

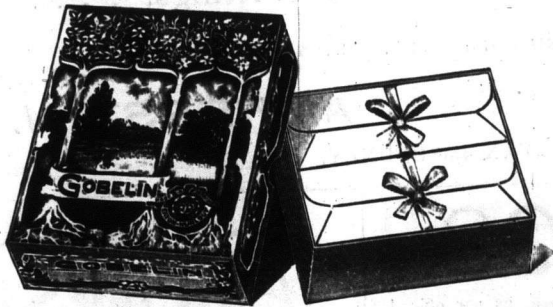
THE EDUCATIONAL REVIEW

VOL. XIX. No. 7.

ST. JOHN, N. B., DECEMBER, 1905.

WHOLE NUMBER, 223.

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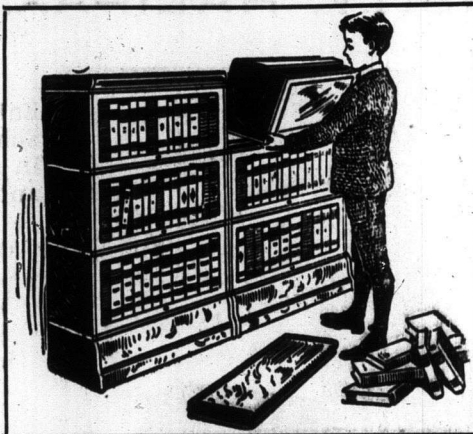


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ST. JOHN, N. B., DECEMBER, 1905.

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

Hay's History of Canada, including a sketch of the history of Prince Edward Island by Miss H. M. Anderson, has been authorized for use in the schools of that province.

The Summer School announcement in another column presents attractions for next mid-summer vacation. Cape Breton is unsurpassed in these provinces for beauty of natural scenery, and the course of study in the forthcoming calendar promises to be of even greater excellence than usual.

In the November REVIEW a paragraph of a dozen lines on "Teaching Literature" should have been credited to the *Western School Journal*, instead of to "Exchange." The omission occurred in neglecting to credit the clipping at the time it was cut from the pages of our esteemed western contemporary.

The art picture in this number is a beautiful and appropriate souvenir of Christmas. The notes by Mr. Boyd and Mr. Kidner's excellent plans for framing this and other pictures of the series will be appreciated by readers. If our subscribers will make use of these art pictures for decoration and lessons the purpose of the REVIEW will be served. They add materially to the expenses, both for printing and postage, and subscribers can show their appreciation by paying promptly and in advance for their paper.

There is a matter that has aroused considerable bitter comment concerning one of our higher institutions of learning and its estimable principal. The REVIEW has avoided taking part in an unseemly controversy, but candour compels it to say that the discussion seems out of place and contrary to the spirit which should animate lay and clerical teachers, or a community which has been especially liberal towards education. Principal Soloan has already done much good work in Nova Scotia, in spite of disadvantageous circumstances. He is capable of doing much more, if people who should be helpers, not detractors, join in helping him to greater accomplishment.

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NEW ADVERTISEMENTS—Correct Christmas Stationery, p. 149; L'Academie deBrissay, p. 150; The Summer School, p. 171; New Books, p. 172; Now Ready, p. 173; Fancy Stationery, p. 173; Pictures for School Rooms, p. 173; Christmas Pres- ents, p. 174; Webster's International Dictionary, p. 176.	

The Chief Superintendent of Education for New Brunswick, Dr. J. R. Inch, requests the REVIEW to announce that teachers who may find it necessary to close their schools on Thursday, December 21st, in order to enable them to reach their homes before the following Sunday, have permission to teach on a preceding Saturday, as a substitute for Friday, the 22nd December, which is according to law the last teaching day of the term.

The schools will re-open after the Christmas holidays on Monday, January 8th, 1906.

Dr. J. L. Hughes, inspector of schools, Toronto, recently delivered three addresses in St. John on kindergarten training. Dr. Hughes is a man of ideas, has a fine presence and great personal magnetism. His addresses dealt with the broader aspects of education, and produced a marked impression.

It is a pleasure to comment upon the conservative methods employed by the G. & C. Merriam Company in the publication of the Webster's International Dictionary. Not every little slang word or phrase is put into the book regardless of its scholastic or linguistic qualities. It is this conservatism backed by the scholarship of the editor-in-chief William T. Harris, Ph.D., LL.D., United States Commissioner of Education, and hundreds of others of the greatest educators of this and other nations which has made the International a standard in the United States Supreme Court and in all the courts of the nation, as well as in colleges and public schools.

An educational journal, or any journal for that matter, may be judged to a certain extent by the class of advertisements in its columns. To parade quack medicines, some of them filthy, complexion "beautifiers," fakes that promise something for nothing, prominently in columns where the subscriber expects his usual reading matter, is hardly treating him with respect, for if he is a discriminating reader he is quick to resent an intrusion that is on a par with a tramp unceremoniously entering a privileged family circle. If such advertisements are to be admitted to papers, let them be put in the columns where they belong.

People who are temperate in eating and drinking, get as much pure air and exercise as possible, and avoid anxiety, have no need of patent medicines or "beautifiers." If they require medical assistance let them consult a reputable physician.

The Affairs of King's College.

It is scarcely two years since that the announcement was made and hailed with widespread satisfaction that King's College was to enter upon a new era of usefulness under the presidency of Dr. I. C. Hannah, an able scholar and administrator. His energy and engaging personality attracted to him many warm friends wherever he went and addressed audiences; and it seemed indeed that the object of the many friends of that ancient institution, to establish it as an independent university, was about to be realized. With this aim in view it was decided to raise \$100,000—not a large sum when we think of the wealth of the church of England compared with that of other denominations who have given much more for like

purposes in recent years. It was also decided to move the engineering school to Sydney, to secure a really important part of the higher educational work of the Province. It is now recognized, however, that no large sum can be raised, money being urgently needed by the Church of England for other purposes. On hearing this, Dr. Hannah proposed either to restrict the scope of the institution to divinity in Windsor, engineering in Cape Breton and law in St. John, or preferably to seek federation with some other university for the sake of greater efficiency and to enable the divinity school to be put on a really up-to-date footing. So far the governors have not seen their way to take any definite step,—a course of action which, if persisted in, must obviously entail the president's early resignation, a result which would be little less than a calamity to King's at the present time. The questions naturally arise—do the people of the Church of England appreciate sufficiently their ancient denominational college? Have they educated themselves sufficiently in educational giving?

Writing in the Public Schools.

The report of Supervisor McKay, Halifax, on the teaching of writing in the public schools is a very complete survey of the whole subject, and additional interest is given to it by the mass of expert testimony which he quotes. Mr. McKay has taken such pains to go into the details of this important subject that every teacher would be benefited by careful study of his report, which is published in pamphlet form, and the practical conclusions at which he arrives. Teachers and all reasonable business men will give their adhesion to the sensible opinion, that "The interests of the great majority of the public will be fully served if the writing of the schools is legible, uniform and of moderate speed. Anything more than that would deprive the pupil of the necessary drill in other subjects of more general use. If he desires to become a specialist in business writing he should take a special course in a business college, or serve for some time in an office where he will soon acquire the necessary speed, dexterity and technical skill." If teachers on their part devoted themselves to secure results, which are undoubtedly within their power, and business men accepted the results as all that can reasonably be expected from the public schools, we should have few complaints about illegible, careless penmanship.

Only of Interest to a Few.

A specialist in one of our schools writes to say that he **must** give up the REVIEW because he does not find much in it about his own particular subject. Perhaps if he were more of the teacher and less of the specialist the REVIEW might help him.

A teacher who left these parts some years ago without sending any notice of change of address or her desire to discontinue (may their shadows ever grow less!) writes to the REVIEW as follows from a distant home: "Please find enclosed postal notes for \$3.75 in payment for three and three-quarter years' subscription. It is almost a shame for me to have been so neglectful in forwarding this amount, for I must say the REVIEW is a paper every teacher should read"—(and pay for). "I am now way off here. My teaching days are over, and I now devote my time to a Sweet Baby Boy, and to helping my husband."

Subscribers sometimes wish their papers discontinued. It is only a slight trouble in such cases to drop a card to the publisher, stating the fact. This is pleasanter and more satisfactory than to refuse the paper at the post office, which is rather rarely done. We are always sorry to lose a subscriber, but we do not wish to force the paper on any one. Just now we are happy to say the prospects of the REVIEW, just entering on the last half of its twentieth year, are brighter than ever before, and its subscription list is growing encouragingly.

Now that is all, dear reader. We have referred to some disadvantages, but we could not begin to tell of the happiness that thousands of grateful teachers during the past score of years have brought to us by their sincere and hearty appreciation of what the REVIEW has been to them. They are not merely "our readers": many of them have been and are now warm personal friends, whether we have seen their faces or not. To all the REVIEW extends its hearty congratulations, wishing them a Happy Christmas and New Year, and the joy that comes from work conscientiously and faithfully performed.

A subscriber to the Review who has recently settled in the West writes from Regina as follows: "I cannot too warmly express my appreciation of the REVIEW and its unfailing interest and helpfulness during the several years I have used it in my work."

Animal Stories.

RED FOX, by Chas. G. D. Roberts; NORTHERN TRAILS, by Wm. J. Long. The Copp Clark Company, Toronto.

The interest in animal stories apparently shows no sign of waning, and one realizes why it does not as he turns the pages of the books named above, so charmingly illustrated and so full are they of the atmosphere of the woods. There is the fictitious element in all these stories just as there is in the stories about men and women; but who will say that the observer of animals in their wilderness haunts cannot successfully analyze some of the common experiences of these creatures—their joys, fears, hates, the sometimes more than human cunning and skill that they show in providing for the safety of their young, in procuring food, and avoiding or overcoming their enemies?

Mr. Roberts tells us in his introduction to the biography of a "Red Fox" that in a litter of young foxes there is usually one that is larger and stronger, more sagacious than his fellows. Such a one he makes the hero of his story. He does not pretend that all that happens to this fox, all the scrapes that he so cunningly gets out of, happened to any one animal, but he is confident that "Every one of these experiences has befallen some red fox in the past, and may befall other red foxes in the future." There does not appear to be anything improbable in all the situations and vicissitudes of Red Fox's life and adventures, and Mr. Roberts has presented us with a most interesting story of what, in woods' life, might be termed a "character." The beautiful illustrations by Charles Livingston Bull add greatly to the attractiveness of the book.

The scenes of Mr. Long's "Northern Trails" are the wilds of Newfoundland and Labrador, and he pictures life in the family of Wayeeses the White Wolf, Kopseep the Salmon, Matwock the Polar Bear, and other people of the woods and waters. The illustrations, covering almost every page, are admirable, and show so many phases of wood life and nature that the book is a treasure house in this respect. The descriptions are picturesque and appeal to the nature-lover. It is well known that Mr. Long has many sharp critics who have accused him of describing as seeing what he does not see in his wilderness journeys. We do not wish to enter into this discussion at present. In this book, perhaps, he is a little more careful of his statements, and tells us he has taken "the

facts from first-hand and accurate observers," and has "sifted them carefully."

There remains, after one has read these two books, a fuller sense of the delights of the woods and a greater respect for the life of animals. And these are some things that add immeasurably to the pleasure of life.

A Lover of Scott.

I cannot help taking fire at anything said in disparagement of Walter Scott. I feel that I have got from his writings, not only immense pleasure, but some good. He was a truly noble-hearted gentleman, a model of that class, and his character is impressed on all the works of his pen. A type, he seems to me, of social chivalry. In all his writings, too, there is the buoyancy of perfect health. In reading them you breathe the air of the Scotch hills. I can conceive no better mental febrifuge, no better antidote to depression, no more sovereign remedy for dull care. . . .

Scott, like Homer, Virgil, Tasso, and Milton, is a narrative poet, and must be judged by the interest of his story and by his poetic skill in telling it. Is not the story of Marmion interesting? Is not great poetic skill shown in telling it? Is not the character of Marmion one that you never forget? Is not the judgment scene in Holy Isle supremely tragical? Can anything be much brighter than the picture of Edinburgh and the Scottish camp? Has anything in English literature more of Homeric spirit than the battle scene of Flodden? Are we not carried along through the whole poem, as it were by a sea breeze fresh and strong? Are there not ever and anon charming little touches, such as the lines at the end of Marmion, telling us how the woodman took the place of the Baron in the Baron's sumptuous tomb?

One must, no doubt, have something of the boy left in one to read Marmion again with delight. But he who reads Marmion wholly without delight cannot have much left in him of the boy. . . .

However, one might almost as well try to argue a man into or out of love for a woman as into or out of taste for a poet. Boys will be boys, and will persist in venerating Browning and loving Scott.

GOLDWIN SMITH, in the *Atlantic Monthly*.

THE EDUCATIONAL REVIEW and *Canadian Magazine* (subscription price \$2.50 a year), both for \$2.50—a rare offer.

Nature-Study.

HINTS FOR OCCASIONAL DECEMBER TALKS.

We have been so busy, perhaps, in our own preparation for winter that we have not observed how Nature has done her work. How did trees and shrubs get ready for winter? Most of them have lost their leaves, and the food material is stored in roots, trunks, branches and buds waiting for the warm rains and the sun of another spring. A great many plants have died, but sufficient of their seeds are stored away in some safe place to reproduce their kind for the next season. Under the snow the seeds, buds and roots are protected, but there is no growth. Nature seems now to be taking a rest.

Most of the animals have crawled into warm places to sleep away the winter. The chipmunk, with its store of fruits, is snugly living in its underground burrow. The red squirrel from its secure nest in some lofty tree will take long naps, to go forth at intervals, when hunger drives him, to the nuts he has hoarded up in the places that he remembers so well. Most of the birds have gone south. Is it because of the cold or because of scarcity of food? Many insects are waiting in their cocoons for the early days of spring; animals that are exposed to the cold have put on a warmer coat,—their fur or other covering has been made thicker. Nature has provided for all her numerous children, and they are as comfortable as boys and girls in their warm houses.

Have your pupils keep a weather record if they are not now doing it. Note from the thermometer the degrees of cold at nine, twelve and four o'clock, and make up the average for the school day; afterwards for the month. Keep the record of the winds and their direction, the sunny and cloudy days, snow and rain storms. This does not take up much time, and will help to keep up the interest in out-of-door study during the winter. The sports—skating, snow-shoeing, coasting—may be trusted to look after themselves.

Note the position of the sun, at rising, midday and setting. Soon we shall have the shortest days of the year.

The stars are every night becoming more interesting. Jupiter now rises in the east about five o'clock, with the Pleiades above and the Hyades below, and splendid Orion in full view a few hours later. Have readers of the REVIEW been following the course of Jupiter between the two groups of stars named above during November? To which

group is it drawing near? Notice its movements this month, and continue the drawings at intervals during the month.

Our Native Trees — The Evergreens.

BY G. U. HAY.

"Above all, I glory in my evergreens. What winter garden can compare for them with mine? True, I have but four kinds—Scotch fir, holly, furze, and the heath; and by way of relief to them, only brows of brown fern, sheets of yellow bog-grass, and here and there a leafless birch, whose purple tresses are even more lovely to my eyes than those fragrant green ones which she puts on in spring. Well, in painting as in music, what effects are more grand than those produced by the scientific combination, in endless new variety, of a few simple elements? Enough for me is the one purple birch; the bright hollies round its stem sparkling with scarlet beads; the furze-patch, rich with its lacework of interwoven light and shade, tipped here and there with a golden bud; the deep soft heather carpet, which invites you to lie down and dream for hours; and behind all, the wall of red fir stems and the dark fir roof with its jagged edges a mile long, against the soft gray sky.

"An ugly, straight-edged, monotonous fir plantation? Well, I like it, outside and inside. I need no saw-edge of mountain peaks to stir up my imagination with the sense of the sublime, while I can watch the saw-edge of those fir peaks against the red sunset. They are my Alps."—From MY WINTER GARDEN—Charles Kingsley.

Firs and Spruces.

What better time to begin the study of Evergreens than in December, when their fresh green tints are in such marked contrast to the white of the first snows? And as the firs and spruces are centres of the children's interest at Christmas, let us begin with these.

In searching out in the woods a symmetrical cone-shaped fir tree, notice that the stem, thickest at the base, continues in an unbroken line to the top. Is this true of all evergreens? Of deciduous trees? Of *all* deciduous trees? Bend down one of the horizontal branches of a fir or spruce tree. Notice how it flies back to its place. Examine the firm polished surface of the leaves, their small size. Note how these cone-shaped trees, with pendent branches and polished leaves, are fitted to withstand winter storms and free themselves from a weight of ice and snow.

The balsam or balm of Gilead fir (*Abies balsamea*) is a slender, graceful forest tree, growing in damp woods or mountain swamps. Not unusually it attains a height of from sixty to eighty

feet in localities where it flourishes best. Sometimes it occurs as a low shrub. It bears some resemblance to the black and red spruces, but the surest way to tell it from these is to examine the bark which is smooth and swollen into "blisters" containing resin or balsam. This resin is found on the bark, buds and cones, and is familiar to all who have sticky fingers from handling fir trees. Other characteristics of the fir are,—the fragrance from its leaves when bruised or dried, recalling "fir-pillows" and camping-out on fir boughs; its upright cones, two to four inches long, arranged in rows on the upper side of the branches, and violet-purple when young; its leaves flat, differing from the narrower somewhat four-sided leaves of spruce, dark green above, lighter beneath, with a prominent mid rib. Its wood is soft, weak, whiter than any other wood, close grained; weight of a cubic foot, twenty-four pounds. It is pretty wood for interior finishings, but does not stand exposure to the weather. Owing to the fact that it imparts no flavor, fir is used in the manufacture of butter tubs and boxes. The balsam obtained from the blisters, known as Canada balsam, is the chief product of this tree. It is used in medicines, for varnishes, mounting microscopic objects, etc.

There are three kinds of spruce in these provinces. They differ from the fir in having bark more or less rough and without balsam blisters. The wood of spruces is more valuable than that of the fir.

The white spruce (*Picea alba*) is a northern tree and is more common near the seacoast. It has a strong odor, and from this it is often called the skunk spruce. Its young twigs are smooth, that is, without small hairs; the leaves slender and of a pale, light green colour; its cones are smaller than those of the fir, nodding, not upright, and do not stay on the tree from year to year as do those of the red spruce. The wood is soft, light yellow in colour, and a cubic foot weighs twenty-five pounds. It is used for the masts of smaller vessels, flooring and other purposes, and though commercially less valuable than red spruce, it is often sold with the latter. Commonly seen, it is a somewhat small tree, though in many places it attains to large dimensions. The pale colour of its bark and leaves separate it from other spruces.

The red spruce (*Picea rubra*) is the common spruce of our forests, and is usually known among lumbermen as the black spruce. Its young twigs are pubescent or hairy, its cones somewhat the size of a robin's egg, but longer, curved, and staying

on the trees for more than one season. It grows from fifty to one hundred feet in height, and one and a half to four feet in diameter. The wood is soft, pale red or nearly white. A cubic foot weighs twenty-eight pounds. It is largely used for building timber and for clapboards and shingles. It is exported in great quantities and is used for interior furnishings of houses, sheathing, dry goods boxes and for many other purposes. Great quantities are consumed in the pulp mills, and it is the favorite wood for the manufacture of paper. It is a tree of slow growth, large specimens in the primitive forests being often two or three centuries old. Notice the thin circles which show each year's growth at the ends of a spruce log. Try to count them. When growing in open fields the red spruce often forms a conical head, with the branches, especially of the younger trees, brushing the ground. In the more typical development, especially when in crowded forests, the lower branches soon perish, leaving the long naked trunks which the lumberman prizes. Why is the trunk branched in one instance and naked in the other? It is the most abundant of all our trees, and is now the greatest source of the forest wealth of New Brunswick and Nova Scotia. The vast evergreen expanse of our forests is made up chiefly of this spruce.

The black spruce of our swamps is a slender tree with a jagged irregular top. When found on wind-swept hills or mountain tops it is little more than a shrub.

December Birthdays.

Eli Whitney, inventor of the cotton-gin, born December 8, 1765; John Milton, the great poet, December 9, 1608; Edward Eggleston, author, December 10, 1837; William Lloyd Garrison, anti-slavery leader, December 12, 1804; Sir Humphrey Davy, December 17, 1778; Ludwig Beethoven, musician, December 17, 1770; Kepler, the noted astronomer, December 27, 1571; Gladstone, the great British statesman, December 29, 1809; Cartier, the noted French explorer, December 31, 1494.

Gather all the facts you can about these, and write notes on each. It is of interest to know that the grandfather of William Lloyd Garrison, Joseph Garrison, was in New Brunswick as early as 1773. A son, Abijah, father of William Lloyd Garrison, was born that year; Fanny Lloyd, his mother, was born on Deer Island, N. B., in 1776. The family returned to Newburyport, Mass., where William Lloyd Garrison was born in 1805.

The Old Year and the New.

Reading.—“The Old Year and the New.”
(For several Children.)

A cold gust of wind blew, and a fresh-faced boy with roguish eyes tripped through the door of space to the earth.

“Happy New Year, January,” said a low, dreary voice.

January turned his head and looked at a bent, feeble old man, with a long beard, clothed in a wrapper of gray.

“Why, who are you?” said January, surprised.

“I am 1905,” replied the Old Year; “and you are 1906, are you not?”

“Yes; I am the first part of 1906; but I have eleven brothers and sisters, who are coming later.”

“Since you are a little boy, I will give you some advice,” said the Old Year. “You must try to make as many good things as you can happen in your year.”

“All right; go on,” said January, seating himself on a snow-bank, and looking up at the stars.

“Be as pleasant as you can. Bring plenty of snow for the boys and girls, and sunshine, too. When you bring a snow-storm, bring one, and make a fine one of it.”

So he went on, giving the boy plenty of good advice.

Presently he jumped a little, and said, “I am going now. Good-by.”

With that he faded into mist and was gone.

January was sober for a few minutes, but then he set about making a fine snow-storm.

The next day he heard some children, who were skating to and fro, say, “Isn't it fine! The New Year has begun well.”

And January was pleased.

—*St. Nicholas* (adapted).

When the first whisper is heard in the room, sit down and have a talk with the children. Ask them if they like to be disturbed by noises when they are busily at work. Let them understand that whispering is no crime; it is only when it becomes annoying to others that it is troublesome. Now if any child wishes to talk with his neighbor, let him raise his hand and ask to do so, then no one will mind the sound.

There may be several requests at first, but it is noticed that when a child knows he may whisper by simply getting permission, he very soon ceases to care for the privilege.—*Primary Education*.

Washington Irving, 1783-1859.

PRINCIPAL G. K. BUTLER, M. A., HALIFAX, N. S.

[Washington Irving's father, at one time in the English navy, settled in New York previous to the American Revolution. Here Irving was born. He went to school at the age of four and left at the age of sixteen. His elder brothers attended Columbia College, but he did not. He studied law, but never practised to any extent. In 1804 he went to Europe for the benefit of his health, visiting Italy and France. In 1806 he returned to America. His first important work, "The History of New York," was published in 1809. This was a success, both literary and financial.

In 1815 he again went to Europe, this time to England. While there he met Scott, of which meeting an account can be found in Lockhart's "Life of Scott." In 1819 appeared the first number of the "Sketch Book," containing "Rip Van Winkle." In 1826 he went to Spain; while there he collected material for his "Conquest of Granada" and his "Alhambra." In 1832 he returned to America, where he lived until 1842, when he was appointed Minister to Spain. After four years in Spain he returned to New York, where he lived until his death.

He is considered the most popular of American writers down to the present time. During his lifetime about 600,000 copies of his works were sold, and since that time the average annual sale has been about 30,000.]

The Legend of Sleepy Hollow.

If the hints as to word study, given in other papers of this series, have been taken, it will be needless from this on to specify particular words. Consult the dictionary as to all words not perfectly plain to children. Have them express unusual ones in their own vocabulary.

Page 36.—1. 1*—Why apply adj. "Sabbath" to "stillness"? Is his time for especial quietness true to nature? 1. 16. What Indian tribes dwelt here? 1. 17. What more do we know of Hudson and his discoveries? 1. 25. For the meaning of "stars-shooting," etc., compare—

"When beggars die there are no comets seen,
The heavens themselves blaze forth the death of princes."

Page 38.—1. 2. The best known character in our own literature from the State of Connecticut is Sam Slick. Many of the early settlers of western Nova Scotia came from that State. 1. 16. What is meant by a "genius of famine"? 1. 37. Why apply "golden" to the maxim? Compare "speech is silvern but silence is golden." In 1. 35 what figure of speech in "the flowery path of knowledge."

Page 39 contains a reference to the old custom, probably now extinct of "boarding the teacher round."

* Pages of N. S. School Series.

Page 41.—1. 14. What is meant by his powers of "digesting" the marvellous? What New England town was especially famed for its witches? 1. 24. Why is the hour of twilight called the "witching hour," and why at that time are strange forms seen? 1. 33. Compare the use of the word "varlet" with the same word in Macaulay's "Virginia." 1. 36. Compare the singing of psalm tunes to banish "evil spirits" with a similar custom in the middle ages when the belief in them was so much more firmly fixed.

Page 42.—1. 1. "In linked," etc., consult Milton's Shorter Poems. 1. 15. When Capt. Slocum, who went around the world alone in the "Spray," visited President Kruger, he most deeply offended him by saying he was sailing around the world, which Kruger believed to be flat.

Page 43.—1. 35. Many of your pupils may have seen a similar "little well formed of a barrel."

Page 44.—1. 2. The "flail" like the sickle is now largely a thing of the past in harvest operations.

Page 45.—1. 13. Kentucky and Tennessee are no longer the remote frontier states they were 120 years since. 1. 17. Compare the house with the house of Benedict in "Evangeline." 1. 34. How many of the present-day school children, or teachers either, ever saw "andirons" actually in use? What is meant by "their covert of Asparagus tops"?

Page 46.—1. 1. Compare "Deserted Village," page 7, 1. 10, "broken tea-cups wisely kept for show." 1. 7. "Knight-errant" is quite different from the kind of knight Roderick is inclined to call James in the "Lady of the Lake." Find the place and compare the two. 1. 16. Daedalus, who built the original labyrinth, was lost in it himself, and escaped by making himself wings of wax and feathers.

Page 49.—1. 18. Smoking out a teacher is one of the pleasures that probably none of the present generation has enjoyed.

Page 52.—1. 8. Monteiro is a Spanish soldier's cap. 1. 31. Study word "goodliest." Quite different from "good."

Page 53.—1. 4. Inland pupils might be troubled as to the meaning of the word "sloop."

Page 54.—1s. 2, 3. The dough-nut, cruller, olykoek, are forms of one and the same, a cake fried in lard. In richness they vary as arranged above. Baltus Van Tassel's reception of his guests will call to mind that of Basil in "Evangeline," when she visits him in his southern home. [The old

gray-haired negro who officiated on the "fiddle" may recall a similar quite famous one in the eastern part of Nova Scotia, much in demand at country dances a few years since.]

Page 57.—Sing-Sing is famous for its—?

Page 58.—By a misprint on this page we have "demagogue" for "pedagogue." What is the difference in meaning?

Page 59.—The story of "André" might be worth looking into.

Page 61.—1. 1. Does hair stand on end through fear, and if not why do we say so?

What are the two ways of concluding the story, the one natural, the other supernatural? Which is the most likely to be true?

Mama's Christmas Gift.

"Mama," said Billy, "what do you want for Christmas?"

"Dear me," said Billy's mama, "I don't know of a single thing that I want."

"But you must say you want things," said Billy. "You must—it's a sort of game. It doesn't matter whether you really want the things or not."

"Oh, I didn't understand," said mama, entering into the game. "Well, then, let me see. I should like a diamond pin."

"And what else?" said Billy. "You must want more."

"I want a long sealskin miter."

"Say something else—say lots of things."

"I want a new carriage and a lace collar and some curtains for baby's room."

"Mama," said Billy, coming close to her side and speaking earnestly, "don't you want a card like that one I painted this morning?"

"Oh, dear yes," said mama, quickly, "I should love to have a beautiful card like those you paint."

Billy went to the window and looked out at the snow, and the sparrows hopping on the walk that ran down to the street.

After a minute or two he came to mama's side again. "Mama," he said very solemnly, "I won't say which, 'cause I don't want to spoil your surprise; but one of those things you told me you want you're surely to get for Christmas."

Mama leaned over and kissed his bright little face, and said softly: "I do wonder which it will be."—*St. Nicholas.*

The time for sending in the essays for competition in the League of Empire Prizes has been extended. See advertisement on page 175.

ART NOTES — No. II.

By HUNTER BOYD, WAWWIG, N. B.

Christmas Chimes.

Painted by Edwin Howland Blashfield, 1848.

"I heard the bells on Christmas day,
Their old, familiar carols play,
And wild and sweet
The words repeat,
Of peace on earth, good-will to men."

—H. W. L.

The picture selected for reproduction this month is as beautiful as it is seasonable. There is a sense in which its meaning is so obvious that some persons may think it undesirable to make it the subject of a picture study. Teachers who are in such a mood require only an opportunity for introducing the print to the class, and the evident pleasure afforded to such a teacher will soon be shared by sympathetic scholars. Possibly such persons will be satisfied to know that the artist is still living, and that though born in New York he not only studied in Paris, but actually produced this picture in Paris. It has since been exhibited at the World's Fair in Chicago, and helped to make the reputation which Mr. Blashfield bears as one of America's best figure painters. He certainly was filled with the Christmas spirit when he conceived this work of art, and his execution worthily embodies the beautiful idea. Not only are the faces of the angels all that can be desired; we note that the wings are graceful, and the folds of their garments are admirably arranged. The suggestion of movement is so powerful that we feel the heavenly bell-ringers are not only enthusiastic in their work,—they positively exult in doing it. The great bells swing in the tower which is illuminated by an unearthly light, and whilst the massive beams to which they are attached suggest their great weight, there is an entire absence of effort or strain on the part of the ringers. The happy birds that fly in and out of the belfry suggest that nature is in sympathy with the glad morn, and we do not contemplate this scene very long without imagining we can detect the harmony of voices celestial, blending with that produced by the tongues of earthly bells. When this result is achieved we have learned the secret of the picture, and only harm may follow if a teacher attempts to discuss "Christmas chimes" without aiming to secure or strengthen similar effects upon the scholars. The artist had a message, and he has told it in form

and colour, has told it so intelligibly that it loses little by reproduction in a small black and white print, and our hearty response is his reward.

In some respects the Poet Whittier has given a similar message in his poem, "A Christmas Carmen."

Sing the bridal of nations! with corals of love,
Sing out the war-vulture and sing in the dove,
Till the hearts of the peoples keep time in accord,
And the voice of the world is the voice of the Lord!

Clasp hands of the nations

In strong gratulations:

The dark night is ending and dawn has begun;
Rise, hope of the ages, arise like the sun,
All speech flow to music, all hearts beat as one!

Already we have several times used the word *suggestion*, and that is the function of this picture. It is suggestive. It appeals to the imaginative faculties, directly to the visual, and indirectly to the auditory. In this respect it may be compared with the "Angelus," by J. F. Millet, where we note the effect of the evening bell upon the peasants in the potato field, although only the spire of the church is indicated in the background. Also as in that picture we have here a study in emotional expression. Other pictures that depend for their clue upon some supposed sound, are "Listening to the Fairies," by Bodenhauser, "The Song of the Lark," and Joan of Arc listening to her fatal message. With this contrast "The Balloon," where there is no appeal to the sense of hearing, and other pictures may be selected and grouped under these several heads.

But not all teachers are sufficiently acquainted with pictures to pursue immediately such exercises and not all are engaged in teaching the higher grades. Let us suppose the case of one who is bravely trying to make life interesting in an ungraded school in a remote country district. Little children in rural schools are as familiar with angels as those in the city schools, possibly more so, as many children of tender years, brought up in cities, are not wholly unaffected by the prevalence of materialistic notions, and the rush and bustle of a home life which leaves no time for reverie. But not every rural scholar has seen or heard bells of the dimensions shown in our picture, and in these cases patience is needed if the teacher is to build up an adequate concept from limited ideas. In this case, probably in most cases, it would be well for the class to discuss the subject of Bells in general before the picture is displayed, so that the artist's work may have more

varied auditory images to appeal to. The teacher can ask for word exercises from each scholar, preferably in writing, so that the exercises can be examined at leisure, and to avoid any ridicule of dull scholars by so-called smart ones. It must be remembered that in this study places may be reversed. In arithmetic, exact answers must be required, and in grammar a word is in a certain gender or it is not. But in picture study no serious answer is without some value, and the most backward children should be encouraged to express their ideas. If a scholar attempts an explanation of a picture, do not pay much regard to writing, spelling or grammar, at first,—you are seeking an opportunity to know the child's range of ideas in order to proceed from the known to the unknown. Thus we might ask questions concerning Bells—door-, cow-, sleigh-, school-, fog-signal-, railway-engine. Ask for particulars concerning the way in which Bells are rung for a wedding, funeral, fire, church service, etc. Ask for any notable occasions on which the bells have been rung—coronation, Mafeking Day, and so on. Make enquiry concerning the following: Bell-hammer, tongue, clapper. Compare ringing and tolling, dirge and knell, tinkle and jingle, dong and "ding-dong," and words like curfew and chimes. All this must be done with a view to securing distinctness of auditory images, and if possible to secure an idea of a great volume of sound produced by large melodious bells in a tower. Encourage the children to search for a picture of "The Liberty Bell" or "The great Bell of Moscow," or others, and note any material concerning famous bell towers. Until this is done it is of little use to say that the studies for the bells in our picture were made in Florence in Giotto's Tower, and from St. Nicholas in Blois. After such an exercise the children will be stimulated to note the difference in ornamentation of the two bells in "Christmas Chimes," the position of the "clapper" in the upper one, and some details of the beam and fixtures, and the ropes. But let everything contribute to increasing the imaginary volume of sound. Here and there a child may be found who will observe and inquire concerning the strange figure in the right hand corner. Let some of the older scholars hunt up the meaning of the word *gargoyle*, and then determine if this is an instance.

Much could be said concerning the angels, but for scholars, angels are not to be analysed but

enjoyed. A volume like "Angels in Art," by C. E. Clement, published by L. C. Page & Co., Boston, will prove interesting, but it must be borne in mind that our object is to increase the appreciation of the beautiful, to ennoble the emotions, to cultivate taste, afford enjoyment, and make all hear "The Christmas Chimes."

Picture Study Queries.

In this column only the substance of questions will be printed in order to afford more space for the replies. Most of the questions this month are based on the subject dealt with in the November number of the EDUCATIONAL REVIEW.—H. B.

E. L. W. asks how pathos is manifest in manifested in the picture of the "Old Téméraire?" Because it represents the setting of the sun, the end of the career of a vessel, of the wooden navy indeed, and the decline of Turner's power. The delicacy of touch, *e. g.* in treatment of the spars of the ship, was not surpassed in any subsequent work.

H. T. B.—The dark object in the right hand corner is a buoy. Probably the buoy was used for securing barges at night. Yes, it helps to suggest distance, by comparative size, and its angle helps the unity of the picture as it is parallel with the south bank of the Thames. The chimneys are possibly on buildings at Greenwich.

G. A. S.—You are quite right. Turner not only thought much of the sun, and frequently painted it, he almost worshipped it. "The sun is God," were almost his last words, and "the window of his death-chamber was turned towards the west, and the sun shone upon his face in its setting, and rested there as he expired."

HECLA.—Téméraire means "He who dares," "the one that dares." There were two ships of that name: the first taken from the French in 1759. This one was built at Chatham, at Trafalgar, 1805; a prison-ship at Plymouth, 1812; a receiving-ship at Sheerness, 1819, sold at Sheerness 1838, for \$25,000, and broken up at Deptford.

F. E. B.—There is some danger of over analysis. Some children will merely enumerate the items, and you will help them to understand the *relation* of these items, and the synthesis will be valuable to yourself and the scholars.

MADGE.—An excellent example. The "Constitution" or "Old Ironsides" was contemporary with "The Téméraire." Its centenary was celebrated in 1897. It was recently in Boston harbour.

RALPH.—See preceding answer, and read O. W. Holmes's poem, "Old Ironsides." Any life of Turner will give further particulars. James R. Lowell has written on the picture. In the original, the chief grandeur is Turner's treatment of the glory of the sun and clouds, but the picture grows on you as you gather particulars.

R. F. H.—Quite so. If you will consult EDUCATIONAL REVIEW, April, 1904, p. 278, you will find some hints on the character of subjects suitable for rural schools.

MAX.—The picture in the "H. B." set to which you allude is called "a neighbourly chat." It is by Van Leemputten.

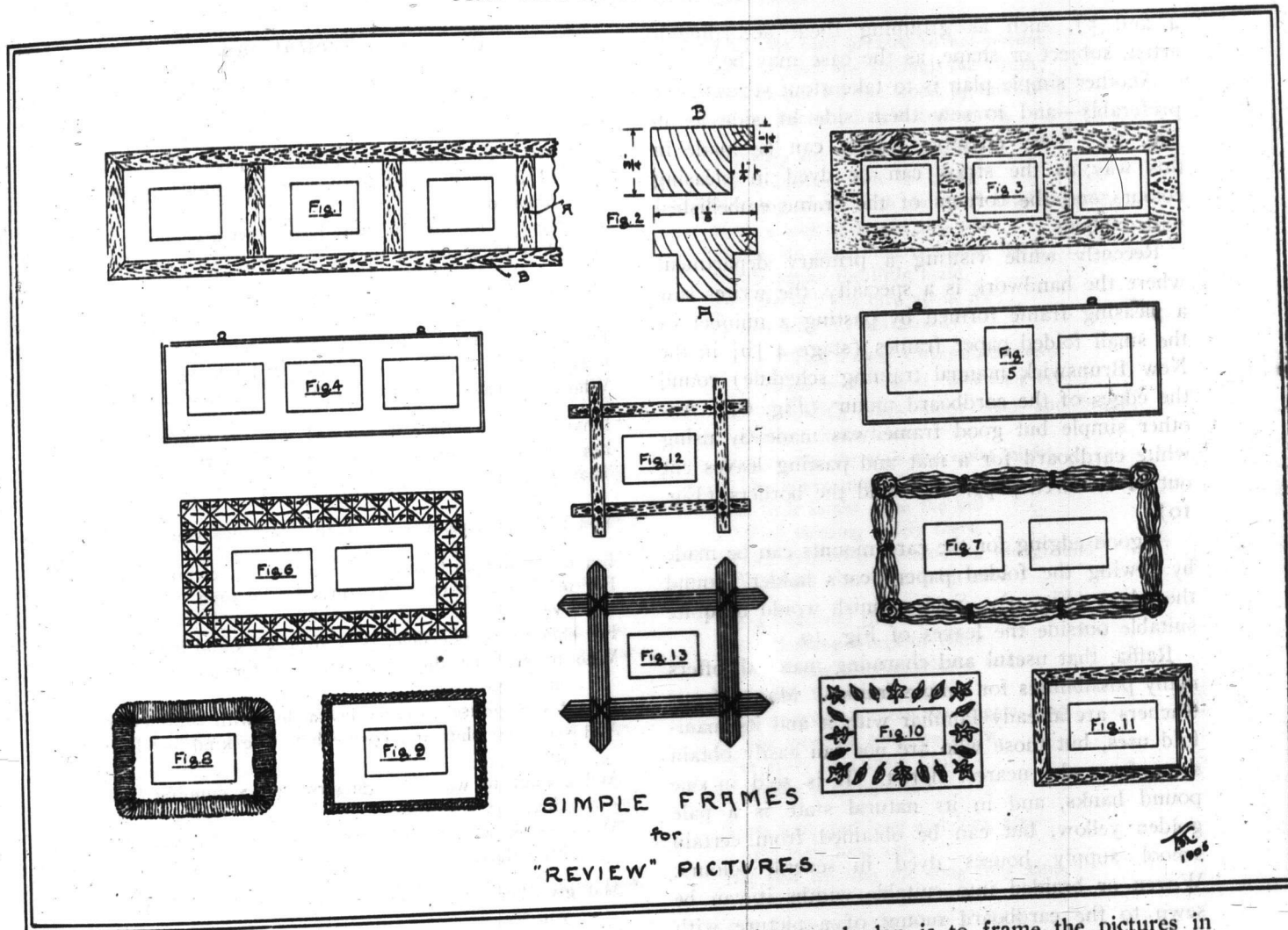
G. D.—Certainly it will give pleasure to receive some of the compositions by your scholars. See address at the head of Art Notes in this number.

How the Mistletoe Grows.

The mistletoe for centuries has been one of the most important factors in Yuletide decorations, its use dating back as far as the Druids. The hanging of the mistletoe on Christmas Eve, between 11 and 12 o'clock, in many homes is the beginning of the season's merrymaking. The bough is hung in a place where there will be no obstacle in passing under it, and the penalty for being caught beneath its branches all know.

The story of how the mistletoe gets on the trees is a most interesting one, writes Prof. S. C. Schmucker, in the *Ladies' Home Journal*. Covering the mistletoe twigs are pearly white berries. These come in the winter season, when food is comparatively scarce, and hence some of our birds eat them freely. Now when a robin eats a cherry he swallows simply the meat and flips the stone away. The seed of the mistletoe the bird cannot flip. It is sticky and holds to his bill. His only resource is to wipe it off, and he does so, leaving it sticking to the branches of the tree on which he is sitting at the time. This seed sprouts after a time, and not finding earth—which indeed its ancestral habit has made it cease wanting—it sinks its roots into the bark of the tree and hunts there for the pipes that carry the sap. Now the sap in the bark is the very richest in the tree, far richer than that in the wood, and the mistletoe gets from its host the choicest of food. With a strange foresight it does not throw its leaves away, as do most parasites, but keeps them to use in winter when the tree is leafless.

When my school has often been restless I have asked them to lay aside all work and be ready to do as I told them. I would then stand before the pupils and say, "I am thinking of a name of an object in this room, beginning with 'w' and having six letters." (Window.) When the pupils thought it out they would raise their hands and then some one would give the word. Often we would find many words answering the same description. This is good for geography work. Names of rivers, cities, mountains, flowers, animals, etc., all furnish good material. The pupils thoroughly enjoy it and I believe that good results are obtained.—*Popular Educator*.



Framing the "Review" Pictures.

T. B. KIDNER, DIRECTOR OF MANUAL TRAINING.

The educational value of a well-decorated room cannot be over-estimated. Some of the simple frames suggested above may help teachers and pupils towards more helpful surroundings—more inspiring thoughts.

If your school has a regular manual training department, where wood and tools are available, several sorts of frames are possible. At the Kingston Consolidated school, a continuous frame (Fig. 1) was fixed along the tops of the blackboards and inclined forward slightly. The frames are of whitewood, stained a dark brown, the section of the mouldings being shewn at Fig. 2. The pictures are not fastened in, and thus may be taken out for closer study or exchanged with other rooms. A better plan still is to put these continuous frames over the dado in the school hall; this being at a more convenient height for the children.

Another good plan is to frame the pictures in groups of three as in Fig. 3. Openings of suitable size are cut in a plain board, one quarter of an inch thick; small strips being tacked to the back to form the places for the pictures and glass.

"Oxford" frames (Fig. 12) and plain mitred frames (Fig. 11) are also easily constructed in the manual training room.

If wood be not available, cardboard will prove a satisfactory and suitable substitute. A piece of grey "mounting board," 22x28 inches, costs 15 cents, and will cut into four mats or mounts. The pictures should be trimmed so as to have a white margin of three-quarters of an inch in width and then pasted carefully upon the grey cardboard. Thus mounted, several methods of framing are possible.

The popular "passe-partout" binding may be used with good effect, the binding serving to hold the glass and cardboard together. Various arrangements of the picture may be made (see Figs.

4 and 5), such as grouping them according to artist, subject or shape, as the case may be.

Another simple plan is to take stout straws—rye preferably—and to sew them side by side as in Fig. 13. Very effective frames can be made in this way, as the straw can be dyed in pleasing colours and the corners of the frame embellished with ribbons.

Recently while visiting a primary department where the handwork is a specialty, the writer saw a pleasing frame formed by pasting a number of the small folded paper frames (stage 4 [b] in the New Brunswick manual training schedule) round the edges of the cardboard mount (Fig. 6). Another simple but good frame was made by using white cardboard for a mat and pasting leaves cut out of coloured paper all round the borders (Fig. 10).

A good edging for the card mounts can be made by sewing the folded paper "cat's ladder" round the edges (Fig. 9). Such a finish would be quite suitable outside the leaves of Fig. 10.

Raffia, that useful and charming material, offers many possibilities for simple frames. Many of our teachers are already familiar with it and its manifold uses, but those who are not can easily obtain some from the nearest florist. It is sold in one pound hanks, and in its natural state is a pale golden yellow, but can be obtained from certain school supply houses dyed in several colours. Woven or braided into suitable widths it can be sewn to the cardboard mount of a picture with good effect. A more simple method is to use common "straw" board—the yellow material used in making milliners' boxes, etc.—in which to cut an opening of suitable size for the picture, a margin being left, say, two inches in width. Round this margin the strands of raffia are wound as shewn in Fig. 8. By rounding the outer corners, the difficulty occasioned by the slipping of the raffia at the angles can be obviated.

A substitute for raffia in the last method may be found in the leaves of the common "cat-tail," which are readily obtainable in most districts. They should be gathered in the autumn and dried, but must be dampened slightly before winding on the cardboard frame. A few crimson maple leaves glued to the face of the frame after the cat-tail leaves are in place, will complete a very attractive frame at a trifling cost.

THE EDUCATIONAL REVIEW and the *Scientific American* (subscription price \$3 a year) both for one year for \$3.50.

Christmas Recitations.

The following selections are sent to the REVIEW by Miss G. F. Crawford of Nictau, N. B.]

A TELEPHONE MESSAGE.

"Ah! here's the little round thing my papa talks into
To tell the folks down-town what he wants to have
them do.

I'm going to try myself,—now let me get a chair,
And then I'll stand on tip-toe so I can reach up there.

"Hallo?—(that's what they all say)—you dear old Santa
Claus,

I'm going to have a little bit of talk with you, because
I want to tell you all about a little girl I know
Who never had a Christmas in her life—she told me so!

"I hardly could believe it, but she says 'tis really true.
I'm sure you're always kind, but I'm surprised at you,
That you should have forgotten such a little one! but
still,

You have, perhaps, already all the stockings you can fill.

"But could you go to her house instead of coming here?
For mamma says that Christmas is the time of all the
year

For children to remember poor little girls and boys
Who never hang their stockings up for picture-books
and toys.

"I want you, please, to carry her a doll with shiny curls,
And eyes that shut and open—that's the kind for little
girls—

And a muff to warm her fingers, and a cunning little
ring,

And a book with pretty verses—how she'll laugh, the
little thing!

"And give her lots of goodies, too, because she's poor,
you see,

And ought to have more sugar-plums than you could
bring to me.

Now tell it on your fingers, and remember as you go—
Just pack her stockings to the very, very toe.

"That's all—only, Santa Claus, I just would like to say,
If you should have more presents than you need on
Christmas day,

And would leave me just a few as you pass the chimney
—why,

Of course—I would be very glad indeed. Good-bye!
Good-bye!

—Selected.

A REAL SANTA CLAUS.

Santa Claus, I hang for you
By the mantel, stockings two;
One for me, and one to go
To another boy I know.
There's a chimney in the town
You have never travelled down,
Should you chance to enter there,
You would find a room all bare;
Not a stocking could you spy,
Matters not how you may try;
And the shoes are such

As no boy would care for much.
 In a broken bed you'd see
 Some one just about like me,
 Dreaming of the pretty toys
 Which you bring to other boys,
 And to him a Christmas seems
 Merry only in his dreams.
 All the dreams, then, Santa Claus,
 Stuff the stockings with, because
 When they're filled up to the brim
 I'll be Santa Claus to him!

—Frank Dempster Sherman.

BELLS ACROSS THE SNOW.

O Christmas, merry Christmas! is it really come again?
 With its memories and its greetings, with its joys and
 with its pain.

There's a minor in the carol, and a shadow in the light,
 And a spray of cypress twining with the holly-wreath
 to-night;

And the hush is never broken by laughter, light and low,
 As we listen in the starlight to the bells across the snow.

O Christmas, merry Christmas! 'tis not so very long
 Since other voices blended with the carol and the song.
 If we could but hear them singing as they are singing now;
 If we could but see the radiance of the crown on each dear
 brow—

There would be no sight to smother, no hidden tear to flow
 As we listen in the starlight to the bells across the snow.

O Christmas, merry Christmas! this nevermore can be:
 We cannot bring again the days of our unshadowed glee;
 But Christmas—happy Christmas, sweet herald of good-
 will—

With holy songs of gladness, brings holy gladness still;
 For peace and hope may brighten and patient love may
 glow,

As we listen in the starlight to the bells across the snow.

—Frances Ridley Havergal.

GOD'S BIRD.

[Sent by Miss Mary L. Weston, Yarmouth County.]

All night long the snow had fallen,
 Wild the wind and fierce the cold;
 Morning saw the world white-crowned,
 Like a pilgrim, hoar and old.
 Down the lane came dancing footsteps,
 Merry voices laughed agay;
 "Brother, see, a dear ded robin!"
 Cried in pity little May.

Then the little girl stooped gently,
 Took the robin, and whispering low,—
 "'Tis one of God's birds, brother,
 And He saw it fall, you know."
 "Well it is dead,—and we can't help it,"
 Said the boy, and hurried past;
 But the little maiden lingered,
 To her breast the dead bird clasped.

As she stroked its soft, brown feathers—
 "Did it really?—was it true?"
 Yes, it fluttered softly, feebly,
 Faintly gasped!—what should she do?

With the bird pressed to her bosom,
 Swiftly sped she through the storm;
 Paused not till she stood by mother
 At the fireside, bright and warm.

Tenderly she warmed and fed it,
 Till it opened wide its eyes;
 Hopping about with its small head turning,
 With a look so bright and wise.
 "Mama, do you think God sent me?"
 Softly spoke the little maid,
 "Did He tell His bird about me?
 Is that why it's not afraid?"

THE FIRST CHRISTMAS SONG.

(Sung to the tune of "Auld Lang Syne")

The twinkling stars shone clear and bright,
 Above a little town,
 And calmly through the quiet night,
 The silver moon looked down.
 The little lambs upon the hill
 Were sleeping safely there,
 While shepherds "seated on the ground"
 Watched over them with care.

Then suddenly the angels came
 On flashing wings of white;
 Their happy chorus echoed wide
 Across the silent night.
 Oh! sweet and clear the angels sang,
 The sweetest song we know,
 The story of a little Child
 Within a manger low.

'Twas long and long and long ago—
 Oh! very long ago,
 But still we sing the song they sang,
 With music soft and low;
 For Jesus was the little Child
 Who in the manger lay,
 And Jesus is the children's Friend
 Who loves them every day.

—Primary Education.

Shakespeare to His Mirror.

Within thy crystal depths I see
 A figure semblable of me,
 But no more me than I am one
 With the bruté rock I rest upon;
 For how may brow or eye reveal
 The infinities wherewith I deal?

Nay, I will break thee, mirror mine!
 The unseen inward is divine,
 The outward body but a bowl
 That covers in the mounting soul.
 If any one would truly know
 What manner of man I come and go,
 Not flesh alone, but blood and breath,
 Lo, Lear, Lord Hamlet and Macbeth!

Poor mummer, I must shatter thee,
 Since thou dost bear false tales of me!

—Richard Burton, in the November Atlantic.

Mental Mathematics.

F. H. SPINNEY, OXFORD, N. S.

Factoring.

I have found from experience that greater progress can be made in one hour in teaching factoring by mental drill, than in many hours by other methods.

After multiplication is well learned, send the class to the board, and dictate questions as the following:

$$(x+3)(x+4)=?$$

The pupils must write out the products from inspection as fast as the questions are dictated. When the pupils have a column of questions completed, ask them to erase all the terms contained in brackets. For this purpose each pupil should have an eraser in hand, to prevent waste of time. The questions will now stand thus:

$$\begin{aligned} (\quad) (\quad) &= x^2 + 7x + 12 \\ (\quad) (\quad) &= x^2 + 8x + 15 \\ (\quad) (\quad) &= x^2 - 8x + 15 \\ (\quad) (\quad) &= x^2 - x - 42 \\ (\quad) (\quad) &= x^2 - 25 \\ (\quad) (\quad) &= (a+b) - 25 \end{aligned}$$

Now ask the pupils to replace all the terms in brackets as they were. There will be too many for them to remember, so they will observe the relation existing between the factors and the products. To make sure that they have observed that relation, tell them that the process just completed is called factoring, and ask them to factor some easy ones similar to those just worked. Such as—

$$\begin{aligned} x^2 + 9x + 20 &=? \\ x^2 - 2x + 20 &=? \\ a^2 - 16 &=? \\ (x+y)^2 - 16 &=? \end{aligned}$$

This much may not all be accomplished at one lesson. It is better to dwell on the questions involving only the plus sign until that is thoroughly mastered. Each day increase the difficulty of the problems until the most difficult questions of this nature can be worked mentally by every pupil.

From factoring, I proceed directly to quadratic equations:

$$\begin{aligned} \text{If } a=5 \text{ then } a-5 &=? \\ \text{If } a=6 \text{ then } a-6 &=? \\ \therefore (a-5)(a-6) &=? \therefore a^2 - 11a + 30 = ? \end{aligned}$$

Give several more of a similar kind. Ask the pupils to substitute 5 for a , then 6 for a , in the equations

$$a^2 - 11a + 30 = 0$$

They will find that either will suffice. Then reverse the process, asking them to write down from inspection the values of x in such questions as follows:

$$\begin{aligned} x^2 - 10x + 21 &= 0 \\ x^2 - 12x + 35 &= 0 \end{aligned}$$

If there has been sufficient drill on the preceding exercises these will be very readily solved.

Other kinds of quadratics are easily taught as follows:

$$\begin{aligned} a &= 3 \\ a + 7 &=? \\ (a + 7)^2 &=? \end{aligned}$$

When they have many questions on the board such as the following:

$$\begin{aligned} a^2 + 14a + 49 &= 100 \\ a^2 + 6a + 9 &= 64 \end{aligned}$$

Ask them to erase the last terms on the left-hand side of the equation, and subtract that much from the other side. Then the questions will stand thus—

$$\begin{aligned} a^2 + 14a + (\quad) &= 51 \\ a^2 + 6a + (\quad) &= 55 \end{aligned}$$

Then ask to have the last terms replaced and the proper amount added to the right side of the equation. Then add more of a similar kind—

$$\begin{aligned} a^2 + 12a + ? &\text{ is a perfect square.} \\ a^2 + 18a + ? &\text{ is a perfect square.} \end{aligned}$$

Then gradually add others more difficult.

The great advantage of this method is that hundreds of problems can be solved mentally in a few moments; and all under the inspection of the teacher. If any of the pupils are observed copying results obtained by others, allow those to remain at the board after the rest have taken their seats, giving them further drill, so that they will afterwards depend on themselves.

The problems for seat work can be made much more difficult than those solved mentally at the board.

The Review's Question Box.

R. A. C.—Please give me the name of the secretary of the Comrades Corresponding Branch, as stated in the REVIEW, or any information concerning it, as my pupils wish to correspond with others of the Empire.

The Secretary's name is Mrs. Fetherstonhaugh, Lake Shore Road, Mimico, Ontario, who has full charge in Canada for that part of the work.

M. G.—Will you kindly recommend the best elementary book on nature lessons?

For an ungraded school, such as you teach, we know of no better book than Brittain's Manual of Nature Lessons; price 50 cents; published by J. & A. McMillan, St. John.

THE EDUCATIONAL REVIEW and *Littell's Living Age* (subscription price \$6.00 a year), both for \$6.40. The *Living Age* is a weekly magazine and contains the cream of what is published in the English magazines.

Practical Problems for Grade VIII.

1. The cost price is \$60; the marked price 30% more; the discount 10%. Find selling price and gain %.
2. The selling price is \$80, the loss 20%. Find the gain % if it had sold for \$115.
3. A house is worth \$4000; it is insured for $\frac{3}{4}$ its value at $1\frac{1}{2}\%$. Find premium paid.
4. An agent sells 600 bbls. of flour at \$4.50 on 2% commission. Find proceeds.
5. Find interest on \$360 from March 10th, 1901, to October 15th, 1905, at $6\frac{1}{4}\%$.
6. The interest is \$49.50, the time 4 years, the rate $4\frac{1}{2}\%$. Find the principal.
7. Find the area and base of a right angled triangle whose length is 75 feet and side 50 feet.
8. Find height of cylinder holding 20 gallons and having a basal radius of 10 inches.
9. Find area of ring between two circumferences when the radii are 20 inches and 25 inches respectively.
10. Find area of walls of a room 15 feet long, 12 feet wide and 10 feet high. How much will it cost to plaster walls and ceiling of this room at 10c a square yard?
11. A man three years ago put out at interest at 4% a certain sum of money; he now has in all \$291.76. What had he then?
12. Find compound interest on \$300 for two years at 4% a year payable half yearly.
13. If 3000 liters be bought at 10c a liter, and after paying 40% duty sell at 70c a gallon, find gain.
14. A note of \$400, dated Aug. 27th, @ three months, was discounted same day at 6%. Find proceeds.

Answers.—(1) \$70.20; 17%. (2) 15%. (3) \$45. (4) \$2646. (5) \$103.50. (6) \$275. (7) 1397.5. (8) 17.65. (9) 706.86. (10) 540 sq. ft.; \$8.00. (11) \$260.50. (12) \$24.7296. (13) \$462 21. - \$420 = \$42 21. (14) \$400 - \$6 25 = \$393.75

At the beginning of the year we had a chimney corner devoid of ornament. A beautiful calendar brought by one of the pupils, gave us an idea that transformed this bare spot into a thing of beauty for bright eyes to feast on the remainder of the year. We requested all who could to bring a pretty calendar. Many gladly responded. The best subjects were selected and carefully arranged as to design and coloring; the result was highly gratifying, and our "Calendar Corner" received much praise from visitors.—*Popular Educator.*

Let the Sunshine In.

Several Decembers since a little boy in a Boston kindergarten—a child who was accompanied by his nurse every morning—toiled long and patiently on a Christmas present for his mother. After the holiday had passed the kindergartner asked the children what the recipients had said about the gifts prepared with so much care. It was Robbie's turn to answer. The child's lips trembled as he whispered in shame and sorrow, "Mamma didn't want my stamp box, she said I might keep it myself."

A darling eight-year-old girl asked her father for money with which to buy Christmas gifts. She was told that she might have money for materials but that it was better for her to make the presents than to buy them outright. "But papa," said the child, "I don't know what to make myself, and mamma won't help me, she says she can't stop."

There are memories in many of our own hearts of Christmas saddened and almost lost, because parents failed to see the necessity of troubling to make the blessed day a season of joy. Listen to the words of the Great Teacher: "Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me."—*School Journal.*

The lengthening of the one-hour examinations to two hours without materially increasing the length or the difficulty of the examination is a change that will have beneficial results, says the *Chicago School Review*, in its notes on the fifth annual report of the College Entrance Examination Board. Judging from the number of failures, the examinations were more difficult this year. The greatest failure was in English b, where only one-third the candidates gained a rating of 60 or higher. The results in English history were disappointing. Out of 258 candidates in plane and solid geometry only 32 reached the above mark; and so with other branches. Sight translations of Latin and Greek authors will be established for the future.

Everywhere, everywhere, Christmas to-night;
 Christmas in lands of the fir tree and pine,
 Christmas in lands of the palm tree and vine,
 Christmas where snow peaks stand solemn and white,
 Christmas where cornfields lie sunny and bright;
 Christmas where children are hopeful and gay,
 Christmas where old men are patient and gray,
 Christmas where peace like a dove in his flight,
 Broods o'er brave men in the thick of the fight;
 Everywhere, everywhere, Christmas to-night!
 For the Christ-Child who comes is the Master of all;
 No palace too great and no cottage too small.
 —*Phillips Brooks.*

Teachers' Conventions.**RESTIGOUCHE COUNTY INSTITUTE.**

The Restigouche County Teachers' Institute met October 19 and 20, in the Campbellton Grammar School. Thursday morning the Campbellton schools were in session till 11 a. m., to give the members of the institute an opportunity to observe the work. The institute then met to organize in the Principal's room, the President, E. W. Lewis, in the chair. The President welcomed the members of the institute and spoke on some phases of educational progress. Dr. Inch, the chief superintendent, who followed, criticized the prevailing fashion of expecting the younger pupils to be able to give all the reasoning for the various processes in arithmetic, e. g., why we carry to the next column in addition and why we borrow in subtraction. The teachers' and pupils' time would be much better spent in drilling with numerous examples, and in thus acquiring quickness and accuracy. He also agreed with the president that the reaction against memorizing had gone too far. Memory was one of the most valuable properties of the mind, and the habit of memorizing passages of good literature was an excellent one.

Thursday afternoon was devoted exclusively to manual work. Miss Marjory Mair, teacher of manual training in the Campbellton schools, gave an interesting lesson on paper folding, taking the institute for a class. Prof. Kidner, of the Normal School, complimented Miss Mair highly on the lesson, and gave an instructive address to the teachers, showing how a beginning in manual training could be made with little expense, even in the poorest schools, and urged the teachers to introduce it.

Friday morning, Miss Linda Ultican, of Jacquet River, taught a lesson on transitive and intransitive verbs. Although handicapped by having a young class, who were strangers to her, Miss Ultican skilfully brought out the distinction between the two classes of verbs, and showed how by constant drill along such lines pupils could be made to understand the difference between them.

The rest of the morning session was taken up with criticisms of lessons taught at the institute. The discussions were animated and interesting, and many valuable points were brought out.

A trip to the woods Friday afternoon with a lesson on cone-bearing trees by one of the Campbellton teachers, Miss Minnie Colpitts, B. A., late of Guelph Agricultural College, brought to an end one of the most interesting institutes ever held in Restigouche County.

Thursday evening a public meeting was held in the grammar school hall. Addresses were made by Dr. Inch, Prof. Kidner, and Dr. Murray, chairman of the Campbellton School Board.

The following are the officers for the present year: President, E. W. Lewis, B. A., Campbellton; Vice-President, Miss Minnie Colpitts, B. A., Campbellton; Secretary-Treasurer, Miss Dickson,

Tide Head. Additional members of Executive Mrs. L. D. Jones, Dalhousie; Miss McTaggart, Campbellton.

GLOUCESTER COUNTY INSTITUTE.

The twenty-fourth meeting of the Gloucester County Teachers' Institute was held at Caraquet, N. B., on the 19th and 20th October. In the absence of the president, Mr. Jerome Boudreau, Inspector J. F. Doucet very successfully conducted the affairs of the institute. A warm address of welcome by Principal Witzell, of Caraquet, was extended to the teachers, over thirty in number, to which Principal Girdwood, of Bathurst, and others replied.

The papers and addresses at the institute were given, as seemed best to the speakers, in English or French, in both of which languages several of the members were equally proficient. The French teachers, however, seemed to have greater facility in expressing themselves in English than the English teachers had in their use of the French language.

A paper on Fractions was read by Miss Emma C. A. Stout, of Bathurst, and was very helpful to teachers of primary grades. A lesson on Canadian history was given to a class of French pupils by Miss Bernadette Cormier. The bright and ready answers won favorable opinions from the audience. Dr. G. U. Hay followed with an address on the teaching of history, pointing out that the surroundings, the imagination, and the resources which children make use of in their play should be brought into requisition in teaching geography and history. An animated discussion followed on the best ways and means of doing this.

Principal Girdwood gave a very clear address on School Management, in which he illustrated practical and common sense methods of dealing with pupils in school. This was followed by an interesting paper by Mr. C. C. Poirier, showing his method of teaching primary geography. Dr. G. U. Hay gave an address illustrating practical methods of nature study. These addresses were very generally discussed, and the following, among others, took part: Inspector Doucet, Messrs. A. J. Witzell, Edw. De Grace, C. C. Poirier, P. Girdwood, Jos. F. Godin, and Misses Lauza Cormier, Loretta Mullins, Josephine Dumas.

The next institute will be held at Bathurst. The following officers were elected for the ensuing year: P. Girdwood, president; Lauza Cormier, vice-president; A. J. Witzell, secretary; R. D. Hanson, B. A., Josephine Dumas, additional members of the executive.

A very well attended public meeting was held in Mechanics' Hall, Caraquet, on the evening of the 19th, at which addresses were given by Mr. P. J. Veniot, M. P. P., of Bathurst, and others. Mr. Veniot took the ground that in the French textbooks which are to be prepared for the children of Acadian primary schools, the language should be simple and adapted to the understanding of

children similar to what is used in primary schools in France, not translations of English text-books, many parts of which had to be translated into French words of two or three syllables. Dr. Hay said that if French primary texts were considered necessary in our schools for Acadian children they should be natural in style and entirely suited to the needs of the children for whom they are to be prepared. After the institute had adjourned, the teachers adopted a resolution asking the board of education to give favorable consideration to the plan of text-book outlined above.

The Christmas Gift.

Around the Christmas-tree we stood,
And watched the children's faces,
As they their little gifts received
With childish airs and graces.

We grown folks had our share of fun
In making wee ones merry,
And laughed to see the juveniles
Kiss 'neath the holly berry,

Beside me sat sweet Bessie Moore,
A lovely dark-eyed maiden,
While near her stood our little Eve,
Her arms with love gifts laden,
Until around the room she went,
The blue-eyed baby, shyly,
And blushing red, into each lap
Her offerings dropped slyly.

But when to me the darling came
All empty-handed was she,
And when I asked, "Why slight me thus?"

She answered, "Oh, because we
She dinna know you tumming here!"

And then with blue eyes shining,
To Bessie's side she went, her arms
Her sister's neck entwining.

"But something I must have," said I,
"My Christmas night to gladden."
A shade of thought the baby face

Seemed presently to sadden,
Till all at once, with gleeful laugh—

"Oh! I know what I do, sir!
I've only sister Bessie left,

But I'll div her to you, sir!"

Amid the laugh that came from all
I drew my new gift to me,
While with flushed cheeks her eyes met mine

And sent a thrill all through me.
"Oh! blessed little Eve!" cried I:

"Your gift I welcome gladly!"

The little one looked up at me
Half wonderingly, half sadly.

Then to her father straight I turned,
And humbly asked his blessing

Upon my Christmas gift, the while
My long-stored hopes confessing,

And as his aged hands were raised
Above our heads bowed lowly,

The blessed time of Christmas ne'er
Had seemed to me so holy.

—Selected.

CURRENT EVENTS.

The first section of the British garrison at Halifax has left for Liverpool. The Dominion authorities have not as yet taken over the fortress, but will do so before the close of the year.

In ten years, it is predicted, Canada will outstrip all other countries in the production of iron ore, as well as in wheat raising. This prediction is made by a French expert in metallurgy, who has been visiting Canada to report upon the electrical method of smelting ores.

The body of Sir George Williams, founder of the Young Men's Christian Association, who died November 6, was buried beneath the dome of St. Paul's Cathedral, in the presence of nearly a thousand British and foreign delegates of the association.

An enthusiastic reception was given to the Prince and Princess of Wales at Bombay, where they arrived on the King's birthday.

A number of Boers who went to other parts of the world at the close of the war in South Africa are now returning to live under British rule. The United States colony was not a success, the South American colony was also a failure, and those who went across the dividing line into German African territory are glad to return to their old homes to escape from the hardships of German rule, and the dangers of the native insurrection in German Southwest Africa.

A very charming and amiable person is the Dowager Empress of China, according to a writer in the Century Magazine, who has had access to her court for the purpose of painting her portrait. There is no doubt that the fearful tales we have been told of her and her cruelties are much exaggerated, if not entirely without foundation.

By a vote of about four to one, the people of Norway have decided upon a kingdom instead of a republic as their future form of government; and by a unanimous vote the storting has chosen Prince Charles of Denmark as King of Norway. He has accepted the position, and will adopt the name of Haakon VII. First united with Sweden, by the marriage of a Norwegian princess to a Swedish king, later in union with Denmark, and again with Sweden, it has been nearly seven hundred years since Norway has had a king of its own who was not also ruler of one of the other Scandinavian kingdoms. The union with Denmark, which lasted from 1397 to 1814, was more intimate than that with Sweden, which has just been dissolved by one of the most peaceful revolutions in history; but the Norwegians always considered themselves a separate people. Dr. Fridtjof Nansen, the famous Arctic explorer, comes as the first Norwegian minister to Great Britain; and a daughter of King Edward VII., as wife of Prince Carl, becomes Queen of Norway.

Finland, where Swedish is the official language, may be called the fourth Scandinavian land, in view of the fact that it was long under Swedish rule, though in race and language the Finns are a separate people. In Finland, too, a revolution has taken place, the Emperor of Russia as Grand Duke of Finland, granting to Finland responsible government, and a parliament elected by universal suffrage. This, also, was a bloodless revolution.

The flag of Sweden, heretofore of very dark blue with a yellow cross extending through it and the symbol of the union with Norway in the staff-head corner, now flies without the union mark. In its new form it was raised for the first time on all school houses and public buildings on the first day of November, and hailed as the new ensign of Sweden.

Practically all the powers have accepted the invitation of the Emperor of Russia to be represented at the second peace conference, which will probably assemble in May next.

Mrs. Hubbard, who following up the work in which her husband perished, has been exploring the interior of Labrador, found no great difficulties in crossing from Northwest River to the Hudson Bay Company's post at George River, a distance of more than five hundred miles. The other Labrador expedition, under Dillon Wallace, has also been heard from, and is probably by this time safe at Ungava.

Prince Nicholas of Montenegro, following the example of the Russian Emperor, has announced that he will give his people representative government, and the elections for a popular assembly were to take place November 27.

A society for the protection of Canadian beauty spots from disfigurement by advertising signs has been organized in Ontario. Local improvement work will be taken up in addition to the abatement of the advertising sign nuisance. It is intended to organize branches of the league in all the important cities and towns of Canada.

Korea, as an independent country, has ceased to exist, the Korean authorities having formally accepted a Japanese protectorate. The acceptance was, perhaps, only nominally a matter of choice; for the occupation of the country by Japan was a military necessity. A new railway, which opens up the centre of Korea to trade, has been built since the Japanese came; but has hardly reconciled the Koreans to the presence of the Japanese soldiers that garrison the chief towns along its route.

One hundred and twenty-eight new stations are named on the latest edition of the Canadian Pacific Railway map. The map is revised quarterly, and this may be taken as an index to the growth of their business within the preceding three months.

The new cave recently discovered in Kentucky promises to equal or surpass in interest the famous Mammoth Cave. One arm of it has been explored for a distance of seven miles.

Buenos Ayres, the capital of the Argentine Republic, still continues its rapid growth, and has now over a million inhabitants.

The governor of German Africa has made his first official visit to Lake Victoria Nyanza, the southern shores of which are German territory. Travelling only in the day time, he reached the lake from the Indian Ocean by railway in two days. Thirty years ago it took Stanley months to make the same journey with native porters to carry his baggage through the jungle. Stanley made his way around the lake with small boats rowed by his men. The German governor had a steamer at his disposal. While the former required more than nine months to reach Uganda, the latter, following nearly the same route, had reached that place, now the capital of a British colony, and returned to his own capital on the Indian Ocean in just three weeks' time.

The British government has raised the grade of its representative at the Japanese court from that of minister to that of ambassador, thus recognizing Japan's position as a first-class nation.

The Chinese government has sent out able statesmen as commissioners to travel through the principal countries of the world and observe the workings of their several forms of government, with the object of drafting a constitution for the empire that shall embrace the best features of those of the Western World.

The British government is about to establish a new port on the shores of the Red Sea, to be known as Port Soudan. It will take the place of the port of Suakin, which is to be abandoned. Besides being an important coaling station, it will serve as an outlet for the cotton of the Soudan, where cotton is now an important industry.

A fleet of Austrian, British, French and Italian vessels, under command of the Austrian admiral, has been ordered to Turkish waters to enforce the demands of the allied powers for reforms in Macedonia.

There is a crisis in Hungarian affairs. Austria and Hungary are united, as Sweden and Norway recently were, by having one crowned head over the dual monarchy, while in other respects the two countries are more or less independent of each other. Hungary, however, is, as Norway was, jealous of the weightier influence of the sister state in the common affairs of the two nations. Perhaps it is more correct to say that the Hungarians, or Magyars, are jealous; for they number less than half the population of Hungary. The others are made up of Germans, Roumanians, Croats, Serbs and Slovaks; none of whom, with the possible exception of the Croats, are in very strong sympathy with the Magyars. But, under the present suffrage, the Magyars have full control of the Hungarian parliament, their representatives outnumbering all the others about ten to one. The Emperor of Austria, as King of Hun-

School of Science for Atlantic Provinces of Canada.

20th SESSION, JULY 3rd to 20th, 1906.

AT NORTH SYDNEY, - CAPE BRETON.

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gary, has refused the demands of the Hungarian leaders, chief of which are a separate tariff for Hungary and the use of the Hungarian language in the army. To settle the matter, the Emperor-King may dissolve the present parliament and call a new popular assembly to be elected by universal suffrage, thus putting his Magyar subjects in the minority and depriving them of their power.

Serious disorders continue in many parts of Russia. The most threatening of these are in Poland, where the people have never forgotten their history, and still seem to hope for independence. Autonomy, with a viceroy and a representative assembly they might obtain; though, according to Russian ideas, they have not the same right to it as the Finns. By official title, the Emperor Nicholas is Emperor of All the Russias and Czar of Poland; but repeated insurrections led to the abolition of the Polish constitution and the complete union of the ancient kingdom with the Russian Empire. Poland is now under martial law, and is specially excluded by the Czar's proclamation from participation in the new liberties granted to his other subjects.

The statement of last month to the effect that irrigation had not made any marked difference in climate, as might be understood from the context, though not very clearly expressed, referred to the climate of Egypt. It is a satisfaction to learn that the great increase in the area of land under cultivation has been obtained without injury to the monuments of the ancient civilization, the preservation of which has been due to the dryness of the atmosphere. The Egyptian monolith brought to New York some years ago soon began to crumble in the moister climate of the North Atlantic coast.

SCHOOL AND COLLEGE.

A concert and social was held in the schoolhouse, Perry district, Sussex, N. B. A good sum was realized, which will go towards school purposes. A great effort was made by the teacher, Miss Agnes E. Reynolds, and people to make it a success.

Professor Lishman, to whom has been given the task of establishing a new mining school at Glace Bay, is an arts graduate of Durham University, and has had much practical experience in coal mining.—*Kings College Record*.

Mr. Osburn N. Brown, of Newcastle, N. B., Harkins Academy, intends to take a course at Fredericton after the holidays to qualify as a teacher of manual training.

Miss Ida A. Northrup, of Kingston, N. B., has begun a two years' course in domestic science at the Macdonald Hall, Guelph, Ont.

Professor Arup has entered on his duties in the chair of chemistry as successor to Dr. Kennedy, of Kings College, Windsor, and the Rev. C. A. Brodie Brockwell, B. A., is the first to fill the New Alexandra professorship of divinity in the same college. Both are men of scholarship, and their attainments will no doubt add much to the prestige of Kings.

It is proposed at the next session of the New Brunswick legislature to amend the school law so that in the refusal of a district to consolidate with others, the board of education shall have the right to affect such a change without the votes of the ratepayers. It is also proposed to have the law relating to vaccination of school pupils changed so as to throw the responsibility on trustees and parents rather than on the teacher.

The second forward movement for Acadia College is now approaching successful completion. Of the amount to be raised, \$100,000, the sum of \$92,000 has already been collected or pledged, and Dr. Trotter confidently looks forward to seeing the total amount secured at an early date. This will bring an equal sum from John D. Rockefeller, which will place the institutions at Wolfville on a firm financial basis.

In the Dominion Fair recently held at New Westminster, British Columbia, the schools of that province gave a fine exhibition of their work, which attracted universal attention and many warm commendations.

The Halifax school board has adopted a new scale of salaries for teachers, which during the next three years will add from \$5,000 to \$6,000, or an increase of seven per cent over present salaries. The proposed plan of increase will treat all teachers fairly, but necessarily the largest increase will be to those of approved experience and scholarship.

New Books

The History of Canada.

By G. U. Hay, D.Sc.
To which has been added a sketch of the History of Prince
Edward Island. Price 25cts.
By Helen M. Anderson.

Entrance Grammar Notes.

By Chas. G. Fraser, Principal Crawford Street School, Toronto.
For Third and Fourth Classes. Price 15cts.
Entrance Grammar Notes is an ideal little text-book of English
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The order is logical. It begins with the sentence—the unit
of a language—and then deals with the parts of which a sentence
is composed, before taking up the classification and inflection of
the different parts of speech.

Introductory Physiology and Hygiene for Public Schools.

By A. P. Knight, M.A., M.D., Professor of Physiology, Queen's
University.
This book consists of a series of graded lessons, most of which
were taught to pupils of the Kingston Public Schools during the
autumn of 1904. They were taught in presence of the teachers-
in-training of the Kingston Model School, and as such were in-
tended to be model lessons. Price 60cts.

The Nature Study Course.

With suggestions for teaching it.
By J. Dearness, M.A., Vice-Principal London Normal School.
Based on Lectures given at Teachers' Institutes, Summer
Schools, and at the London Normal School. Price 60cts.

Practical and Theoretical Geometry—Part I.

For Continuation Classes in Public Schools and Lower School
Classes in Secondary Schools.
By A. H. McDougall, B.A., Principal Ottawa Collegiate Institute.
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Introductory Chemistry.

For High School and Continuation Classes.
By W. S. Ellis, B.A., B.Sc., Principal Collegiate Institute, Kingston
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Interesting studies of animal life in the far north, by Wm. J.
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Miss Ida McLeod, daughter of Rev. Dr. McLeod, of Fredericton, is to be married this month to Mr. Maurice White, superintendent of schools for the Western Transvaal. Miss McLeod is a very estimable young lady whose large circle of friends join in wishing her a great measure of happiness and prosperity.

Mr. David Wilson, B.A., recently inspector of schools in the Kootenay district, British Columbia, has now charge of the schools on Vancouver Island, with headquarters at the capital city, Victoria. Mr. Wilson is well known in the East. He is a graduate in arts of the University of New Brunswick, and for the last twenty years has occupied a leading position in the educational affairs of British Columbia.

The number of new students entering Dalhousie this fall is 122. These are distributed as follows: 96 in arts and in pure and applied science; 11 in medicine and 15 in law. While the total number of new students may have been equalled in former years, the number of new students in arts and science this year is the largest in the history of the college. Twenty-five of them have entered the courses in engineering. The homes of the new students are thus located: Halifax city and county, 47; the island of Cape Breton, 17; Pictou County, 14; Colchester County, 11; New Brunswick, 9; Lunenburg County, 7; two outside the Maritime Provinces and the remainder in Prince Edward Island and the Counties of Shelburne, Yarmouth, Annapolis, Kings, Hants, Cumberland and Antigonish.

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COMPREHENSIVE BOOKKEEPING—A First Book. By Artemas M. Boyle, A. M., High School, Kansas City. Cloth. Pages 142. Price 90 cents. The Macmillan Company, New York; Macmillan & Company, London; Morang & Company, Toronto.

This book arouses the attention at once by its clear pages and beautifully executed script models. Its methods are up-to-date, designing to lay a good foundation in preliminary work for business practice.

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NORTHLAND HEROES. By Florence Holbrook, principal of the Forestville school, Chicago. Cloth. Illustrated. Pages 112. Price 35 cents, post-paid. Houghton, Mifflin & Company, Boston.

The stories of the Northland Heroes, Fridthjof and Beowulf, are healthy and manly, and such as will appeal to Anglo-Saxon children. Miss Holbrook has succeeded well in bringing out the qualities of strength, courage, truth and endurance of these ancestors of our race.

STORIES FROM THE HISTORY OF ROME. By Mrs. Beesly. Cloth. Pages 189. Price 1s. 6d. Macmillan & Co., London.

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THE NEW AMERICAN MUSIC READER, No. 4. By Frederick Zuchtman. Cloth. Pages 272. Price 50 cents. The Macmillan Company, New York; Morang & Company, Toronto.

This is distinctly a book of song, the technical work having been developed in the preceding books of this

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LABORATORY AND FIELD EXERCISES IN PHYSICAL GEOGRAPHY. A Manual for Secondary Schools. By Gilbert Haven Trafton, Instructor in Science, Passaic, N. J., High School. Ginn & Company, Boston.

Designed to guide pupils in their field work and to furnish definite outlines for the exercises in the laboratory, this manual provides a basis for the text-book work. It is planned to occupy the same place in the study of physical geography that the laboratory manual holds in the study of physics or chemistry.

THE CHERRY RIBBAND; A Novel. By S. R. Crockett, author of "The Lilac Sunbonet," etc. Cloth. Price 410. Price \$1.50. The Copp Clark Co., Toronto.

A very pretty story; and if it does not arouse the same interest as the author's earlier work, it has a charm of its own which will abide with the reader.

THE STORIES OF LITTLE FISHES. By Lenore Elizabeth Mulets. Cloth. Pages 288. Price \$1.00. The Copp Clark Co., Toronto.

These are more or less didactic. Mingled with the descriptions and pleasant anecdotes for children, we find many curious illustrations of the lives and curious habits of many of the finny tribe.

EASY MATHEMATICS. Vol. I., chiefly arithmetic. By Sir Oliver Lodge, F.R.S., Principal of the University of Birmingham. Cloth. Pages 436. Price 4s. 6d. Macmillan & Company, London.

The well known reputation of the author of this book is a guarantee that we have here something worth reading and pondering over. It is "a collection of hints to teachers, parents, self-taught students and adults," presenting "a summary or indication of most things in elementary

mathematics useful to be known." Whether it is a problem in pedagogy or cube root, the author is equally clear and direct: "Teaching which is not fresh and lively is harmful;" "Wearisome over-practice and iteration and needlessly long sums should be avoided;" "Even influential persons occasionally speak of mathematics as 'that study which knows nothing of observation, nothing of induction, nothing of experiment,—a ghastly but prevalent error which has ruined more teaching than perhaps any other misconception of that kind.'" The book is brimful of clearly expressed thought and tangible suggestions.

THE POETRY OF LIFE. By Bliss Carman. Cloth. Pages 258. The Copp Clark Co., Toronto.

This is a beautifully bound volume, appropriate to the Christmas season, made up of sixteen prose essays of Mr. Carman. The subject of the greater number of these is poetry—The Poetry of Life, The Purpose of Poetry, How to Judge Poetry, The Defence of Poetry, The Permanence of Poetry, The Poet in Modern Life, The Poet in the Commonwealth, etc. Written in Mr. Carman's vigorous and healthy English, they furnish a choice collection of the best specimens of his prose writings.

Recent Magazines.

The *Atlantic Monthly* for November is a notable number both in the importance and interest of its papers. Among these are several dealing with prominent subjects in literature and topics now engaging the attention of the public. Other attractive features are short stories and poems, a charming essay upon The Country in November, by Henry Child's Merwin and Reverend Mother's Feast, the concluding instalment in Agnes Repplier's series of engaging sketches of a girl's life in a convent school. The *Atlantic* is the literary magazine of America, and is every month increasingly interesting in the variety and excellence of its contents. The *Atlantic* for December is a notable Christmas number. There are seasonable articles, fine stories, and distinctively Christmas poems.

The November *Canadian Magazine* is largely a sportsman's number. There are sporting sketches and illustrations, stories of animals by Chas. G. D. Roberts and W. A. Fraser, and a history of Golf in Canada. The article on the New High School, by W. L. Richardson, should wake up Canadian schoolmen to the importance of manual training. The excellence of the articles and illustrations and the superior make-up of this number show that the *Canadian* is successfully meeting the wants of its readers. The Christmas number of the *Canadian Magazine* is quite worthy of the season. The contents show a great variety, ranging from articles on art and special book reviews to stories and interesting comment on the passing phases of our existence.

For colorwork, presswork and general beauty and usefulness, the December *Delineator* is conspicuous among the Christmas magazines. Eight paintings by J. C. Leyendecker, illustrating and interpreting the Twenty-third Psalm, is the most extensive color feature of the number. The short fiction of the number comprises stories by Hamlin Garland, John Luther Long, Sir Gilbert Parker, and there are many attractive articles on topics of interest.

The pastimes for children are filled with the spirit of the season, and there is an abundance of matter of housewifely interest.

Littell's Living Age occupies a field peculiarly its own. It gives sixty-four pages every Saturday of selections from the best and most popular English periodicals, and is almost indispensable to any one who wishes to keep informed upon public affairs and current discussion. Fiction, essays, travel sketches, poetry, critical and biographical papers, literary and art articles, and much else besides will be found in the magazine. The subscription price is six dollars a year, but a trial subscription of three months, thirteen numbers, may be had for one dollar. *The Living Age Company*, 6 Beacon Street, Boston, Mass.

Early, while I'm still asleep,
The sun arranges things for me;
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And lights the day so I can see.

It beams upon me all day long,
And when at last it sinks away,
It hustles round the other side,
To be in time for me next day.

Lippincott's Magazine.

What is the thought of Christmas? Giving.
What is the heart of Christmas? Love.

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All essays must first be judged in the schools, and afterwards through representatives of the league in the different countries of the empire.

Only those essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the league in London. These essays must be sent to the Education Office, the primary schools (B) not later than the 15th day of January, 1906, and (A) the secondary schools not later than the 14th February, in order to reach the Central Office in London by the 1st of February and 28th February next.

Education Office,
Oct. 30th, 1905.

J. R. INCH,
Chief Supt. Education,

OFFICIAL NOTICE.

New Brunswick Board of Education.

MANUAL TRAINING COURSES.

Training courses for teachers desirous of qualifying as licensed Manual Training instructors will be held at the Provincial Normal School during the session of 1905-6 as follows:

Short course.—September 18 to December 22, 1905.
Full course.—January 8 to June 29, 1906.

The short course is intended to qualify teachers for the license to teach Manual Training in rural schools. Candidates for admission must hold at least a second class Provincial license, and be prepared to furnish evidence of their teaching ability.

The full course is intended to qualify teachers for the license to teach Manual Training in town schools. Candidates for admission should hold a first class license, but teachers holding a second class license, and having a good teaching record, may be admitted on their merits.

In each course, students showing little aptitude for the work will be advised to discontinue at the end of one month from the date of entrance.

Tuition is free, and the usual travelling allowance made to Normal students will be given to teachers who complete their course and proceed to the teaching of the subject in the Public Schools of the Province.

HOUSEHOLD SCIENCE.

No provision exists at present in the Normal School for the training of Household Science teachers, but certain institutions have been approved by the Board of Education as training places for New Brunswick teachers desiring to qualify as licensed teachers of the subject.

Full particulars of the several courses outlined above may be obtained from the Director of Manual Training,

T. B. KIDNER,
FREDERICTON, N. B.

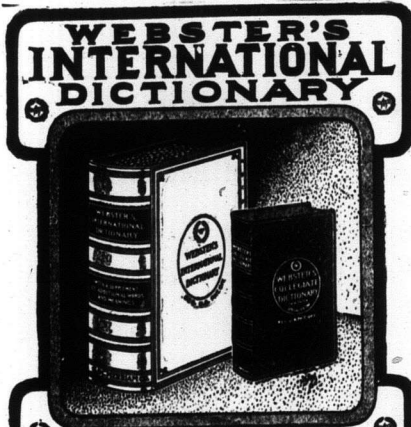
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