

**PAGES**

**MISSING**

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., OCTOBER, 1909.

\$1.00 PER YEAR.

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## THE EDUCATIONAL REVIEW.

Office, 51 Leinster Street, St. John, N. B.

PRINTED BY BARNES & CO., ST. JOHN, N. B.

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THE EDUCATIONAL REVIEW is published on the first of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the new and the old address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "268" shows that the subscription is paid to Sept. 30, 1909.

Address all correspondence to

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

## Thanksgiving.

Thou visitest the earth, and waterest it; . . . thou preparest them corn, when thou hast so provided for it.

Thou crownest the year with thy goodness, and thy paths drop fatness.

The pastures are clothed with thy flocks; the valleys also are covered over with corn; they shout for joy, they also sing.—Psalm LXV.

THANKSGIVING DAY—October 25th.

ATTENTION is directed to the Official Notices in this number from the Education Departments of Nova Scotia and New Brunswick.

OFFICIAL reports show that the Indian population of Canada is increasing; and that the Indians have over fifty thousand acres under cultivation, from which their aggregate income last year was more than that derived from fishing and trapping.

DALHOUSIE UNIVERSITY is now well started with its classes for the year; New Brunswick University, Mt. Allison and Acadia begin the first of October—all with good prospects.

OUR Supplement picture for this month shows a toiler of the fields returning home at the close of day with the implements of his work slung across his broad shoulders. The picture may also represent the close of the autumn season and approaching Thanksgiving. The smooth meadow, the farm buildings in the distance, the curving stream, the pollard willow on the banks, and the figure in the foreground moving steadily homeward are suggestive of the peace and contentment of the country.

THE calendar of the Provincial Normal College of Nova Scotia for the season of 1909-10 has just been published. It contains an interesting historical sketch of the institution, information on the courses pursued, and in its affiliated manual training and domestic science schools, the Truro kindergarten and the College of Agriculture. The simplified spelling is used throughout the calendar, and one is inclined to agree with Dr. MacKay that the appearance of the printed page is "not nearly so shocking as some would-be humorists would have us expect it to be."

A subscriber to the REVIEW, who has recently removed to the West, asking for a change of address, writes: "I am now teaching in this province (Alberta). I observe that the system of education is quite different from that in New Brunswick, but I cannot see that the principles underlying excel those of my native province. I am greatly absorbed in the fruitful opportunities and progress of the West. The observance of the nature here is most interesting to me. Miles on miles of fertile plain, painted by golden fields of harvest and fretted by winding copse and sward; droves of horses, herds of cattle and flocks of sheep roaming at will make an impressive picture."

### To Subscribers.

We thank our subscribers for the general and cordial response to our notice in last month's REVIEW, to be particular in sending the former as well as the present address when asking for a change; also in giving prompt notice of a desire to discontinue if they no longer wish to receive the REVIEW. Nearly all of our subscribers of the past year are remaining with us, and to these are added an increasing new list. The REVIEW has never had so large a list of subscribers as at present. The following letters may serve to show how it is appreciated:

Will you kindly discontinue my paper. I have enjoyed the EDUCATIONAL REVIEW, and found it helpful. As I am not teaching now, I feel that I cannot afford to continue taking it.

Yours very truly, A. M.

I welcome the REVIEW every time it comes, and read it with increasing interest. I find many valuable and encouraging hints in it.

Yours truly, C. J. M.

I have been much indebted to the REVIEW during the time I have been teaching for its many suggestions and helps in the school work.

J. R. B.

Enclosed please find one dollar, which accept as my renewal to the EDUCATIONAL REVIEW, as I know my subscription must soon expire, and I know you like one to be prompt in paying. I always enjoy the paper, and the Supplement Pictures are fine.

C. S. M.

### Spare the Birds.

A lady who spends the summer in the neighbourhood of a large city of the Maritime Provinces, and who is an attentive observer of the habits of our songsters, says she has never noticed fewer birds than during the past season. The blackbirds, especially the red-winged blackbird, many of the warblers, the little nuthatch, have been very scarce. On the other hand, the number and depredations of insects have increased. One evidence of this is the wholesale destruction of the leaves of the white birch tree from their ravages. The natural enemies of insects are the birds, and if these are destroyed or driven away, a law of nature is interfered with. Birds have been constantly on the decrease since civilization began on this continent, owing to various causes, chief among which are the wholesale destruction of our forests and the wanton destruction of these appointed guardians of the crops of the world. In England the song-birds are protected. They are properly regarded as the friends of the farmer and gardener. Their music enlivens the groves and hedges. Their warfare against insects is unceasing. In England no one thinks of shooting a song-bird, even were it permissible.

In this country instruction should be given on the preservation of our song birds, as well as on the preservation of the forests, their natural homes. This is one way in which every rural school can be of assistance to the farmer.

The examination of the crops of many birds has shown that their chief food is insects. Audubon states that a woodcock will eat its own weight of insects a day, and there are many other birds fully as voracious. The English sparrow, who is despised for his quarrelsome and disagreeable habits, has yet done much good in the neighbourhood of cities and towns in saving crops. But it is in the rural districts that the English sparrow has not yet penetrated, and where the song-bird is not appreciated as it should be. A farmer who has seen a bird carrying off a grain or two of seed will treasure this up against him, and overlook, or not try to see, the vast good that birds are to him and his crops. This is a perversity that education is helping to remove.

### Teachers' Institutes.

It is a matter of regret that more of the teachers who attend institutes do not take an active part in the proceedings. The great body of teachers present listen to addresses and papers, and they probably receive benefit from mingling with their fellow-teachers and in the exchange of ideas. But were they to throw off a little of their reserve and communicate the results of their experience in the schoolroom, the result would be a contribution that would greatly increase the interest and value of these gatherings. As it is, a few of the leaders take part in the papers and discussions, while the great problems—the difficulties that daily confront the elementary school teachers—remain practically unsolved. The teachers return to their schools without receiving that stimulus which it is the province of a live, well-conducted institute to impart.

These institutes should accomplish much for the teachers. For the two or more days they are in attendance the schools are closed, and thousands of children are idle.

How can institutes be improved? By having as many model lessons as possible given by successful teachers; by stimulating the ambition of schools within a given area by competitive exhibitions of school work; by helpful, inspiring addresses, such as those given the past month by Chief Superintendent Carter on rural school conditions in New Brunswick; that given by Percy J. Shaw at Sussex on school gardens; that at Riverside by Dr. Thos. Walker on tuberculosis; and that at St. Stephen by Mr. Jas. Vroom on nature and agriculture.

The Kings County Institute, which met at Sussex in early September, furnished several excellent model lessons. Miss Turner, teacher of the domestic science departments of the Sussex and Hampton schools, illustrated how inexpensive lunches might be prepared in the ordinary rural school by a simple apparatus; Mr. W. N. Biggar's display of manual training work in the adjoining exhibition building showed what could be accomplished in this direction in a country school; the practical subject of bee culture was illustrated in the open-air in the presence of bee hives and working bees; and the school garden attached to the Sussex school was one of the best models of the kind to be seen anywhere, showing results of which any school might well be proud.

At the combined Westmorland-Albert Institute at Riverside a lesson in geometry, given by Principal W. C. R. Anderson to a class of high school pupils, was illustrative of the best methods of teaching this subject without dependence on text-books, while Miss Rena Gleeson's model lesson at the Charlotte County Institute on how to teach drawing was intended to interest teachers in a subject in which there should be more progress.

These lessons are significant of what is being done to make institute work more practical and interesting to teachers who are ever ready to avail themselves of fresh opportunities to make advances in their work.

One drawback in connection with such lessons at institutes is that the children speak in such low tones that they cannot be heard except by those immediately around them. Chancellor Jones urged in an institute address recently that more attention should be given to the education of the ear and mouth. That is good. Our scholars should be taught to speak in clear, distinct tones, a training that will serve an excellent purpose as an aid for their success in life, and one that will give pleasure to many people.

The executives of teachers' institutes should seriously consider what can be done to improve them.

### Writing.

In the discussion that arose on Inspector R. D. Hanson's paper on writing at the York County Teachers' Institute at Fredericton a few days ago, mention was made of the excellent work of the pupils of the Marysville, N. B., school, and Principal Day was called upon to give the plan he pursued. This, he assured his fellow-teachers, was very simple, which any one could adopt and be sure that his pupils would make good writers: He paid especial attention to all writing exercises, as well as to those done in copybooks, giving pupils plenty of time to accomplish the work, and requiring that it be done over again if imperfect. When he put work on the board, he was careful to write his best. And he kept at it from day to day, month to month, year to year. This was his plan, in a nutshell; and any teacher may secure good results by giving attention to the foundation principles of penmanship with unflagging attention to practice.

"Scribbler," should never have been allowed as

a name for a pupil's book for writing down notes. The word suggests hurry and careless writing, and it is noticed that with the advent of the "scribbler" good penmanship deteriorates from those grades onward. If teachers give a better name to those note-books, and exercise time and care in their production, the untidy dog's-eared scribbler will soon disappear from the schools in which it still persists.

There is no doubt that a neat well-kept note-book is responsible for much good writing, as the "scribbler" is for poor writing. Occasional specimens of the best writing, with no misspelled words or no erasures, may be placed in a portion of the school-room reserved for that purpose; compositions or stories after correction may be copied into note-books with no erasures allowable; and pupils should be encouraged to take their note-books home, and, when finished, to preserve them carefully as evidence of their progress in school. These will grow in interest as the years go by.

Frequent exhibitions of penmanship of the schools will produce good results. Here the element of a friendly competition comes in, and this should be encouraged. Inspector Steeves, of Kings County, N. B., has planned to hold an exhibition of school work at his next year's teachers' institute; and to be assured that the work will be worthy of inspection, he has arranged it so that the greater part of the writing is already done and awaits his approval on the next visit of inspection to the schools. This assures success, as it is the result of forethought and planning.

Weeds! What is a weed? The etymologists do not help us much. They simply tell us that the word comes from the Anglo-Saxon "weod," and that the root of the word is unknown. A learned scientist once defined "dirt" as matter in the wrong place. We may adapt this, and say that a weed is a plant in the wrong place. Beautiful as is the wild rose, it is truly a weed when it invades the raspberry patch, although it is in the company of a near relative. Few flowers are prettier than the ox-eye daisy and the black-eyed susan; and a bunch of either will readily command a few cents, when offered to the denizen of the city whose memories of childhood's days are recalled by the wildings. But when they take possession of a clover field, the hay meadow, and the pasture, the farmer regards them as weeds.—*Robert Blight.*

### Audubon In New Brunswick.

BY WM. H. MOORE.

After reading the biographical note upon the great naturalist and painter, Audubon, in the September REVIEW, the writer feels that it would be doing justice to the REVIEW readers to give a short account of Audubon's journey in New Brunswick, and a few other notes in connection with Audubon. In the month of August, A. D. 1832, Audubon was staying at Eastport, Maine, from which place he made excursions into the country around. In vol. II. of his Ornithological Biography, he says:

Having resolved to visit the British Province of New Brunswick, we proceeded to St. John, where we met with much politeness, and ascending the river of that name, a most beautiful stream, reached Frederickton, where we spent a week. Here Sir Archibald Campbell—then governor of the province—received us with all the urbanity and kindness of his amiable nature.

The morning after that spent with Sir Archibald Campbell and his delightful family saw us proceeding along the shores of the St. John river. As we passed the government house, our hearts bade its generous inmates adieu; and as we left Frederickton behind, the recollection of the many acts of kindness which we had received from its inhabitants came powerfully to our minds. Slowly advancing over the surface of the translucent stream, we still fancied our ears saluted by the melodies of the unrivalled band of the 43rd Regiment.

The "Favourite," the bark in which we were, contained not only my whole family, but nearly a score and a half individuals of all descriptions, so that the crowded state of her cabin soon began to prove rather disagreeable. The boat itself was a mere scow. The commander, a person of rude manners, had two sorry nags fastened to the end of a long tow-line. On the near nag rode a Negro youth, less than half clad, with a long switch in one hand, and the joined bridles in the other, striving with all his might to urge them on at the rate of something over two miles an hour.

Here and there the shores of the river were delightful, the space between it and the undulating hills that bounded the prospect being highly cultivated, while now and then its abrupt and rocky banks assumed a most picturesque appearance. Although it was late September, the mowers were still engaged in cutting grass. The apples were still green, and the vegetation in general reminded us that we were in a northern latitude.

Slowly we proceeded until the afternoon we landed to exchange our jaded horses. As is usual in such cases, in every part of the world that I have visited, our second set of horses was worse than the first.

We slept somewhere that night; it does not suit my views of travelling to tell you where. Before day smiled on the "Favourite" we proceeded. Some rapids we came to, when every one, glad to assist, leaped on shore and tugged *à la cordelle*.\* Some miles farther we passed a curious cataract formed by the waters of the Pokiok.

\* At the tow-ropes.

There Sambo led his steeds up the sides of a high bank, when, lo! the whole party came tumbling down. He at the steering oar hoped "the black rascal" had broken his neck, and congratulated himself in the same breath for the safety of the horses, which presently got on their feet. Shortly after this we found our boat very snugly secured on the top of a rock midway in the stream, just opposite the mouth of Eel River.

Next day at noon we landed at Woodstock village, yet in its infancy. After dinner there we procured a cart and an excellent driver and proceeded along an execrable road towards Houkton, in Maine.

But before I bid farewell to the beautiful river of St. John, I must tell you that its navigation seldom exceeds eight months each year, the passage during the rest being performed on the ice.

In the spring of 1832 the ice jammed, and the elevated plain on which Fredericton stands was covered to a depth of four feet with water.

Readers who have obtained their last schooling at the New Brunswick Normal School may please imagine, if they can, what a commotion such a flood would make in Fredericton now. And why might it not come in the twentieth as well as in the nineteenth century?

The painting of the pine finches in the Audubon plates was made from specimens procured near the residence of Sir Alexander Campbell, in New Brunswick.

Among the Audubon relics in possession of the writer is a painting of the barn owl, representing a pair of these birds, and a chipmunk in natural size and colour; one of the adult male, female and young male of the summer tanager in a cluster of vines of a southern grape or muscadine; a painting of a polar bear by J. W. Audubon; volumes I, II, II of the "Ornithological Biographies;" the synopsis of "Birds of America;" vol. II, of "Birds of America;" also some letters from a granddaughter, Miss M. R. Audubon, of Salem, N. Y. To the latter, he sent views of the government house and of the Pokiok gulch mentioned by Audubon in his biographies. The first home of Audubon, in America, is owned and cared for in a manner that is thought to be perfectly in accordance with his ideas. The house, a large stone structure, is known as the Audubon Mansion, Mill-Grove-Farm, Audubon, Pa.

In the legislative library at Fredericton are the four volumes of paintings of "The Birds of America," each bird in life size and colour. Also five volumes of "Ornithological Biographies." These are all in perfect condition and of great value, not only to the province, but to bird students.

## Lessons in English Literature—XII.

BY ELEANOR ROBINSON.

### THE "FAERIE QUEENE"—Continued.

#### The Story of the Red Cross Knight.

The first book of the "Faerie Queene" tells the story of St. George, the Knight of Holiness.

Spenser says, in his preface, that the beginning of the whole history was to be told in the twelfth and last book, where he would show the Faerie Queene holding her yearly feast for twelve days. On each day a certain adventure presented itself, and a certain knight undertook that adventure. Upon the first day, at the beginning of the feast, there came in a tall, awkward and rough young man, who knelt before the Queen and asked a boon. The Queen might not refuse to grant any request made during the feast; so when the young man asked that he might have the doing of the first adventure that happened, she granted it; and the youth lay down on the floor, the only place that he was fit for, and waited. Soon after this a fair maiden rode in, dressed in black, and mounted on a white ass. She led beside her a milk-white lamb, and behind her came a dwarf carrying the spear of a knight, and leading a warhorse who was laden with the knight's armour. The lovely lady, whose name was Una, fell down at the feet of the Faerie Queene, and told her that the King and Queen, her father and mother, had been for many years shut up in a brazen castle by a huge dragon. She begged that the Queen would send one of her knights to kill the dragon, and set her parents free. At once the clownish youth started up from the floor, and desired that he might be sent on this adventure. The Queen wondered that he should wish to undertake it, and the lady thought he was not fit for such a knightly task. But he begged so earnestly, that in the end the lady told him that it was impossible for him to succeed unless he could wear the armour which she had brought. He put on the armour, and it fitted him perfectly, and he seemed the goodliest man in all the court, so that the lady was well pleased with him. The Faerie Queene gave him knighthood, and then, mounting the horse that the dwarf led, he went forth with the lady on the adventure.

Here begins the first book, with a description of the knight, St. George, with his mighty arms and his silver shield, which was not new, but bore the marks of many a blow.

And on his breast a bloody cross he bore,  
 The dear remembrance of his dying Lord,  
 For whose sweet sake that glorious badge he wore,  
 And dead, as living, ever Him adored;  
 Upon his shield the like was also scored,  
 For sovereign hope which in His help he had.

So he was called the Red Cross Knight. His face was serious, not that he was afraid, but because he was bound upon so great an adventure, for the honour of Queen Gloriana.

Beside him rode Una, drooping with sadness under her black veil, and not less pure and innocent than the milk-white lamb at her side.

As they went on their way, a sudden storm of rain came on, and forced them to take refuge in a forest of all sorts of English trees, and full of birds. In their pleasure at the beauty of the trees and the sweetness of the birds' songs, they lost their way, and found themselves at the entrance to a cave. This, Una said, was the Den of Error, and she and the dwarf urged St. George to fly. But the knight was so eager for adventure that he pushed on into the cave, and saw the horrible monster, Error, half woman and half serpent, with her brood of a thousand poisonous young ones. St. George had a desperate struggle with her; she wound her coils about him so tightly that he could not stir hand nor foot. But Una cried out:

Now, now, Sir Knight, shew what ye be,  
 Aid faith unto your force, and be not faint;  
 Strangle her, else she sure will strangle thee.

Then St. George, with one mighty effort, wrenched himself free and cut off the monster's head, The young ones drank up their mother's blood until they burst, so he had no more trouble with them. Then the knight rode away with Una, victorious in his first adventure.

They travelled on for a long time before anything new happened, but at length they met an old, old man. He was dressed all in black, his feet were bare, his gray beard hung down over his breast. He carried a book, and seemed to be praying as he went along, with his eyes fixed on the ground. He looked so wise and good that the travellers trusted him at once, and the knight asked if he could tell them where to find a new adventure. The old man said: "My dear son, how should I know of such things as wars and troubles? I am an old man, and spend my days in a hermit's cell, praying that my sins may be forgiven. Still, if you want to hear of danger, I can tell you about a wicked man who

is laying waste all this country. It is a disgrace that such a person should be allowed to live. I can tell you where to find him, but I warn you that he lives in a dangerous wilderness."

Una said that as St. George was wearied by his fight with Error, and as it was late in the day, it would be better to rest that night, and go on the new quest on a new day. The hermit invited them both to go to his little hermitage to spend the night; and they went with him, not suspecting any danger. But this hermit was really a wicked magician; and when his guests were safely asleep, he went to work to bring harm upon them. By his magic art, he called up two little imps; he sent one of them down to Morpheus, the god of sleep, for a false deceiving dream, and of the other he made an image of Una. The false dream came to the Red Cross Knight, and put all sorts of wicked thoughts in his head; and when he started up from sleep, in great horror of such wickedness, there was the false Una beside him. He found out that she was wicked beyond all belief, and he was so horror-stricken at having been deceived, that at the first dawn he rode away in haste, followed by the dwarf, and leaving the real and innocent Una behind him.

As he rode on, in such grief that he did not much care where he went, he met a Saracen, *Sans Foy* (without faith), riding with a beautiful lady dressed in scarlet. Christian knights were bound to fight the Saracens, so St. George attacked and killed *Sans Foy*, and took the lady under his own protection. The lady's real name was Duessa—she stands for Mary, Queen of Scots, and also for False Religion—but she told the knight that it was Fidessa, and told him a long story about what she had suffered, not one word of which was true. They rode on together, and Duessa took him to the House of Pride. This house was ruled over by Lucifera, who tried to imitate the state of Queen Gloriana; but everything about her was evil instead of good. Her chariot was drawn by the deadly sins, and followed by Wrath, Grief and Bloodshed. Vanity walked before her, and Satan was her captain. *Sans Joy*, the brother of *Sans Foy*, was high in the favour of Lucifera; but the Red Cross Knight slew him, as he had slain his brother. Duessa went to Tartarus to obtain vengeance for the death of these two. While she was gone, St. George, who had been dazzled by the gorgeousness of the House of Pride, and was quite willing to stay there, was warned by the faithful dwarf that

the cellar was full of dead men's bones. He fled away; but when Duessa came back, she went in search of him, and found him sitting beside a river quite unarmed. He still believed that Duessa was good and true, and stayed talking to her, forgetting all about Una. While he was thus wasting his time, there came a terrible giant, Orgoglio, who would have killed him at once, but Duessa interceded for him, so the giant spared his life, but threw him into the dungeon of his castle.

(To be continued).

### French Words in "Ivanhoe."

Inquiry has been made as to the pronunciation of the French names in Sir Walter Scott's "Ivanhoe." The following notes may be of use, but it is to be borne in mind that nothing more than an approximation to French sounds can be expressed by English letters; also that there is no stress on one particular syllable more than another, except a slight stress on the last. *An* and *on* are pronounced nearly like *ang* and *ong* in sang and song, prolonging the *g* sound but slightly; *en* is like en in encore:

Brian de Bois Gilbert—(Bree-an deh, Bwah Gilbare).  
 Front de Boeuf—(Fron deh Buff).  
 Malvoisin—(Mal-vwah-san).  
 Grantmesnil—(Gran-may-neel).  
 Ralph de Vipont—(Ralf deh Vee-pon).  
 Montdidier—(Mon-did-ee-ay).  
 Jorvaulx—(Zhor-vo).  
 Beaumanoir—(Bo-man-wahr).  
 Cœur de Lion—(Kur-deh-lee-on).  
 Beauchamp—(Bo-cham).  
 Le Noir Fainéant—(Leh nwahr Fay-nay-an).  
 Beau Séant—(Bo Say-an).  
 Mortier—(Mor-tee-ay).  
 Mont joie Saint Denis—(Mon jawh San Den-nee).  
 Faits vos devoirs—(Fate vo dev-wahr).  
 Laissez aller—(Lay-say al-lay).  
 Outrecuidance—(Ootr-cwee-dahns).  
 Preux chevaliers—(Preu shev-al-ee-ay).

Eu in the last is nearly like *u* in fur. In "leh," "deh," the sound of *e* is like our unstressed "the" before a noun.

The St. John County Teachers' Institute will be held in the high-school building on the 21st and 22nd of October. Addresses will be given by Dr. H. S. Bridges, superintendent of city schools; W. M. McLean, inspector of schools; J. P. McInerney, M. D., M. P. P.; T. B. Kidner director of manual training; Mr. Henry Town, Miss E. G. Hannah, Miss Katherine Robinson, and Mr. W. L. McDiarmid. It is expected that W. S. Carter, M. A., chief superintendent of education, will be present.

### A Course of Mathematical Geography.

Recent discoveries in the Arctic regions have led to a great interest in geography, not only in schools, but everywhere among intelligent readers of current events. All teachers, whether called upon to teach mathematical geography to pupils of the seventh or eighth grades, will be greatly interested in working out the fine course of lessons here outlined, which is reproduced from the *School News* of September:

#### 1. The Earth a Member of the Solar System.

In the solar system there are eight large planets, of which our earth is one. It will be of interest to pupils to know that there are seven other planets (or earths) beside ours that revolve around the sun. Many interesting things may be learned about the planets.

The equatorial diameters of the planets in miles are as follows: Mercury, 2,962; Venus, 7,510; Earth, 7,926; Mars, 4,920; Jupiter, 85,390; Saturn, 71,904; Uranus, 33,024; Neptune, 36,620.

By use of above table, let pupils compare the size of our planet with each of the others of the solar system.

The following table shows the mean distance of each planet from the sun: Mercury, 35,393,000 miles; Venus, 66,131,000 miles; Earth, 91,430,000 miles; Mars, 139,312,000 miles; Jupiter, 475,693,000 miles; Saturn, 872,135,000 miles; Uranus, 1,753,851,000 miles; Neptune, 2,746,271,000 miles.

Show pupils how to get information about the planets from the dictionary, astronomy, cyclopedia, and other books of reference. Assign a planet to each member of the class, and have him write a composition about it.

1. Why so named; 2. History of its discovery, etc.; 3. Comparative size; 4. Distance from Sun—comparative; 5. Length of year—comparative; 6. Items of interest.

#### 2. Form of the Earth.

By the use of models, or molding in clay, make pupils familiar with the following forms: 1. Sphere; 2. Spheroid; 3. Oblate spheroid; 4. Prolate spheroid.

In studying the form of the earth, first give proofs of the earth's rotundity and then of its being an oblate spheroid: 1. Circumnavigation; 2. Apparent change in the position of the North Star; 3. Eclipses of the Moon; 4. The Horizon; 5. Appearance of ships on the sea; 6. Plumb lines; 7. Digging of canals; 8. Analogy.

1. Magellan was the first to circumnavigate the globe, Drake the second. Have pupils trace on a map or globe the route of each of these explorers. Men have travelled around the world, however, only in a belt extending in an east and west direction. This proof is not, therefore, conclusive, for the same thing might be done if the earth were a cylinder. It is a proof that the earth is round east and west.

2. In travelling toward the North Pole, the north star appears to rise; in travelling toward the South Pole, stars unseen before come into view in front, while others disappear behind, showing that in these directions also the surface is curved. (Teachers should illustrate with a black-



board drawing). The two taken together prove that the earth is spherical.

3. An eclipse of the moon is produced by the earth coming between the sun and the moon, and casting its shadow upon the latter. The teacher should illustrate with a drawing. Hundreds of eclipses have been observed, in which the earth has been in many different positions. This shadow is observed to be always circular. As the sphere is the only body which casts a circular shadow in every position, this is an absolute proof that the earth is round. That pupils may clearly understand this proof, it may be necessary to have shadows produced from objects of various shapes in different positions.

4. The horizon, wherever observed on the surface of the ocean or on level ground, is circular. This alone is not a proof of the earth's roundness, as the distance which the eye can see is equal in all directions, and therefore circular; but in clear weather an object on the surface of level ground, or of the water, can be seen just as far with the naked eye as with a powerful telescope. As light moves in straight lines, this shows that the surface "rises up" or curves between distant points.

5. When a ship is coming into port, we see first the topmasts, then the sails, and finally the hull. If the earth were flat, we would see the upper and lower parts at the same instant. As the top part is seen first, the earth must be curved; and since the appearance is the same, no matter from which direction the ship is approaching, we infer that the earth is evenly curved or spherical.

6. A plumb line points to the centre of the earth. If two plumb-lines are dropped from high towers, a sufficient distance apart, and the distances are measured between the tops, the centres, and the bases of the lines, it will be seen that the lines are not perfectly parallel, but are nearest together at their bases and farthest apart at the top. The opposite walls of a building, if built perpendicular, are farther apart at the top than at the bottom. This proves that the plumb-lines point to a common centre, which could be true only of a circular body. Illustrate with a drawing or by sticking two splints into an apple, each pointing toward the centre of the apple.

7. Civil engineers, in constructing canals, must make allowance for the curvature of the earth. The bottom must not be made a straight line, for if it were it would soon come to the surface. The following is the rule for the curvature of the earth:

*Square the distance in miles and take two-thirds of this for the curvature in feet.*

Thus, at a distance of one mile the curvature is 8 inches; for two miles, 32 inches; for three miles, 6 feet, and so on.

(a) What is the curvature for 5 miles?

(b) What is the curvature for 6 miles?

(c) What is the curvature for 8 miles?

(d) What is the curvature for 10 miles?

In Holland, where water covers a portion of the level surface, teachers sometimes illustrate to their pupils the shape of the earth by setting up three stakes in a line, at a distance apart, each the same height above the water. Then by sighting from the first to the third, the middle stake is observed to be higher than the others.

8. By examination with a telescope all the other planets

are seen to be globular. The planets belong to our system. We can reasonably conclude that the conditions which would make any of them round would make all of them so. Hence we may fairly infer that the earth is round.

### 3. The Earth an Oblate Spheroid.

The following proofs that the earth is an oblate spheroid are not easily comprehended by pupils of immature minds; hence it is not advisable to spend much time with this topic unless pupils are pretty well advanced.

1. If the earth was ever a liquid mass, the tangential force generated by its rotation would make it bulge out in the equatorial regions. Geology proves that it was once in a liquid condition. Other planets seen through the telescope appear to be oblate spheroids, and reasoning from analogy we may conclude that ours is not an exception to the rule.

2. A degree is 1/360th of a circumference, a *measure of curvature and not of length*. As measures of curvature degrees are always equal, but if the circumference is large the length of the degree as a line is longer than in the smaller circumference. A degree of latitude as a line is longer in the polar than in the equatorial regions. Dr. Lardner gives the length of a degree near the Arctic Circle as 4,000 feet longer than one near the equator. If a degree is longer, it must be a part of a longer circumference; hence the earth is not a perfect sphere, but "flattened" at the poles.

3. It is an established fact in physics that the mutual attraction of two bodies becomes greater as they approach each other, so long as they are wholly external the one to the other. A body weighs more the further it is carried toward the poles. This fact shows that it is coming to the earth's centre. This difference of weight is partly due to the tangential force generated by the earth's rotation, which is greatest at the equator.

### 4. Size of the Earth.

Diameter—Polar, 7899.1 miles; Equatorial, 7925.6 miles.  
Circumference—Polar, 24902 miles; Equatorial, 24860 miles.

### 5. Motions of the Earth.

There are two: 1. Rotation on Axis; 2. Revolution around Sun. What are the direction, time and effect of these two motions?

Have pupils know what is meant by the ecliptic, and inclination of the earth's axis. Show how much the axis is inclined and how it always points in the same direction. Show why the tropics and polar circles are located where they are, and what marks the boundaries of the zones. Name the zones and give their width.

### 6. Directions of Earth's Rotation.

The earth turns from *west to east*. This makes what two heavenly bodies appear to move from east to west?

Every morning this movement of the earth brings pupils and teacher into the sunlight, and makes this light come from the *east*. What would happen if the earth should forget for a week to rotate?

On account of the earth's rotation, in this way it happens, that, when the London boy goes home from school at five o'clock for his *supper*, the Boston boy is going home for his *dinner* at 12 m., and the San Francisco boy is going to

school at nine o'clock in the morning, and the Honolulu boy is breaking his night's fast at 6 a. m., and the Chinese boy is dreaming of kites and fire-crackers.

At St. Petersburg, in sixty degrees north latitude, the speed of the rotation is about nine miles a minute; in Paris it is eleven and a half; at the equator it is eighteen miles a minute, or a thousand miles an hour, which equals the flight of a cannon ball.

The earth rotates once in twenty-four hours. The proof is found: (a) In the apparent rotation of the Great Dipper and other stars, every twenty-four hours; (b) If a stone is dropped from a high monument or cliff, it always falls east of a vertical line.

The effects of this rotation are to cause: 1. An alternation of day and night; 2. A flattening at the poles; 3. The apparent motion of the sun, moon and stars, in the opposite direction.—*King's Methods and Aids in Geography.*

### 7. The Yearly Motion of the Earth, or Its Revolution

A globe held before the light streaming in through a solar camera gives the pupils the best idea of the illumination of the earth, and the changes of the seasons. A common lamp and the globe, used on a dark afternoon, will answer very well.

If three pasteboard maps or writing charts be spread out upon the teacher's desk, and a large ball be placed in the centre, or, better, to avoid confusion, if the teacher place a circular piece of paper of a bright colour on the centre of the chart, to represent the sun, the pupils will have a pretty good representation of the sun, the plane of the earth's orbit and the orbit itself. A small globe carried around the edge of these charts, not above the edge, the north pole always pointing towards the north, will help the children to imagine how the world travels around the sun each year. Place something high up on the north side of the room to represent the North Star.

The globe placed on the side of the representative sun nearest the North Star, with the north pole pointing towards the supposed North Star, will be in such a position that the children can readily tell the season of the year north of the equator and south of the equator, if they remember about perpendicular and oblique rays of light. Place the globe on the opposite side of the sun, the axis still inclining as before, twenty-three and a half degrees, and ask the pupils to tell how the rays of light, supposed to be shining from the supposed sun, will strike the portion of the globe near the north pole; near the United States. They will answer correctly.

The next day the children can be led to see why the tropics are placed where they are, and also in reference to the Arctic circles.

Now call their attention to the reasons for the zones, their characteristics, and the fact that the zones are belts.

With the same simple apparatus, the teacher can lead the boys and girls to imagine when the sun will be in the zenith at noon to a person standing on the equator; on the tropic of Cancer; on the tropic of Capricorn.—*King's Methods and Aids in Geography.*

### 8. Change of Seasons.

The principal effect of the revolution of the earth, together with the inclination and unvarying direction of the earth's axis, is the change of seasons.

Another effect is the change in the length of day and night.

A third effect is the apparent yearly motion of the sun through the different signs of the zodiac.

Learn the significance of the dates, September 21, December 21, March 21, June 21.

September 21 the sun will be directly over the equator, the terrestrial hemisphere from pole to pole will correspond with the hemisphere of illumination and the line of illumination will extend from pole to pole. Hence every parallel will be half lighted at once.

Consequently day and night will be the same length throughout the world. The sun will rise in the true east and set in the true west.

March 21 the sun is over the equator, and the days and nights will be equal.

December 21 the sun will be directly over the tropic of Capricorn. This tropic will be more than half lighted, and the day will be longer than the night to any living on that tropic. The difference on the equator, December 21, between day and night, will not be very great. But the tropic of Cancer will have a smaller part of the circle lighted than is not lighted, hence then the day will not be as long as the night. On the fortieth parallel north latitude, the difference will be very great. December 21, the day is ten hours and five minutes, and the night is thirteen hours and fifty-five minutes.

December 21 the sun, at noon, on the fortieth parallel north latitude, is not very high in the heavens; and we speak of the sun being very far to the south. The arc cut on the sky this day is small, and consequently the sun rises and sets south of the true east and west.

December 21, on the Arctic Circle, the sun will only appear at noon in the south, as if about to rise. Within the Arctic Circle no sun will be seen at this time. Darkness reigns supreme.

The Arctic night in Smith Sound lasts a third of the year. Dr. Hayes has given several sublime descriptions of the darkness.

As the south pole is turned towards the sun at this time, this part of the earth receives an unusually large amount of light and heat. The sun is now perpendicular over the tropic of Capricorn, and illumines a hemisphere extending ninety degrees south and ninety degrees north of this circle. Ninety degrees south will carry the light as far as the farther side of the Antarctic Circle. The day on this circle will be just twenty-four hours long. Within the circle the day will be more than twenty-four hours long; and it will grow longer and longer till the south pole is reached, when it will be six months long. At this season of the year the days will be longer than the nights everywhere south of the equator. Consequently the nights must be longer than the days north of the equator.

#### Suggestive Questions.

The teacher should ask such questions as the following:  
1. December 21, what is the length of day at the Arctic Circle? Of the night?

2. What is, then, the length of day at the equator?
3. December 30, will the day on the Antarctic Circle be increased or diminished in length?
4. Is the length of day changed by changing locality on the same date?
5. Is it changed by changing date at the same locality?
6. Have many persons experienced these changes within the Antarctic Circle? Why not?
7. What is the length of day on our parallel?

June 21 the sun is directly over the tropic of Cancer. Persons living on that tropic will see the sun at mid-day directly on the zenith. The tropic of Cancer will be more than half lighted, and the day will be longer than the night on that circle.

On that day the fortieth north parallel will be more than half illumined, and consequently the day will be much longer than the night. The sun will rise at 4.34 and set at 7.40, making a day of fifteen hours and seventeen minutes, being the longest in the year.

At this time of the year the Arctic Circle will have twenty-four hours of sunlight, as the sun will not set at all. The northern parts of Sweden, Norway and Russia have the "midnight sun" from the latter part of May till August.

In Hammerfest the sun shines without interruption from May 16 till July 27. It does not shine so brightly at twelve midnight as at twelve noon. (Read Du Chaillu's "Land of the Midnight Sun," pp. 48, 57, 61, 63, 70 and 107).  
—*King's Methods and Aids in Geography.*

### Real Fun for Hallowe'en.

Every boy feels that he has a special right on Hallowe'en night to go out and have some fun. Somehow or other the fun is very apt to be at the expense of other people. It may seem very amusing to take gates off their hinges and hide them; but this is cruel fun, for it makes work for the older people who have to put them back again.

Ringling doorbells is another standing joke that may turn out badly. Some boys once stood a board up against a front door, rang the bell and ran across the street to see what would happen. A woman came to the door with a lighted lamp in her hand, and the board fell against her, smashing the lamp, and setting her on fire, so that she was terribly burned.

There are plenty of ways of having fun without injuring anybody, and a good plan is to get up a Hallowe'en masquerade party. Let every boy hunt up the queerest old clothes he can find and dress in them, so that the others will not know him. If he has not a mask, he can rub his face with burnt cork, or paint himself to look like an Indian, doing anything that will make it hard for the other boys to recognize him.—*The Delineator for October.*

### October Verses.

Fresh October brings the pheasant,  
Then to gather nuts is pleasant.

—*Old Rhyme.*

Autumn laying here and there  
A fiery finger on the leaves.

—*Tennyson.*

Lo! sweetened with the summer light  
The full-juiced apple waxing over mellow  
Drops in a single autumn night.

—*Tennyson.*

One morn of autumn lords it o'er the rest,  
When in the lane I watched the ash leaves fall,  
Balancing softly earthward without wind,  
Or twirling with directer impulse down  
On those fallen yesterday now barbed with frost,  
While I grew pensive with the pensive year.

—*Lowell.*

The apples redden in the sun,  
In autumn gold the beeches stand;  
Rest, faithful plow! thy work is done  
Upon the teeming land.

Bordered with trees whose gay leaves fly  
On every breath that sweeps the sky,  
The fresh dark acres furrowed lie  
And ask the sower's hand.

—*W. C. Bryant.*

The pride and prime of summer time is gone,  
But beauty lingers in these autumn shadows.

—*Anon.*

Longfellow's "Hiawatha" makes a good story in verse for this season of the year for children over six years of age.

### Queer Babies.

Little cricket in the grass,  
As I pass,  
Loud you chirp your cheerful cry;  
Tell me why?  
Have you babies hiding there,  
Shivering in the Autumn air?  
Do you sing to them at night?  
Tell me, cricket, am I right?

Little katydid so green,  
Do you mean  
Winter time will soon be here?  
That frost is near?  
Are your babies cradled high,  
On a leaf beneath the sky,  
Listening to your endless song,  
"Katy-katy," all night long?

Little frog down in the brook,  
May I look  
At your babies fat and round?  
Will they drown?  
Yours are water babies true;  
They can swim as well as you.  
Do you sing them all to sleep,  
With your croakings loud and deep,

—*Clara M. Goodchild, in Child-Garden.*

**October.**

How soft and still the autumnal landscape lies,  
Calmly outspread beneath the smiling skies;  
As if the earth in prodigal array  
Of gems and broided robes kept holiday;  
Her harvest yielded and her work all done,  
Basking in beauty 'neath the autumn sun!

—Sarah Helen Whitman.

**Collect Seeds for Planting.**

Wild berries and nuts are plentiful this year, and one notices such trees as the mountain ash or rowan tree bending with clusters of red berries. The beech trees are bearing nuts in profusion, and so are the hazel trees and butternut or white walnut. It would be a good plan for teachers and scholars to have a "nutting day" on some Saturday in October to collect nuts and seeds for fall study and next year's planting, the latter to be kept in boxes, between layers of sand, in some cellar.

Chief Superintendent Carter recently said that Arbor Day in New Brunswick for nearly twenty-five years had produced no results in tree planting. This, perhaps, is due to the feeble interest on the part of the teacher and no interest at all on the part of the pupils. If pupils were taught to plant seeds of trees instead of saplings without roots; to nourish these seedlings until they developed a good system of roots, and then to plant them, much might be accomplished in raising good trees for Arbor Day. And the pupil would soon become interested in a partnership between himself and the seed which is destined in the end to produce a tree! Try it, and see what ambition you may arouse in children to raise their own trees.

Next month the REVIEW will give some directions for keeping seeds through the winter and planting them in the spring.

**The Witch Hazel.**

The last tree or shrub to blossom in our northern latitudes is the witch hazel; and no more beautiful spray of spreading leaf and flower can be imagined. The fresh shining green of the leaf and the golden yellow of the petals of the flower come to one as an unexpected pleasure in these last days of autumn when nearly all flowers are fading. It may be found along brooks and river borders. It usually blossoms in October and November, but the writer found a witch hazel in full bloom on the 11th of September along the bank of the St. John river. This shrub is worth looking for. If you cannot

find it in your vicinity, perhaps you can arrange with some other teacher for an exchange with something that grows near your school.

Burroughs says of it: "With the blooming of this bush nature says, 'Positively the last.' It is a kind of birth in death, of spring in fall, that impresses one as a little uncanny. All trees and shrubs form their flower-buds in the fall, and keep the secret till spring. How comes the witch-hazel to be the one exception, and to celebrate its floral nuptials on the funeral day of its foliage?" Thoreau sees the elfishness of this plant when he says: "There is something witch-like in the appearance of the witch-hazel, which blossoms late in October and in November, with its irregular and angular spray and petals like fairies' hair, or small ribbon streamers. Its blossoming, too, at this irregular period looks like witches' craft. Certainly it blooms in no garden of man's. There is a whole fairyland on the hillside where it grows."

**Cocoons and Other Insect Dwellings.**

Now is the time to gather cocoons and preserve them for the opening next May. Look among dead leaves, and along the twigs of trees, especially fruit trees—where they should not be—to find the couch which the insect has woven and where he is already dreaming of the harvest of succulent leaves and choice flowers and fruits awaiting him next season. Look for willow cones, so called, which are in reality insect homes cleverly constructed out of abnormal willow leaves cunningly fashioned to make insects comfortable for the winter. The swollen stems of the goldenrod and other plants also conceal marauders of next year's crops.

**Indian Summer.**

The following poetic description from the pen of the late Arthur P. Silver, of Halifax, is a fitting tribute to the beauty of our October days:

In the progress of the seasons, there falls in every quarter of the globe some brief days surpassing all others in the charm they are capable of exercising over lovers of the open. There is nothing quite like the Canadian Indian summer elsewhere. On the far verge of autumn, a warm sunny interval invariably occurs between the first cool and fitful breath of October and the dark storms and biting chill of November; sometimes a few days earlier and sometimes a few days later than the fall of the leaf. It is a brief term of truce to the encroachments of the cold of winter. There suddenly comes, some fine morning, a different sky, a different atmosphere. A widely dispersed brilliancy of light and colour, due no doubt to

some peculiar atmospheric conditions, flashes upon mountain, lake and sea, transforming the whole face of nature, until even the barren wastes of wilderness wear an aspect of glorious gaiety. The rich blue sky wears a more than midsummer softness and depth; the water seems more crystalline; the sun sets in more voluptuous splendour than at other times. Summer is departing with its pride and its profusion, while the face of nature for the space of a few warm transparent days is genial and serene. But yet there is an indefinable touch of melancholy interest everywhere present, as if unseen the parallels of the enemy were hour by hour being brought closer to the ramparts of summer's citadel. . . .

The gorgeous pageant of Indian summer is at an end. The saturnalia is over. The Canadian autumnal season in allegorical design is not correctly personified by the figure of a melancholy, sad-eyed maid; rather it appears before us like some mad Maenad, scattering with debonair graces the magnificent ashes of autumn, left by the passing of fierce flames of scarlet and gold over the northern woodlands.

### Home Visitation.

I have had considerable experience, and have learned many lessons by visits to the homes. Some homes were not very pleasant to enter, but I was always well received.

Every teacher should be willing to do anything that will help her to succeed. Our short call will enable us to see the child's home environments. We also will see and learn something about the parents.

Thus we gain knowledge that will help us in studying individuality, the peculiarities in the character and disposition of our scholars.

We will understand better how to manage them, and thus avoid compunction of conscience for inflicting a sort of punishment on a child, with whose nature we are not acquainted.

How delighted the parents are to see our interest in their boys and girls, and this is especially true in the homes of extreme poverty. They thus have a chance to hear of the progress of their children, and many cases of tardiness and truancy have been cured in this way.

We hope to sow some little seed of good by our visit, and the effect of the visiting will also be seen in the schoolroom.

We are more than repaid for any self-sacrifice by the delight which the little ones show on account of our visit to their homes. I have found better lessons and greater desire to please, as a result of the visits.—*The Teacher.*

### Lord Meath Empire Day and Challenge Cups and League of the Empire Prizes.

The following are the subjects and conditions for the Essay Competition for Empire Day, 1910, inter-all secondary schools and inter-all primary schools of the Empire Day, 1910:

A. SECONDARY SCHOOLS. *Subject.*—"The improvement of communication between the different parts of the British Empire; its political and social effect." *Conditions* (secondary schools): A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the school, and a personal prize of £5 5s., given by the League of the Empire, is offered for competition inter-all secondary schools of the Empire for an Empire Day essay not exceeding 2,000 words. Age limit, 14 to 18.

B. PRIMARY SCHOOLS. *Subject.*—"The influence of the different climates of the Empire upon domestic and social life." *Conditions* (primary schools): A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K. P., and a personal prize of £3 3s., given by the League of the Empire, is offered for competition, inter-all elementary schools of the Empire, for an Empire Day essay not exceeding 1,000 words. Age limit, under 14 years old.

All essays must first be judged in the schools, and afterwards by the education authorities kindly co-operating with the League, or by branches of the League in the different countries of the Empire. Only those essays sent in through authorized channels will be eligible for the final judging arranged for by the Federal Council of the League in London. The essays which are entered for the final judging in London must reach the central office by the first March next.

The names of the winning schools will each year be engraved upon the cups, which are replicas of the Warwick vase. The cups and prizes will be dispatched in time to reach the winning schools on Empire Day, the 24th May.

Further particulars may be obtained from

THE LEAGUE OF THE EMPIRE,

Caxton Hall, Westminster, S. W.

Who are the blest?

They who have kept their sympathies awake,  
And scattered joy for more than custom's sake—  
Steadfast and tender in the hour of need,  
Gentle in thought, benevolent in deed;  
Whose looks have power to make dissension cease;  
Whose smiles are pleasant, and whose words are peace.

—Anon.

### The Battle of Quebec.

S. D. Scott in the *Standard*, September 13, 1909.

A century and a half ago this morning, the French garrison at Quebec and the army defending that capital awoke to find four thousand British soldiers drawn up on the plain above the city. Before night the battle which determined the destiny of America had been fought. General Wolfe had won the soldier's death which he desired in preference to the end which disease would soon have brought, and gained a conqueror's fame. The chivalrous General Montcalm was dying within the walls of the city for which he had fought so long and well. Five days later Quebec was surrendered to the British.

The consequences of the Battle of Quebec are great, out of all proportion to the magnitude of the engagement itself. Some four thousand men on each side were on the Plains, of whom perhaps three thousand were in the fighting line. The British loss in killed, wounded and missing was about seven hundred, the French perhaps a little more. The loss on both sides was larger at the Battle of Sainte-Foy, fought partly on the same ground in April of the next year, when the French, under Levis, were victorious, and in turn laid siege to Quebec. For though it is taught that the fate of Canada was settled at the first battle, it was not until the middle of May, 1760, when a British squadron arrived before the French ships, that the British were confirmed in the possession of Quebec and the Lower St. Lawrence. Even then, Montreal was to be taken, and it required not only the Quebec force, but two others converging from Lake Champlain and Niagara to make this certain.

But the victory won by Wolfe was absolutely essential to British success. With this victory the result was still for a time uncertain. Without it, failure was inevitable. General Wolfe, who was making a losing fight with a disease that he knew to be incurable, had at best but a few months to accomplish his destiny. He was in bed when the attack was planned. It was not his design. In his opinion there was no better way than a front attack on the main body of the enemy at the position below Quebec between the Beauport and Montmorency Falls, or a flank movement from a landing place still farther down and thence through the woods to fall upon the rear of the enemy. The plan of front attack had been tried and had signally failed, and any such movement against forces so strongly placed and so superior in numbers was doomed to disaster. That was the opinion of Murray, Townshend and Monkton, and Wolfe accepted their view in favour of a landing above Quebec.

The very audacity of this programme appealed to the commander, who selected the spot and fought off his disease so far that he was able to take part in it. In this case fortune showered favours on the brave. It is pointed out by historians that if Bougainville had not planned to send down provision boats that night, and had not failed to send them, or having changed his plan had sent word to the sentinels that he had done so, Wolfe's boats would have been arrested before they reached the landing; that if Vergor, who had been sent with a sufficient force to guard the spot at the top of the cliff where Wolfe's men

came up, had not allowed most of his men to go home and the rest to go to sleep, it would have been impossible for a man to reach the height and live; that if the troops, a few miles away at St. Charles had come up and joined in the fight, and those at Cap Rouge, two or three miles up the river, had moved down to attack Wolfe in the rear, the little army would have been annihilated before noon. But it was not to be. Wolfe was permitted to marshal on the plain his whole available force of four thousand men, and then to fight not much more than one-third of the force available to meet him. France had two splendid commanders on the St. Lawrence at that time in Montcalm and Levis. But Levis was at Montreal, and Montcalm as embarrassed and hampered by a governor and military superior who was worse than inefficient, and by other authorities whom history has branded as incorrigible grafters, and who were afterwards convicted of gross corruption. The very officer who failed to protect the headland where Wolfe ascended had been tried for surrendering Fort Cumberland when he might have defended it.

These circumstances made possible a desperate undertaking. But with them was the personality of one of the world's greatest captains, and a small army of men, who before and after this event proved themselves to be some of the best soldiers whom a British officer ever led into the field.

Had Wolfe failed, the war would have been greatly prolonged, and no one can tell what would have been the issue. Had Canada remained French, it is probable that the United States would have remained British, for the colonists would never have cast off the protection of Britain against the traditional enemy. Nowhere was there such rejoicing over the capture of Quebec as in New England, which indeed had some right to celebrate, as these and more southern colonists contributed a large portion of the forces which assisted to make the conquest complete.

There will be no great celebration of this anniversary in Quebec or any part of Canada. Last year's ter-centenary was liberally construed to include the two battles on the Plains of Abraham; and the adjacent slope of Sainte-Foy, where the heaviest of the April battle was fought, is included in the ground set apart as a national park. As Wolfe was the victor of September, Levis was the successful commander in April, and thus the festival was arranged to appeal to the national pride of both races. The battle-fields have been dedicated to the celebration of peace between the two nations, and harmony between the descendants of the races who met in arms one hundred and fifty years ago.

A well-to-do Pennsylvania farmer who had sent his son to Philadelphia to begin life as a clerk, wrote to the merchant in whose employ he was, asking how the boy was getting along and where he slept nights. The merchant replied: "He sleeps in the store in day time. I don't know where he sleeps nights."—*Chicago News*.

**FOR FRIDAY AFTERNOONS.****Guess.**

There's a queer little house—  
 And it sits in the sun;  
 When the good mother calls  
 The children all run;  
 While under her roof  
 It is cosy and warm,  
 Though the cold winds may whistle  
 And bluster and storm.

In the daytime that queer  
 Little house moves away;  
 And the children run after  
 So happy and gay.  
 But it comes back at night,  
 And the children are fed  
 And tucked up to sleep  
 In their warm, cozy bed.

This queer little house  
 Has no windows or doors;  
 The roof has no chimneys,  
 The rooms have no floors;  
 No fireplaces, chimneys,  
 Nor stoves can you see,  
 Yet the children are cozy  
 And warm as can be.

(Answer—Hen and chickens).

—Selected.

**Humpty Dumpty.**

Humpty Dumpty sat on the wall,  
 Humpty Dumpty had a great fall;  
 Not all the King's horses nor all the King's men,  
 Could put Humpty Dumpty together again.

(Answer—An egg).

**Thanksgiving.**

I'm laden, friends, with the fat o' the land;  
 I come with joy and glee  
 To reunite each household band  
 Which comes to feast with me.  
 And the dear old home resounds once more  
 To the song and laughter they loved of yore.

—Selected.

**A Good Thanksgiving.**

Said old Gentleman Gay, "On a Thanksgiving Day,  
 If you want a good time, then give something away;"  
 So he sent a fat turkey to Shoemaker Price,  
 And the shoemaker said, "What a big bird! How nice!  
 And since such a good dinner's before me, I ought  
 To give Widow Lee the small chicken I bought."  
 "This fine chicken, oh, see!" said the pleased Widow Lee,  
 "And the kindness that sent it, how precious to me!  
 I would like to make some one as happy as I—  
 I'll give Washwoman Bidy my big pumpkin pie."  
 "And oh, sure!" Bidy said, "'tis the queen of all pies!  
 Just to look at its yellow face gladdens my eyes.

Now it's my turn, I think; and a sweet ginger cake  
 For the motherless Finigan children I'll bake."  
 Said the Finigan children—Rose, Denny and Hugh—  
 "It smells sweet of spice, and we'll carry a slice  
 To poor little lame Jake, who has nothing that's nice."  
 "Oh, I thank you, and thank you!" said little lame Jake;  
 "Oh, what a bootiful, bootiful, bootiful cake!  
 And oh, such a big slice! I will save all the crumbs,  
 And give them to each little sparrow that comes."  
 And the sparrows, they twittered, as if they would say,  
 Like old Gentleman Gay, "On a Thanksgiving Day,  
 If you want a good time, then give something away."

—Marian Douglas, in *Little Men and Women*.

**A Lesson Song—Shapes.**

Oranges and apples,  
 And baby's ball are round,  
 And my pretty picture book,  
 That is square, I've found.  
 And an egg is oval,  
 And the corners all,  
 When you take them by themselves,  
 Triangles they call.

I am perpendicular  
 When I stand up straight.  
 I am horizontal  
 When in bed I wait.  
 And from sitting quite erect  
 If I chance to swerve,  
 Then my rounded shoulders make  
 What is called a curve.

See! a sheet of paper  
 I roll together neat,  
 Straight and smooth, and then I have  
 A cylinder complete.  
 But if thus I widen out  
 Either end alone,  
 Look! it makes a different thing,  
 That is called a cone,

Points there are, a-many,  
 On my pencil one,  
 Two on mother's scissors,  
 Five a star has on;  
 And our doggie has one  
 Right upon his nose.  
 And my dancing master says,  
 "Children, point your toes!"

O, the world of wonders  
 Is so very full.  
 How can little children learn  
 Half enough in school?  
 I must look about me  
 Everywhere I go,  
 Keep my eyes awake and wise,  
 There's such a lot to know.

—*Youth's Companion*.

**Courting In Ireland.**

(Before Michael's Cottage).

"There, now, that's me cottage, Kitty,"  
 "Is it, Mike?"  
 "Yis; an' isn't it pretty?"  
 "H'm!—lonesome like."  
 "Lonesome!" (Now's y'r minute!  
 Michael strike!)  
 "Sure, if you wor in it—"  
 "Arrah, Mike!"

**The Impolite Little Dandelion.**

A daisy and a dandelion  
 Were blooming side by side,  
 When all at once a puff-ball round,  
 The dandelion spied.

"Who'd be an old gray head like that!  
 Tell me, now, old fellow,  
 Don't you wish that you, like me,  
 Were big and bright and yellow?"

The modest little daisy turned  
 A rosy, rosy red,  
 Looked strangely at the dandelion  
 And drooped her dainty head.

But ah, alas! it came to pass,  
 When dandelion awoke,  
 And found his hair was snowy white,  
 He failed to see the joke.

And still to punish him the more  
 The breezes, in their play,  
 Took all the hair from off his head,  
 And blew it far away.

—Nellie L. Dobbs, in *Child Garden*.**A Child's Thanksgiving.**

I thank thee, Father, in the skies,  
 For this dear home so warm and bright;  
 I thank thee for the sunny day,  
 And for the sleepy, starry night.

I thank thee for my father's arms,  
 So big and strong to hold me near;  
 I thank thee for my mother's face;  
 I thank thee for my dolly dear.

I thank thee for the little birds  
 That eat my crumbs upon the sill;  
 I thank thee for the pretty snow  
 That's coming down so soft and still.

O Father, up there in the skies,  
 Hear me on this Thanksgiving Day,  
 And please read in my little heart  
 The "thank you's" I forget to say.

—*Kindergarten Review*.**How to Make Progress.**

Many teachers find their profession a discouraging one. The results one gets are so meagre, they say. Lest you may become one of these, let me suggest a way to avoid discouragement. Much teaching and little testing is the secret of many a teacher's cheerfulness, and it is the cheerfulness of the good teacher, too. . . . Few lessons come to an end without any test work having been done, and while this is as it should be, I cannot refrain from urging again, teach more and test less. Do not be satisfied with one thorough teaching of a new subject. Teach it to-day to the best of your ability. Then, if you are wise, and the new work at all difficult, you will begin the lesson to-morrow by teaching it all again. The time lost from putting the new knowledge to practical use will be really time gained for the future. There will be fewer loose ends, and when test work does find its place in the day's programme, you may be surprised to find more than the bright and shining few among those who have learned something.

\* \* \* Children of whom some real work is demanded are not only better pupils, but happier children. The ability to go quietly and cheerfully about a piece of work, and to keep at it until it is carried to a satisfactory conclusion, is a possession surely worth acquiring, and we cannot afford to overlook its cultivation in planning for these children of ours. Give them the joy of feeling that they have accomplished some real thing each day. It is worth far more than the feverish excitement which passes for enthusiasm in the classes where work always appears in the guise of play. Be sure that the work is not too hard, and that there is not too much of it, and be definite in your statement of what is to be done. Let the work required be something really worth doing, and if you can make the children feel that it is worth doing, the battle is half won.—*A Teacher*.

Take a long kitchen-fork with three sharp spreading tines, and bind the wire handle along the end of a sawed-off broom-handle (a nail in the end of the stick is a help in securing it firmly), and you have a most efficient aid in keeping the yard free of paper and other light trash.—*Woman's Home Companion for August*.

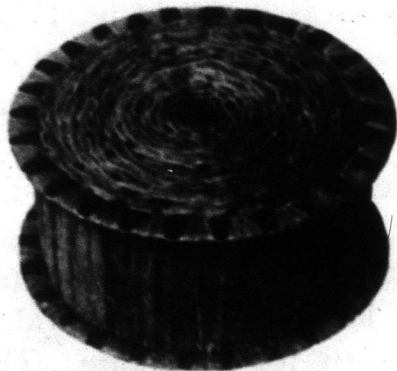
[This simple apparatus will help to remove litter from school grounds.—EDITOR.]



**MANUAL TRAINING DEPARTMENT.****Raffia Work—IV.**

BY T. B. KIDNER.

Raffia weaving offers a wide field for the teacher in search of interesting and useful handwork, although many of the objects usually woven of this material by ladies at home are far from suitable for the average public school class. There are,



however, numerous exercises in weaving adapted for teaching to groups of children; weaving on cardboard being one of the simplest forms of the work.

The illustration, Fig. 1, shows a box with a woven cover, the body being formed in the same manner as that of the box described in a previous article of this series. Both top and bottom are greater in diameter than the body, presenting thus a better appearance than the earlier boxes with top, body and bottom all the same size.

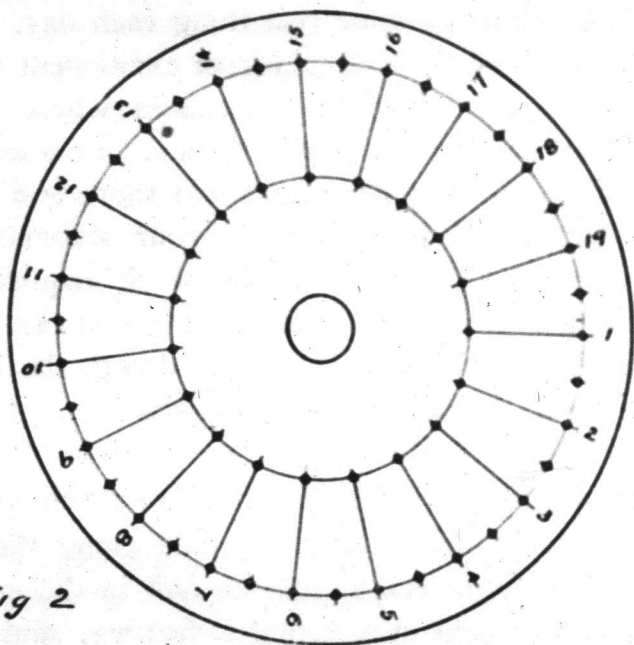


Fig. 2 is a piece of stiff cardboard, cut out and pierced for weaving to form the top. An odd number of long spokes must first be spaced out evenly on the circle near the rim, the short spokes being afterwards spaced between. Holes are

punched for the ends of the spokes, either with a ticket punch or bradawl. A good, full strand of raffia must then be inserted to form the spokes; any necessary joinings being made by tying the strands at the back. The spokes completed, the weaving is started at the centre, a blunt "tapestry" or "rug" needle serving to carry a strand of plain raffia for the weaver. The pattern should be the simple "under and over" variety, and continued until the outer ends of the spokes are reached.

The rim is then formed by sewing plain raffia through the spoke holes to form the little triangles seen in the illustrations, and afterwards inserting under them (round and round the circle) several strands of raffia of some contrasting colour.

The edge of the base is treated in the same way, but the centre is left in plain cardboard, being covered by the lining of the box.

**Origin of Mathematical Signs.**

The sign of addition is derived from the initial letter of the word "plus." In making the capital letter it was made more and more carelessly until the top part of the "p" was finally placed near the centre; hence the plus sign as we know it was gradually reached.

The sign of subtraction was derived from the word "minus." The word was first contracted in m. n. s., with a horizontal line above to indicate that some of the letters had been left out. At last the letters were omitted altogether, leaving only the shore line.

The multiplication sign was obtained by changing the plus sign into the letter "x." This was done because multiplication is but a shorter form of addition.

Division was formerly indicated by placing the dividend above a horizontal line and the divisor below. In order to save space in printing, the dividend was placed to the left and the divisor to the right. After years of "evolution" the two "d's" were omitted altogether and simple dots set in the place of each. As with the others, the radical sign was derived from the initial letter of the word "radix."

The sign of equality was first used in the year 1557 by a sharp mathematician, who substituted it to avoid frequent repeating the words "equal to." —*St. James' Gazette.*

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### REVIEW'S QUESTION BOX.

S. M. T.—May I learn, through the columns of your paper, a form of salute to our flag, which I may use as an opening exercise in my school?

There is no form of salute to the flag officially recognized in the schools of New Brunswick, nor in the other Atlantic Provinces, so far as known to the REVIEW. The military salute to the flag is made by quickly raising the open right hand with a circular motion to the right till it rests upon the forehead, palm outward, an inch above the right eye; thumb close to the fingers, elbow in line with the shoulder, head and body erect. At the close of the salute, the hand is not carried back through the same curve, but is simply dropped with a quick motion to the side. This salute is only used when wearing a hat or cap. A soldier with his head uncovered merely stands at attention, and makes no other form of salute.

A pretty little ceremony for use in primary schools is the following, adapted from one in use in the United States:

Children stand in position, one child in front holding the flag. They salute the flag with right hand raised to

the forehead and brought forward and outward with a sweeping motion, reciting together the words, "We give our hands (moving hand, which is still upraised), our heads (touching head), and our hearts (touching breast), to our country; one Sovereign, one Empire, one Flag." With the last word the right hand is raised, the forefinger pointing to the flag; at the same time the right foot is advanced and brought down lightly on the floor. Then the arm drops and the children sing "God Save the King."

It is obvious that the flag here meant is the Union Jack, the national flag. With the Canadian ensign the words would be inappropriate. The following recitation may be given before the salute:

Your flag and my flag; and how it flies to-day  
In your land and my land, and half a world away!  
Sea-blue and sky-blue, wherever waters flow,  
Rose-red and blood-red, wherever sunsets glow,  
Snow-white and soul-white, its folds forever gleam  
True, brave and blameless, our good forefathers' dream  
Your flag and my flag; and, oh! how much it holds!  
Your land and my land secure beneath its folds!  
Your heart and my heart beat quicker at the sight;  
Sun-kissed and wind-tossed, the Blue and Red and White.

COUNTRY TEACHER.—Where can I obtain material, such as raffia, for carrying out Mr. Kidner's instructions in his excellent lessons in the REVIEW?

Consult our advertising columns,

## CURRENT EVENTS.

The excavations in Crete within the last ten years have brought to light prehistoric ruins which are supposed to date from 3500 to 1200 B. C. They have shown that a high degree of skill in decorative art and modelling had been attained in that remote period; that a system of writing was in use; that out of the hardest stones graceful vases were cut; that jewelry no less beautiful than that of the Alexandrine period was made; that boats plied frequently to and from Egypt, exporting and importing wares; that men lived in houses two and three stories high, equipped with baths and drains, and with well lighted rooms opening into sunny courts and commanding pleasant views. In the palace of Knossos, unearthed by an English scholar, Dr. Evans, there was laid bare a more complex and extensive series of courts, rooms and labyrinthine passages than has been met with anywhere on Greek soil; adorned in some parts with frescoes almost as brilliant as when laid down over three thousand years before.

Among the prehistoric ruins most recently discovered in New Mexico, is one about thirty miles northwest of Santa Fe, known as the ruin of Tsankawi. It is situated, as was not unusual with the villages of the Cliff Dwellers, so as to command a magnificent view of the plateau, with its valleys, mountains and canyons, and contained perhaps four hundred rooms, in addition to the numerous cave dwellings cut in the face of the cliff. Ten miles farther north there is another great ruin, where it is estimated there were five hundred rooms on the ground floor, and perhaps as many more above them. What became of these people is not known; but they are supposed to have abandoned their homes less than a thousand years ago, and been swallowed up in the tribes that inhabited the low lands, the ancestors of the Pueblo Indians of to-day.

Very recent discoveries on one of the Alaskan islands lead archaeologists to think that the northwest of America was once the abode of a highly civilized people; and give support to the theory that the first inhabitants of this continent came from Asia.

Halley's comet, for which astronomers have been watching, has re-appeared, after an absence of seventy years. It will not come near enough to be seen by the naked eye until next spring.

England has the largest stock of radium in the world at present. It amounts to nearly a quarter of a pound, and is said to be worth six hundred thousand dollars.

A wireless message from Cape Breton is said to have been received at the Eiffel Tower in Paris. It is hoped to establish direct wireless communication between the latter station and one at Saigon, Cochin China.

The voyage from Queenstown to New York can now be made by the Cunard steamers in less than four days and a half.

The "Neptune," launched in England on the last day of September, is the largest war ship afloat, having a displacement of over 20,000 tons; but the Japanese are said to be building one of 36,000 tons.

German shipyards are busy building rapid cruisers and first-class battleships, and it is said that the Krup gun works have a hundred thousand men working night and day. Though we may not like to think it, it seems to be believed, both in Germany and in England, that war be-

tween the two countries is inevitable. No doubt the best way to avoid it, if that be possible, is to be able to defend ourselves.

One great co-ordinate imperial army, similarly trained and similarly armed, embracing the whole of the land forces of the Empire, and one great homogeneous imperial navy, comprehending fleets for home waters and for the over-seas dominions, are to be the outcome of the recent deliberations of the committee of imperial defence.

More than one-third of all the steamers and sailing vessels afloat belong to the British Empire. Reckoning their tonnage instead of their number, they aggregate over forty-five per cent. of the whole. This is four and a half times as much as belongs to Germany, and three and a half times as much as belongs to the United States. Norway comes forth, with a little more than one-tenth of the British total. Of the new fast-going steamships, more than one-half are British owned.

The wheat of this year's harvest in Canada is said to be the best in many years, and the crop is larger than ever before. The total wheat crop is put down at more than one hundred and sixty-eight million bushels, the barley at about one-third as much, and the yield of oats at three hundred and fifty-five million bushels.

Statistics show that the number of immigrants to arrive in Canada in the last ten years has exceeded one and a quarter millions. Nearly half of these were from the British Isles, and two-thirds of the other half from the United States.

A remarkably rich vein of antimony has been discovered at the Lake George mines, which will make them one of the most valuable mining properties in New Brunswick.

The greatest strike of natural gas ever made in Eastern Canada is reported from Albert County, N. B. It is estimated that the outflow from one well is more than sufficient to light and heat the city of Moncton.

The most notable achievement in the field of antiquarian research that the world has had for years is reported from India. It is the finding of a crystal reliquary containing fragments of bone that are believed to be a portion of the mortal remains of the founder of the Buddhist religion. It was found in the newly discovered ruins of a great temple near Peshawar, built by the Emperor Kanishka, once regarded as one of the wonders of the world.

There is now going on at New York the double celebration of the three-hundredth anniversary of Hudson's discovery of the river which bears his name, and the one-hundredth anniversary of the beginning of steamboat navigation. Ships of all nations are gathered to take part in this Hudson-Fulton celebration, the reproduction of Hudson's little vessel, the "Half Moon," having the place of honour. Great Britain has sent a ship of the same class as that which brought the Prince of Wales to the Quebec celebration. The principal colours used in the decoration of the city are orange, white and red, which were the Dutch national colours at the time of the discovery.

The return of two American Arctic expeditions within the past month, and the receptions given to the successful explorers, are the greatest events of geographic interest since Lieut. Shackleton's return from the South. The North Pole is discovered; and it is not in Canada, but is

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far out at sea. Whether either of the explorers reached the exact point, which we know as the Pole, is a matter of no consequence; and it will never be known, as they could not permanently mark the spot on a field of moving ice. Dr. Frederick A. Cook claims to have reached it on the 21st of April, 1908. Having quietly landed at the head of Baffin's Bay in the summer of 1907, he proceeded on the theory that a route farther west than any that had been tried would be the best, and that the winter would be the best time for a journey across the frozen sea. But for the high winds and low temperature, such as Shackleton encountered near the South Pole, he met with fewer difficulties in his advance than he had expected; and his average rate of travel was greater than ever before recorded by Arctic explorers. On his return, however, the ice conditions were so bad that another winter came on before he could reach the nearest settlement. He and the two Eskimos who were with him managed to live through the winter, on an uninhabited island north of Canada, and reached Greenland in April last. Four months later, Dr. Cook took passage for Denmark, stopping at the Shetland Islands on September 1st, to telegraph the news of his success. While Dr. Cook was being received with great honour in Denmark, it was learned by telegraph from Labrador that Peary and Henson were returning, and claimed to have been at the Pole in April of this year. Commander Robert E. Peary has made a number of previous attempts to get to the North Pole, and Matthew Henson has been with him on several of these expeditions. They went north last summer in a vessel built for the purpose, the ship captain and crew being British subjects from Newfoundland. Capt. Bartlett, who had command of the vessel, also led the advance party in the journey towards the Pole, and could have confirmed Peary's observations if he had been allowed to go on; but after reaching a point which they thought farther north

than any previous explorer had gone, he was ordered to return, Peary wishing to have the honour of being the only white man to reach the goal. Henson is a negro, and, like the four Eskimos who were with them, could not count in this reckoning. Peary's expedition was better equipped for scientific investigation than Cook's, and will therefore be of more value. Though Prof. Marvin, one of the scientists of the expedition, lost his life, the survivors are bringing back much valuable material. Dr. Cook's story was at first doubted, because of the rapid journey northward of which he told; but Peary's reports confirm his description, and Peary's speed was greater than that claimed by Cook; if we credit his account of what happened after Bartlett was sent back, much greater. Cook believes Peary, and was among the first to congratulate him. Peary professes to disbelieve Cook, and says just what he tells us he wished to say when he ordered Bartlett to return, that he is the only white man who has ever reached the Pole.

Dr. Cook has thanked the Canadian government for sending him supplies by Capt. Bernier. He found that some of his own supplies had been taken by Commander Peary. Capt. Bernier is still somewhere in the Arctic regions, no one knows where. His ship is provisioned for three years, and it is believed he will try to reach the Pole by way of the open sea.

If alcohol can be made from sawdust and other waste wood, as is now asserted, at a cost of only seven cents a gallon, it will soon come into general use as fuel.

"Animals," said the teacher, "frequently become attached to people, but plants never do." "How about burrs, teacher?" queried the small boy at the foot of the class.

**N. B. Teachers' Institutes.**

The Teachers' Institute for Kings and Queens Counties met at Sussex, September 9th and 10th, Mr. R. B. Masterton, of the Havelock superior school, acting as chairman. Over one hundred teachers attended the institute, which was very successfully conducted. The following are the officers for the ensuing year: President, Martin G. Fox, Chipman; vice-president, E. C. Rice, Kingston; secretary-treasurer, W. N. Biggar, Sussex. Additional members of the executive, Misses May McVey and Bessie Howard.

The teachers of York, Sunbury and Queens met in Fredericton, to the number of 150, September 16th and 17th, President A. S. McFarlane in the chair. The programme of addresses and papers was interesting. The following are the officers for the ensuing year: President, James A. Hughes; vice-president, Miss M. Cadwallader; secretary-treasurer, Miss Ella J. Thorne. Additional members of the executive, Misses Fraser and Alward.

The institutes of Westmorland and Albert met in a united institute in the consolidated school at Riverside on the 23rd and 24th September, under the joint presidency of Mr. F. Peacock, of Westmorland, and T. E. Colpitts, of Albert. Over one hundred teachers were present. The public meeting was well attended. An afternoon tea was enjoyed by the teachers of both counties, given by the staff of the Riverside consolidated school.

The Albert County teachers elected the following officers: President, T. E. Colpitts; vice-president, E. F. McNaughton; secretary-treasurer, Miss Avar; additional members of executive committee, Miss Clara Jones and Anna T. M. Brundage.

The Charlotte County teachers met at Milltown, September 23rd and 24th, Mrs. W. J. Graham presiding. The meeting was one of the most successful in the history of the institute. Chief Superintendent Carter, whom most of the members had known as Inspector Carter, received a hearty welcome in his new relation; and Chancellor Jones and Inspector McLean were cordially greeted. The following officers were elected: President, Miss Annie Richardson, St. Andrews; vice-president, James Vroom, St. Stephen; secretary-treasurer, F. O. Sullivan, St. Stephen. Additional members of executive, Principal W. H. Morrow, Principal Goldwin Lord and Miss Eleanor DeWolfe.

**SCHOOL AND COLLEGE.**

Miss Florence Estabrooks, B. A., is the principal of the Middle Sackville, N. B., school for the present term.

Miss Margaret L. Rhines has been appointed principal of the advanced department of the Lakeville, Kings County, N. S., school.

Miss Jean Peacock is the teacher of household science in the Riverside, N. B., consolidated school.

Miss Redmond is the teacher of domestic science in the Dartmouth, N. S., schools.

Miss Grace B. Hsley, B. A., is teaching French on the staff of the Halifax Academy, to relieve Miss Ella Bigney, M. A., who is spending the year in Paris.

Mr. F. A. Jewett, B. A., recently principal of the consolidated school at Kingston, N. B., is now principal of a school in Vancouver. Mr. E. C. Rice, B. A., is Mr. Jewett's successor at Kingston.

By means of a picnic held on Wednesday, June 30th, Miss M. McNabb, teacher at Dumbarton, Charlotte Co., N. B., has been able to provide an excellent hardwood floor for the schoolhouse at a cost of \$50.

Mr. Arthur H. G. Mitchell is principal of the superior school, Harcourt, N. B., this term.

Mr. N. E. Carruthers, a Prince Edward Island teacher, has recently been appointed principal of the school at White Horse, Yukon, at a salary of \$2,400.

Mrs. Edna C. Harper, M. A., of the Provincial Normal School, Truro, N. S., took a course of study at the Harvard Summer School this year.

Mr. J. S. Smiley, M. A., formerly of the Milltown, N. B., schools, and recently a master in the Mount Allison Academy, has been appointed principal of the school at Binscarth, Manitoba.

Miss Ada S. MacDonald, who has taught the school in Hopewell, Pictou County, N. S., for the past three years, was presented by her scholars with a handsome leather suit case in recognition for her faithful and successful efforts. Miss MacDonald has been especially successful in her nature work. In 1907 her pupils led the province with 300 "Observations," 335 for 1908, and they expect to lead for the present year with 375. Miss MacDonald is now attending Pictou Academy.

A paragraph in the September REVIEW relating to grammar school licenses in New Brunswick was somewhat misleading. The full text on which the paragraph was based may be found in the August number under the head of "Official Notices," and is as follows:

"Regulation 31 has been enlarged by the addition of the following paragraph: Candidates for license of the Grammar School Class who have passed, without condition, the examination known as the July Matriculation, and who subsequently received the degree of Bachelor of Arts at the Provincial University (or other college or university of recognized standing) with a ranking at graduation not lower than Second Division, shall be exempted from examination in all examination papers peculiar to the Grammar School Class. (See list as given on page 148 of the Manual of the School Law of New Brunswick, 1906)."

New  
Brunswick  
School  
Calendar.  
1909---1910

- July 1st—Dominion Day.
- July 6th—Departmental Examinations begin.
- August 26th—Schools open.
- Sept. 1st—Normal School opens.
- Sept. 6th—Labor Day.
- October 25th—Thanksgiving Day.
- Dec. 14th—Examinations begin for Teachers' License, (Class II.)
- Dec 17th—Schools close for Christmas Vacation.
- Jan. 3rd—Schools open after Christmas Vacation.
- March 24th—Schools Close for Easter Vacation.
- March 30th—Schools open after Easter Vacation.
- May 18th—Loyalist Day, (Holiday in St. John City.)
- May 24th—Victoria Day.
- May 25th—Examinations for Teachers License, (French Department.)
- May 31st—Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 10th—Normal School Closing.
- June 14th—Final Examinations for License begin.
- June 18th—Annual School Meetings.
- June 30th—Schools close for the Year.

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