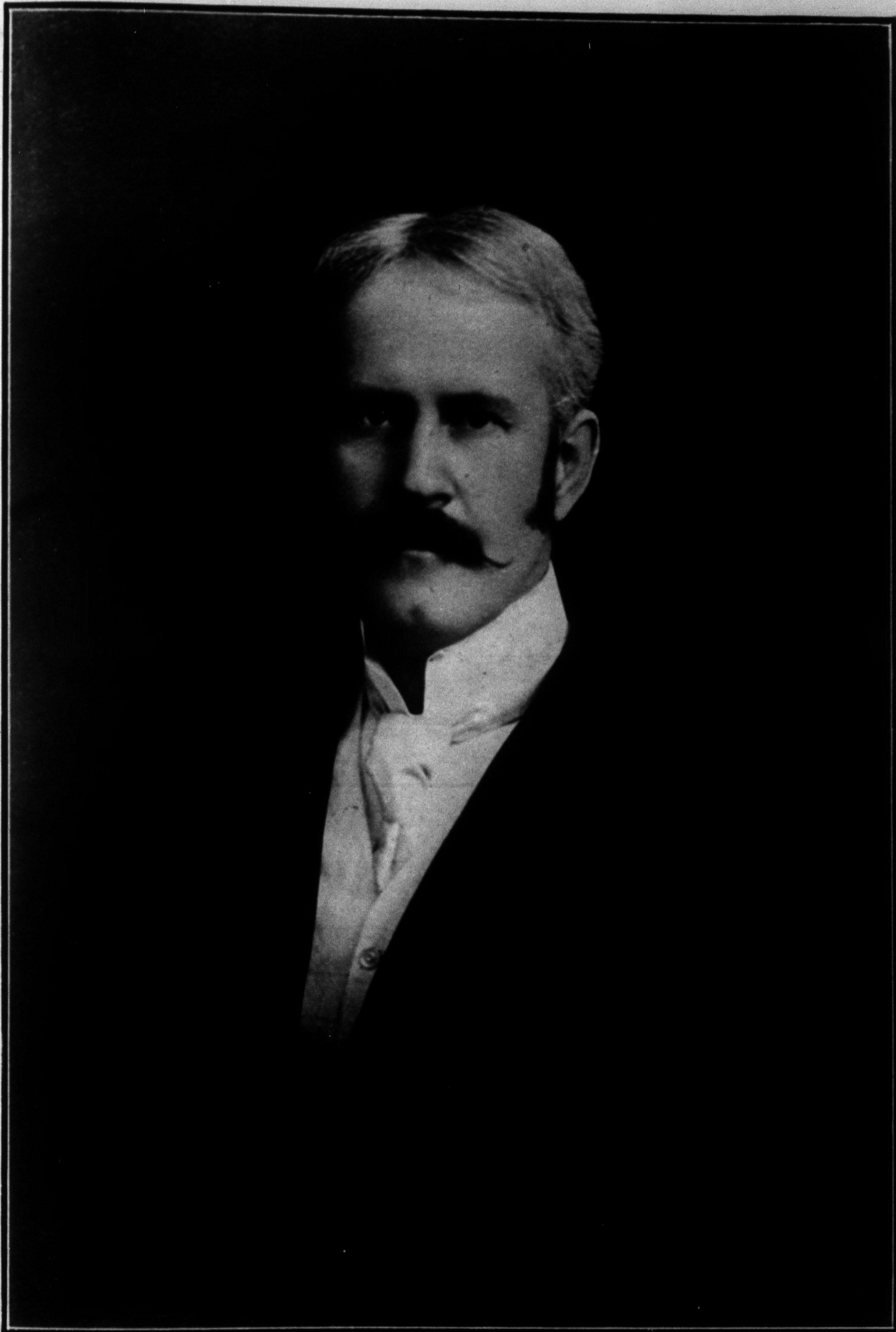


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Educational Review Supplement, June, 1909



HEDLEY V. B. BRIDGES, A. M.
PRINCIPAL PROVINCIAL NORMAL SCHOOL OF NEW BRUNSWICK.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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

No REVIEW will be issued in July.

THIS number begins the twenty-third volume of the REVIEW.

Two veteran educationists have been honoured by our universities with the degree of LL. D.—Dr. J. R. Inch (LL. D. Mt. Allison, 1878), Chief Superintendent of Education, New Brunswick, who is about to retire after nearly three score years of honourable service for his native province, received the degree of LL. D. at the late encœnia of the University of New Brunswick; and ex-Principal J. R. Calkin, of Truro, was similarly honoured at the late convocation of Dalhousie University.

THE complete programme of the Dominion Educational Association at Victoria, B. C., will soon be issued. No pains have been spared to make it representative of all provinces of the Dominion, and those who attend will listen to stirring addresses and discussions by leaders of education throughout Canada. Every teacher who can possibly go should attend this meeting and reap all the advantages that a tour across Canada, with its unrivalled scenery, will afford.

THE call from the West for teachers, which appears on another page, is very likely to be heeded by the younger and more adventurous members of the profession. The opportunity which it gives of seeing the great province of British Columbia and living there for a year or two is attractive, especially under such conditions as Superintendent Robinson offers.

THE National Educational Association of the United States will be held at Denver, Colorado, "the Queen City of the Plains," during the week beginning July 4th. Principal Jas. W. Robertson, of Macdonald College, Quebec, will lead the discussion on the improvement of rural schools.

THE good report that went forth of the work done at the Summer School at Truro last season will have the effect of drawing there a larger body of students this year. In addition to the excellent staff of teachers available at Truro, the services of Professor Dearness, of London, Ont., have again been secured. Mr. Dearness is thoroughly conversant with modern methods of teaching.

ONE is impressed with the series of singularly able and well written articles found in the "Women's Edition" of the Montreal *Daily Witness*. There are many notable contributions to the philanthropic and other questions of the day, and the ladies of Montreal have every reason to feel gratified at their initial effort of issuing a newspaper.

THERE are many friends of the late Dr. Fletcher, Dominion Entomologist and Botanist, who will be glad to know that it is designed to erect some memorial at Ottawa to this distinguished and unselfish scientific worker. In no portion of the Dominion was his work more appreciated than in the Maritime Provinces, and his readiness to help others, his unflinching courtesy and kindness of heart won for him many sincere and ardent friends who will gladly contribute to this worthy object. Sums of one dollar and upwards may be sent to Mr. Arthur Gibson, the treasurer of the fund, at Ottawa.

WE regret to hear of the death of Mrs. C. F. Fraser, wife of Dr. Fraser, principal of the School for the Blind, Halifax. Mrs. Fraser was a daughter of Mrs. Jas. Hunter, of Fredericton. She had been an invalid for some years, and during her enforced retirement has written many pretty stories and illustrated articles for children's magazines. We tender our sincere sympathy to Dr. Fraser for the loss of a devoted wife and companion.

THE reports that have come to the REVIEW show that both Arbor Day and Empire Day were well observed in the schools. Not only was Arbor Day celebrated by the good old-fashioned custom of cleaning up the school house and grounds, but in many sections by the planting of shade trees and flower beds, and in some instances school gardens were started. Empire Day was very generally observed by exercises in the schoolroom and lessons on the geography, history and resources of the British Empire and its dependencies, in addition to public school entertainments, in which the patriotic element was conspicuously present.

Good Words.

Principal J. W. Robertson, of Macdonald College, has always taken an active interest in the Maritime Provinces, and has done valuable service for the improvement of its rural schools and for agriculture. Speaking recently of the many advantages enjoyed by these provinces, he used these words, which should be carefully pondered by many who are inclined to look elsewhere for better conditions:

For myself, were I, even with my present knowledge of Canada, now coming to the Dominion as a new settler, I would rather come to the Maritime Provinces to make a home for myself than to try the fortunes of the West. Here one finds invigorating climate, good schools, a law-

respecting population, with high ideals and standards of life, running streams, plenty of trees, the fragrance of clover blossoms and flowers, fresh fruits and innumerable other satisfactions. In brief, here is a satisfying place in which to found a home.

I have discussed with leading men from England the desirability of directing a portion of the stream of immigration into the Maritime Provinces. There might not be during the first few years such a rapid accumulation of available wealth as from prairie farming, but there might be general success with few failures. The land is suitable for growing almost every crop of the Northern temperature zone. It has a climate healthful and reliable as to rainfall and temperature, and good markets for all classes of products at the doors.

An Injustice to Teachers.

In the material progress made in Sydney, N. S., during the past decade or so, the educational interests of that enterprising city have kept pace, to a great extent, with its industrial development. Its board of school commissioners has the reputation of having among its members wise, energetic and capable men, progressive in their ideas and anxious to have their schools fully equal to the best in Canada. The teachers of Sydney are, as a class, efficient, and ambitious to do their share in this educational work. No more loyal and devoted body of teachers is to be found anywhere.

There is a rule, however, apparently sanctioned by a majority of the Sydney board—that of periodically dismissing and re-engaging teachers—which should speedily fall into disuse. There is no excuse for it anywhere in these days. It is a relic of the past. School boards that may have adopted the practice have soon seen its injustice and have abandoned it, or have become so ashamed of it as not to insist on its provisions being carried out. Again, no self-respecting teacher will long submit to this indignity, and the consequence is that any board persisting in such a course is likely to lose its best teachers.

Mr. C. L. Moore, the supervisor of the Sydney schools, has very plainly pointed out to the board the duty it owes to its teachers. In his report, which appears in a recent number of the *Daily Post*, he makes this statement: "Assuredly no end is served by periodically suspending the sword of dismissal over the heads of your teachers, and during a portion of every year casting them into a state of uncertainty as to their continuance on the staff. If this board wishes to obtain and retain the services of the best class of teachers, if it is desirous of having in the schools teachers who can feel that

they are citizens of this city, and who can identify themselves with the life of the community, the policy in question should be discontinued. In the conduct of private business affairs, the policy which you pursue would be considered folly."

Supervisor Moore plainly intimates that this policy is unworthy, and not to be expected of such a body of men as should constitute a board of school commissioners. He further says that he will never countenance it to the extent of re-applying for his own position.

The board will in fairness agree with Supervisor Moore that justice to its teachers demands that no such narrow restriction should be placed on them. His plain words will no doubt have their effect in convincing the board that the educational interests of the city will be best served by showing fair play to its teachers.

A Day in May.

Have you ever noticed what a close relationship there is between the colours of the trees in autumn and those of spring? The crimson leaves of the red maple in October give place to the scarlet flowers that appear in early May, before the leaves are unfolded from the bud. The birches and poplars that had a wealth of golden leaves in October now display their catkins—bright yellow tassels drooping from leafless twigs. Did you notice what an abundance of these flower clusters the white birch had this season? Everywhere in late May the rich soft brown colours of the opening amelanchier (bilberry) buds recall the bay red leaves of this tree in October. And there are other tints and hues that may suggest the passing of one season and the dawning of another.

But what can surpass the varied tints of green that adorn the front of May? From day to day, as the month advances, the green foliage becomes more decided, and mingled with it are the bright warm colours of amelanchier and maples—tints that suggest that the sunlight of the past summer may have been caught and imprisoned in the buds before the sleep of winter came upon them.

Have you noticed the great variety of colouring in these trees of early spring—the bright crimson flowers of the tamarack, the dainty red tufts that adorn the pistillate catkins of the alder and hazel, the masses of red on the maples and the waving yellow catkins of the birch, soon to be followed by the pure white blossoms of the amelanchier and cherry? What an orderly procession, too, of bright blossoms do we see beneath these trees peeping

out from the dried leaves of last autumn,—the mayflower (in bloom during the first days of June in deep woods), the hepatica, the blood-root, the spring beauty, the trilliums, and the host of early flowers that old and young delight to welcome again!

May and June are the months for nature study. It is so easy to kindle enthusiasm at that season when awakening buds and flowers and birds call you to come out of doors. Children are all interested in the flowers of early spring. If the teacher is willing to be interested, and has just a little love of nature, she can help open the eyes of children to what spring is and what it means to them.

Principal H. V. B. Bridges.

In this month's Supplement there is a portrait of one of our educational leaders which most of the readers of the REVIEW, especially recent graduates of the New Brunswick Normal School, will have no difficulty in recognizing. Hedley V. B. Bridges, M. A., was appointed principal of the Normal School in 1906, on the retirement of Principal Crocket, and during the three intervening years he has filled that position with credit to himself and very acceptably to the students, by whom he is greatly esteemed.

Principal Bridges graduated from the University of New Brunswick in 1881, leading his class and taking honours in mathematics and philosophy. In his freshman year he won the classical scholarship, a coveted prize among undergraduates.

After graduation, Mr. Bridges was appointed principal of the Park Barrack school, Fredericton, and shortly after he entered the collegiate school as mathematical master, for which his natural bent and his studies at the university specially fitted him. In 1888 he was appointed inspector of schools for York County, his inspectorate also including certain additional parishes in adjacent counties. During the seventeen or eighteen years that he held this position he proved a very popular and efficient officer.

Although not specially trained in normal school work, Principal Bridges' university education and his experience in the schoolroom and as inspector have proved a good preparation for his present work. His fine personal bearing and a natural ease and dignity of manner contribute to his success in the classroom, while his orderly and logical habit of mind, excellent judgment, and a capacity to add to his resources by observation and reading, are characteristic of his work as a teacher.

The Training of Secondary Teachers in Prussia.

HERMANN C. HENDERSON, M. A.

Secondary schools in Prussia, as in other states of Germany, are of three types: the *Gymnasium*, the *Realgymnasium* and the *Oberrealschule*. These all have a nine years' course, and contain pupils from nine or ten years of age to eighteen or twenty. As a condition for entrance, the pupils must have taken at least three years in an elementary or preparatory school which may, or may not be, in connection with the higher school. The work covered in the nine years corresponds roughly to our work from Grades IV to VIII inclusive, the high school course, and at least our first two years at college. The graduate of any one of the three types of school is admitted without further examination to the university, and may begin to study for his chosen profession.

The difference in the three classes of schools are differences of curricula, which in turn represent correspondingly different educational aims and demands. The historic gymnasium still has its nine years of Latin and six of Greek; the oberrealschule has nine years of French and six years of English, but no ancient language; while the realgymnasium, a sort of compromise between the classical traditions of the past and the practical demands of the present, has nine years Latin, seven years French and six years English, but no Greek. Natural science and mathematics receive the most attention in the oberrealschule and the least in the gymnasium. The struggle in favour of equal rights for the graduates of the realgymnasium and the oberrealschule with those of the gymnasium has been long and bitter, and was not fully accomplished until 1900, when by imperial edict the three schools were put on the same official footing, and the universities opened their doors to the graduates of all three alike.

In attempting to answer the question how it is that the graduate of the German secondary school with but the same number of years actual school work as the graduate of the American high school (normally, twelve years in all) is in scholastic attainments at least two years in advance of the latter (in *languages*, whether ancient or modern, three or four years in advance), various factors must be reckoned with, one of the most important of which is *the superior training of the teacher.*

What the requirements are that must be met by the prospective Prussian secondary teacher (or *oberlehrer*) I shall now endeavour to indicate.

The first uniform requirement, to be sure, is that he himself shall be a graduate of one of the three types of high school; the second that he must pass the state examination, which in turn presupposes a minimum of three years at the university. In conversation with a number of teachers and with official examiners, I find that four years university attendance is the average time, while five and even six years is not uncommon. (Back of this protracted university sojourn there, however, usually "hangs a tale.") During this time the prospective teacher may have taken his doctor's examination, but as this has no particular bearing upon the more important state examination, the doctor's degree is regarded as more or less of a luxury.

The state examination is divided into two parts: (a) *required*, consisting of philosophy (including history of philosophy, logic and psychology), pedagogy, German literature and biblical and church history; and (b) *elective*, in which each candidate presents himself in three subjects, with such combinations as Latin, Greek and history; mathematics, physics, chemistry; English, French and German, etc. In coming up for examination the candidate states which of his three subjects he wishes to teach in the upper classes and which in the lower, and the examination is varied accordingly. The examination is conducted at various university centres by a commission composed of one or more of the university professors, a "schoolman," usually the director of a secondary school and a member of the provincial board of education. The examination itself in both parts is oral, but it is preceded by the writing of two theses, for which a period of four months is given, though an extension of time may be granted. In the case of perspective teachers of French or English, there is the additional requirement of a French or English impromptu composition, for which three hours' time is allowed.

When theses have been accepted and the examination passed, the would-be teacher is ready for the two years required professional training. For the first of these two years he is assigned to a *Koenigliches Paedagogisches Seminar* or teacher's training class in connection with some selected secondary school. The number in a *seminar* at any one time is usually limited to six. These begin at once an extended course of observation of the work

in the various classes. After a few weeks each candidate is in addition assigned to regular class instruction under supervision. This is varied throughout the year so as to cover each of the subjects he expects to teach, and in different classes. For this work he makes careful daily preparation, and he gets the benefit of the advice and criticism of the class-teacher, and at stated times of the director and his fellow-candidates. Twice each week throughout the year the candidates meet in conference the director and one of the other teachers for the purpose of discussing problems of school organization, methods of instruction, discipline, etc. Reports are made on assigned topics and on current educational literature. During the year each candidate must present an extended essay or thesis on some assigned educational subject. At the close of the year, if the candidate's work has been approved, he is assigned to another school for a second year, this time as a regular instructor under supervision, but usually without pay. At the end of this second year, if everything is satisfactory, the teacher is entitled to hold a position as a fully accredited *oberlehrer*, and in some ten years more may be dignified by the title of professor!

This making of a Prussian teacher has been a long process, but it brings its compensations: primarily to the schools which are enabled in each subject to secure expert instruction; and secondarily to the teacher himself, who is now in a position of honour, with an assured salary that increases regularly at stated intervals for twenty years, and with an ample pension awaiting him when forced to retire through sickness or old age.

Our German friends believe in teaching as a profession. The means by which it is made such deserve careful consideration.

Berlin, May 5, 1909.

[Mr. Henderson, who as our readers may remember, is a native and a teacher of New Brunswick, and more recently has been instructor in the State Normal School, Milwaukee, was chosen last year to proceed to Germany and study the systems of education there, especially the Realgymnasium of Stralsund near the Baltic, for which he was appointed. He has made good use of his opportunities, and the observations which he sent to the REVIEW will be carefully studied. Here is a lesson for us.—EDITOR.]

A Visit to an English School.

BY PRINCIPAL G. R. MARSHALL, Halifax, N. S.

One fine morning last September, after a heavy rain the day before, I started from the home of a friend in Wallasey, on the south bank of the Mersey, to visit one of the public schools in that town. The little English robins, with their breasts no longer scarlet, but now more nearly a dull orange, were chirping in the hedge bushes that lined the lanes and divided the fields; larks hopped about in the meadows, which were as green as ours are in the spring; the new houses of brick and cement, with tile roofs, and the old ones of stone and lime, with slate roofs, glistened in the morning light, and to a teacher from Nova Scotia visiting the place for the first time the whole scene formed a beautiful and inspiring picture.

At the corner of the school grounds, which were enclosed by a low brick wall and covered with asphalt pavement, was a cottage of tasty design for the use of the janitor.

The school building was two storeys high, with a pitched roof, and was more highly ornamented with dormer windows and gables than any school building I have ever seen in this country. It was large enough to contain six class rooms, and an assembly hall on each floor, and had an annex with six class rooms and assembly hall also.

I entered the main building by a door marked "Boys' Entrance," and proceeded up a flight of stairs to the first floor. I noticed that the steps were made of stone, the racks in the cloak-room were of iron, the partitions of brick, and the floors of short blocks of wood embedded in cement; so the building was practically fire-proof.

The head master received me in a cosy, little office, brightened and warmed by a fire in an open grate. He informed me that he did not have control over the whole building, but only the one floor. He had six assistants, who taught the boys over seven years of age. He had no class of his own, but devoted his time to supervising the work of his assistants. The girls over seven years of age were taught on the ground floor by six teachers under the directions of a head mistress, who spent her time supervising their work. The children under seven were taught in the annex by six teachers under the directions of still another head mistress. The work of the three departments was as distinct as though they were in different parts of the city. Even the

text-books were not the same. In England no one series of text-books is prescribed, but the school boards provide the different kinds asked for by the head teachers.

Soon a whistle was blown, and the boys marched in to the sound of music played on a piano. They stood in ranks while they sang an opening hymn, and the head master read a portion of the scripture, after which they knelt and responded in concert at certain places in a prayer that was offered.

There was a great deal of clear glass in the partitions between the class-rooms and the corridors, so that the head master could see just what was going on in a room without entering it. I noticed that the desks of the teachers and those of the pupils in the front rows stood on the floor, but those of the other pupils were arranged in tiers, each row standing higher than the one in front of it.

By order of the Board of Education, the first lesson was the Scriptures. I heard a class discuss, in a very interesting and profitable way, Peter's escape from prison. The next lesson I heard was on Venice. The children in the common schools of England do not have lessons to prepare at home, so these pupils were *learning* the lessons, not reciting them. An outline of the lesson was written in exercise books, and geographical readers, maps and pictures were used to impress important facts upon the memory. A very practical lesson in descriptive composition was listened to in one of the rooms in the girls' department. The head mistress in this department informed me that the names of absent pupils were sent every morning to a truant officer, who investigated the cause of absence at once. She also said that regular classes in physical training were conducted in the play ground when the weather was fine, and in the assembly halls when it was stormy. They also encouraged out-of-door games, by holding inter-school contests at certain times. I came away with the impression that the people of that town, at least, were thoroughly assured of the advantages of a good elementary education, and they seemed to be determined that their children should have the best that was to be had even at a considerable expense.

From a subscriber who is not a teacher: The REVIEW must be a great inspiration to teachers, for those who are not teachers find it most interesting.

M.

Lessons in English Literature.—IX.

BY ELEANOR ROBINSON.

Le Morte Darthur.

HOW ARTHUR CAME TO BE KING.

In the days when Uther Pendragon was King of England, there was living in the land a magician called Merlin, the same who made the Round Table. Uther Pendragon wanted the wise and beautiful lady, Igraine, for his wife, and Merlin promised that he should have her, and that a son should be born to them, but on one condition. As soon as the child was born, he was to be given up to Merlin. The King promised that this should be done, and all fell out as Merlin had said. King Uther and the beautiful Igraine were married "with great mirth and joy." And when their little son was born, the King commanded two knights and two ladies to take the child, wrapped in a cloth of gold, and give it to a poor man whom they would find at the postern gate. This poor man was Merlin; he took the baby, and gave him to a good and noble lord, Sir Ector, to be brought up. He was christened Arthur, and the good Sir Ector and his wife cared for him as their own son.

Years went by, and there came a day when King Uther fell sick of a sore malady. Then his enemies came against him, and killed many of his people, and won a great battle. Merlin came to the King and said, "Sir, ye must to the field, even if ye ride in a horse-litter. For ye shall never have the better of your enemies unless ye yourself be there." So King Uther was carried out in a litter with his host. They overcame the enemy and slew many of their people, and put the rest to flight; and there was great rejoicing in the kingdom. But soon the King fell ill again, and became speechless. Merlin said that it was God's will that he should not recover, but that he would speak once before he died. Merlin and all the barons came before the King, and Merlin said, "Sir, shall your son, Arthur, be king of this realm after your days?" Then Uther Pendragon said in hearing of them all, "I give him God's blessing and mine, and bid him claim the throne." Then King Uther died, and was buried as a king should be.

There was great confusion in the kingdom, for every one of the great lords wanted to be king. So Merlin went to the Archbishop of Canterbury, who was head of the church in England, and ad-

vised him to summon all the lords and gentlemen to come to London at Christmas time. For, he said, Jesus Christ had come to this earth at Christmas to be King of mankind, and of His mercy He would show by some miracle who should be King of England. All the lords and gentlemen who bore arms came to London, and as they were praying, long before daylight, in the greatest church in London, there was seen in the churchyard a great square stone; in the middle of it there was an anvil of steel a foot high, and sticking in the anvil was a fair sword. Round about the sword were written in gold these words: "Whoso pulleth out this sword of this stone and anvil is rightwise king born of all England."

The Archbishop told the people not to leave the church until the service was done; but when the service was over, they all went out together to see the stone and the sword. And when they read the words, every man who wanted to be king tried to pull out the sword; but no one could move it. Then the Archbishop said, "He is not here that shall achieve the sword, but doubt not that God will make him known."

Ten knights were appointed to guard the sword night and day, and the lords and gentlemen all stayed in London, trusting that God would show who was to be king. On New Year's Day, after service in the church, they all rode off to justs and tournaments, and among them was Sir Ector, with his son, Sir Kay, who had lately been knighted, and Arthur, who still thought that he also was Sir Ector's son. Sir Kay had forgotten his sword, and he asked Arthur to ride back to their lodging for it. "I will well," said Arthur, and rode fast after the sword. But when he came to the house, he could not get in, for everyone had gone to see the justing. Arthur was vexed, but he said to himself, "I will ride to the churchyard and take the sword that sticketh in the stone, for my brother shall not be without a sword this day." So when he came to the churchyard Sir Arthur alighted and tied his horse to the stile, and so he went to the tent and found no knights there, for they were all at the justing; and so he handled the sword by the handles, and lightly and fiercely pulled it out of the stone, and took his horse and rode his way till he came to his brother, Sir Kay, and delivered him the sword.

Sir Kay knew at once what sword it was, and showed it to his father, and said, "Sir, lo here is

the sword of the stone: wherefore I must be king of this land." Sir Ector took his two sons back to the church, and there he made them tell him solemnly the truth about the sword. Kay said that Arthur had given it to him, and Arthur told how he had got it. "Now," said Sir Ector, to Arthur, "I understand ye must be king of this land; for God will have it so; for there should never man have drawn out this sword but he that shall be rightwise king." Sir Ector then told Arthur to see if he could put the sword back where it was, and pull it out again. "That is no mastery," said Arthur. So he put the sword into the stone, and Sir Ector tried to pull it out and failed; and Sir Kay tried, and he failed; then Arthur tried, and pulled it out easily. Then Sir Ector and Sir Kay kneeled down before Arthur. But Arthur said, "Alas, mine own dear father and brother, why kneel ye to me?" And Sir Ector told him then that he was not his father, nor Sir Kay his brother, but that he was Uther's son. Arthur was very sorry, and it grieved him to have Sir Ector say, "Sir, will ye be my good and gracious lord when ye are king?" "Else were I to blame," said Arthur, "for ye are the man in the world that I am most beholding to, and my good lady and mother, your wife, that as well as her own hath fostered me and kept. And if ever it be God's will that I be king, ye shall desire of me what I may do, and I shall not fail you: God forbid I should fail you."

Then they went and told the Archbishop all about it. And on Twelfth Day the barons came together and tried again to pull out the sword. But no one could pull it out but Arthur. The lords were very angry that a boy should be made king, so the decision was put off until Candlemas, and the ten knights were set to watch the sword again.

At Candlemas many more lords came to try to win the sword, but none could do it. Only Arthur pulled it out easily. The barons were still more angry, and said they would try again at Easter. But at Easter it was just the same, so they made another delay until Pentecost.

"And at the feast of Pentecost all manner of men assayed to pull at the sword, but none might prevail but Arthur; and he pulled it out before all the lords and commons that were there, wherefore all the commons cried at once. 'We will have Arthur unto our king; we will put him no more in delay, for we all see that it is God's will that he

shall be our king, and who that holdeth against it we will slay him.' And therewithal they kneeled down all at once, both rich and poor, and cried Arthur mercy, because they had delayed him so long. And Arthur forgave them. And so anon was the coronation made, and there was he sworn unto his lords and the commons for to be a true king, to stand with true justice from thenceforth the days of this life."

Arthur kept his promise and was a true king. With the help of his knights of the round table he conquered all of Wales and Scotland and Ireland. He also went over seas with his army and fought against the Romans and the Saracens, and was crowned emperor by the Pope. He and his knights had many wonderful and fortunate adventures. But the end of his reign is sad to tell of. Soon after he was crowned, Merlin had told him that the man who should destroy him would be born on May day. So Arthur sent all over the kingdom and had all the babies that were born on May day put in a ship and sent over the sea. The ship was wrecked, and all the children were drowned, except one, Mordred, the son of Arthur's sister. He was cast ashore, and a kind man found him and brought him up. When he was fourteen, he came back to his own country, and afterwards he rebelled against Arthur, and gathered an army and made himself king. There was a terrible battle, in which Mordred was killed and Arthur was sorely wounded. But this would never have happened if it had not been for the unfaithfulness of Queen Guenever, Arthur's wife, and of Sir Lancelot, his most famous and honoured knight. Through their treachery the noble fellowship of the round table was broken forever.

After the battle, Arthur was borne away in a barge by three fair queens, and his people saw him no more. Queen Guenever and Sir Lancelot repented bitterly for their sin and the ruin it had made. "Through thee and me is the flower of knights and kings destroyed," said Guenever to Lancelot, when she saw him for the last time. Guenever became a nun, and Lancelot, after years of penitence, became a priest. They died in the same year, trusting that God would forgive and receive them for Christ's sake.

This is the end of the Morte Darthur; but the book contains many other stories. Some of them are not very good reading for us, because, while there is much good in them, there is much evil

mixed with it. And worse than that, some things that we know to be evil, people of those days thought good. But let us hear what Caxton has to say about this:

I have set it in print, to the intent that noble men may see and learn the noble acts of chivalry, the gentle and virtuous deeds that some knights used in those days, by which they came to honour, and how they that were vicious were punished, and oft put to shame and rebuke; humbly beseeching all that shall see and read, that they take the good and honest acts in their remembrance, and follow the same. Wherein they may find many joyous and pleasant histories, and noble and renowned acts of humanity, gentleness and chivalry. For herein may be seen noble chivalry, courtesy, humanity, friendliness, hardiness, love, friendship, cowardice, murder, hate, virtue and sin. *Do after the good, and leave the evil,* and it shall bring you to great fame and renown.

[Questions have been asked about the spelling and the meaning of the name "Le Morte Darthur." It means "the death of Arthur." In the inscription that Caxton printed at the end of the book (called a colophon), he says that it is "entitled *le morte Darthur*, notwithstanding it treateth of the birth, life and acts of the said King Arthur, of his noble knights of the round table, their marvellous conquests and adventures, the achieving of the same great, and in the end the dolorous death and departing out of this world of them all.

Other forms of the title are: *Mort Artus*, *Mort Arthure*, *La Morte d'Arthure*, *Mort d'Arthur*, *Morte Arthur*, and *Morte d'Arthur*.

Professor Kittredge, of Harvard University, has identified the author of *Le Morte Darthur* with Sir Thomas Malory, of Newbold Revell, in Warwickshire, who was a member for his county in 1444-5, and died in 1471. (See "The Arthur of the English Poets," by Howard Maynadier.)

[In the first paragraph of Lesson VIII, in the May issue, "thirteenth" should read "fifteenth," as is obvious from the date, 1585, given below.]

Messrs. Hatheway & Co., of St. John, N. B., have evolved this year quite a good scheme of letter writing which ought to stimulate our school children to use the pen freely and well. They offer a prize list of \$890, in all 545 prizes, for the best written letters sent them by any boys or girls from eight to fifteen years old. Some of the cash prizes for the best written letters are \$10.00 each, others \$5.00, others \$3.00, while there are 500 prizes of lesser value. This firm had a similar competition about eight years ago, and many of the prizes went to French pupils in Kent Co. N. B., which showed these children had very careful instruction in letter writing.

Isle de Sainte Croix.

I love thee in thy sunny moods,
Oh beautiful St. Croix;
When restless waves low-lapping play
Round pier and rock and buoy.

I love thee, too, when sullen, dark,
With sombre clouds o'erhung,
The myriad voices of the deep
Are from thy black depths wrung.

When white-capped waves in angry might
Across thy bosom ride,
And surging to the ocean vast
Are lost in Fundy's tide.

Historic stream! Full many a tale
May of thy shores be told;
But there is one I love the best,
To me it ne'er grows old.

'Tis of the Frenchman, 'ere the foot
Of white man pressed the sod;
The Indian only knew thy shores
Or through thy forests trod.

From sunny France in days of yore
They came—a gallant band—
And blithely spake of hardships
In a new and untried land.

Their leader was the Sieur de Monts,
And with him brave Champlain;
To claim for France a virgin land
They crossed th' Atlantic's main.

Oh little Island of St. Croix,
To me 'tis strange, though true,
That for their first wild settlement
They fixed their choice on you!

The rigorous winter shut them in,
Grim sickness claimed its prey,
And many a longing eye looked out
Across that storm-tossed bay.

A score and fifteen lonely graves!
Ye guard your secret well;
Oh little wave-worn barren isle
Amid the ocean's swell!

When winter's chains at length were loosed,
And spring brought hope once more,
They bade farewell to those that slept
And sailed for Scotia's shore.

Oh little Island of St. Croix!
The centuries come and go;
The tide goes moaning o'er their graves
With ceaseless ebb and flow!

But well they sleep—those pioneers
Of this our native land,
And in her annals cherished deep
Their memories shall stand.

St. Stephen, N. B.

Shiretowns of New Brunswick.

In view of the fact that our text-books have for many years been somewhat misleading as regards the shiretowns of the various counties of New Brunswick, permit me to call the attention of teachers to the following list taken from chapter 2 of the Consolidated Statutes of 1903:

County.	Shiretown
Restigouche..	Parish of Dalhousie.
Gloucester...	Parish of Bathurst.
Northumberland.. . . .	Parish of Newcastle.
Kent...	Parish of Richibucto.
Westmorland..	Parish of Dorchester.
Albert..	Parish of Hopewell.
City and County of St. John.. . . .	City of St. John.
Charlotte...	Parish of St. Andrews.
Kings...	Parish of Hampton.
Queens...	Parish of Gagetown.
Sunbury...	Parish of Burton.
York...	City of Fredericton.
Carleton...	Parish of Woodstock.
Victoria...	Parish of Andover.
Madawaska	Town of Edmundston.

From the above it will be noted that there is in reality no such county as St. John, the legal name being "City and County of St. John;" also, there are but three cities or towns which are included under the title shiretowns, the remaining being parishes. This list is the same as appeared in the consolidated statutes of 1876, hence must have remained unchanged since the province was divided into counties. D.

Tongue Twisters.

Here are five sentences difficult to articulate smoothly. Take one or two of them; pronounce them carefully, distinctly, to the school just after coming in from recess, and have the whole room pronounce them after you in concert; and repeat. Do the same every day for two or three months, now and then changing the sentences. It will have a wonderful influence on the articulation in the reading classes, if you are clever and spirited in managing it:

1. "A growing gleam glowing green."
2. "The bleak breeze blighted the bright broom blossoms."
3. "Six thick thistle sticks."
4. "Two toads tried to trot to Tedbury."
5. "She stood at the door of Mrs. Smith's fish sauce shop welcoming him in."—*Western Journal of Education.*

M. E. V.

Violet's Adventure.

A Little Girl's Story.

Violet walked along, swinging her basket on her arm, and humming a little tune. She was a very sweet little girl, and she was gathering flowers in the woods to take to her Aunt Jane, who was sick. On spying a lovely bunch of violets, she hastened to gather them, and, sitting down, she arranged them in her basket. Then, taking some cakes from her pocket, she ate a lunch; and, as she felt tired, she closed her eyes and leaned against an old tree-trunk.

But she was soon aroused by a great chattering and chirping. On looking up, she saw a troop of squirrels walking on their hind legs in a circle around her. When they saw they had succeeded in waking her, they went aside and began to talk in low tones. Then the largest one came up to Violet, and, making a comical bow that almost upset him, said in a high-pitched, squeaky voice, "I think I have the honour of addressing a Violet." "Yes, Violet is my name," she answered smiling. "Well," he continued, "we have a message for you from Queen Jumper; she wishes to see you at once."

"But I cannot come," Violet exclaimed. "I haven't asked Aunt Jane's permission." "Oh, never mind that, just follow us," Racer said, for that was his name. After thinking a moment, Violet got up, and she was surprised to see how small she had become.

They soon joined the others, and, going through a little bower that was formed by the trees and vines, she found herself in front of a huge tree. On touching a button, Racer disclosed to view a little door. They all marched in and up a flight of stairs to a large room. Here were squirrels running about in every direction, some with trays, others with beautiful robes of dark red and gold. Violet felt very bewildered, and, sitting down on the nearest chair, she waited patiently for the appearance of Racer, who was to take her to Her Majesty.

Presently she saw a dear little squirrel coming towards her. When it got in front of Violet, it told her to get ready, as Her Majesty would like to see her in half an hour. So Violet got up and followed her into a cosy little room. Lying on the bed was the most beautiful dress she had ever seen,

with slippers, stockings, gloves, and a sweet little fan to match. They were made of a kind of gold gauze that glistened and sparkled like diamonds.

"Oh, what a dear," she exclaimed. "Is it Her Majesty's dress?" "Why, no," replied Chirpy, "it is for you to wear; there is going to be a grand ball to-night, and you are to go." "Oh, how delightful!" Violet said as she danced about and clapped her hands.

She was soon quite ready, and, slipping on the beautiful gold slippers with the diamond buckles, she stood up to view herself in the glass. "Why," she exclaimed, "it's even prettier than Daisy's dress that she wore to the party." And being quite satisfied with the survey of herself, she sat down in a chair to wait for Racer. But she hadn't long to wait, for he soon appeared, dressed in a dark red velvet suit, trimmed with gold braid and buttons to match.

On seeing Violet, he stood still, and backed up against the wall and winked and blinked his funny little bright eyes till Violet had to laugh at him, he looked so funny. At last he recovered himself, and, making a big bow, he offered Violet his arm, and led her to a large folding door which was opened by two pages.

The room was a large one, brightly lighted. At one end was a platform made of mother-of-pearl, with a large gold chair set with precious stones, that twinkled and gleamed like stars. Sitting in this chair was a squirrel dressed in beautiful robes and holding a wand in her hand. She was the dearest and sweetest squirrel Violet had ever seen. And when she was presented to her, she was not afraid or nervous, as she had expected she would be.

The squirrels kept arriving, all chattering away in great glee; some walked fast and others were so old they had to be helped in.

At last the musicians arrived, and very comical musicians they were, too. They looked very solemn and walked very straight, and never looked sideways. They went to one side of the room, and, moving the curtains aside, mounted a few steps, and went out on a sort of balcony, only it was inside the room over the heads of the others.

Very soon the music started, and such a time as they had. Violet was whirled around till she was quite out of breath. One old fellow, Sir Squeaker by name, was dancing with pretty Miss Chirp. The music was so fast, and he whizzed around so quickly, that he got quite tangled up in the train of

Miss Chirp's dress, and, losing his balance, over he went. And, of course, the others were going so fast, that they couldn't stop in time, and over they went, too, causing a great hub-bub. But at last they got arranged in order, and the music went on as before, without further trouble.

After dancing a while they went to the grand dining-room. The table was heaped with dainties of all kinds. After they were all seated, two servants came in bearing a large gold plate with a huge cake on it. Putting it down they started to go, but lo! the table gave way and the food was scattered in every direction.

"Oh, dear! oh, dear! what shall I ever do with His Royal Highness," she heard; and, on looking around, Violet beheld Her Majesty looking up at a little squirrel perched on the top of a picture, and laughing and chirping as hard as he could. For the young Prince not liking the idea of being put to bed, had crept down, and, finding an old saw, had sawed the table legs, and the weight of the cake being so great had upset it. Of course His Royal Highness was marched off to bed again, but he was perfectly satisfied, as he had done all the mischief he had intended to do. And of course the guests were greatly disappointed about the cake, as it was such a nice one, too. But as it was in Her Majesty's palace, they did not say anything, and soon departed to their own homes.

Her Majesty gave Violet a gold whistle on a chain, which she fastened about her neck. "There, my dear," she said, "any time you would like to pay us a visit, just blow this whistle and Racer and his attendants will show you here." Bidding her good-bye, Violet started to descend the stairs, but, catching her toe, she fell, and landed with a cry.

On looking up she found herself sitting by the bed of violets, with the remainder of her lunch in her lap. And as the sun was setting, she hastily got up and ran home. But she did not forget her "dream squirrels," as she called them.

ELINE SIMMONDS (age 14).

Weymouth North, N. S.

Ten thousand immigrants have landed at Quebec since the opening of navigation. It is estimated that there has been an increase of more than a quarter of a million in the population of Manitoba, Saskatchewan and Alberta in the last two years, largely due to the taking up of land along the line of the Grand Trunk Pacific.

College Anniversaries.

Dalhousie Convocation.

The recent extension of the Dalhousie University session makes convocation the climax of a series of festivities, class days, at homes, etc. This year the Academy of Music was again the scene of this supreme university function, Thursday, April 29th. The building was filled to its utmost capacity with the friends of the students and the graduating class. Eighty-two degrees were conferred—thirty-six in arts, thirteen in law (in February), eight in medicine, seven in civil engineering, two in science; and one lady received the degree of bachelor of music, the first time this honour has been conferred. The graduating class won an unusually large number of honours. Twelve graduates received the master's degree, in all instances by examination in prescribed courses, philosophy, English, Latin and Greek being apparently the favourite subjects.

Dr. Forrest's presidential address was unusually optimistic. The board of governors was the best in the history of the college. In twenty-four hours they had raised among themselves \$25,000 for the pressing necessities of the institution. The present building had grown too small for the number of students, for nearly 400 were in attendance. The alumni association had raised their annual contributions from \$300 to nearly \$1,000, and had determined to support a chair in some department of science. The recently organized alumnae society had promised a scholarship of \$100 for next year, and had begun to talk of a travelling scholarship and a residence for women. The new faculty of dentistry had more than justified its existence; it had begun with a good number of students, and would attract many more in the near future.

After the ceremony of capping, the degree of LL. D. was bestowed on ex-Principal Calkin and President Hill, of the State University of Missouri. In presenting them, Professor Murray said:

John Burgess Calkin, M. A., is a veteran in the cause of education. After much experience as a teacher, he became the head of the Provincial Normal School in 1869, and for thirty-one years he directed its policy with the marked approval of the community. The training of teachers is undoubtedly the most important part of our educational system, and to this great task Principal Calkin has devoted the best of his years and energy. Hundreds of teachers have come under his moulding influence, have received from him stimulus and guidance, and have gone abroad into all parts of the province to assist in its moral and intellectual progress. Principal Calkin has also found

time to compose a number of text-books, of which his "History of Canada" is, in the opinion of competent judges, the best so far produced.

Dr. Albert Ross Hill is a recent graduate of our university, who has risen rapidly to a high position in the educational world. After a distinguished career at Dalhousie, he continued his studies at Cornell University, where he won the degree of Doctor of Philosophy. He has held various important posts with notable success, such as the Chair of Pedagogy in the University of Nebraska, and Dean of the Faculty of Arts in Cornell University. His talents for organization and administration, his distinction in all that pertains to the theory and practice of teaching, have met due recognition in his appointment as president of one of the most important universities in the United States—the University of Missouri.

Dr. W. C. Murray, president of the new University of Saskatchewan, spoke with vigour and effect. He called the splendid gift of the governors to the college, the most remarkable Dalhousie had ever received. He showed how certainly the institution was destined to increase in numbers and importance, and urged all its friends to make ample provision for the future. He advised a policy of encouragement rather than of criticism for all well-wishers of Dalhousie. Mr. George S. Campbell, chairman of the Board of Governors, followed in a model address, remarkable for being at once terse, clear and comprehensive. He took the public into his confidence, and stated the present difficulties regarding the site of the college. His confidence has been justified in that Halifax has since donated the fine field opposite the present building to Dalhousie. Dr. Hibbert Woodbury, dean of the faculty of dentistry, followed with a neat and informing statement regarding the dental school. Canada was the only country where dentists were compelled to take a four years' course. Only two colleges were recognized by the Dominion Dental Association; one was the Toronto Dental College and the other was the Dental Faculty of Dalhousie. Dr. Calkin, in response to a hearty call, thanked the university in suitable terms for the honour it had done him, and a most successful convocation was at an end.

Encoenia of King's College, N. S.

The encoenia of King's College was held on Thursday, April 29th, under very unusual circumstances. It was the first one since the adoption of the four years' course, with the shortening of the year, and instead of leafy elms and fields bright with buttercups and daisies and a temperature which

makes doctors' gowns a burden, the air was chilly and the ground was white with snow as the long academical procession wended its way through the college woods to the parish church for the morning service. Under the circumstances the attendance was very good. The sermon, which will not soon be forgotten by those who heard it, was preached by Rev. Dr. Crockett, rector of Holy Rood Church, New York.

The conferring of degrees began at 2 p. m. in convocation hall. The chancellor of the university, Hon. Mr. Justice Hodgson, was unable to be present, but it was a matter for rejoicing that the vice-chancellor, Dr. Boulden, who has been very seriously ill for some months, was able to preside, and the students gave him three hearty cheers as he entered the hall.

Only one honorary degree was conferred, that of D. C. L. upon Rev. Stuart Crockett, of New York, which was presented in a neat Latin speech by the public orator, Rev. R. D. Bambrick, of Yarmouth.

Mr. J. T. Mellish, of Charlottetown, was admitted to the degree of D. C. L. in course, and Rev. H. T. Parlee, of Aylesford, Rev. R. P. McKim, of St. John, and Rev. A. W. Watson to the degree of M. A. The same degree was also given to Rev. C. W. McKim *in absentia*. Mr. Percy Forbes received the degree of M. Sc. in course.

Besides these, there were eight Bachelors of Arts, one Bachelor of Science and five Bachelors of Civil Law admitted to their degrees, the latter being graduates of the St. John School of Law.

The president then announced the prizes and scholarships awarded during the year as follows: The Rhodes scholarship, M. K. Parlee; Dr. Crockett's Greek prize, M. K. Parlee; the Governor-General's medal, H. Watson; McCawley Hebrew prize, H. T. Montgomery, B. A.; Stevenson scholarship, H. F. Bober; Bishop Binney responsions prize, H. F. Bober; Binney exhibition, Gertrude Feindel; Almon Welsford testimonial, H. B. Robinson.

The valedictory was read by Mr. R. Milner in behalf of the graduating class.

Dr. M. A. B. Smith, of Dartmouth, delivered the alumni oration, which dealt with the origin and progress of the university system, and emphasized the importance of small colleges.

The Bishop of Fredericton (Dr. Richardson) then gave a brief, but strong and eloquent address, pointing to the necessity of the four dimensions—

TEACHERS WANTED IN BRITISH COLUMBIA.

The Council of Public Instruction of British Columbia has decided to admit, without examination, teachers from the other provinces holding First Class Certificates with approved Normal School training to first class standing in British Columbia. This concession will continue **For Twelve Months Only**, from 1st of July to the 30th June, 1910; but all certificates granted under this concession will be valid for life.

Teachers desiring to take advantage of this opportunity to enter the profession in British Columbia should send to the address given below, **BUT NOT BEFORE THE FIRST OF JULY, 1909**, their First Class Certificate, Normal School Diploma, certificate of character of recent date and the usual fee of \$5.00.

The salaries in British Columbia range from \$50.00 per month for twelve months to \$95.00 per month in rural districts, and from \$45.00 per month to \$150.00 per month for twelve months in the city districts.

The best time to secure positions is during the summer vacation beginning July 1st, and during the two weeks' winter vacation preceding the first Monday in January.

ALEXANDER ROBINSON,

Superintendent of Education,

VICTORIA, B. C.

length, breadth, depth and height—for a successful college, and repudiating the idea that the religious side could be safely left out of count.

In the evening the annual students' dance was given in convocation hall, and was very much enjoyed.

The year just closed has been a notable one in more ways than one. The attendance of students has been the largest in the history of the college. The science school, under the superintendence of Prof. McCarthy, assisted by Mr. Percy Forbes, B. Sc., has done excellent work, and is preparing a good class of students for the technical college at Halifax.

The president's illness has caused grave anxiety. He sailed for England a few days after college closed carrying with him the sincere sympathy and good wishes of every member of the college.

St. Francis Xavier Convocation.

The closing exercises of St. Francis Xavier College, Antigonish, were held May 4th in presence of one of the largest assemblages ever gathered in the college walls. Six students graduated with the

degree of B. A. and one with the degree of Bachelor of Letters. The degrees of M. A. and D. Sc. were conferred respectively on R. St. J. MacDonald, M. P. of Port Hood, C. B., and on Rev. I. J. Cavanagh, Montreal. The day's proceedings closed with a debate between the freshman class and high school, which was won by the freshman.

[The year's record of the University of N. B., Mt. Allison and Acadia will appear in the next number.]

They say that the reason why so few lady teachers in the United States marry is that school-mistresses are too "bossy," and that man prefers his own peace of mind to a piece of his wife's mind. The case for the defence is that the ex-mistresses are too intellectual to suit the duller-witted males.—*Ex.*

She measured out the butter with a very solemn air,
The milk and sugar also, and she took the greatest care
To count the eggs correctly, and to add a little bit
Of baking powder, which, you know, beginners oft omit;
Then she stirred it all together
And she baked it for an hour;
But she never quite forgave herself
For leaving out the flour!

For Friday Afternoons.

Dickens Puzzle.

The following little story may be slipped in during the composition period at any time, and may awaken interest in the works of Dickens. Supply each of the ten blanks with the name of one of his books or well-known stories:

One winter evening, soon after my return from London and Paris, I met — and began to tell them —. They invited me to go with them to their home, which, as it stands alone on a high hill, is quite a —. Indoors, however, an open fire made everything bright, and — chirped cheerily. I told them of an old man whom we all knew, who keeps — in London. He is having — to make a living, although he had — of success when he was younger. As we talked, we heard — ringing from the church at the foot of the hill, and the sweet sound of —. Softened by the spirit of the season we resolved to help — by a large order and recommendations to our friends.

Answers.—1, Dombey and Son; 2, A Tale of Two Cities; 3, Bleak House; 4, Cricket on the Hearth; 5, The Old Curiosity Shop; 6, Hard Times; 7, Great Expectations; 8, The Chimes; 9, A Christmas Carol; 10, Our Mutual Friend.—*Selected.*

A Little Girl's Speech.

I used to stay at home and play
With my kitten, toys and doll,
But now I am a scholar,
Although I'm very small.

But I have learned to read and spell,
And add, and print, and write,
And now I want you all to know
How well I can recite.

I thank you all for listening
To all I had to say,
I guess I'll bid you all good-by
Until some other day.

Flume Ridge, N. B.

M. A. S.

Green leaves, what are you doing,
Up there on the tree so high?
We are shaking hands with the breezes,
As they go singing by.

What, green leaves! Have you fingers?
Then the Maple laughed with glee—
Yes, just as many as you have;
Count them and you shall see!

Little Square Root.

Elizabeth decided roses.

"For," she said, "nothing else is quite sweet enough for mother. I'll get her thirty-six roses."

That would be one for each dear, beautiful year. Mother was going to be thirty-six years old on Wednesday—why, Wednesday was to-morrow. There was not a moment to lose. The roses must be ordered this very to-day from Mr. Page, the flower man. . . . "Order" was such a nice, grown-up word! Elizabeth was only six years old herself. And maybe six-year-old little girls did not go down to flower men's stores and order thirty-six roses for their mother's birthday presents—maybe only one little girl did, and her name was Elizabeth!

Mr. Page's beautiful, sweet-smelling, flower-filled store was not far, and Elizabeth could go alone quite well. Mother often let her go as far as that. She got her soft little purse and hurried secretly away.

"I came to order thirty-six roses for my mother's birthday present," she piped, bravely. . . . "Ah, roses, is it?" beamed Mr. Page, rubbing his smooth white hands together. "Well, we have some regular beauties in to-day. Now what kind—"

"Oh, that is the kind I'd like—the reg'lar beauties!" Elizabeth cried, eagerly. She had her soft little purse out. "I'll pay you the money now, an' to-morrow morning I'll bring my—my card down. To put in, you know, when you send them up." She took out her two bright quarters all the money she had in the world. . . .

"Er—thirty-six roses, was it? Thought I understood you to say thirty-six. Well, they're eight cents apiece, but of course I could make a little discount considering the large num—"

Eight cents apiece! Then—oh, how much was eight cents apiece times thirty-six roses? If Bobs were only there,—Bobs was in the big arithmetic,—he would know. "Do—do you mean it will take it all?" asked Elizabeth, in a small voice. She had not quite expected all—still mother deserved it.

"It will take two dollars and eighty-eight cents—call it two seventy-five," Mr. Page said, crisply. He jingled the two quarters in his hand.

"That is all the money I've got in my world," little Elizabeth answered, simply, but there was a tremble running along the words and getting ready to curl up into a little round sob. Her beautiful roses seemed withering before her eyes.

"Then you better get a bunch of pinks or asters," the flower man laughed. It is queer how people can laugh without beaming.

Pinks or asters—and mother! Elizabeth would have been scornful if it had not been for the little round sob in the way. She went closer to the counter and looked up entreatingly at the flower man. It was very hard to let him know she was not good in arithmetic.

"How much would—would half of eight cents apiece times thirty-six roses be?" she faltered, shame-facedly. For she had decided in her extremity that half as many roses as mother was old might do.

DOMINION EDUCATIONAL ASSOCIATION

VICTORIA, BRITISH COLUMBIA

JULY 13, 14, 15, and 16, 1909.

A GOLDEN OPPORTUNITY TO ALL CANADIAN TEACHERS to spend a delightful summer holiday on the BEAUTIFUL PACIFIC COAST OF CANADA

Two great attractions:

THE TEACHERS' CONVENTION AT VICTORIA offers a full programme of interesting and important educational topics discussed by leading educationists of Canada and the United States, and a select exhibit of artistic school work.

The **ALASKA-YUKON-PACIFIC EXPOSITION AT SEATTLE** within easy reach of Victoria, will present to visiting teachers the wonderful life, products, arts and manufactures of the Pacific Slope in one comprehensive exhibit.

RAILWAY RATES—Those attending the Convention will be able to take advantage of the special rates granted by the transcontinental lines to the general public for the Alaska-Yukon-Pacific Exposition at Seattle. These rates will be about single fare with stop over privileges and plenty of time allowed on ticket. Rates will be settled before June and can be obtained from any ticket agent. Teachers should see in purchasing tickets that stop over privileges are allowed and that the ticket reads for both Victoria and Seattle.

ACCOMMODATION, ETC., AT VICTORIA.

Competent committees at Victoria are making arrangements for the reception of visiting teachers. A list of hotels and boarding-houses, with rates, is being prepared and will be distributed with the final programme.

SIDE TRIPS.

A teachers' excursion by steamboat to points of interest near Victoria will be arranged for the afternoon of Friday, July 16th, and material is being prepared for distribution, to give teachers definite information on the many delightful trips that may be enjoyed during their visit to British Columbia.

Teachers can obtain programmes and circulars of information on hotel rates, etc., on application to the secretary.

J. D. BUCHANAN, Secretary,

547 10th Ave. W.,

VANCOUVER, B. C.

"Well, I never!" ejaculated Mr. Page. Then, taking pity, he reckoned hastily: "Half of two seventy-five's one thirty-eight. Oh, call it one an' a quarter!"

"Is that same as one quarter an' another quarter? Then I'll take half of the roses, if you please, eagerly.

Poor Elizabeth! It was not the same. The flower man explained a little impatiently.

The extremity grew worse. But Elizabeth, remembering mama, tried again. Perhaps quarter as many roses as she was old—

"How much is quarter of—of it?" she trembled. The flower man must have been in the big arithmetic, too, for he answered instantly that it would be seventy-two cents, straight—no discount on small lots. And two quarters were only fifty cents; that was in the little arithmetic. Elizabeth reached up for her money.

"Good morning—I mean good ni—I mean good afternoon!" she said, rather unsteadily.

The little round sob stayed in her throat. It was queer that it should be something in Bobs' big arithmetic that should make her swallow it in the end. Bobs always studied his big arithmetic right after the children's early tea, and Elizabeth usually sat at the table with him and played quietly or drew pictures. To-night it was pictures.

"I don't see the good of knowing what the square root of things is!" Bobs broke out.

"Why, Bobs!" Mother looked up from her sewing.

"Well, I don't, honest, mama. You look here. What's the good of knowing that the square root of thirty-six is six?"

Elizabeth's sore little mind was all full of thirty-six. She caught at Bobs' words. Then—in her sudden excitement she swallowed once for all the little round sob.

"Oh, I know—I know! I know the good of square root!" she cried, joyously; then, in hasty care for her secret, she clapped both brown little hands over her mouth. Not another word would she say.

The square root of thirty-six was six. Elizabeth was six. She was the square root of mama! She would get six roses, one for each of her years, for mama's birthday to-morrow. Oh, she would—she would! She had learned the six table in the little arithmetic, and six times eight cents apiece was forty-eight! She would go down to the flower man's before breakfast. Oh, to think that Bobs, in the big arithmetic, did not know the good of square root!

The rest of the evening Elizabeth sat and smiled to herself. She did not dare to speak to any one for fear she should say roses or birthday or flowers.

The only thing she dared to say to mother was "Good night!" and even that sounded dangerously rosy.

The next day a long box was handed to mother. It contained six beautiful roses and a little white card. The card, in big, clear, printing letters, said:

TO MY VERRY BEST MOTHER.

FROM

HER LITTLE SQUAIR ROOT.

—Annie H. Donnell, in *Youth's Companion*.

Bird Puzzle.

1. There's a bird whose name tells if he flies fast or slow,
2. And one which boys use when with long strides they go.
3. There is one that tells tales, altho' he can't sing,
4. And one who flies high, but is held by a string.
5. By one a high rank in the army is held.
6. There's another whose name with one letter is spelled.
7. There is one that a farmer in harvest would use,
8. And one you can easily fool if you choose.
9. What bird, at dessert, is it useful to hold,
10. And which in the chimney place oft hung of old?
11. Which bird wears a bit of the sky in its dress?
12. Which one always stands in the corner at chess?
13. There is one built a church, of London the pride.
14. We have one when we talk with a friend by our side.
15. What bird would its bill find useful at tea,
16. And which would its tail use to steer with at sea?
17. Which proudly a musical instrument wears?
18. And which the same name as a small island bears?
19. Which bird is called foolish and stupid and silly,
20. And which always wanting to punish poor Billy?
21. Which bird is an artisan, works at its trade,
22. And which is the stuff of which flags are made?
23. One, we're told by the poet, at Heaven's gate sings.
24. And there's one, which in Holland, the new baby brings.
25. What bird have we with us in eating and drinking?
26. One, used for a fence, you can say without thinking.
27. What bird is a scoffer, a scorner, a jest?
28. What one is too lazy to build her own nest?
29. From a high wind at evening one name is inferred.
30. Guess all these, you're as wise as Minerva's own bird.—*Selected.*

Answers.—1. Swift. 2. Stilt. 3. Tattler. 4. Kite. 5. Adjutant. 6. Jay. 7. Thrasher. 8. Gull. 9. Nut-cracker. 10. Crane. 11. Bluebird. 12. Rook. 13. Wren. 14. Chat. 15. Spoon-bill. 16. Rudder-duck. 17. Lyre bird. 18. Canary. 19. Loon. 20. Whippoorwill. 21. Weaver. 22. Bunting. 23. Lark. 24. Stork. 25. Swallow. 26. Rail. 27. Mockingbird. 28. Cuckoo. 29. Nightingale. 30. Owl.

One of the most trying things to the student of spelling is to remember the difference between words that are pronounced alike, but which have a slight difference in spelling. A good way to remember that stationary, to stand, contains the *a* in the last syllable, is to recall that stand has an *a* in it, and stationery, paper, has the *e*, and so has paper.

There's a right way and a wrong way
Our lives to live.
There's a short way and a long way
Our help to give.
There's a good way and a bad way
For everything,
A merry way and a sad way
Don't sigh, but sing.

Nova Scotia Rural Science School,

CONDUCTED BY THE AFFILIATED FACULTIES OF THE
Provincial Normal School and Agricultural College,
TRURO, NOVA SCOTIA.

Assisted by JOHN DEARNESS, Vice-Principal Normal School, London, Ontario;
C. L. MOORE, Supervisor of Schools, Sydney, N. S., and others.

JULY 6TH TO AUGUST 19TH, 1909.

Teachers in attendance may qualify for Rural Science Diploma, entitling to extra school grant, or may study special lines of science for their personal benefit.

The Government will pay transportation of Nova Scotia teachers in attendance.

Teachers may qualify at same time for Physical Drill Diploma, Grade B, or for certificate of proficiency in language-teaching in bilingual schools.

For circular giving full particulars write

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Principal, Agricultural College, TRURO, N. S.

The Summer School of Science.

Every year more and more tempting opportunities are offered to teachers to spend their vacations, not merely in resting after their year's work, but in laying up a store of knowledge, refreshment and enthusiasm for the year that lies before them. It is to be hoped that many of our Maritime Province teachers will take advantage of the chance for spending part of the coming holidays thus profitably and pleasantly which is offered, close at their doors, in the meeting of the Summer School of Science at Charlottetown in July. The calendar, which can be obtained from the secretary, sets forth a good programme of classes and lectures, conducted by competent instructors. And these are held in delightful surroundings, as all who know Charlottetown can testify. Let those who do not read that charming little book "Anne of Green Gables;" we shall be surprised if they do not feel a great desire to visit the scenes of Anne's exploits and study in Prince of Wales College.

The following is the provisional time table:

8 to 9 a. m.—Music.

9 to 10 a. m.—Chemistry, Geology, Manual Training.

10 to 11 a. m.—Literature, Zoology, Drawing, Physics.

11 to 12 a. m.—Physiology, Botany, Oratory.

2 to 3 p. m.—Military Drill and Physical Culture.

3 to 6 p. m.—Field Work or Laboratory Work.

8 p. m.—Lectures, 'Round Table Talks, Entertainments.

There will be several excursions and visits to places of interest. Everyone always goes to these. For the rest, you may attend one or two classes, or as many as the time table allows. Are you too tired to go? Come, and see if the change of scene and thought, the sea breezes from the Straits, and the enthusiastic comradeship of the school do not rest you. Would you like to go if you could afford it? Write to the secretary for particulars of how cheaply it can be done, and for special information about the scholarships. His address is: J. D. Seaman, 63 Bayfield Street, Charlottetown, P. E. I.

I'm a little busy bee

When the day is sunny,

Diving into flower cups,

Making wax and honey.

Don't you hear me humming so?

Hm, m, m, m, m.

CURRENT EVENTS.

Flowers picked in bud in Cape Colony have been carried to England in cold storage, and there brought into bloom. It is quite possible that flowers supplied in this way will be less expensive than those raised in greenhouses, so that we shall soon have tropical flowers in our northern markets, as well as tropical fruits.

A new smokeless fuel is made by mixing one part by weight of wet peat with two parts of bituminous coal, and heating in a retort to drive off the hydro-carbons that produce smoke.

Colour photography has made such progress that printing in colours from photographic plates may soon take the place of the half-tone process with which we are now familiar in our illustrated books and magazines.

The first year's work in the excavation of the ruins of Memphis has brought to light much of interest in regard to that city of the distant past. It is calculated that the exposure of the whole surface of the ancient city will be the work of forty years.

In this country of wooden buildings, our losses by fire are said to be ten times as great as those of Great Britain, and more than ten times as heavy as those in France and Germany. It might pay us to spend more money in building and save in insurance.

Within ten or fifteen years, says a United States authority, there will not be a stick of timber standing in that country east of the Rockies, unless something is done to avert the disaster. The people are waking up to the fact. Over a million pine and spruce trees will be planted this year in New York State by private owners, as a result of the plan of furnishing trees for planting free of cost.

Public drinking cups are now made of white paper, stiffened with parafine; and, being made by machinery, are untouched by hands until they reach those of the drinker.

The Queensborough bridge, in New York City, which will be formally opened on the 12th of June, has a greater capacity for traffic than any other bridge in the world. Its spans are 135 feet above the water, allowing the largest ships to pass under; and the longest span, from Manhattan to Blackwell's Island, is over a thousand feet in length.

The Prince of Wales has accepted chieftainship in the Turtle Clan of the Six Nations, and a letter signifying his acceptance was read with due ceremony at a meeting of the chiefs of the Six Nations in Ontario.

The oil shales of New Brunswick are found to be very rich, and the development of this supply of natural wealth promises to be an important industry.

The governments of Germany, France and Belgium are working along with the British government to find a preventive or cure for the sleeping sickness. The extermination of the fly, which is

the principal carrier of the disease, appears to be a hopeless task; and it has therefore been decided to remove all the surviving population out of the narrow belt of land in which the insect is found. This will leave the island and shores of the Victoria Nyanza without inhabitants, where there were a few years ago three hundred thousand souls.

The great dam at Assouan, in Egypt, which is now the largest in the world, is to be surpassed by one near Denver, Colorado, if the plans of its promoters can be carried out. The vast reservoir which will be created by the dam will be known as Standley Lake. The water of this and nine other reservoirs of the same system will irrigate two hundred thousand acres of land.

Lord Northcliffe, who holds an area of about three thousand miles in Newfoundland, is said to be about to take over the Reid Newfoundland Company's property, comprising lands in different parts of the island, which will make him the largest land owner in the world.

Upon the completion of the Transcontinental Railway from Quebec to Prince Rupert, it will be possible to make the journey around the world in thirty days. Think of leaving Quebec on Dominion Day, crossing Europe, Asia and America, and getting back before the first of August! From Quebec to Liverpool would take five days; from Liverpool to Vladivostok by way of the Trans-Siberian Railway, would take ten days more; from Vladivostok to Prince Rupert, about another ten days, and from Prince Rupert to Quebec, less than five days, and probably less than four. The trains on the Trans-Siberian road run only about half as fast as ours, otherwise the trip could be made in even shorter time.

The British government has appointed a commission to report upon aerial navigation.

The fearful atrocities in Asia Minor, which occurred shortly before the late Sultan of Turkey was deposed, and in which whole villages were destroyed and their inhabitants massacred, are said to have been permitted by the Turkish authorities in accordance with instructions from Constantinople. The parliament has ordered an investigation, and promises that all who are found guilty shall be punished. At the lowest estimate, the number killed amounts to many thousands.

Yielding to pressure from Great Britain and Russia, the Shah of Persia restored the constitution, which had been suspended, and has granted amnesty to the insurgents, thus granting all the demands of the reformers.

Next to the gold mining, the principal source of wealth in South Africa is sugar growing.

The Chinese have raised a loan from German, French and English capitalists for the construction of a railway from Canton to the rich provinces of the west, that are now practically inaccessible to trade, their only outlet being the difficult and uncertain river route to the coast.

CANADIAN PACIFIC

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A new instance of the use of wireless electric impulse for lighting, and a very striking one, is the lighting of a building in the Omaha Electrical Exposition from a wireless station six miles distant.

A Mexican plant recently regarded as worthless is now selling at \$100 a ton, being used as a source of supply for the manufacture of rubber.

The birth of an heiress to the throne of Holland, on the last day of April, was an event of great importance in the Netherlands. Had the queen died without issue, a German prince would have succeeded to the throne. This would not necessarily have made Holland a part of the German Empire; but it was feared that the independence of the Netherlands would have been less secure than it is at present.

The ultra-violet rays of a powerful mercury-vapour lamp may be used for sterilizing a city's water supply; and milk may be sterilized by the same means without injury.

All the oversea dominions have accepted invitations to send delegates to the defence conference in London.

An airship destroyer has been patented in Japan.

Disposing of Waste Paper.

I had had more trouble than usual in keeping waste paper and lead pencil shavings off the floor.

I made a little sack of bright coloured silkoline, and fastened to the edge of my desk for my own use. The power of example is great, and before long many of the pupils had one of their own.

These sacks of various sizes and colours make a pleasing addition to the desk, and are a great help in promoting neatness.

Directions for making.—Take two twelve-inch squares, cut out a round circle from the centre of one of them. Sew the two together all around the edges on the wrong side and turn, stitch across each corner, and wire the edge of the opening. Sew on a ribbon or cord, by which to hang it to the edge of the desk.—*Primary Education.*

'Tis June—the merry, smiling June—

'Tis blushing summer now. —*Eliza Cook,*

Manual Training Department.

F. PEACOCK, EDITOR.

Raffia Work at the N. B. Normal School.

This winter the Manual Training Teachers of the Normal School have watched with interest the raffia work done in Miss Harvey's room (Grades III and IV) of the Model School. More work than in previous years has also been given to the normal students. Perhaps what was learned from the work of these classes may be of interest to the readers of the REVIEW.

First of all, as to the experiences with the material. Raffia strands vary exceedingly, and it was found that if the wide strands were used in winding, as in such exercises as a napkin ring or a circular frame, the work was very apt to be uneven, and gave the idea that too much raffia had been used. To overcome this difficulty the wide strands were split into two or sometimes three pieces. If a strand about half an inch in width is used, it is much easier to obtain good work. The disadvantage of a narrow strand is that it dries quickly in using. But this can be remedied by the occasional use of a wet sponge.

Raffia, when drying, shrinks in width, and often splits and shows the foundation. To avoid this, after the cardboard is once covered, it is best to go over it again, being careful to have each turn smooth and flat, and each overlapping the other a little.

The direction of the windings is also important. In the napkin ring they should not be in the smallest degree spiral, but perfectly vertical when the napkin ring cylinder stands on end. In joining the strands the knots must be kept inside the ring and well away from the edges. In winding a circular frame each strand must lie on the cardboard foundation in a radial direction.

The winding in a circular frame gives a splendid opportunity to impress the terms radius and diameter.

In the lower grades all geometrical terms should be learned through the medium of hand work. They are then applied to something concrete, and can be more easily remembered by the child.

In the making of braid for the decoration of simple exercises, the teacher who is beginning raffia with her class will find several points where attention is required. In order to have an even braid, two pieces of raffia should be used in each

strand, the large end of one being placed by the small end of the other. The six are then tied together and fastened firmly to the desk by a pin; or one child may hold the strands for another until the braid is long enough to tie around the iron work of the desk. For those pupils who do not know how to braid, directions must be given, as "Put the right hand strand over the centre one." Sometimes it is advisable to let one child show another.

It is a mistake to give little children long strands to braid. If the pieces of raffia are long, it is much better to double them. It is also important to start with strands of different lengths, so as to avoid having all the splicing together. In splicing or joining a strand, the new piece of raffia should be laid alongside of the old, and both old and new laid in together for several turns, when the short, protruding ends may be cut off.

Stitches used in sewing may be learned in connection with raffia work. The "over and over" stitch or the button-hole stitch is often used as a decoration for an edge, or for joining two edges, as in the making of a box. Instead of the ordinary needle and thread, a coarse rug or tapestry needle is threaded with a strand of raffia.

Work with raffia is fascinating; it develops considerable skill in the use of the fingers; it teaches patience and perseverance, and gives to the worker the joy that comes from work well done. B.

Common Methods of Sawing Lumber

All trees are formed of layers in concentric circles. These circles or rings, the growth of wood for one year, are made up of the wood formed during the growing season. In many trees the difference between the formation of these parts of an annual ring is very marked,—the one consisting of a layer of dense, solid wood, while the other is more open or porous; and it is this difference between the spring and later season's growth which produces some of the different forms of grain which renders many of our woods so beautiful when finished. This is especially noticeable in our black ash, oak, etc.

Fig. 1 shows the transverse section of a log with vertical lines representing saw-cuts, by which the log is reduced to boards. The two outside cuts, B B, are known as slabs, while the boards marked C, C show a very noticeable figure of grain, and are therefore very readily chosen when the wood

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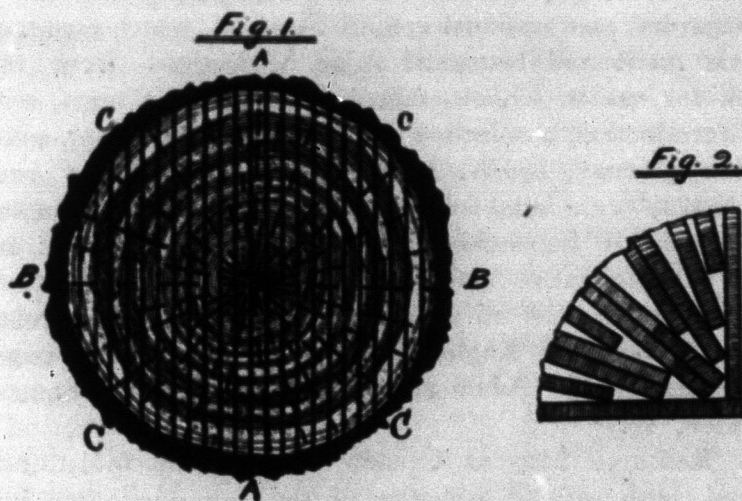
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is to be finished naturally. In the centre boards marked A, A, the annual rings cross at right angles, or nearly so, and the edges of the grain are shown on its surface or face. Such boards, known as "rift" boards, are less liable to warp than the others, and as they do not sliver or "broom up" from constant wear, are best adapted for flooring.

In oak and some other woods there is another formation of grain which shows on the end of the

In our furniture and inside finishings "quartered oak" is now very common and much admired. Few understand the term "quartered oak," which differs from other oak only in the manner of sawing. In order to produce it, instead of sawing, as already indicated, the log is first quartered, and then sawed towards the centre on these radial lines (Fig. 2), which are known as medullary or pith rays. The light parts show the waste lumber which results from this method of sawing. When we consider this waste, and the extra time and machinery necessary for this particular work, we can readily understand why "quartered oak" is so much more expensive than when sawed in the ordinary way.

Different workmen may prefer to make a different arrangement of saw-cuts than those shown. The accompanying illustration is intended merely to show the general principle of sawing—the only object being to produce as many cuts as possible on radial lines. H.



wood in lines radiating from the pith, as shown in the accompanying diagram.

When the log is sawed in the direction of these radial lines, a peculiar, beautiful figure is produced on the face of the board, which in oak is much lighter than the surrounding surface. In the method of sawing in Fig. 1, this effect is noticeable in the rift boards.

Review's Question Box.

A Subscriber asks: "In the poem 'Canadian Boat-song,' N. B. Reader, N. III, page 30, where it mentions Utawa's tide, what river is meant by Utawa? How is the word pronounced?"

Utawa is the Indian name for the Ottawa. The word is pronounced with the accent on the second syllable, with the *a* sounded like the last *a* in Ottawa.

SCHOOL AND COLLEGE.

A summer camp for boys from Massachusetts will be held at Lake Annis, Yarmouth County, N. S., in July and August. Mr. George H. Cain, of Everett, Mass., will have charge. There will be a swimming school, and all camp sports, such as tennis, battle ball, basket ball, etc., tenting, trouting and camp fires.

A summer school for teachers will be conducted by the New Jersey Training School for Feeble-Minded Girls and Boys at Vineland, N. J., July 12th to August 21st. For information address E. R. Johnston, Superintendent, Vineland, N. J.

It is not given to many men to reach 102 years of age, and to enjoy good health and a comparatively active life. But that is the record of Mr. Benjamin Corrigan, of Melrose, Westmorland County, N. B., according to the *St. John Standard*. Mr. Corrigan was a school teacher for some sixty years in the parish of Botsford, and now performs the duties of postmaster at Melrose.

A. C. Johnson, of Loch Broom, Pictou Co., a graduate of Dalhousie University, who in post graduate work at Johns Hopkins University, Baltimore, a little time ago, won a Greek scholarship worth \$600, has now captured a second Greek scholarship, open to all the universities in America. This scholarship is also worth \$600, besides an extensive European tour.—*Dalhousie Gazette*.

Professor A. D. Miller, of Mt. Allison University, Sackville, has accepted the chair of philosophy in Alberta College, Edmonton.

The \$500 fellowship offered by the Woman's Educational Association of Boston has been awarded this year to Miss Nina Elizabeth Church, M. A., of Dalhousie University, Halifax. It may be used for study abroad, or at any American college or university, or for independent research. Miss Church has decided to study at an American university.

Mr. A. C. M. Lawson, principal of the superior school at Norton, N. B., has resigned his position, and will resume his connection with the North American Life Insurance Company on the first of July.

Recent Books.

An interesting and useful little book is an *Elementary Reader of French History*, edited by Dr. Freeman M. Josselyn, of the University of Paris, and Professor L. Raymond Talbot, of Boston University. It is concise and direct in style and arrangement, giving the important facts of French history in terms that the most elementary student of that language may understand. The book is provided with a series of useful grammatical and historical notes and with a complete vocabulary. (Cloth, pages 73. Ginn & Company, Boston).

The Universal Spelling Book, for Canadian Schools, prescribed for use in the public schools of British Columbia, is in many respects a very complete and excellent book. In addition to the list of words usually found in texts on spelling, it has special lists, including geographical and business terms, illustrative exercises in etymology and language, a list of abbreviations, correct pronunciations,

and a few blank pages for the correction of pupils' mistakes. (Cloth, pages 208. W. J. Gage & Co., Toronto).

All composition books are not interesting, but an exception must be made to Osthaus and Biermann's *German Prose Composition*, recently published. It offers a wide range of most interesting material derived from legend, narrative and history, with descriptions of a few German cities. Throughout the exercises footnotes provide needful suggestions in construction and grammar, with a digest of syntax which follows the text. There are full vocabularies in German-English and English-German for the student. (Cloth, 191 pages, price 65 cents. The American Book Company, New York. Morang Educational Co., Toronto).

Haaren and Poland's *Famous Men of Modern Times*, for supplementary reading, gives in simple and attractive form the lives of thirty-three great soldiers, sailors, statesmen, scientists, and rulers, from Columbus to Gladstone. Each brief biography forms a centre about which the pupil can gather the prominent events of the country and epoch. The illustrations are numerous and beautiful, and add much to the attractiveness of this helpful and interesting book. (Cloth, pages 352, price 50 cents. The American Book Company, New York. Morang Educational Company, Toronto).

Shirley's *Part Songs for Mixed Voices* are notable for their great variety, their musical arrangement of parts, and their adaptability to all school occasions, such as commencement, festivals, national celebrations, etc. In all there are ninety-seven compositions, consisting of folk songs, college songs, operatic and national songs, and miscellaneous choruses. Some of the latter are quite long and are well adapted for special concert programmes. (Cloth, pages 272, price 75 cents. American Book Company, New York. Morang Educational Co., Toronto).

The Bruce, by John Barbour, a contemporary of Chaucer, is regarded as a national epic of Scotland, which possesses poetic merit and historical value. Selections from this book for use in schools, edited from the best texts, with an introduction, a selection on early Scots grammar, notes and a glossary, by W. M. MacKenzie, M. A., has been published, with some characteristic passages, including the battle of Bannockburn, in which Barbour is at his best as a narrative and descriptive poet. The selections are sure to interest all who are concerned in the language study of northern English or early Scots. (Cloth, pages 160, price 1s. 6d. Adam and Charles Black, Soho Square, London, W.)

A Resource Map of Canada, conveniently folded and bound, with printed statistics of the Dominion, has just been issued by the Department of the Interior, Ottawa. It is a convenient pocket edition, and is of great assistance for ready reference and location of the minerals, fisheries, forest and agricultural products of Canada.

Teachers, school officials and all others interested in education, including parents, will be glad to know of a new series of books called the *Riverside Educational Monographs*. These are published at a popular price (35 cents, net, post-paid), and are attractively printed and bound. These books provide profitable summer reading

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Principal H. T. DeWolfe, of Acadia Seminary, Wolfville, N. S., has printed in a convenient form a table showing all the French verbs and the conjugation. It is arranged by Miss M. Blanche Bishop, M. A., teacher of French and German at the Seminary. It is a concise and ready plan for reference, and will prove of excellent service to students in giving them a thorough grasp of the French verb. The plan can be folded and pasted on the front cover of the grammar for convenient use. Price ten cents each, or twelve for one dollar. Special prices quoted to teachers. (Principal H. T. DeWolfe, Acadia Seminary, Wolfville, N. S.)

Education Department, New Brunswick.

Official Notices.

The number of teaching days in the present term is 124, except in St. John, where the number is 123.

The last day of the present term is Wednesday, June 30th, and the first day of the next term is Thursday, August 12th, except in districts which have eight weeks' vacation, under the provisions of Regulation 20 (2). In such districts the first day of the term will be Thursday, August 26th.

DEPARTMENTAL EXAMINATIONS.

The dates on which the next Departmental Examinations will begin are as follows:

Normal School, Third Class.....	May 25th.
Normal School, Higher Classes.....	June 8th.
Normal School Entrance.....	June 21st.
Normal School Entrance.....	July 6th.
University Matriculation and High School Leaving	} July 6th.

The above examinations will be conducted in accordance with the Regulations as given in the School Manual. Teachers are requested to see that their pupils who intend to present themselves for Normal School Entrance or for the Matriculation and High School Leaving Examinations shall have their applications, with the required fee, forwarded to reach the Inspector in whose district they wish to write the examinations, not later than the last day of May.

J. R. INCH,

Education Office, April 23, 1909.

Chief Supt. Education.

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