

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVIII. No. 3.

ST. JOHN, N. B., SEPTEMBER, 1904.

WHOLE NUMBER, 207.

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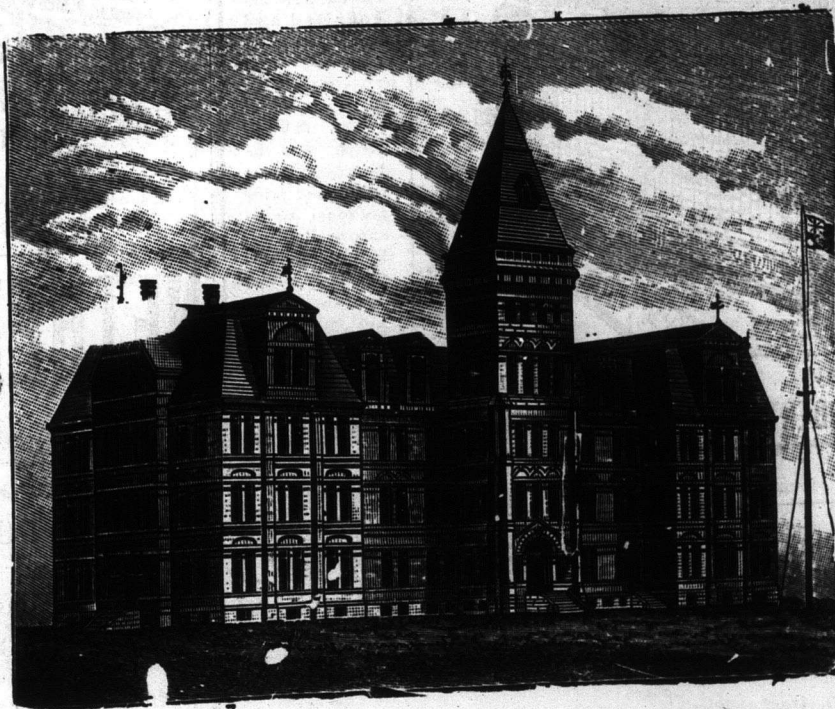
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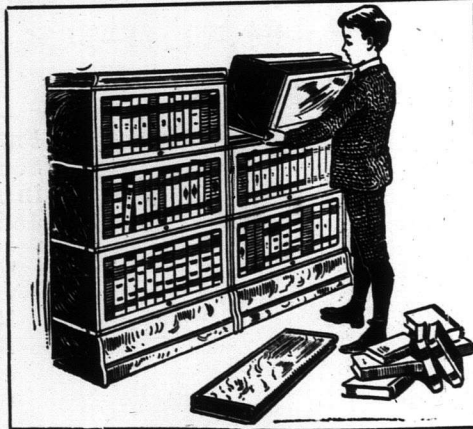
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Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

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CONTENTS:

Editorial.....	75
Round Table Talks.....	76
Canadian History as She is Taught.....	76
Nature Study—No. 2.....	77
English Literature in the Lower Grades—Letter Writing.....	79
A Puzzle.....	80
Drawing—No. IX.....	81
Common Birds of Shore, Marsh and Meadow.....	82
The D. E. A. at Winnipeg.....	84
The Educational Association of N. S.....	86
Writing Suggestions.....	87
Teaching Latin.....	87
Reading.....	87
Spelling.....	88
Public Schools.....	88
Popular Delusions.....	89
Children's National Anthem.....	89
CURRENT EVENTS.....	89
Manual Training Association of N. S.....	91
A New Inspector for Cape Breton.....	91
London University.....	91
SCHOOL AND COLLEGE.....	94
BOOK REVIEWS.....	97
September Magazines.....	97
NEW ADVERTISEMENTS—Council of Public Instruction, p. 97; Webster's International Dictionary, p. 97; International Ex- hibition, p. 94; Charlotte County Teachers' Institute, p. 98; Westmorland County Teachers' Institute, p. 98.	

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THE spirited account in this number of the meeting of the Dominion Educational Association at Winnipeg, furnished the REVIEW by a valued correspondent, will be read with great interest. It is not too much to hope that the meeting at Winnipeg, with Toronto on its mettle to do even better in 1906, will ensure the future success of the association. But the time has come for annual instead of biennial meetings.

THE exhibition in St. John promises to be the best yet held in that city. The educational features should attract the attention of the schools.

UNDER the able and excellent business management of Mr. M. McDade, a newspaper man of wide experience, the *New Freeman* of St. John, N. B., is rapidly increasing in influence and circulation.

SUBSCRIBERS having a spare copy of the August REVIEW will confer a favor by sending it to us.

HAVE a cozy corner in your school room, with a comfortable chair, a neatly covered table on which always stands a bouquet of fresh flowers. By this you may make it known that a visitor, especially a parent or trustee, is always welcome to come in and listen to the school exercises.

A WRITER in the *Saturday Review* tells us of those "irritating social nuisances" who are so busy (or fussy) that "they never have a minute to spare for anything." If such a one happens to be a teacher he cannot take time to think out good plans of work but is continually measuring his progress in teaching by the number of subjects and the rapidity in passing from one to another. Rest a bit and learn how to meditate and manage your life. The great men who accomplish the most work are those who have really thought out their plan of life and who do not make the mistake of doing that which need not be done. Learn of them. Pick out unimportant things and learn systematically not to do them.

IT is rapidly growing upon the most thoughtful Americans that the vacation should be utilized in teaching boys and girls to work in some out of door or manual employment that will not tax the mind along the school year line, but shall really be more restful than idleness.— *N.E. Journal of Education*.

THE N. B. Normal School opened at Fredericton September 7th, with an attendance of over 200. Addresses were made by Principal Crocket, Supt. Inch, Lt. Gov. Snowball, and members of the government. Premier Tweedie made the announcement that the government would increase the salaries of teachers as soon as the finances of the province would permit.

'ROUND TABLE TALKS.

A few years ago the editor thought of an expedient to bring the readers of the REVIEW in closer touch with each other, and the result was a series of "Round Table Talks." The design was not to answer puzzles or solve mathematical problems, although many thought it was, but to devote a page or so which teachers should regard as their own, where the more experienced could aid those who had little experience, by helping to solve difficulties and giving devices and methods which they had found to work successfully in their schools.

Earlier still in the history of the REVIEW a successful teacher and administrator conducted a series of "Talks with Teachers," which dealt with the everyday difficulties with a great deal of judgment and tact.

But neither of these plans has been entirely successful or has realized the object which we had in view.

Nearly three hundred names of new subscribers have been added to our lists in the past three months. The majority of these have never taught school before. We wish to make the REVIEW helpful to them, not by solving questions which they ought, with a little industry, application and scholarship, to solve for themselves, nor by filling the columns of the REVIEW with a series of "lesson-helps," but by giving them the benefit of the experience of those wiser in teaching than themselves. Let the young and inexperienced teachers present their difficulties in the "Round Table Talks," and we ask those who have met and solved the same difficulties to assist us in making this page in future the most interesting in the REVIEW. We want our own educational problems dealt with by earnest question and answer. It is admitted that teachers are not paid sufficient salaries. On the other hand it is contended that some are paid more than they are worth. This is no doubt true. What is the remedy? The inefficient teacher must be stimulated and encouraged to do better work.

For more than seventeen years the REVIEW has striven to improve the condition of our teachers. It has been aided by strong helpers in our colleges, common schools and private schools. But we want others, equally strong teachers, who can make the REVIEW a greater power for good and a greater strength to teachers than it has been before.

Canadian History as She is Taught.

BY W. C. MURRAY.

There is a small book in the "School Helps Series," prepared by two prominent Ontario teachers, which presents in brief form Canadian history as it is taught to young Ontario. This little book has travelled beyond the narrow confines of that province.

It is a curious production. It is called "Canadian History Notes." Previous to 1867 the history of this fair land of ours covered the events which happened on a narrow strip of land on the shore of lake Ontario, and a few of those on the St. Lawrence.

It is a wonderful book. From it the young Ontarian will learn that a place named "Port Royal—now Annapolis, N. S.,"—was founded in 1604; that many of the loyalists "went to England, Nova Scotia, and New Brunswick," and ten thousand of them became the founders of Upper Canada; that confederation included, with others, two provinces, New Brunswick and Nova Scotia; that the B. N. A. Act "was bitterly opposed by the people of Nova Scotia," and that there was a Halifax commission. Beyond these extensive and exhaustive statements he will learn nothing about the oldest English-speaking provinces in the Dominion. The booklet contains sixty-four pages.

Will it be very marvellous if the young product of the much lauded school system of Ontario comes to believe that Ontario is Canada and Toronto the centre of—well, all that is worth knowing?

What impressions of arbitration do you suppose the young lad will get when he reads that the Alabama "claims were referred to an arbitration which met at Geneva in 1872. The Americans greatly exaggerated their claims, and of the \$15,500,000 which England had to pay, several millions are still unclaimed and in the hands of the American government?" (This occurs in a book of outlines, from which opinions are usually excluded). Is this exactly true? If it be a fact, is it wise to parade it? Does it not imply that the five men of the commission representing England, United States, Switzerland, Italy and Brazil were either stupid, or hopelessly prejudiced, or dishonest? Might it not be as well for the young Canadian to be left unprejudiced against arbitration, or at least to hear all the facts? A little dispraise of war is not injurious.

Surely if there is anything that our young country needs to be protected from, is it not from everything that makes for misunderstanding and discord between nations, or between provinces without a nation? When our schools are polluted, the rivers are poisoned at the springs. From narrow provincialism and jingoism may Providence protect us.

NATURE STUDY—No. II.

By G. U. HAY.

In glancing over a landscape in any part of the habitable globe, the restful green color of plants is everywhere met with. Take a closer view of a pasture, meadow, or the trees. It is seen that the green color comes from myriads of separate leaves. To the careless eye these leaves seem only to cover the sward, or to be swaying idly in the breeze. To the intelligent observer they are doing work. Every warm summer day water is drawn up to them from the moist ground. Through many little mouths or pores, chiefly on the under sides of the leaves, most of this water is drained off (transpired) as vapor into the air. These little mouths (stomata), so small that our eyes could not see them were they many times sharper, take in from the surrounding air an unseen gas (carbon dioxide). The sunlight and the little particles of leaf green (chlorophyll), everywhere distributed about the plant where the green color is seen, are working upon the carbon dioxide and the water containing substances dissolved in it, and by a wonderful chemical change the plant food starch is formed. This turned into sugar or other soluble substances and dissolved in the ever useful water is carried through passages in the branches, stem and root to be used in building up the growing parts of the plant, or to be stored up for future use.

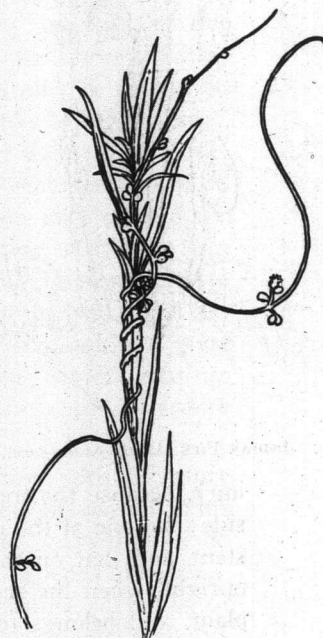
Do we get a little insight into this great mystery of plant life? Do we realize that the world's food supply is being made in those busy waving leaves? Can we name a single food substance used by man or the lower animals that is not made directly or indirectly in these waving leaves? Let us not complain if the sun is "too hot," and let us look with a new and grateful interest on the vistas of interminable green fields and woods, and thank Him, thoughtfully, for the "daily bread" that comes in His own mysterious way.

For this month's nature lesson let us take a few curious plants that are not *green*, and inquire into

their life-history and habits. The dodder (see illustration) is of a golden-yellow color, twining about the stems of asters, golden-rods and other plants found in meadows or along the pebbly shores of streams in late August and September. Notice in the drawing how closely it has twined about the aster and has extended its long thread-like branches to seek for other support. It is a working plant; but do not trust it; its color is not green—the livery of all honest, industrious plants who are turning the materials of earth and air into the food, and, incidentally, the wealth of the world.

Let us trace its life-history with the hope that the boys and girls who read this may perhaps plant the seeds and trace it for themselves.

Last fall a seed which fell from a ripe dodder plant slept comfortably all winter beneath its coverlet of meadow grass. It was in no hurry to wake up in the spring, for the mother-plant had given each of her numerous offspring but a small bit of food to start it on the way in life. This must be husbanded. So the little seed waited. By and by when the warm sun of early summer pierced the mat of grass it awoke, stretched itself, and sent out a slender



DODDER (*Cuscuta Gronovii*).

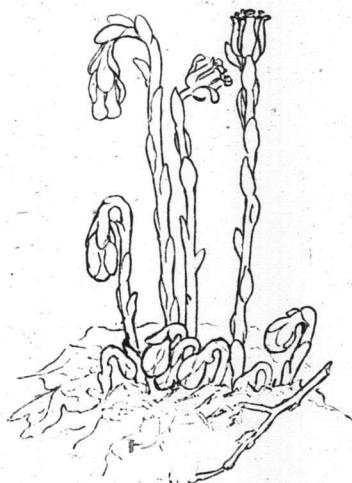
thread which lay prone on the ground, waiting. A young aster which had started to grow earlier gave promise of a "lift," and around this the threadlike stem coiled in spirals, plunged its sharp suckers into the tender bark of the aster and began to feed on the juices stolen from its "host." With support and food assured, it next cut loose from the ground and lives in idleness and luxury through the summer. It is a *parasite*, that is, a plant which fixes itself upon and gets its food from another plant. They are the tramps and loafers of the vegetable kingdom. But they are not satisfied with an occasional meal. Their hosts, willing or unwilling, must toil and sweat through the whole summer to provide for themselves and their guests.

I have called it a working plant. But its work is for itself: to climb up in the world, to produce little prongs with which to pierce its way to the juices of its host, to array itself in flaunting colors,

and to produce flowers and seeds from which the race may be continued.

What other parasitic plants have you seen? Are all climbers? Look for those under beech trees and notice what they are attached to. Notice the sharp suckers of the dodder, and notice, also, when you find it in the fields that the lower part of its stem is free from the ground.

The second plant pictured is the indian-pipe. It is familiar to all,—growing in the shade of deep woods. The whole plant is waxy white, becoming



INDIAN PIPE (*Monotropa uniflora*).

reddish in autumn, and turns black in drying. It commonly grows in clusters, well shown in the illustration, where a number of young plants are springing from a mass of decayed leaves and other vegetable matter. Of the three upright plants, the one on the left has the solitary nodding flower turned close to the stem, from which the plant derives its scientific name *monotropa* (Greek *monos*, single and *trope* a turning),

because the top of the stem is turned to one side; the one at the middle is at right angles to the stem, and that on the right shows the whole plant upright, when the seeds are ripe. It is a flowering plant, and belongs to the heath family, because its flowers resemble in structure those of the mayflower, blueberry and other members of that family.

But what a striking contrast this ghost-flower, as it is sometimes called, presents to the other members of the same family, or to other flowering plants! And its habits of life are strikingly different. Instead of preparing its own food in green leaves in the sunshine, it hides away in dark woods, and its immaculate white dress is woven, by a curious chemistry, from leaves which other plants have cast off and which have been rotting on the ground for years.

It would be a curious story if we could know how this plant has adapted itself to conditions so totally different from most other flowering plants. It is saprophytic in habit, that is, it lives on decayed vegetable matter. In this respect it is like the mushrooms, toadstools and other fungi, multitudes of which are to be seen growing in the woods and fields in autumn—of many varieties in form, and of

every shade and tint of color, except green; some of them wholesome; others poisonous, and on that account all are to be avoided until they are better known.

The mushroom or toadstool belongs to a class of plants very different from the dodder or indian-pipe, although as we have seen it resembles them, especially the latter, in its habit of living. It has no flowers and is produced from spores, while the dodder and indian-pipe bear flowers which produce seeds from which new plants grow.

The spores of a mushroom are so very small that they cannot be seen with the naked eye; but if the cap of a mushroom be cut off close to the stem and laid upon white paper under a glass the spores will be deposited in mass, and are of different colors. The "spore-prints" made in this way are, many of them, very beautiful and interesting objects.

From the spore of a mushroom is produced, if the conditions of growth are favorable, a mass of threads, forming a mat like a thickened cobweb. This is the vegetative part, and is

not usually seen, as it is on the surface, or just beneath the surface of the ground. From this grows a little knob or button, which develops into a stem and cap, as shown in the illustration, the purpose of which is to produce and scatter the spores, just as the flower in the flowering plants is for the purpose of producing seeds.



A MUSHROOM OR TOADSTOOL.

The teacher is sometimes caught by the sharp boy of the class. The master was asking questions—masters are apt to ask questions, and they sometimes receive curious answers. The question was as follows: "Now, boys, how many months have twenty-eight days?" "All of them, sir," replied a boy in the front.

The oldest sovereign in Europe is the King of Denmark, who is 86. Next comes the King of Sweden, 75, followed by the Emperor of Austria, 73; the King of the Belgians, 69; the King of Roumania, 65; King Edward, 62; the Sultan of Turkey, 61; the King of Greece, 58; the German Emperor, 45; the King of Portugal, 40; the Czar, 36; the King of Italy, 35; Queen of the Netherlands, 23, and the King of Spain, 18.

English Literature in the Lower Grades.**Letter Writing.**

BY ELEANOR ROBINSON.

The importance of instruction and practice in writing business letters need not be urged. It is fully recognized, I believe, that learning to write a good business letter is not only an end in itself, but may be made the means of inculcating business habits of promptness, neatness and accuracy. The only suggestion I would make on this point to the inexperienced teacher is, not to waste time on fussing over minor details and insisting on conformity to a rigid type. Let the general principle, that a business letter must be clear, explicit, and neat, be grasped; but so long as an address is given in full, does it matter whether it be written on one line or two? Or whether a colon or a comma and dash be put after the salutation?

The writing of friendly letters and notes should be begun much earlier than that of business letters. Fluency and ease can only be acquired by long and constant practice; moreover, little children will write with more freedom and individuality than bigger ones. If they do not begin to express themselves in letter writing until they are twelve or thirteen, the letters are likely to be stiff and self-conscious. This is a common fault with "school" letters, and quite naturally. No one can pour out his thoughts to a friend freely if they are to be scanned and corrected by a third person. But younger children have less of this constraint. They are proud of a letter and like to show it. I believe that nothing will take the place of a spontaneous, unrestrained correspondence between friends in early years, in making a good letter writer. Some people object that it is a waste of time for children to write to each other, and others that girls are apt to write silly letters. The silliness may be guarded against, partially at least, by a general oversight; not a rule that every letter should be shown, but an interest taken in the letter received, an occasional question, "What does so and so say?" a commendation of what is worthy and a habit on the side of the elders of reading aloud bits of letters that will interest others. Of course this is more a matter for homes and parents than for schools and teachers. As for the first objection, can that be a waste of time which gives training in an art that serves to bind together scattered members of families, to keep up friendships, and to bring pleasure to lonely lives, as letter writing does? The ability to write a good business

letter is recognized as an advantage in the business world, but how handicapped in social life is the boy or girl who cannot readily and gracefully offer or acknowledge a kindness or a courtesy, or explain a misunderstanding, in a letter or note. Selfishness and laziness are accountable for much neglect and discourtesy in regard to correspondence, as in all social intercourse, but want of practice is often at the bottom of it.

Let the little ones begin, then, as soon as they can write at all, to put their little story, or their good wishes, into letters. The first ones might be written to father or mother or some favored member of the family after a little preliminary copying of the simplest forms. The thought for others which should prompt all friendly letters may be suggested by the question, "What will they like to hear about?" A little bit of school news, a fact learned, or a success achieved, in two or three sentences at most, will do for the first letters. Then may come some home news sent to an absent relative, or friend; then the children may be paired off in couples, write to each other, and at the next lesson answer their letters. Birthdays may suggest an expression of good wishes. There is no end to the devices that an interested teacher may invent or copy to secure interest in the children.

With older pupils the connection with literature may be made evident. Robert Louis Stevenson, in his essay called "Truth of Intercourse," says that we do not realize that social intercourse depends almost entirely upon the difficult art of literature. That is, of course, upon our skill in expressing our thoughts with accuracy and delicacy. But, he adds that in speaking to each other, we have the assistance of the changing expression of the face and the varying tones of the voice to convey our meaning. In letter writing we have no such aid, and the difficulty of the art is increased and the triumph of a successful letter the greater. The necessity of training is obvious. The aim of letters of friendly intercourse is that of all the arts, namely, to give pleasure by the expression of ourselves; the letter writer has the stimulus of desiring to give pleasure to one particular person, perhaps one whom he dearly loves.

This idea of giving pleasure to one person should be kept before the pupil from the first. His thoughts should be as much upon his reader as upon what he is writing. This will give that personal, intimate touch that is lacking in a printed form or circular, and in many published letters of travel. Letters illustrating this quality should be read to the children on letter writing days. Leave the letters you

yourself may have received from travelers, or missionaries to brighten the geography lesson; they have their value in their own place, but as a rule those having any personal flavor will be too private to read aloud, and it is better to turn for intimate letters to the printed book. Read from the correspondence of authors whom the children already know; Longfellow, Tennyson, Stevenson, (particularly his letters to his nurse), Miss Alcott, Eugene Field.

The difficulty referred to before, of getting children to write freely when they have the fear of inspection upon them, may be overcome to a great extent by giving them an imaginary correspondent. This is much easier than asking them to place themselves in imaginary situations. Invent a boy, or girl, with an attractive name, tell the children a great many details about him, or her, as the case may be; then carry this person through different adventures, as exciting, or as commonplace as you like, which, when reported, call for letters, sympathizing, congratulating, condoling, giving information or advice. Sometimes this young person will demand details about his or her correspondents. The children will generally ask "Need we tell only what is actually so?" Let them give free rein to their imagination, reminding them that they must keep within probability, and checking promptly extreme exaggeration and absurdity. If you want to use letter writing in geography or history lessons, the same plan may be followed; e. g., after a lesson on tropical countries, a letter may be written *to* (not *from*), a child living in a hot country, who has never seen snow, or frozen rivers, telling him about the things that would seem strange to him in our country.

Very little time need be given to formal notes, that is, notes written in the third person, generally invitations, or answers to them. This is mechanical work, and models are to be found in all books on English composition. Informal notes, which differ from letters in being shorter, and generally containing only one topic, furnish abundant material for practice, and make an important branch of social training, but only the simplest and most necessary of these need be practised by children under fourteen. Simple expressions of thanks, of sympathy with a friend's sorrow or happiness, invitations and the answers will be found easy to write if thought for the reader be kept uppermost. Not "What will they think of my note?" but "What will they like to hear?" should be the question. The Golden Rule is still the best.

A good deal of practice should be given in answering both notes and letters. The children may be paired off in couples and exchange letters which are to be answered, or the teacher may read letters from the imaginary correspondent and call for replies. Even if a letter makes no demand for definite answers to questions, it should be re-read just before the reply is written, so that the mood of the writer should be a sympathetic one.

Interesting lessons and talks may be given, and subjects set for research or composition, connected with letter writing. Letters in the Bible, famous letters of history, writing materials in different countries, the post office, how letters were carried in olden times,—are some of the topics that suggest themselves.

The teacher is advised to read Stevenson's essay spoken of above, which is to be found in "Virginibus Puerisque," and Charles Lamb's essay on "Distant Correspondents," in the "Essays of Elia."

A Puzzle.

Suppose you wish to know the month and year of one's birth, give him the following problem to solve: "Take the number of the month of your birth, double it, add 5, multiply by 50, add the year of your birth, using only the last two figures in the number of the year. Now add 112, take away 362, and give me the result." It will be found that the two right hand-figures of the result will give the year of birth, and the remaining figure or figures will give the month.

For illustration: Suppose one was born on the 12th of October, 1875. His calculation would give the following figures, October being the 10th month, 10, 20, 25, 1250, 1325, 1437, 1075. The 75 stands for the year of his birth and the 10 for the month.

It will interest the young arithmetician to find out why this is so; it is not difficult. And when he has found the secret, he will find that he can vary the exercise, in more than a score of ways.

The project of building a ship canal across Florida has again come to the fore, and there is a strong probability of its being carried out. A canal, known as the Florida Coastline Canal, is rapidly nearing completion, and now extends from St. Augustine on the north to Key West on the south, a complete inland way of over 380 miles.

Drawing—No. IX.

BY F. G. MATTHEWS, PRINCIPAL MANUAL TRAINING
SCHOOL, TRURO, N. S.

COMMON OBJECTS.

As was intimated in the first of these articles, the drawing of geometrical solids is intended mainly to give the student instruction, and for supplying material for observing those laws of perspective, which it is absolutely necessary to know to be able to reproduce correctly a representation of any object or group of objects desired to be drawn. It would therefore be a mistake to confine the practice solely to these solids, and the student should as soon as possible attempt to draw common objects, which, although they be more elaborate, will be found to contain the same elementary principles as the "type forms." Thus a common chair will be found to follow the same laws as a cube, while the back may be considered as a rectangular plane added to the



FIG. 45.

cube (Fig. 45). The legs are nearly perpendicular, while the seat is horizontal and parallel to the floor on which it is standing. The lines forming the seat, and the lines joining the lower ends of the legs where they touch the floor, together with the rails between the legs, all vanish toward the same points on the eye-level. Any horizontal rails in the back will also appear to vanish in the same direction. To draw such an object, the best way is to obtain, first, the position and length of the leg nearest to the observer, and represent it by a lightly drawn line. From the top of this draw two lines, one on either side, to the eye-level representing the two near edges of the seat. To finish the body of the chair, proceed exactly as in the drawing of a cube. The back may be added by an upright or sloping plane, as the case may be, after which all that is necessary will be to add other lines representing the thickness in the seat, legs, back and rails. The ends of any rails, or legs, where round, will follow the same rules as the cylinder; if square, the same as the cube or square prism. Many other

examples may be found among articles of household furniture, to give sufficient practice until the student is qualified to attempt out-door work, where larger examples may be obtained in all kinds of buildings.

Similarly articles based on other type forms may be found and utilized, such as a canister, gallipot, or the ordinary form of gentleman's straw hat, to represent various examples of the cylinder. The cone, or portions of it, may be seen in a drinking glass, or a pail, while the majority of vases are based on the cylinder and cone combined. Again, many ornaments may be found having the construction of the various prisms and pyramids. If the student has mastered the laws laid down for the "solids," the only difficulty with objects will be the filling in of the details, which nothing but close observation and practice will overcome.



FIG. 46—A CLOCK TOWER.

Fig. 46, a picture of a clock tower, contains examples of horizontal parallel lines, which may be seen in the edges of the stone floor, on which the tower stands, and in the lines of the stonework. In this case as the object is viewed at an angle, there will be two vanishing points, one to right and the other to left, both on the eye-level, which may be found near the top of the door way, where a line of masonry on each of the two faces appears in the same horizontal line. The two circles are good examples of vertical circles, while the turret roof is

based on the square and octagonal pyramids. The houses to right and left are not parallel, so that although their horizontal lines meet on the eye-level each will have its own vanishing point.

Fig. 47 is a composition from which much may be learned. It will recall to many readers of the REVIEW a summer school excursion at Deep Cove,

from Lunenburg, N. S. The rails above and below the network are good specimens of parallel and foreshortened curves. The funnel and the pails on the wheelhouse are types of the cylinder and cone respectively. Each of the buildings on the opposite shore is modelled on the cube with a triangular prism for the roof.

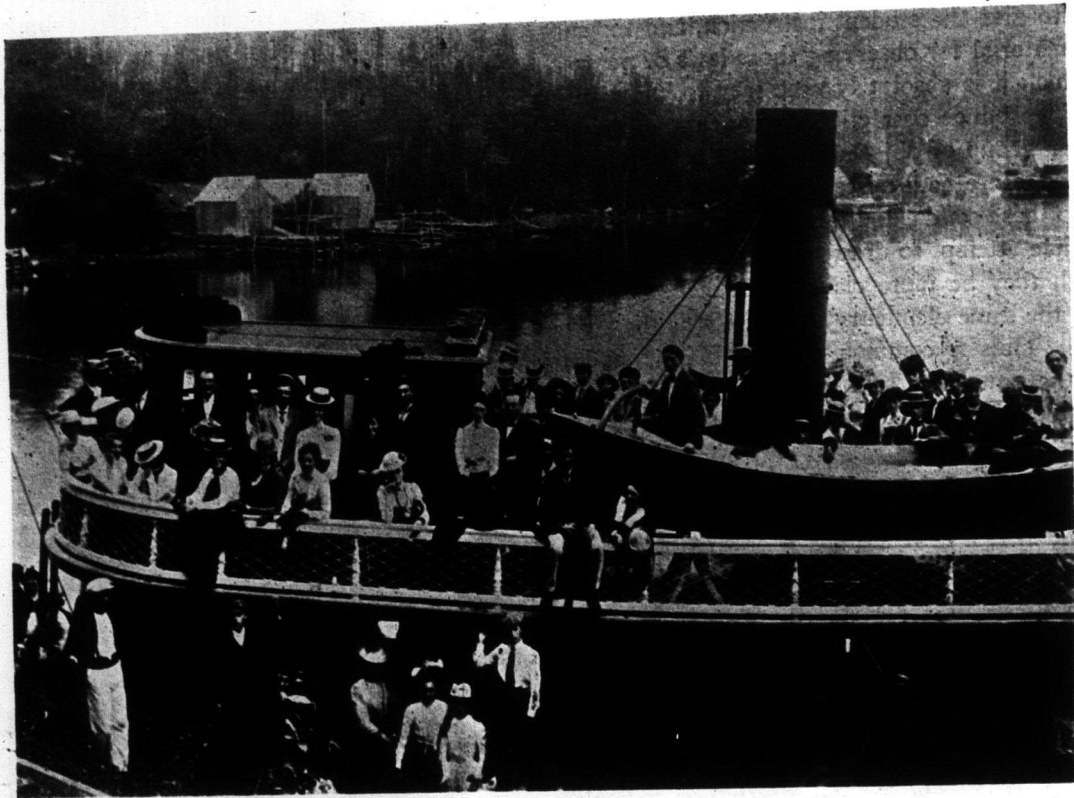


FIG. 47.—A SUMMER SCHOOL EXCURSION.

Common Birds of Shore, Marsh and Meadow.

BY E. C. ALLEN.

The majority of this great class of birds, which includes the bitterns, herons, snipes, sandpipers and plovers breed in the far north, and we see them only in the fall as they linger about the rich feeding grounds which our salt marshes and "flats" afford. But a few, among which are the American bittern, the great blue heron, the woodcock, the Wilson's or English snipe, the spotted sandpiper, and the willet, breed in our provinces. It is the object of this paper to point out a few of the characteristics by which description of their colouring will be correspondingly general.

By far the largest of the above mentioned birds is the great blue heron (*Ardea herodias*), or "crane" as it is commonly mis-called. This bird is so well known that description hardly seems necessary.

Generally speaking, when seen at a distance, it gives the appearance of a very long-billed, long-necked, long-legged bird, dark grayish-blue above and lighter on the head, neck, and under parts. When these birds may be recognized, but as they are so shy that it is seldom that one gets but a general view of their colour as they they fly away from us, the flying the neck is folded back upon itself like a very much flattened S, and the long legs are carried pointing straight out behind.

Smaller than the great blue heron, being in size about equal to the crow, is the American bittern, (*Botaurus lentiginosus*). When walking through a swamp or meadow, one is often startled by this odd buff and brown bird, which rises suddenly in front of him and flaps rapidly off, carrying its neck and legs after the manner of the heron. The bittern is probably more often heard than seen. Any time after the first of May, his deep hollow "Punk! ker-

tunk, Punk! ker-tunk," may be heard from the swamps. The cry somewhat resembles the sound made by working a wooden brake pump, or, when so far away that only one note of each cry can be heard, it sounds very much like someone driving stakes into the swamp with a wooden mallet. Hence the name "stake driver," which is sometimes applied to the bird.

There is another sound heard near low ground, usually after sunset, which many are familiar with, yet of which few seem to know the source. From up in the air, at intervals of a few seconds, one will hear a whistling sound evidently produced by the rapid beating of wings, beginning low, and rising in pitch, until entirely lost. If not too dark, careful watching will reveal one or more birds circling about in mid-air, and at intervals dashing downward, each downward plunge ending in an upward curve and accompanied by the whistling sound above described. Occasionally a bird will zig-zag down into the grass, uttering a sharp "kip, kip, kip," as it alights. In the breeding season this is the nightly performance of the "English snipe," as it is sometimes called, or more properly Wilson's snipe, (*Gallinago delicata*). When flushed during the day, this snipe flies in a zig-zag course for a short distance and alights again. As regards colour it is mottled brown, black and buff above, and has a buff breast and white belly.

The American woodcock (*Philohela minor*), resembles the Wilson's snipe both in colouring and habits. But in flight it can be distinguished from the latter by its larger size, heavier and more stocky appearance, the great amount of buff on the belly, and by the distinct whistling of its wings. During the breeding season its aerial performances, too, are quite different from those of the snipe. In the evening, when rocks, stumps, and thickets seem only masses of shadow, and the only distinct outlines are those against the western sky, one will catch above the choruses of the toads and frogs, the harsh insect-like "zeet, zeet," of the woodcock down in the sedges. Suddenly the bird will spring from its hiding place, and with loud whistling wings, begin a spiral ascent, up, up, up, until its form is lost in the deep blue and one can only hear the far away whistling of its wings. Then with a sharp "chipper chipper, chipper," down he comes in a zig-zag course, and with what seems fatal swiftness, catches himself just before reaching the ground, settles lightly in his former position, and resumes his "zeet, zeet, zeet," previous to another ascent.

The willet (*Symphemia semipalmata*), the

"white-wing" of the gunners, and the "pee-weet" of the school boys, breeds about the uplands bordering our salt marshes. In the spring and early summer its shrill "pee-wee-weet," "pee-wee-weet," can be heard ringing across the intervals. Its body is larger than that of the woodcock, and it is of a far different shape, having a long neck and long legs. In colour it is streaked with brownish-gray and black above, has white rump and belly, and large white patches in the otherwise dark wings. In size and colour it resembles the greater yellow-legs (*Tatanus melanoleucus*), a northern breeding species, which is commonly seen here during the spring and fall migrations; but it can always be distinguished from that bird by the showy white wing patches, which the yellow-legs lack; or, if a closer view is obtainable, by its dark gray instead of yellow legs.

The spotted sandpiper (*Actitis macularia*), is that little snipe-like bird, between a sparrow and robin in size, which we find so common about the pebbly edges of ponds and lakes and along our brooks, during the summer months. It is mottled black and brown above, white, much spotted with black below, and has dark wings which show white bars when the bird is in flight. It should not be confused with any other bird, as it is our only summer sandpiper.

In the enjoyable "Joy of Living" papers appearing in *The Delineator*, Lillie Hamilton French, in the September number, writes on unconscious expression in childhood, and speaking of the necessity of implanting precepts of courtesy and hospitality while the child is young, gives this apt and amusing illustration: "There is an old story told of a lady of rank who married her footman. She managed to train him into the semblance of a gentleman, and his appearance in the drawing-room was not bad. He behaved well, and with propriety—except when he heard a bell ring! Then he started. To jump when bells were rung had been a second nature with him as a footman. It is always the training in early and impressionable years that makes the second nature of the mature. The full-grown man or woman can, of course, begin a self-training, as this lady of rank began a training of her husband. The task is more difficult. Even the cells of the brain get into ways of responding to certain impressions, and although a thought held to will transform the very nature of man, there ought to be no need of a transformation in our manners. They should be formed in the early, pliant, receptive days of childhood."

The D. E. A. at Winnipeg.

If an attendance of 600 delegates, excellent papers and addresses, spirited discussions, good business management, warm interest on the part of the general public, and generous hospitality, are characteristics of a successful convention, there can be no question as to the success of the meeting of the Dominion Educational Association held in Winnipeg, July 26-29.

All the sections met Tuesday afternoon, July 26, for purposes of organization. In the evening Hon. J. H. Agnew, acting minister of education for Manitoba, gave the delegates a warm welcome to the West. He spoke of the great advancement made by the West in population, material resources and education. They had free text-books, a measure of compulsory education, and a beginning in consolidation of rural schools, but more money would have to be spent and more men would have to give themselves to the work of education if pace was to be kept with the material progress. The making or marring of national character depended upon education, and every province was interested in the support and development of it.

Dr. Goggin, the president, replied, and thanked the minister for his hearty welcome. He sketched the history of the D. E. A., referred to the work undertaken in its different sections, spoke of the benefits derived from the meeting together of leading educators for interchange of ideas and discussion of educational problems, and indicated ways in which the Association could have a helpful influence on education throughout the Dominion.

The presidential address was on Present Day Problems in Education, and Dr. Goggin dealt with the function of the public school to-day as one of a number of formative agencies in education; the obtaining of a sufficient number of cultured teachers, a due proportion being men; the securing of adequate salaries, so that teaching may become a life-work instead of a temporary calling; the distribution of legislative grants, not in lump sums, but with definite regard to those factors that make a successful school; and the pressing need for "good schools" associations in every province to keep the needs of education as prominently and persistently before the people as the politicians keep the interests of party before them.

Chancellor Burwash, of Victoria University, spoke on National Education. Ancestry, climate, geographical position, political conditions, religion—all combine to form a national character. What shall the Canadian national character be, and what part will education play in forming our type? Will it be as religious as that of the Scot, as thorough as that of the German, as practical as that of the American? Our education is provincial, not national. Two forces are directing our systems—the church which stands for moral and religious

training, and the state which stands for training that fits the individual for the duties of political and civil life. We must strive to produce a common type of the highest kind through an education which is patriotic, without a touch of jingoism, which fits for the common duties of life, which is characterized by thorough, honest work and loyalty to truth, and which is controlled by the moral and religious influence that the pure, reverent, just teacher exercises.

Inspector Lang's scholarly paper on Tendencies in Education was the feature of the Wednesday morning session. The direction of educational endeavour is determined by social needs. A cross section of educational history at any point would show evidences of the growth of new agencies in response to social needs and the gradual incorporation of these in our ever-growing and changing structure. The kind of training given in any community is determined by the need of recruits for those callings which are necessary to the preservation of the society in which they take their rise. With increase in wealth and power comes differentiation, the lower class looking to more physical vigor, the higher class to intellectual excellence. Since the fourteenth century, in England there has been a gradual movement towards securing equality of social opportunity, and with every extension of the franchise there has been an extension of public education. The political status of a nation rests upon economic efficiency, and this upon intelligent workmen. National success depends primarily upon education. Our educational critics are debating now whether the three R's are fundamental or accessory in a course of study. The relation of sensory and motor activities in school programmes is more rational. There is a growing tendency to consider education as a social matter, and to hold that educational institutions and policies shape themselves in accordance with social requirements. In the universities there is a marked response to social needs shown in the increase of departments that fit students for commercial activities.

Mr. Calder, deputy commissioner of education for the Northwest Territories, spoke on the Administration of Rural Schools, discussing the proper apportionment of legislative grants, and the consolidation of rural schools. In the Territories, grants are paid in respect of area of district, number of days school is kept open, percentage of attendance, class of certificate held by teacher, equipment, teaching and government. Mr. Calder showed clearly that any consolidation scheme similar to those employed in the congested districts of the United States was impracticable in western Canada. His presentation of this subject, taken in connection with the admirable paper on Consolidation of Schools, prepared by Chief Superintendent of Education MacKay, of Nova Scotia (read by Principal Lay, of Amherst), led to an animated discussion on the practicability of the plan, its economy in cost, educational merits and defects, etc.

On Wednesday evening Prof. Locke, Dean of the School of Education of Chicago University, gave an address on The Relation of the School to Social Progress. It was a vigorous plea for leadership, on the part of the school, in social progress. Schools have so far but succeeded in reflecting existing civilization, have been followers instead of leaders in the social advance of civilization. Our courses of study are an inheritance from the past, and need to be changed to meet the changing conditions of today, and to prepare for the newer duties of the morrow. We must break with tradition, meet present wants and point out the way to the larger life in which our pupils are to be participators.

Rev. Father Drummond, of St. Boniface College, Winnipeg, in a discussion of First Principles of Education, saw no signs of the indefinite development of the human intellect on fundamental questions. He believed in cultivating the latent powers of the child's mind instead of trying to cram it with ill-digested erudition. An unmeaning profusion of subjects distracted and enfeebled the mind. The loud demand of the present to make education "practical" was a mistake. The main end of education should be to unfold the faculties. The educational value of uncongenial work was discussed, and the thought developed that morality without a law-giver is ineffectual against the great temptations of life.

Rev. Dr. Kilpatrick, of Manitoba College, pleaded eloquently for national religious education. True morality must be based on religion, and if education is to play a part in the upbuilding of a nation it must be firmly based on religion. Art, ethics and literature may do much to implant true principles; the teacher's example, his culture, his lofty sense of what is right, his purity of motive—all these are good, but specific religious teaching is needed. A system of secular education, supplemented by the Sunday-school, is an abortion, for morality is separated from its base. A gigantic task confronts us, for one half hour per week will never counteract the influence of the rest of the week. The speaker described the methods of giving religious instruction in Scotland, England and Germany, and suggested adaptations of these for Canadian schools.

The Excellences and Defects of the Ontario Educational System were set forth in an address eminently judicial and refreshingly frank.

The work of the sections was quite as interesting as that of the general meeting. In the higher education section, presided over by Prof. Squair, of Toronto University, the addresses of Mr. Houston, Toronto *Globe*, on the Rhythmical Structure of English Verse; Professor Coleman, Toronto University, on the Relation of Geology to the Teaching of Geography; Principal Young, of Portage La Prairie, on the High School Curriculum in its relation to the Adolescent; Prof. Young, of Trinity University, on Plows, Furrows and Harrows—a discussion of the disciplinary side of education; and

Prof. Locke, of Chicago University, on the American High School, were intensely practical.

In the inspection and training section, under the energetic management of Dr. Harper, of Quebec, Inspector Bryan, of Calgary, discussed Inspection as an Agency in Public Education; C. Johannsen, of Montreal, Three Years of MacDonald Manual Training Schools; Principal Soloan, of Truro Normal School, Some Functions of a Normal School; A. Fitzpatrick, Knox College, Toronto, Home Education; Principal Scott, Toronto Normal School, Domsie, A Study of Scottish Education—a unique and vigorous plea for individuality and freedom in education. A round-table conference on the Making of a Teacher, led by Principal McIntyre, Winnipeg Normal School, closed the work of this section.

Principal Montgomery Campbell, of Montreal, presided in the elementary section. Director Wallis, Winnipeg, discussed Nature Study in City Schools; Supervisor Minchin, Winnipeg, Music in Canadian Schools; Miss Rankin, Normal School, Regina, Art in Canadian Schools; Mr. Jewett, Winnipeg, Physical Training in Canadian Schools; Miss Agnes Dean Cameron, Victoria, B. C., Parent and Teacher.

The interests of the kindergarten section were looked after by the Free Kindergarten Association of Winnipeg, Miss McIntyre and Miss Cody, of Toronto, and Miss Aylesworth, of Chatham, Ont.

The exhibits of school work, school appliances and school supplies from Quebec, Ontario, Manitoba and the Territories surpassed in amount, variety and quality any yet made in Canada, and proved to be one of the most educative features of the meeting.

The invitation of Toronto University to hold the next meeting there was accepted and 1906 suggested as the date.

The active officers are: President, John Millar, B. A., Deputy Minister of Education, Toronto; Vice-president, W. A. McIntyre, B. A., Principal Normal School, Winnipeg; Secretary, D. J. Goggin, D. C. L., Toronto, with power to appoint an assistant; Treasurer, F. H. Schofield, B. A., Principal Collegiate Institute, Winnipeg; Directors, eleven, among whom are Supt. Bridges, of St. John; Principal Lay, Amherst; and Supervisor MacKay, Halifax.

A London ivory expert scouts the idea that elephants are killed for the ivory contained in their tusks. The African chiefs know where the elephant burying-grounds are, and it is there, from elephants long ago dead, that the ivory of commerce is produced. London handled 205 tons of ivory last year and Antwerp 355 tons. The market price ranges from \$75 to \$450 per hundred weight. Sea horse teeth and boar and walrus teeth are used as a cheap ivory.—*The Pathfinder*.

THE EDUCATIONAL ASSOCIATION OF N. S.

This association has always good meetings. That of August, 1903, was a memorable one, and so was the meeting of 1904, just closed. It was more than a teachers' parliament. Trustees of schools, college professors, teachers of academies and common schools, all united to discuss, for three days, the various phases of educational work.

Truro, the place of meeting, was beautiful in its summer foliage. The abundant rain which preceded the day of meeting was followed by fine weather. Many were the tributes paid to the enterprise of the town, its beautiful park and lawns, and to the cordial welcome given the delegates by its citizens.

It is difficult to give within the compass of a page any account of the meeting that would be proportionate to the value of the papers read and the discussions. The programme was an excellent one, and bore evidence of the industry and energy of Supervisor McKay, the secretary.

"If the school sections will not rise to the needs of the hour," said the president, Supt. Dr. MacKay, in his opening address on Present Day Problems, "then their powers should be taken from them and given to larger and more progressive bodies." Improvement of educational conditions is impossible without a more generous outlay on the part of rate-payers. The salaries of teachers should be fixed at a rate that the section can afford, and the best of applicants be obtained. Referring to the great initial cost of conveying pupils to and from the consolidated school at Middleton, he said the drivers get better pay than most of the teachers. He thought it was a mistake to carry children to school who lived at a distance from it of two miles and less, and who would be the better of a walk twice a day.

Inspector H. H. MacIntosh, reporting from a special committee on school support, gave some interesting figures paid by taxpayers for school purposes in different counties of the province. In some places these were so small that the poll tax was sufficient for educational purposes.

Rev. Dr. A. McDonald, of Antigonish college, gave a scholarly and practical paper on the proper use of Shall and Will. President Ian C. Hannah, of King's College, spoke on University Extension in England, a movement with which he was closely associated in England. In this and other addresses that he made before the association, Dr. Hannah was listened to with marked attention. He is always instructive, because he seldom speaks without preparation, is never trite, and has something to say of immediate interest to his hearers.

Professor D. A. Murray's paper on Technical Education and Manual Training was admirable and convincing. His plea that business men and educationists should unite their forces to equip and keep young men of ability in this country should not pass unheeded.

The public educational meeting was addressed by Principal Soloan, President McDonald, of Antigonish, President Trotter, of Acadia, Attorney-General Longley, and President Forrest of Dalhousie. The audience listened with attention, and frequently applauded the speakers.

One session was taken up chiefly with addresses and discussions, in which trustees and commissioners of schools took part. There were excellent addresses, in which some good points were made. G. W. Kyte, Esq., of St. Peters, C. B., thought that the small school section should be done away with and none less than four miles square should be recognized. C. P. Bissett, M. D., St. Peters, speaking of small salaries, said he knew of some families of about eight persons in the province supported on less than \$150. Mr. P. Innes, of Kings County, estimated that there was an annual loss to the province of \$400,000 from irregular and non-attendance. The average attendance in rural districts was not more than 35 or 40 per cent of the enrolment. A strict compulsory law would remedy this.

Mr. John Brittain, director of the Macdonald rural schools of New Brunswick, illustrated a brief but excellent address on Nature-study by experiments.

An address by R. R. McLeod, on Religion and its Relation to our Public Schools, called forth strong expressions of dissent from Rev. Dr. Trotter, Rev. Dr. Thompson and Rev. President Forrest.

Addresses on Our Industrial Resources were given by Mr. Alex. McNeil and Mr. B. W. Chipman. The study of these resources in our schools would, in the opinion of Mr. McNeil, be a great incentive toward industrial progress.

A conversazione was held on the evening of the second day in the spacious new academy hall. Dr. Calkin presided. A feature of the evening was the address on Psychology in Schools by Very Reverend Dr. Pace, of Washington University. Speeches, music, refreshments and conversation filled in a very pleasant evening. In an adjoining room the high school and college men wrestled amicably in a "round table talk" over their mutual relations and the preparatory courses of study.

On the third day papers were read on physical training, military drill and the education of the criminal. Recommendations were made for the preparation of a scheme for pensioning teachers, and another for the improvement of the conditions of teachers.

The following gentlemen were elected to form the executive committee: Mr. Kennedy, Halifax; Mr. McKittrick, Lunenburg; Mr. Kempton, Yarmouth; Mr. Morton, Digby; Mr. Robinson, Kentville; Prof. A. G. Macdonald, Antigonish; Mr. Stewart, Sydney; Mr. Smith, Port Hood; Mr. McLellan, Pictou; and Mr. Craig, Amherst.

Before adjournment, Miss Emma Ellis, a former successful teacher in Nova Scotia, who has spent two years in South Africa, made a very interesting address to the assembled teachers.

Writing Suggestions.

1. The position should be comfortable and natural.
2. Care should be taken in the matter of holding the penholder.
3. Practise with care, increasing speed gradually.
4. Encourage speed, but never sacrifice form for the sake of speed.
5. Legibility is the first essential.
6. Use the blackboard freely for general explanations.
7. The teacher's work on the blackboard should always be a model of neatness.
8. During the recitation period, the teacher's time should be spent in supervising the work of the pupils.
9. In all grades above the first, written words and sentences should receive more attention than the letter.
10. Above the fourth grade, movement exercises should be emphasized.
11. The teacher should insist upon the *best* writing in all written exercises. Quality rather than quantity should be the rule.
12. Careless work should always be returned for correction. Where the amount of written work is limited, there is less danger of carelessness than where too much is required.
13. The simplest exercises should constantly be practised from the first. Correct methods should be observed not alone during the writing period, but should be carried into every branch of the school work. Carelessness in form or position in an arithmetic or language exercise will undo much of the good derived from the careful teaching of the writing lesson. Require in all work neatness, correct form, correct penholding, and correct position.
14. Insist that pupils write across the page and not in columns down the page.
15. Be definite in your instruction. Indefinite instruction produces indefinite results.
16. The price of success in teaching writing is enthusiasm and work on the part of both teacher and pupil.—*Supt. J. A. Shawan, in Teachers' Institute.*

Teaching Latin.

Reports from various parts of Michigan show that, on the average, 50 per cent. of those who take up Latin do not continue it two years. Pupils give as the reason for dropping the subject that it is too difficult, and takes too much time; teachers say it is lack of interest caused by the enormous difficulty of making the subject-matter of the first two years of Latin as interesting as that of other subjects. Greater interest must therefore be aroused, and that early in the course. I have found the largest percentage of failures during the first five months,

The first signs of discouragement should be the signal for shorter lessons in advance and more review work. The teacher must depend largely upon variety in the form of the review or drill work to keep up the class interest. Among the most effective means is the formation of original sentences either for oral or for written work. Written tests, not to exceed ten minutes length, should be given at least once a week. These keep everything fresh in mind, and take away the terror, and often the necessity, of the formal written examination. English derivatives never fail to arouse interest, and appeal to the class as one of the most practical phases of Latin study.—*Clara Allison, in School Review, Chicago.*

Reading.

I have said a good deal about reading lately, for I have a strong impression that our schools are doing poorer work in this most important branch, than in any other. And my desire is, if possible, to stimulate our teachers to better and more successful efforts in this field.

Much of the so-called reading is a mere calling of words, and that, too, in a hesitating, indistinct, mumbling and meaningless way. Now, there are several things which may be called the "mechanics" of reading, that should receive careful attention and much drill. But such work is not reading; and it is better to do it in separate exercises, and not when the class is trying to read. Among the things which I would call the mechanics of reading, opening the mouth, enunciation, accent, slides of inflection, pitch and quality of tone, and emphasis. All these enter into that expressive reading which we call "natural," which readily calls up in the mind of the hearer, both the thought and the feeling that were in the mind of the author when he wrote the article that is read.

A correct mastery of these mechanical elements is best gained by separate drills for that specific purpose; and my observation leads me to believe that such drills are very rare in our schools. They have no proper place in the reading exercise. In such an exercise, the child should read, and do nothing else; and his previous drill should enable him to use all these mechanical aids, without any special thought. He should first fill his mind with the thought and feeling of his author, and then properly express both, with no thought of anything else.—*E. C. H., in School and Home Education.*

A teacher who recently resigned his position in order to increase his usefulness by taking a college course (may the number increase!) writes: "our August number was good, and set me thinking out golden plans for the next year, if I were teaching. Isn't that the test of worth—to set one thinking in the right direction?"

Spelling.

Exercises which tend to make the senses alert and observation keen will help the spelling. Short, intense application will do more than long, unguided, thoughtless study. A few suggestions may prove valuable:

1. The spelling lessons should be short, and should cover words that the class misspell and consequently need to study.

2. Require the pupils to prepare themselves to announce short word-lists from memory, in the daily spelling test.

3. Write words upon the blackboard and conceal them by a map; then show several words at a time for a short interval, and require them to be spelled.

4. Teachers should always have the words pronounced correctly by the class before independent study. They should not fail to note words which individuals seem to misspell, because incorrectly heard, and make those pupils sure of the correct pronunciation.

5. The spelling exercise for test should frequently be oral, in order to test quickly with many words, and to reinforce the correct memory by immediate corrections of misconceptions.

6. Advantage should be taken of the interest which arises from contests in spelling.

7. In dictation exercises announce the word or sentence, but once, distinctly. The pupils should be able to fix their attention strictly upon the work in hand.

Oral spelling will in all cases take account of syllables. In primary grades, at least, the syllables should be pronounced separately as spelled, and combined into the complete word. In discussing the meaning of words, call attention to stems, prefixes, and suffixes, and make use of word analysis. Draw attention to words having the same root, and to the variations in meaning caused by the prefixes and suffixes. In primary grades where the spelling book is not used, have the children write the list of words in their written spelling books, and preserve them for review. In more advanced grades preserve in the same manner the misspelled words occurring in the written work.—*Philadelphia Teacher.*

Does this mean your school? A mother once said that her children since they began to go to Miss _____, were more careful to help her about the house. They were more careful, too, about their health and behavior; they were particular about ventilating their rooms; the boys removed their hats and saw that their shoes were clean before entering the house. They were more interested in their lessons, and brought no complaints home about their teacher,

Public Schools.

In one respect, our common, public schools differ essentially from all the select, parochial or boarding schools. This is in the fact that their students come from all grades of society, from all political parties, from families of all religious creeds, including those of no creed. And in these schools, where properly managed, all pupils stand on precisely equal footing, all enjoy exactly the same privileges, and all are subject to the same restrictions. The ideal public school is the most thoroughly democratic institution known to this democratic country.

Now, to many people, this is the greatest objection to the public schools; and the objection is due to a variety of reasons, some social and some religious. But to my mind, this feature is what makes the common, public school the only school just fitted for the training of children in a country such as ours, although I am free to grant that there is some reason for the other opinion. If a school is a preparation for life, or as some are fond of saying, in these days, is a life in itself, then it seems clear that in the common, public school the conditions of that life are more nearly like those which will obtain in after life than they can be in any other school.

Some parents feel that, in other schools, their children may be better shielded from certain temptations than they can be in the public schools. This may be true. But the very important question recurs, "To what extent is it desirable to shield children from temptation?" This is a large question, and I shall not attempt to give it a full discussion here. I will only say that, if it were possible to shield a child completely from every temptation until his majority, such a course would be the worst possible to fit him for living uprightly in such a world as this. If he is ever to be good for anything he must learn to stand on his own feet, even if he experiences some falls in the learning. Innocence may exist within a hedge, but virtue can be developed only where it is tested. And no virtue is worthy of the name unless its source is from within rather than from without.—*School and Home Education.*

I have found nearly all children rather keen to know about natural and astronomical things. They do not always care for machinery. Boys sometimes care about such things as a bicycle or a pump, but girls hardly ever do. They may easily be made tired with science teaching of an unwise kind, but, if they are initiated in a kind of science which children ought to be interested in, then it is wholesome training for them all. I do not believe in having schools where boys having an aptitude for science shall learn nothing else, and schools where boys who have an aptitude for letters shall have nothing but a literary education. I do not agree with premature specialization.—*Sir Oliver Lodge, F. R. S.*

Popular Delusions.

According to the investigations of scientists, people, as a whole, preserve many delusions concerning animals. Some of the stories in the natural histories are now regarded only as fables. Some of the more interesting and more common delusions follow:

Beavers do not use their tails for trowels, nor carry the mud and stones upon their tails, but between their chin and forepaws.

The tadpole's tail does not drop off, but develops into a part of the body.

The fabled mermaid is probably a walrus with its head out of water; in this position it resembles a human being.

There is no truth in the statement that the Arab, when in want of water, kills his camel for the supply contained in its stomach. The accounts of camels going many days without water are greatly exaggerated. They may go three days, but not without suffering.

The jackal does not guide the lion to his prey; the swan's death-song is not the sweetest; the cat does not have nine lives; the bee does not die if deprived of its stinger; the spider is not an insect; the caterpillar is not a worm; the earthworm does not rain down, and a horse-hair will not turn into a snake.

The hoop snake, which is said to take the end of its tail in its mouth and roll over and over like a hoop, killing everything it touches with its venomous horns, is a fiction.

The name guinea pig is a sad misnomer, as the animal is in no way related to a pig, or to Guinea.

That which we call a grasshopper is really a species of locust. The true grasshopper is pale green, has thin wings, and resembles the katydid.
—Selected.

The clever Dr. Ritchie of Edinburgh, while examining a student, asked, "And you attended the class for mathematics?"

"Yes."

"How many sides has a circle?"

"Two," said the student.

"What are they?"

"An inside and an outside."

Long terms of service are greatly to the advantage of both school and teacher. It is wise for boards of education to pay their desirable teachers considerably more than would be demanded by equally good new comers. It is equally wise for teachers in pleasant positions to refuse to change to other equally desirable localities except for a considerable increase in salary.—Supt. Vernon L. Davy, N. J.

Children's National Anthem.

Great God who rules on high,
Hear Thou the children's cry—
God bless our King!
Millions awake the strain,
Blest 'neath his gracious reign,
Sounding o'er sea and plain—
God bless our King!

Firm on his royal throne,
May he Thy goodness own—
God bless our King!
May his benignant sway
Shine with increasing ray,
Bright as the cloudless day—
God bless our King!

Crown Thou his reign with peace,
His people's weal increase—
God save our King!
Hear Thou the children's plea,
Children so blest to be,
One now in prayer to Thee—
God bless our King!

—Albert Midlane—Orillia Packet.

CURRENT EVENTS.

The number of men going from the Atlantic provinces to the Northwest in the harvest excursions this year is even greater than it was last year.

The Canada Eastern railway, from Fredericton to Loggieville, has been purchased by the Dominion and made a part of the I. C. R. system.

The British expedition in Thibet has reached Lhasa, the mysterious city which few white men have ever seen before; but the final outcome of the expedition is still uncertain. The Dalai Lama retired before the British forces entered the city, and refuses to open negotiations, declaring that he will go into strict seclusion for three years. Lhasa is found to be a prosperous city in the midst of a fertile area; and the splendor of the great palace of the Lama, with its golden domes, surpasses all expectation. The Chinese ambassador with the Thibetan regent and three councillors have met the British commissioner and agreed to certain clauses of the treaty. This is an important concession on the part of the Thibetans, who have hitherto refused to negotiate while the British remained in their country.

There are insurrections in progress both in Paraguay and in Uruguay; and in both republics the revolutionists are said to be supported by the mass of the people and sure of ultimate success. In both countries it is claimed that the corruption of the ballot keeps the existing government in power, and it is impossible to overthrow the administration without a resort to arms.

The presidents of Salvador, Honduras and Nica-

ragua have signed an agreement to maintain peace in the republics of Central America.

The Archbishop of Canterbury, after a brief visit to Canada, is now in the United States. His visit derives interest from the fact that in virtue of his office he ranks next to members of the royal family in the English table of precedence, and he is the first holder of that office to cross the Atlantic.

The Japanese, since the war began, so far as known, have lost one battleship and one cruiser sunk by mines, and one cruiser sunk by a collision. The Russians have lost one battleship sunk by a mine or torpedo at Port Arthur, and one badly damaged in a recent battle and now lying dismantled and disarmed in a neutral port; four cruisers sunk in battle at different times, one seriously damaged and now dismantled at Shanghai, one wrecked on the rocks at Vladivostok. The losses of smaller vessels are about in the same proportions. Five Russian battleships and one cruiser are in the harbor of Port Arthur, badly damaged by the battle of August 10, when they left that harbor and attempted to join the Vladivostok fleet; and two cruisers damaged in a later battle are in Vladivostok. The Japanese have six battleships and twenty-three cruisers afloat.

An heir to the throne of all the Russias was born on August 12. His birth was hailed with great rejoicing throughout the empire. He will be known as the Grand Duke Alexis Nikolaievitch, and, if he lives to rule, will be the Emperor Alexis II.

Ten members of the British parliament, meeting with thirty members of the French Chamber of Deputies, in Paris, in 1888, formed a league since known as the Interparliamentary Union. The union grew until it included, some years later, delegates from every country in Europe having parliamentary form of government; and at the Vienna meeting, last September, there were some six hundred delegates present. The twelfth meeting of this important body will be held this month in St. Louis; and the United States Congress will be represented for the first time at its sessions. The purposes of this gathering are much the same as those of the International Peace Congress, which will meet in Boston a month later; but membership in the latter is not confined to parliamentary delegates.

A German astronomer puts forth the theory that the greater part of the moon's craters, as the circular depressions on its surface have been called, is the work of coral insects in long-vanished seas; but some dark appearance in one of these craters now under observation is thought to show that the older theory is right, and they are really craters of volcanoes, at least one of which is not yet quite extinct.

From the set of ocean currents and the tides of the Arctic ocean, an observer concludes that there may be land near the North Pole extending from near Prince Patrick island to a point north of New

Siberia. If Capt. Bernier, or some other Canadian explorer, discovers such a tract of land and annexes it to Canada, our Dominion will extend into the Eastern Hemisphere. Neither the land, if it exists, nor the waters that surround it, could have any present value; but who can tell about the future?

Major Moodie, with ten men of the Northwest mounted police, is about starting from Quebec in the steamship Arctic for his winter quarters on Hudson bay. It is expected that one new customs and police post will be established before winter sets in. The United States whalers, whom he found wintering there last winter, made no opposition to his authority, but willingly paid duties at his custom house, and acknowledged that they were in Canadian territory.

The Canadian government will establish thirty signal stations with submarine bells along the St. Lawrence and off the coasts of the Atlantic provinces, for the safety of vessels approaching the shore. Ships properly equipped with telephone wires can pick up the sound of these bells at a distance of from four to ten miles; and it is claimed that a vessel thus equipped can easily find its way through a difficult passage even in a fog or in a storm.

To use the waters of the White Nile for the irrigation of Egypt, and of the Blue Nile for the irrigation of the Soudan, at an estimated cost of more than a hundred millions of dollars, is a plan that is now engaging the attention of the English administration in Egypt. The great work that has already been done in Lower Egypt, by damming the Nile, will be small in comparison with this.

The greatest battle of the war, a battle in which nearly half a million men were engaged, and which may be said to have lasted without cessation for over a week, has been fought between the Russians and the Japanese at Liao Yang (Lee-ah-oh Yahng). The losses on both sides are enormous, with victory undecided. The Russians have retreated towards Mukden; apparently not because they could no longer hold their strong position at Liao Yang, but because the Japanese threatened to cut their communications north of that place. With the Russian army safe in Mukden, or at Harbin, 300 miles beyond, if it succeeds in reaching either place without further attack, which is not likely, there may be an end of the present campaign; for September and October are the worst months of the year in Manchuria. The fierce and reckless attempts of the Japanese to take the fortress of Port Arthur by storm have so far proved unsuccessful.

It is announced that Earl Gray will succeed the Earl of Minto as Governor-General of Canada.

A change in the affairs of Finland is brought about by the Czar's decree convoking the Finnish diet, and making provision for its meeting again three years later. It has not been called together before since the Grand Duchy came under Russian sovereignty.

Manual Training Association of N. S.

A meeting of the Manual Training Teachers' Association of Nova Scotia was held at Truro, August 18th, Mr. T. B. Kidner presiding. On his retirement he gave a practical address, urging the need of improvement and the ways of making the association more useful. The following are the officers for this year: President, E. H. Blois, Halifax; 1st Vice-president, N. L. Cooke, Glace Bay; 2nd Vice-president, D. Patterson, New Glasgow; Secretary-treasurer, N. H. Gardner, Halifax. The new Executive Committee are E. H. Blois, N. H. Gardner, H. W. Hewitt and N. L. Cooke.

Mr. Blois, president-elect, said that the teacher should specially study each pupil, for manual training affords an excellent means of finding out a pupil's likes and dislikes, his mental and physical defects, and is one of the best ways of developing his individuality. No stiff course of models or exercises should be set down for each pupil to work out in a grade. But the teacher should have a large collection of models from which he should select just what best suits the individual tendency of each pupil.

Mr. Hewitt, who had just returned from a five weeks' summer course in metal work, gave an account of what he saw in the manual training exhibits at the St. Louis exposition. Most of the European models were heavy, and uninteresting. He thought they were much better suited to trade than to manual training schools. The work in Nova Scotia would compare well with any he saw there in the same branches. The schools of the United States were showing a great deal of bent iron and sheet metal work, both very interesting and practical. These branches, he suggested, could be easily introduced into the schools here, owing to the cheapness of the material and the inexpensive outfit required. Arrangements are to be made to bring about a joint convention of the manual training teachers' associations of the Maritime Provinces next summer.

A New Inspector for Cape Breton.

"The Council of Public Instruction for Nova Scotia has subdivided the Island of Cape Breton into three inspectoral divisions. Inspector McKinnon retains the County of Victoria and the North of Inverness. Inspector Macneil retains the County of Richmond and relieves Mr. McKinnon of South Inverness. The division to be known as No. 11, is the large County of Cape Breton. The new inspector takes charge of this division, and the county is to be congratulated on the appointment of so competent a man as Mr. T. M. Phelan, B. A., LL. B. Mr. Phelan is a graduate in Arts, of St. Francis Xavier College, in Law of Dalhousie, and has only lately been called to the Bar of Nova

Scotia. He has had many years of service as a successful teacher, beginning in the common schools, and later having charge as principal of the County Academy at Port Hood, and of the Clare County Academy at Church Point. He completed his service in the teaching profession as a professor in St. Francis Xavier College for a few years. His experience would appear to be an ideal preparation for the important duties of his new office. The cutting down of the too unwieldy territory given to each inspector in the Island of Cape Breton should result in a material improvement in educational conditions in that favored portion of the province."

—*Halifax Chronicle.*

Mr. Phelan is also a graduate of the Provincial Normal School at Truro, and has the reputation of a successful teacher and a brilliant scholar.

London University.

The Senate of the University of London has granted an examination station at Halifax, N. S., for the intermediate law examination.

The matriculation examination of the University of London will be held in Halifax in June next.

The Education Department at Halifax supplies the deputy examiners for the London university examinations.

SCHOOL AND COLLEGE.

The school at Moser River, Halifax County, has become a graded school, with Miss Stirling, of Windsor, as principal, and Miss McMann as associate.

A new series of readers is soon to be published for the Nova Scotian schools.

The attendance at the Moncton, N. B., schools is so largely increased as to require an addition to the staff of teachers.

His Lordship Bishop Casey, says the St. John, N. B., *New Freeman*, in his sermon on Sunday, prior to the opening of the schools, spoke of the necessity of education and of the duty which parents and guardians owe to the little ones entrusted to their care. By sending the children regularly to school, and by keeping them at their studies until they are equipped with a sound education, they fulfil an obligation which is imposed upon them in the proper training of their children.

Mr. Frank S. Small has taken charge of the Superior school at Apohaqui, N. B., in place of Mr. Geo. P. McCrae, who has resigned to take a course in medicine at McGill University. Miss L. Ida Northrup continues as the efficient teacher of the primary department.

Mr. R. B. Masterton, for several years principal of the superior school, Rexton, N. B., has become principal of the superior school at Port Elgin, N. B.

Mr. Guy McAdam has been appointed principal of the grammar school at Andover, N. B., and Miss Jennie Currie retains her position as assistant.

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We are glad to hear that Mr. F. O. Sullivan, of St. Stephen, is able to resume his school duties after a period of ill-health.

During the months of August and September Inspector J. F. Doucet will visit the schools in the following parishes in Victoria and Madawaska Counties, N. B., in the order named: St. Hilaire, Clair, St. Francis, St. Jacques, Madawaska, St. Basil, Ste. Anne, St. Leonard, Drummond, and Grand Falls.

Miss Stockton, daughter of A. A. Stockton, Esq., of St. John, has for the past four years held an important educational position at Santiago, Chili. She has recently been asked by the Chilean government to assume the superintendency of the kindergarten system in that country, and has accepted the responsible and important charge.

Dr. Inch, Chief Superintendent of Education, has approved of the nominations of the following New Brunswick teachers to go to the Macdonald Training Institute at Guelph, Ont.: Helena Mulherrin and Mabel LePage, of Woodstock; Frances Prichard, of Hampton; Annie J. Shanklin, St. John County; Walter O'Regan, Sussex; W. Millen Crawford, Debec; Wilhelmina Toole, Tooleton, Kings Co.; Miss Bessie Babbitt, Swan Creek, Sunbury Co. These teachers will take the special three months' course in nature study, which opens on September 13th at Guelph.

The friends of Mr. J. D. Seaman, of Charlottetown, president of the Summer School of Science, regret to learn that he met with a painful accident, by which three of the fingers of his left hand were blown off from the accidental discharge of a gun.

Miss Emma Bigelow, of the Truro domestic science school, has been appointed teacher of domestic science in the New Glasgow schools.

Mrs. Catherine Congdon, widow of Hinkle Congdon, one time inspector of schools for Halifax County, has surprised her friends by a visit to the city. Mrs. Congdon is a daughter of the late Rev. Dr. Tompkins, and has been an enthusiastic exponent of kindergarten work.—*Halifax Chronicle.*

Mount Allison Ladies' College, Sackville, will celebrate the golden jubilee of the institution on the 4th and 5th of October next. The celebration will take the form of a grand re-union of all graduates, students and teachers of the school.

Dr. J. R. Inch, Chief Superintendent of Education for New Brunswick, has announced the names of the winners in the competitive examinations for Lt.-Governor Snowball's medals, offered for the best scholars of Grade VIII in each county throughout the province: Albert Co.—Ruby Farris, Hillsboro superior school; Carleton Co.—Gertrude McManus, Woodstock grammar school; Charlotte Co.—Walter Lawson, Grand Manan superior school; Gloucester Co.—Laura Young, Tracadie superior school; Kent Co.—Amanda Bourque, Buctouche superior school; Kings Co.—Percy Robinson, Hampton Superior school; Northumberland Co.—Gertrude Clark, Harkins' Academy, Newcastle; Queens and Sunbury Counties—Daisie C. B. Spencer, Gagetown grammar school; Restigouche Co.—Douglas J. Mair, Campbellton grammar school; St. John Co.—Stanley Reed, Fairville superior school; Victoria and Madawaska Counties—Lena McClusky, Grand Falls su-

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perior school; Westmorland Co.—Eveline Bradshaw, Moncton grammar school.

The teachers of Glace Bay, C. B., have organized a Teachers' Association, with the following officers for the ensuing year: President, W. S. Brodie; 1st Vice-president, Miss Nellie Chapman; 2nd Vice-president, D. M. Matheson; Secretary-treasurer, Miss Lorrie J. Cameron.

Mr. J. C. Rayworth, late principal of the superior school, Havelock, N. B., has been appointed on the staff of the Horton Academy, Wolfville, and Mr. J. B. DeLong, A. B., has been appointed principal of the Havelock school.

Mr. Wm. M. Burns, A. B., of the Hillsboro, Albert Co., superior school, has been appointed principal of the Milltown, N. B., high school, and Mr. Harry Burns, A. B., has become principal of the Hillsboro school.

Messrs. S. Kerr & Son have published their catalogue of the St. John Business College,—an instructive record of progress for the past thirty-seven years. The high standing and the reputation that this institution has won for excellent and reliable work is confirmed by a glance over its pages, in which prominent men in every branch of business testify, in grateful terms, to the value of the training they have received.

Principal Geo. W. Dill, recently of the Douglas Avenue school, St. John, has been appointed principal of the Lockport, N. S., schools. Mr. Dill is a Grade A teacher, and at the late normal school examinations in New Brunswick obtained a grammar school license. He is an earnest and painstaking teacher, possessed of scholarly tastes and an experience that makes him well fitted for his work.

Mr. J. A. Armstrong, of Guysboro, has been appointed principal of Sydney Academy and supervisor of the schools of that town at a salary of \$1,100 a year.

Lawrence M. Colpitts, M. A., has taken charge of the superior school at Buctouche, in place of Principal Coates, resigned.

The Syllabus of the Maritime Business College, Halifax, is at hand. The courses of study are very comprehensive. A preparatory department is to be opened under the charge of Mr. Allister Calder, an experienced public school teacher. Students deficient in the common school subjects can now secure instruction in these subjects, and take up

the junior business course at the same time. Classes resumed work on Tuesday, September 6th.

The report of the fourteenth session of the Provincial Education Association of Nova Scotia, held at Truro, August 26 to 28, 1903, has been received. It contains the papers read, discussions and proceedings, with portraits of the speakers. The volume is well worthy of preservation.

At the July examinations for teachers' license in New Brunswick, three candidates obtained grammar school license, ten superior school, nineteen first class, and forty-two second class.

The total number presenting themselves for normal school entrance examination and examination for advance of class in New Brunswick at the July examinations was 572, viz., for Class I, 187; for Class II, 360; for Class III, 25.

Eighty-three candidates, representing eleven grammar and high schools, presented themselves at the July university matriculation examinations in New Brunswick. Of these, five passed in the first division, twenty-one in the second division, twenty-five in the third, twelve in the third conditionally, while ten failed. Those who passed in the first division are: Harold E. Alexander, Fredericton Grammar School; Mary E. Graham, Milltown High School; David U. Hill, St. Stephen High School; Hazel Knight, Moncton Grammar School; Morris R. Perley, Fredericton Grammar School. Eleven of these matriculation candidates came from New Westminster, B. C., and seventy-two from New Brunswick. Of the candidates in the high school leaving examinations, there were ten, of whom six passed in the second, three in the third, and one failed.

Mr. Frank Allen, Ph. D., a graduate of the University of New Brunswick, and recently senior instructor in the department of physics at Cornell University, has been appointed professor of physics in the university of Manitoba, Winnipeg, at a salary of \$2,000.

Miss Edith A. R. Davis, B. A., a graduate of the University of New Brunswick, and who recently passed a successful examination for grammar school license, is principal of the school at Riverside, Albert Co.

Mr. Amasa Ryder, recently principal of the superior

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school at Central Norton, is now principal of the superior school at Penobsquis, Kings County.

Coming Teachers' Institute Meetings: St. John County, at St. John, September 22 and 23; Kings County, N. B., at Hampton Station, on the above dates; Charlotte County, at St. Andrews on above dates; Albert County, at Hope-well Cape, September 29 and 30; normal institute of teachers from the six eastern counties of Nova Scotia, at Port Hawkesbury, September 26 to October 1; Westmorland County Institute, at Sackville, October 6 and 7. See programmes of several of these institutes on another page.

Miss Vince, of Woodstock, has taken charge of the advanced department of the Richibucto, N. B., grammar school.

The Macdonald consolidated school at Kingston, N. B., was opened on the 29th August, Mr. D. W. Hamilton, principal. The attendance was 160 pupils on the first day, the majority of whom were brought in vans from the outlying districts. Other teachers of the staff are Miss M. A. Stewart and Miss Ina Mersereau. The building is a fine one, well furnished, fitted with apparatus, and every care has been taken to make the first consolidated school in New Brunswick a successful experiment.

The Summer School of Science at the Provincial School of Agriculture, Truro, N. S., opened on July 13th and closed on August 12th. About thirty-five students were enrolled, mostly teachers from the public schools of the

province. Besides the regular staff, the school this year enjoyed the presence of Mr. John Brittain, of New Brunswick, who gave a course in bird study and field work in botany, and Mr. Theodore Ross, of P. E. Island, who gave field work in biology and lectures on education. The laboratories of this school are now thoroughly equipped for biological and chemical work.

BOOK REVIEWS.

A BRIEF SKETCH OF FRENCH HISTORY, 1789-1815. By Léony Guilgault, Professor of French, Queen's Service Academy, Dublin. Price 1s. 6d. London, Glasgow and Dublin: Blackie & Son.

No period of history is more interesting, or more extraordinary, and none more useful to know, than a century since in France. The French Revolution is with us still. If France is no longer the most powerful of nations, she may be said without folly to be the most influential. And in France, they say, it is the unexpected that happens.

We have passed through that sentimental reaction where men feared to condemn "the sanguinary monsters, Danton, Robespierre, and Marat, with a troop of 300 or 400 hired assassins," the time that "the lives, the properties and welfare of the people of France were laid at the feet of 949 men, elected by, and in a great measure

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composed of, the very dregs of the nation," until at last Robespierre himself was guillotined, "and France at last, though not altogether released from her merciless oppressors and her long sufferings, breathed more freely, and saw the first glimmer of sunshine."

Shall we say the sunshine of yesterday? For, with Taine, we are all awakening now to the true nature of the Revolution, of all its visions and all its enormities. With Taine, too, as with historians of the American Revolution, we are understanding the noble power of organized minorities. By which we explain astounding success of the present attack in France on a parent's right to pay in support of a school and send his children there. Taine began by sympathy for the Revolution. So, we believe, did the writer whose name ushers in this hand-book, a little work, most readable, judicial in presentation of facts, and yet with nothing of the cramming primer. It justifies itself to be "a text-book intermediate between the voluminous histories which are beyond the schoolboy's scope and the brief outlines which are of little use except for cramming."

How clearly put, on p. 77, is the plan of the Directory's Empire, bounded by the Pyrenees, the Alps, the Rhine, and with a series of independent republics along the line

of the frontier, the Cisalpine (south of the Po), the Ligurian (Genoa), Batavian (Holland); and then the Helvetic, to complete. And there is room for interest in recounting the changes of forms of government: "Having left a few grenadiers at the door, the general advanced a few paces, when he was suddenly assailed from different parts of the hall by cries of 'Down with the dictator! Outlaw him!' Bonaparte did not hesitate to avail himself of the advantages which the violent conduct of the Council gave him; he repaired instantly to the court of the palace, and ordered a corps of grenadiers to march forward. With the drums beating the charge, the grenadiers soon cleared the hall, the members flying in the greatest confusion through the doors and windows, while the troops rent the air with shouts of 'Long live the Republic! Long live Bonaparte!' The revolution (of the nineteenth Brumaire*) was accomplished, and the Republic existed only in name." (1799).

France has wearied of tyranny before. And—as it seems to us strangely, but in a fashion to instruct us as to our own times, present and future—has accepted constitutions,

*Brumaire (*brume*, mist, fog) was the second month in the calendar of the French republic. It comprised the time from October 23 to November 21.—[EDITOR.]

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seeking, in order, safeguards of liberty, denied under so-called *liberté*, that enfranchisement of the race, with, if necessary, the torture and misery of all its individuals. "We'll give France *liberté*, if we have to kill every Frenchman to gain it."

And so—to illustrate what has been, and may be again—"Bonaparte (1802) was proclaimed Consul for life by 3,579,259 votes; 8,000 being voted against him." And when proclaimed Emperor two years later, he could say with some truth: "You have judged the hereditary power of the supreme magistracy necessary, in order to shelter the French people completely from the plots of our enemies and from the agitations which arise from rival ambitions." France judges it not in our ways.

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THE MASTERS OF ENGLISH LITERATURE. By Stephen Gwynn. Cloth. Pages 424. Price 3s. 6d. London: Macmillan & Co., Limited, 1904.

This modest and useful volume, written by a rather distinguished author and critic, aims to present to the busy student a survey of a few of the greatest names in English literature, "concerning whom total ignorance is a defect." Specimens of authors' works, mingled with critical observations, are given. While one would desire less about the


authors and more of their works, the desire is evidently uppermost in the mind of the writer to quicken a love for literature among intelligent students. For these the book should prove an excellent guide.

FIFTY-FIVE YEARS OLD, AND OTHER STORIES ABOUT TEACHERS. By C. W. Bardeen, Editor of the *School Bulletin*, Syracuse, N. Y. Cloth. Pages 216. Price, \$1.00. Published by the author.

Mr. Bardeen is an original writer, a keen observer, and has such an inexhaustible fund of humor that his stories are always entertaining. While his pungent wit is not always relished by those against whom it is directed, he may always be counted upon to give an independent opinion—and maintain it.

THE ELEMENTS OF ENGLISH GRAMMAR. By W. F. Webster, assisted by Alice Woodworth Cooley. Cloth. Pages 223. Price 50 cents. Boston: Houghton, Mifflin & Company.

While a pure diction is very largely a matter of habit and environment, the study of grammar with the application of rules to fortify usage is necessary. But one can well understand that a routine study of grammar, coupled even with skilful analysis and parsing, may very often be attended with slovenly and incorrect use of language. A great deal depends upon the teacher and text-book. The book before us has been constructed with certain principles in view: a grammar must give guides for the correction of errors in speech and composition; it should give to



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"Ordered, that Regulation 136 (April *Journal of Education*, page 39) be construed to include for the present school year, the attendance of teachers at the Provincial Educational Association, whose legal teaching term would otherwise begin on the 22nd August, provided that under no circumstances, more than eight weeks of vacation during the school year shall be allowed any School."

A. H. MACKAY,
Sec'y. C. P. I.

Halifax, 20th August, 1904.

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September Magazines.

Littell's Living Age (Boston) has every week one article or more from leading magazines in Great Britain dealing with the situation in the Far East, and of great interest to Canadian readers. The number for August 27th contains an estimate of the Tsar, showing his weak and arbitrary character, by a high Russian official. The same number has an article on Russia At Sea and at Home from the London *Economist*. In the *Age* for September 3rd there is an admirably written account from *Blackwood's Magazine* on the War in the Far East.... In the September *Atlantic* Goldwin Smith furnishes a notable résumé of the character and work of Oliver Cromwell, whom he styles the Great Puritan; Duncan Campbell Scott, of Ottawa, contributes a poem—To the Heroic Soul; and there are stories; papers on timely topics, reviews of current literature, and an excellent Contributors' Club.... The *Canadian Magazine* contains a leading article on the Revolution in Paraguay, and other topics of interest. There are two stories for children, and two by W. A. Fraser and Guy de Maupassant. The departmental features are as interesting as usual, especially Mr. Cooper's comments on athleticism and Canada's recent victories in shooting, rowing and yachting.... According to Dr. Wolf

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von Schierbrand, writing in the September *Delineator*, the curious and appalling discrepancy between the lot of the *grande dame* in Russia and that of the women of the middle or lower classes is the result, not so much of greater wealth, as of a complete reversal of standards. The Russian aristocracy is cosmopolitan, and its women are, like the women of the powerful advancing nations of western Europe, an independent force, leading in society and domestic life; but the women of the bulk of the nation are still Oriental, and more the slaves than the helpmates of their husbands. The condition of these women is miserable in its degradation and hopelessness. As the author concludes: "Their outlook and their opportunities seem to be less advanced and their social status on a lower plane than in almost any other European country."

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THURSDAY, 22nd.

10.00 a. m.—Music: High School Orchestra.
Organization and Enrolling.
11.00 a. m.—Address: Dr. Scott, University
N. B.

2.00 p. m.—Music.

Composition—

1st and 2nd Grades—Miss Nannary.
3rd and 4th Grades—Miss Payson.
5th and 6th Grades—Miss Smith.
7th and 8th Grades—Miss Thorne.

3.00 p. m.—Arithmetic: Mr. Dykeman.

FRIDAY, 23rd.

9.00 a. m.—Music: Orchestra.

Spelling: Mr. W. M. McLean.

9.45 a. m.—Science: Mr. T. Stohart.

11.00 a. m.—Grammar: Miss Lawson.

2.00 p. m.—Music.

Literature: Mr. Henry Town.

3.00 p. m.—Election of Officers, Unfinished
Business, etc.

TWENTY-FOURTH SESSION

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FIRST SESSION, THURSDAY, 10 A.M.
Enrolment Routine. Opening Address.
Paper: School and Home.

SECOND SESSION, 2 P.M.
Model Lesson: First Steps in Number.
Discussion: The Duties of Trustees.
Paper: Bird Study.

THIRD SESSION, 8 P.M.
Discussion: What do we expect of our
Public Schools?

FOURTH SESSION, FRIDAY, 9 A.M.
Model Lesson: Manual Training.
Paper: The Text-book in School.
Paper: The Outdoor Study of Geography.

FIFTH SESSION, 2 P.M.
Paper: English Composition.
Discussion: Spelling.
Paper: The Teaching of History.

J. VROOM, Secretary.
St. Stephen, N. B.

WESTMORLAND COUNTY TEACHERS' INSTITUTE.

The TWENTY-SEVENTH ANNUAL MEETING of the WESTMORLAND COUNTY TEACHERS' INSTITUTE will be held at SACKVILLE on THURSDAY and FRIDAY, 6th and 7th OCTOBER.

THURSDAY, 6th.

10 a. m.—Organization and Enrolling.
Address by President.
PAPER: "School Management."
2 p. m.—Institute divided into three sections for discussion of matters of especial interest.

FRIDAY, 7th

9 a. m.—LESSON—READING, Miss Copp.
LESSON ON DECIMALS, Miss Kate Murray,
PAPER: W. A. Cowperthwaite, M. A.
2 p. m.—PAPER: "Manual Training."

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