmorland County.
Marguerite Adams, Hampton, Kings County.
Geo. R. Anderson, Little Shemogue, Westmorland County.
Jas. K. Trecartin, Lord's Cove, Charlotte County.
Lemuel A. Gilbert, Fredericton, N. B.
Hugh C. Titus, Marysville, N. B.

Dr. McKee, who last year was professor of Chemistry in the University of Mount Allison, has resigned to join the colors. Dr. H. E. Bigelow, who preceded Dr. McKee, will return to Mount Allison again, it is hoped to remain permanently a member of the Mount Allison faculty.

Dr. Liddy succeeds Dr. Dwight as professor of Philosophy.

Miss Leola Masters, who last year taught junior English, mathematics and physics in the Ladies' College, has been promoted to fill the position of English teacher in succession to the late Miss Laura Lathern. Miss Masters' position will be filled by Miss Nettie Thomas, of Kentville, who was some years ago a member of the Ladies' College faculty.— *Sackville Tribune*.

Mr. W. M. Burns, principal of the Model School in Fredericton, is the winner of the first prize in the Strathcona awards for physical training in the district. The second prize was taken by Mr. James A. Hughes, principal of Dunstan's School. The other prizes for the district were won as follows:

Semi-Rural Schools — 1st, Miss Hattie Hansalpacker, of Keswick Ridge; 2nd, Mr. R. B. Fraser, of Fredericton Junction.

Rural Schools — 1st, Miss Alice Wiggins, of Wiggins' Mills; 2nd, Mr. Wm. Elgee, of Moore's Mills.

Miss Fraser, teacher of the school at Upper Hopewell, N. S., has gained one of the Strathcona prizes.

The Kings County, N. S. Academy at Kentville has been renovated during the summer. The building has been painted and a modern sanitary system has been installed. The following is the teaching staff:

Principal — P. I. Swanson.
Academy Teachers — Miss Winnifred M. Webster, Miss Annie R. MacGregor.
Grade VIII — Miss Merna M. Frank.
Grade VII — Miss Stella B. Neary.
Grade VI — Miss Alice M. Kent.
Grade V — Miss Gertrude F. Reddy.
Grade IV — Miss Margaret J. Dow.
Grade III — Miss Dora E. Lewis.
Grade II — Miss Sara Wylde.
Grade I — Miss Frances Chute.

RECENT BOOKS.

Composition for Junior Forms, by George H. Green, is a capital little book, thoroughly sensible and practical. It is intended to be used by pupils from eleven to fourteen under the direction of a teacher, and it has the merit of being attractive and interesting. But it is also a very useful book for the teacher to use for her own guidance where no text book is supplied, or to supplement the book used in class. Although oral composition is not mentioned, many of the exercises, which are very varied, are suitable for class work. The chapter on the use of conversation is particularly good. We should like to see the section on letter-writing considerably expanded. Small and unpretentious as the book is, it is full of suggestions, and we strongly recommend it to the teacher who is wondering where and how to begin teaching composition to grades VI-VIII. [A. & C. Black, Ltd., Soho Square, London. 84 pages, price 1s. 4d.]

The University Tutorial Press send us two little copies of edited English classics. Dickens' *Tale of Two Cities*, edited with introduction and notes, by A. R. Weekes, M.A., and Bacon's *Essays*, edited by A. F. Watt, M.A., and A. J. F. Collins, M.A. The notes and other editorial matter in these books are entirely for the purpose of giving information and offer no suggestions for teaching or studying. [*Tale of Two Cities*, Dickens. *Essays*, Bacon. University Tutorial Press, London.]

Two very attractive French text books come from Longman's. Laboulaye's charming *Contes Bleus*, written by the distinguished historian for his own grandchildren, are known to most lovers of fairy tales. A selection from them is here given with exercises for translation, arranged to teach in an orderly way certain points in French syntax, beginning with the use of the definite article and going on to the use of the subjunctive in relative sentences. *La Chasse de Sarcey* and other stories of French soldier life is a companion volume arranged in the same way. The stories in both volumes are short and colloquial and well suited for class use. Those teachers who still teach French composition by the translation method could hardly find better books. Each volume has a vocabulary and full notes, chiefly grammatical. [*Contes Bleus*, Edouard Laboulaye. *La Chasse de Sarcey and other Stories*, Marc Langlais. 100 pages, 50 cents each. Longmans, Green & Co., London and New York.]

Causeries en France, by E. E. Pattou, is a little volume of French conversation introducing a vocabulary of over 4,000 words and intended to supply lessons for one year, when taken together with reading and the study of grammar. The notes contain lists of useful words, and very clear little explanations of confusing points in French syntax. It is a handy little book for persons visiting France and is quite up-to-date, having been written in 1914. [*Causeries en France*. 187 pages, 70 cents. D. C. Heath & Co., Boston.]

Rational Athletics for Boys presents the writer's plan, worked out in an elementary school in New York, to "combine the benefits of all round physical training with the keen joy of athletic competition, and to give every boy an equal chance." He very justly accuses the ordinary

methods of physical training, apart from any use in games or contests, as dull and the system of picked athletics or picked teams as unfair to the mass of boys who show no special aptitude for athletics. He points to the fact that athletic games instead of affording healthy exercise and enjoyment are to most people merely a spectacle, and that this tends to the commercialization of sport. The methods by which he has tried to avoid these abuses and combine the daily training of the class with the participation in team and school contests are recorded in this very readable little book. [*Rational Athletics for Boys*, Frederick J. Reilly, Principal Public School 33. The Bronx. 125 pages, 90 cents. D. C. Heath & Co., Boston.]

We have previously noticed the little books on *Visual Geography*, by Agnes Nightingale. The author has now issued *Visual History* for introducing young children to British history on the same plan. The book contains twenty-three full page outlines of great historical pictures. Opposite each is a page of easy reading with marginal illustrations and outline maps. The large pictures are to be coloured according to directions. Suggestions are given for making original drawings, for map study, acting and tableaux, the aim being to enable the child to visualize the action and to associate the historical event with its setting. [*Visual History*, Agnes Nightingale. A. & C. Black, Soho Square, London. 48 pages, price 8d.]

WITH THE MAGAZINES.

The Canadian Magazine for September contains a valuable historical article by Professor W. P. M. Kennedy, entitled *Wolfe at Quebec*. In fact, the number is remarkable for its historical interest. There are some new sidelights on Joseph Howe, by Francis A. Carman; an article on the trial of Anderson, the fugitive slave of the time of the American Civil War, by Frank Yeigh; a chapter entitled *The Glamour of the Fur Trade*, by Dr. George Bryce; and from Mr. G. W. Bartlett there is an article dealing with early exploration in the Upper Stikine. There is also a sketch of General Sam Hughes by Britton B. Cooke, and a number of good short stories.

In *Bird Lore* for August, the National Audubon Society presents a summary of its work with the schools, showing that during the past year it has enrolled 152,164 children in junior Audubon classes, under 7,723 teachers. This annual campaign is conducted in part through a fund contributed by Mrs. Russell Sage. At the rate of increase shown by the Society's report it will soon have brought elementary instruction in the beauty and value of birds to over one million children.

The September Century has a war story by Rudyard Kipling called *Mary Postgate*, showing how the "baby killing" of the Germans can freeze the pity in a woman's heart. A reminiscence and critical study of the great Russian statesman, Count Witte, by his Danish friend, Josef Melnick, is of much interest and "A Man's Other Country" by Herbert Adam Gibbons, gives a vivid picture of France in the early months of the war. Those who are tired of war literature may turn with pleasure to the many articles and stories in lighter vein, including an instalment of the entertaining story of Sallie McBride's superintendence of the orphans in the John Grier Home, told by Jean Webster in *Dear Enemy*.

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New Brunswick School Calendar

1915-1916

1915. FIRST TERM.
Thanksgiving Day (Public Holiday).
- Dec. 14th.—Examinations for Class III License begin.
- Dec. 17th.—Normal and Public Schools close for Christmas Vacation.
1916. SECOND TERM.
Jan. 3rd.—Normal and Public Schools open.
- Apr. 20th.—Schools close for Easter Vacation.
- Apr. 26th.—Schools re-open after Easter Vacation.
- May 18th.—Loyalist Day (Holiday for St. John City only).
- May 23rd.—Empire Day.
- May 23rd.—Examinations for Class III License begin.
- May 24th.—Victoria Day (Public Holiday).
- May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- June 3rd.—King's Birthday observed (Public Holiday).
- June 9th.—Normal School Closing.
- June 13th.—Final Examinations for License begin.
- June 19th.—High School Entrance Examinations begin.
- June 30th.—Public Schools close for the term.

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