

PAGES

MISSING



CHRIST BLESSING LITTLE CHILDREN

—From a Painting by B. Plockhorst

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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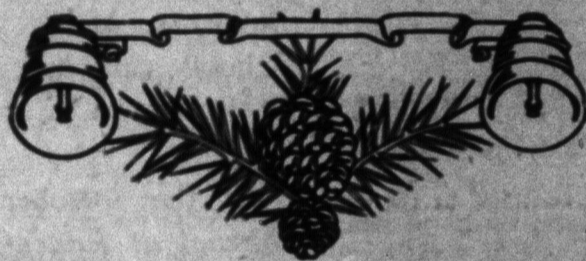
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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

Christmas, 1910

"Come Thou, dear Prince, oh come to us this holy Christmas time. Come to the busy marts of earth, the quiet homes, the noisy streets, the humble lanes; come to us all, and with Thy love touch every human heart that we may know that love and in its blessed peace bear charity to all mankind."—*Eugene Field.*



A Christmas Greeting

Christmas, 1910, dawns upon a world of peace, upon a strong and united Empire, upon a prosperous Dominion, upon happy Provinces by the Sea. One likes to repeat the old, old saying, in the mouths of people for ages past, and which people for ages to come will never tire of using,

A Merry Christmas to all!

The New Year 1911

In our pleasant homeland from Sydney to Victoria, Happy New Year's Greetings will be given and returned. May the year be filled from January to December with good deeds, kind words, happy thoughts, and duties cheerfully performed. Then indeed will it be

A Happy New Year to all!

THE EDUCATIONAL REVIEW.

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

It is our custom to send out in December and January statements of accounts to our subscribers. To the individual these amounts are small and if promptly paid enable us to meet our obligations promptly. It is a great pleasure to us to acknowledge that the great majority of our subscribers meet our requests cheerfully, their ready response showing an appreciation of the REVIEW, for which we are doubly grateful.

Among the attractive calendars of the season is that issued by Principal Kerr, of the St. John Business College. It is a reproduction by the Osborne Company, New York, of the beautiful picture of Edwin Lamasure entitled "The New Moon." The artist's charming sketch of a rural scene lit up by the evening sky loses nothing by reproduction.

Teachers should drill their pupils thoroughly on the proper addressing of letters, with the correct spelling of names of places. Last year the Canadian dead letter office received 2,168,900 letters that had failed to reach their destination. This was largely due to the carelessness of people in addressing letters, and to the lack of instruction how to do this properly.

The President of the Educational Association of Nova Scotia, in pursuance of a resolution passed at the Annual Convention, has appointed the following Committee to consolidate, revise and edit the Common School Course of Study, for final presentation to the Council of Public Instruction—for rural ungraded as well as for graded schools: David Soloan, LL. D., Principal Provincial Normal College; T. M. Phalen, M. A., LL. B., Inspector of Schools, Cape Breton; W. R. Campbell, M. A., Inspector of Schools, Colchester; Alexander McKay, M. A., Supervisor of Schools, Halifax; J. E. Barteaux, M. A., Inspector of Technical Evening Schools, and late Principal of the Public Schools of Truro.

In the October number of the Nova Scotia *Journal of Education*, the semi-annual supplement to the report of the Superintendent of Education, there are many interesting matters beyond the usual statistical tables. These are selected with care and cannot fail to be of great benefit to the teacher and trustee. The following are quotations from recent numbers of the *Journal*:

"No other power than their own will raise the people's schools to the desired efficiency. It is now solely a question of more money from the school section."

"Within the last year no less than two little books have been published giving the date of the first Empire Day celebration a year earlier than the true date, 23rd May, 1899. Nova Scotia was the first country to make Empire Day a public school institution, (18th August, 1898), although Mrs. Fessenden, of Ontario, advocated previously a "patriotic day" which was the origin of the movement in Ontario."

"Lord Meath has carried the movement into every part of the British Empire; but it is the 24th of May, our Victoria Day, which he has been exploiting. Empire Day is a school day in Canada—a very important school day. Victoria Day is the holiday."

Find enclosed one dollar for REVIEW—a most welcome visitor to my home.

L. D. J.

I have found your paper interesting in the past and quite indispensable on account of the Official Notices.

I. G. F.

Some people seem never to grow old. Years do not seem to lessen their spirit and mental powers. It will be found that such people have had some worthy object in life, devotion to which has kept their minds alert and their sympathies warm. A *Truro, N. S.*, paper contained the announcement a few days ago that Mrs. Condon had delivered an inspiring address to the students in training in the Normal College. Mrs. Condon in the course of her useful life has been an unswerving advocate of Kindergarten principles, and now in the feeble health incident to declining years, but with her rare intellectual powers still clear and vigorous, her voice, not heard in public for many years, still rings true.

Dr. J. George Hodgins, historiographer of the Education Department of Ontario, is doing for that province what should be done in the other older provinces of the Dominion—collecting and publishing educational material that will prove of the greatest interest and value in the years to come. In a special historical volume of over three hundred pages, Dr. Hodgins has presented the results of his tireless industry and patience in compiling the data of the establishment of the schools and colleges of Ontario. The book is liberally illustrated with the pictures of schools, ancient and modern, and with the portraits of educational men of mark.

With this number the REVIEW enters upon the second half of its twenty-fourth year. It is growing in years and, we hope, in influence. It has been for nearly twenty-four years under one management. When the REVIEW was started it took a good deal of persuasion to convince a teacher to subscribe for an educational journal. Now, a teacher's paper that has something to offer has subscribers. The result is that the REVIEW has more subscribers this year than ever before.

This is the time of year when hot, close school-rooms begin to have their effect in headaches and weariness among teachers and pupils. Throw open the windows for a few minutes at intervals and renew the air and refresh the spirits.

The REVIEW supplement picture for this month recalls that when Christ was on earth He was good to children. What an example to mankind to make the world brighter and better for children!

December Skies.



Last month were given some of the constellations of the eastern sky, extending from the horizon towards the zenith. It will be interesting to trace the progress of these constellations, rising four minutes earlier each evening, through this month; and it is hoped that the skies may be clearer than in November.

High in the northeast is Cassiopeia's Chair, the chief stars of which form an irregular W, with a shallow and deeper V. The "chair" is in a very topsy-turvy position. In fable, Cassiopeia was the wife of Cepheus and mother of Andromeda. Another mythical personage, Perseus, is represented by the constellation to the right, below Cassiopeia. He was the hero who slew the dreaded Gorgon, Medusa, whose head, covered with snakes instead of hair, he bears in his left hand, while in his right hand he flourishes a sword. A small field glass will enable one to see the cluster of beautiful stars in the hilt and the two brighter stars in the blade of the sword.

The field glass will also enable one the better to pick out the head of Medusa, which contains the re-

markable variable star Algol. It varies from the second to the fourth magnitude in about three and a half hours and back again in the same time; after which it remains steadily brilliant for two and three-quarter days, when the same changes take place again. It is said that the French astronomer, La-Lande used to remain whole nights upon the Pont Neuf in Paris to show to the curious the variations in brilliancy of the star Algol. When once found this star is a source of never-ending interest to those who delight in the wonders of the sky. It may be easily found by observing the following directions: Nine degrees east by north from Algol is the bright star Algenib, of the second magnitude, in the side of Perseus, which with Almaack in the constellation of Andromeda makes a perfect right angle at Algol with the open part towards Cassiopeia.

In the early evening the constellation of Perseus may be easily found by drawing a line, nearly parallel to the horizon, from the Pleiades to the brilliant first magnitude star Capella, in the constellation of Auriga, the Charioteer. Above this line is Perseus with his body in the milky way. Capella, the Goat, with the two "kids" to the right and a little below, may be easily seen forming part of the pentagon which makes up the figure of the Charioteer. The planet Venus is now evening star but too near the sun for observation. What bright young eyes will be the first to detect it low down in the west? The great planet Jupiter is morning star and may be seen well up in the eastern sky two or three hours before sun-rise.

This is the last month of the year. In the Roman calendar, traditionally ascribed to Romulus, the year was divided into ten months, the last of which was called December, or the tenth month. This name, though etymologically incorrect, was retained for the last or twelfth month of the year as now divided. In the Romulian calendar December had thirty days; Numa reduced it to twenty-nine; Julius Caesar added two days to this, giving the month its present length.—*Encyclopedia Britannica*.

In some of the London hospitals patients have been inoculated with a serum specially prepared to render them immune from taking cold. As there are several different causes of colds, it is necessary first to find what germs are most likely to attack the patient, or rather to what particular group of germs he is most susceptible. When this is done a preventive serum can be prepared to suit his special needs, and he may be rendered immune for several months by its use.

English Composition in the Higher Grades.

BY ELEANOR ROBINSON.

(Continued.)

Although the setting of subjects for reflective and purely imaginative essays is deprecated, it by no means follows that the powers of reflection and imagination should not be exercised at all at this stage. Their incidental use should be encouraged. For instance: I received, not long ago, from some girls of twelve and thirteen, a number of compositions telling the story of Echo. The analysis given was the brief one in Sykes' *Elementary Composition*. One child wrote a pretty description of Echo's imagined home in the woods; another told of the effect of her charming stories upon the birds; and a third invented June's scoldings; all without any suggestion from the teacher. The subject for a history lesson was "The Test and Corporation Acts—their enactment, working and repeal." The text-book says: "These acts prevented the Dissenters from having their rights as citizens." After a detailed explanation of this statement had been drawn out, the question was set, to be answered in writing. "What difference would these acts have made to your father, if he had been a Dissenter living in England in the 17th century?" That called for both imagination and reflection.

I have dwelt at length upon this division of my theme—the choosing and setting of subjects—because half the pupil's difficulty in the way of clearness is overcome if the teacher chooses the subject well, and states it definitely. In other words, if the pupil knows exactly what he is expected to do, and that it lies well within his powers to do it.

Until they can write correctly and clearly, pupils must be rigidly kept to *short* compositions, and, by short, I mean about half a page of foolscap. One such paper, *strictly corrected, and copied*, is worth any number of compositions too long to be more than glanced over, and roughly valued. For the ordinary boy or girl, untrained in writing, uncorrected and unamended compositions are practically worthless. Time can be saved by using a set of correcting signs, a list of which should be posted in the schoolroom. All faults in spelling, punctuation and grammar should be marked in this way, and the pupils required to make the corrections themselves. All papers need not be copied, but only those that fall below a certain standard of accuracy

and clearness. Sometimes a paper will have positive merit enough to get a high mark, and yet with mistakes, either of ignorance or carelessness, that necessitate a fresh copy. The original should always be handed in with the copy, that the teacher may see at a glance that the amendments have been properly made. The copies need not be marked, nor given back, but they must be looked at and checked.

A list of common and recurring mistakes should be kept, and special lessons given on the correct forms, with practice if necessary.

Some of these exercises will doubtless have to be given to punctuation. I do not believe in the use of rules for punctuation, except the very simplest, *i. e.*, the use of the comma to mark off words of address, and to separate words in the same construction. We have to use punctuation marks before we know enough to apply most of the rules given in rhetoric books. Teach punctuation by sound and sense. Give unpunctuated passages to be copied, or written from dictation and then punctuated, and have poetry written from memory with all the proper stops put in.

Very few suggestions are necessary as to exercises on grammatical forms. A very common error is to leave out the noun or pronoun with which a participle agrees. As, "Standing on the bridge, the view is beautiful." "Hoping to see you soon, believe me to be, yours sincerely."

If you object to giving your class wrong sentences to correct, set them instead a number of participial phrases, to be included in sentences containing the word with which the participle agrees, *e. g.*, "Following the path;" "Hoping to get there in time;" "Hearing her speak;" "Following the path, he soon came to the bridge;" "Hearing her speak, I turned round."

A drill on the proper use of prepositions is often necessary. "We were home Monday;" "He is going some other place;" "This side the room," where prepositions are omitted are expressions commonly heard. Sentences with blanks for the prepositions may be given to be filled in. But I need hardly go on. Every teacher will have her own list.

Soak a sponge, and push a grain of wheat, barley or oats into each of the holes. Suspend from the ceiling, and keep the sponge damp for a few days. The effect will both please and instruct the children.

Macaulay's Essay on Addison.

SUGGESTIONS FOR STUDYING THE AUTHOR'S STYLE.

BY ELEANOR ROBINSON.

For the study of Macaulay's style, as exhibited in his essay on Addison, the following suggestions are offered:

Paragraphs.—Long or short? Has each one unity? *i. e.*, is it confined to one division of the subject? Any irrelevant digressions? Opening sentences—do they always give a clue to the main subject of the paragraph? Is there close connection between paragraphs? Is the transition smooth, or abrupt? Could the *arrangement* of details be amended?

Sentences.—Long or short? Loose or periodic? Is their structure involved or simple? Find examples of balanced sentences—*e. g.* "Louis XIV was at this time expiating the vices of his youth by a devotion which *had no root in reason, and bore no fruit in charity.*" And see the paragraph beginning—"Steele had known Addison from childhood."

Vocabulary.—Does Macaulay coin new words? Use pedantic expressions? An excess of Latin words? "The copiousness of Macaulay's vocabulary appears in his way of repeating a thought in several different sentences." Illustrate this from the essay. Give examples of Macaulay's habit of following up a general statement by discussion of it in concrete terms, *e. g.*, in paragraph 58, "We may add that it (*i. e.*, Addison's Narrative of his travels in Italy) contains little, or rather no information respecting the history and literature of modern Italy." *Cf.* the sentences that follow:

Does he use comparisons very much? And of what sort? Metaphor? Does he compare persons? Give examples. Make a list of writers with whom he compares Addison. Does he make statements that sound too sweeping or exaggerated? What is the effect of this trick upon his style? Lord Melbourne said, "I wish I were as cock-sure of any one thing as Macaulay is of everything."

Discuss the following criticisms: "He is one of the most entertaining, but also one of the least suggestive, of writers." "His learning never clogs his story, or his explanation. He is always moving forward." "It is doubtful whether he ever wrote an obscure sentence."

Acadia After the Ice Age.

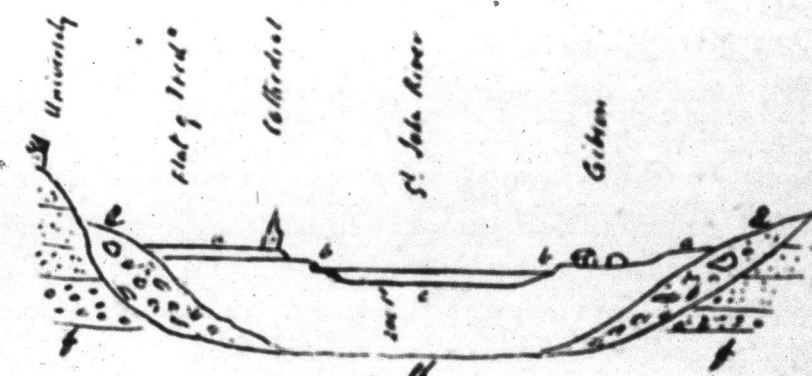
L. W. BAILEY, LL. D.

The Ice Age, as described in the last chapter, saw Acadia buried in a mantle of ice and snow, not a mantle of a few feet only, but hundreds, perhaps thousands of feet thick, reducing it to a condition of which Greenland and the Antarctic continent alone can give us any conception. It was indeed a geological winter, and whatever its cause, it must also have been a winter of vast duration, one in which, even in middle latitudes, all life was absent, and when the whole landscape, had there been any one there to see, would have presented to the eye nothing but unbroken fields of dazzling snow. But this geological winter, like our shorter ones, has passed away, and we are now to consider some of the conditions and results of that passing.

With what occurs in the closing of our ordinary winters we are all familiar. Swollen brooks, flooded streams, rivers raised to their highest pitch and vastly augmented in volume as well as in velocity, are the common accompaniments of the rapid melting of the winter's snows. On mountain slopes masses of rock, loosened by expanding frosts, but for a time held in place by the latter, now descend in land-slides and avalanches. Vast quantities of earth, easily borne by the swift currents, make these latter turbid with suspended mud, while trees, houses and occasionally animals are caught by the rapid moving torrents and swept away to destruction or to burial. Ice jams are formed leading to the inundation of extensive low lands, or sometimes, by the temporary obstruction of stream or river channels, compel the waters to seek for themselves a new outlet. Ravines or gullies are gouged out, often with great rapidity, and various effects are produced which these same streams or rivers would be wholly incompetent to determine at their ordinary summer level. Can we doubt that the spring or springs which followed the great geological winter led to similar results, but upon a vastly larger scale? Let us see if we cannot find some proofs of this.

To begin with let us consider for a moment some of the conditions presented in and about the city of Fredericton. As most of my readers are aware the capital of New Brunswick is situated upon a tract of nearly flat land bordering the St. John river, which sweeps around the city in a broad crescentic curve, the length of the flat being nearly two miles, while the extreme breadth is little short of a mile.

On the opposite side of the river is a similar but less extensive flat, on which are found the villages of Gibson and St. Marys. Upon the Fredericton side the hills which bound the valley rise somewhat abruptly, while on the opposite side the ascent is more gradual, being partly broken by the tributary valley of the Nashwaak. The material constituting the flats on either side is wholly made up of sand and clay, chiefly the latter, which is exposed in places on the banks, and in borings for water has been found to have a depth considerably over 200 feet. It is regularly stratified, and besides that which constitutes the main flat, now about twenty feet above low water, a second flat appears which is annually submerged in times of freshet. That both



b. Upper flats. c. Present bed of river. e. Boulder clay.
d. Lower flats. d. Former bed of river. f. Carboniferous sandstones.

are due to river deposition is obvious, for with every season more or less mud is deposited from the overflow of the latter and it is to this cause, in the main, that the fertility of the intervaes and islands of the St. John, similarly constituted, and which are of such great value to the farmer, is due. But the materials found at the foot and on the slopes of the bordering hills are of quite a different character. These also comprise much clay, but there is now no stratification, while imbedded in the clay, without any order of arrangement whatever, are detached masses of rock, as various in size as they are in composition, and which, in many instances, have evidently come from some distant source. Such deposits are known as "boulder clay" and they are the results of the ice action which, as described in a previous chapter, affected all this region during what is known as the "Glacial Era." It is only well up on these slopes that we find any rocks in place, and these, representing the grey sandstones and conglomerates of the coal-formation, in places form projecting bluffs as though they formerly abutted against the waters of some rapidly moving stream. Finally, upon the summit of the hills, wherever these

are denuded of soil, their surface may be seen to be conspicuously scored with parallel lines or grooves, marking where and in what direction the great ice-masses at one time moved over them.

The conditions above described are roughly indicated in the accompanying sketch, representing an ideal section of the valley, and the story which it tells is not difficult to read. When those glacial striæ were produced, the valley, though it may have originated long prior to this time, was filled with ice, as otherwise the direction of the striæ would have followed the course of the valley instead of being, as is the case, transverse to the latter. As, however, the ice melted away, the waters resulting from the latter would sooner or later be confined to the pre-existing valley, and for a time would tend to deepen the latter. How deep it was is shown by the thickness of the clay deposits which, as stated, now occupy its bed. These are simply the materials which, as the land subsided and the slope and velocity of the river were lessened, became deposited on its bed and gradually raised the latter to its present position. Nearly all the rivers within the glacial latitudes of North America exhibit a similar relation of things. They are nearly all flowing over beds which are from a hundred to several hundreds of feet above their original bed, the succession of events in each case being (1) an elevation of the land with intense glacial action and the deepening and widening of pre-existing valleys, or in some instances the formation of new ones; (2) a subsidence of the land, accompanied by and perhaps determining the melting of the ice, with the origination of flooded rivers, the production of numerous lakes, the partial or complete filling up of old channels; and (3) a partial re-elevation of the land, restoring its present level. The effect of this latter movement we have yet to consider.

Let the reader now transfer his thoughts to points higher up in the St. John valley, first to the vicinity of Grand Falls. If he has ever visited the latter and has been at all of an observant disposition, he cannot fail to have noticed that not only is the stream bordered here as about Fredericton, by intervalles or flats, but that behind and above those which are immediately adjacent to the river, are others of precisely similar nature only at a higher level. And above and behind these again are others, and in places not less than seven of these flats may be seen, rising like steps or terraces, one above another.

Terraces they are, and the period of their formation is sometimes known as the Terrace Period. Evidently they mark former levels of the river, and the highest is probably 400 or 500 feet above the highest point which the waters can now reach. Each terrace marks the former position of the river bed, and their arrangement in benches or steps is simply due to successive upward movement of the land, leaving a portion of the old flood plain upon the sides of the river to show where the latter once stood. Quite similar facts find illustration upon the Nashwaak and Miramichi rivers, as well as upon others, both in New Brunswick and Nova Scotia.

Turn now to the sea-board. Here, too, terraces may be observed at many points. But these are approximately parallel to the coast lines and not to the course of rivers. They have the appearance and structure of old sea-beaches, and as some of them, a few miles eastward of St. John, are two hundred feet or more above present tide level, they show that the land was once at least two hundred feet below where it is today. The fact of such submergence may be the more readily believed, for there is good evidence that a similar sinking is in progress at the present time, amounting, it is estimated, to about two inches in a century. One proof of this is to be found in the increasing difficulty experienced in maintaining the dykes at the head of the Bay of Fundy; while another is indicated in the occurrence in the dyked marshes of the stumps of upland trees which have been killed and buried as the result of their becoming carried below the salt water level. The remains of old Indian encampments are also met with, upon both the New Brunswick and Nova Scotian coasts, which are within the reach of the tide and are being annually washed away by the movements of the latter.

One result of such submergence would, of course, have been the entrance of the sea into the mouths of rivers, converting them into estuaries, and if the valleys of these rivers had previously, during the Glacial period, been deeply cut, the coast would remain diversified with long fiord-like indentations similar to those which mark the coasts of Norway and Alaska. This is what we actually find on the southern coast of Nova Scotia in such indentations as those of Halifax Harbour, Port La Tour, Barrington Bay, the La Have below Bridgewater and the Harbour of Shelburne; while they are equally remarkable upon the coasts of Maine. Some of

these old submerged channels or buried rivers may indeed be traced by lines of soundings far outside of the present coast-line, the old channel of the St. Lawrence, for instance, being not only thus indicated across the whole breadth of the St. Lawrence Gulf, but for two hundred miles outside of the Gut of Canso. The numerous islands which diversify the coasts of Nova Scotia and Maine, (it is said that there are three hundred and sixty-five of these in Chester Basin alone,) are a further result of the same submergence, representing simply the more elevated portions of the land areas which were once continuous, but which became separated by the flooding of the valleys between them. That the sea actually entered upon the land is further shown by the fact that we may now gather marine forms of life at points now considerably removed from the reach of the former. Thus marine shells may be gathered in large numbers from the clays underlying the town of St. Andrews, in New Brunswick, as well as about St. John, while in Nova Scotia the writer has collected fossil star-fishes and sea-urchins from the brick-clays at Middleton. When these were living St. John must have been an island and the Annapolis Valley a long strait, separating the North Mountains, then irregular, from the main body of the Nova Scotia peninsula.

A further effect of the events of this period was that of blocking up of old river channels with materials deposited from slowly moving waters, and the forcing of the rivers, as the land again rose, to cut for themselves new lines of discharge. Then it was that the St. John, losing its old channel in the rear of the village of Grand Falls, was compelled to wear out its new channel in the gorge below the latter. The same is true of the gorge at the mouth of the Aroostook, at the Tobique and Meductic rapids, and again at the Suspension Bridge, near St. John. Here the river once entered the Bay by at least two mouths, one westward and one eastward of the present harbour, viz, by way of Manawagonish and Drury's Cove.

Such are a few of the wonderful changes which affected the geography of Acadia in the later phases of its history.

I have but little space left in which to notice the life of these interesting periods, all the more interesting for the reason that there are good grounds for believing that the changes then occurring were witnessed by the *first representatives of the human*

race. Nor is it necessary to do so at any length, because our actual knowledge of the life of the time, so far as Acadia is concerned, is very meagre. Of the inhabitants of the coasts we have, indeed, abundant evidence, as already intimated. Marine shells, such as Scallops, Whelks, Clams, Mussels and the like, as well as star-fishes and sea-urchins, abound in the brick-clays of both Provinces, and we know that there were also Seals, Whales and Walruses; but of the higher life of the *land* we know little, except by inference from other localities. The remains, however, of Mastodons, huge elephantine beasts, exceeding even the modern "Jumbo" in size, have been found in Cape Breton, and we can hardly doubt that these existed in considerable numbers and were associated with many other remarkable forms of mammalian life, such as we know inhabited the northern portions of America in the Quaternary era. Horses, much larger than the modern, descendants of the five-toed horse of the early Tertiary, Elephants, Bison, gigantic Beavers, and even such forms as the Lion and the Tapir, not now found at all upon this continent, may have roamed our forests, but proof is wanting. This, however, need not surprise us when we remember that these animals do not live under conditions favourable to their burial and preservation, that their bodies are the food of other animals and that they rapidly decay. Even at the present time, with our forests abounding in large game, it is very rarely the case that one ever meets with the skeletons of the latter.

Of the Pre-historic *Man* we shall speak in a later chapter.

My school days were happy, seriously speaking. I was a happy boy; all the year round I was happy. And in the loyal, tender, loving niches of my heart. I have builded the fairest shrines my affection can fashion, wherein I have placed the images of the saints who were my school teachers. Some of them are living; some are dead; all are old and gray. But there, where I alone can see them, they are all living; they are all young, with the morning light of love and enthusiasm shining in their faces. Memory makes them beautiful, and the years cluster about their brows like stars.—*Robert J. Burdette.*

May we so work that such loving memories of school days shall be repeated in our own lives.

Winter.

The frost is here,
 And fuel is dear,
 And woods are sear,
 And fires burn clear,
 And frost is here,
 And has bitten the heel of the going year.

Bite, frost, bite,
 You roll up away from the light
 The blue woodmouse, and the plump dormouse,
 And the bees are stilled, and the flies are kill'd,
 And you bite far into the heart of the house,
 But not into mine.

Bite, frost, bite
 The woods are all the scarer,
 The fuel is all the dearer,
 The fires are all the clearer,
 My spring is all the nearer,
 You have bitten into the heart of the earth,
 But not into mine. —*Alfred Tennyson.*

A Recognition.

To those of us who shared with Mrs. Alexander Russell, better known to her friends as Sara B. Patterson, an anxious interest in kindergarten progress in the Maritime Provinces, the memory of her long and faithful service will be a cherished remembrance.

Mrs. Russell had been blessed with superior natural abilities, and they had been developed under the able teaching of Dr. Calkin and her own studious application, to which was added the experience of a successful school teacher.

She thoroughly understood the principles upon which Frœbel founded and wrought out his system, for she had taken a full course under the sound training of Miss Woodcock, the first director of the Truro Kindergarten. This lady had an uncommon grasp of the mathematical side of Frœbel's system, which I have never seen surpassed, and which is not always so closely connected with the praxis as it should be. Mrs. Patterson's fine mind led her to a like mastery of these principles which gave breadth and exactness to her own work as a trainer of her students.

She added to her knowledge and gained inspiration by frequent intercourse with kindergartners distinguished in the profession. She sowed the seed of kindergarten principles with a liberal hand, and it has already borne fruit, and will continue to do so.

C. M. C.

A Legend of the Three Wise Men.

The three Wise Men, Belthazar, Melchior, and Gaspard, carrying incense and myrrh, set out to seek the infant Jesus. But they were not very familiar with the road to Bethlehem, and so, after crossing a dark forest, night fall overtook them near a village in Langres. They were very weary, their arms were breaking with the weight of the vases containing the perfume destined for the Son of Mary; and, worse than this, they were nearly dead of hunger and thirst. They knocked, therefore, at the first house they came to and begged a lodging for the night.

This house, or rather this hut, close to the edge of the wood, belonged to a woodcutter named Fleuriot, who lived here frugally with his wife and four little children. The hut was built of turf, with a roof of earth and moss, through which the water soaked whenever it rained hard. The three kings, overcome with fatigue, fell against the door, and when the woodcutter opened it, begged supper and a bed for the night.

"Alas, good sirs," replied Fleuriot, "I have but one bed for myself, and a pallet for my children; as for supper, we can offer you nothing except boiled potatoes and rye bread. Nevertheless, come in if you will, and if you are not too hard to please, we will do what we can to make you comfortable."

They needed no second invitation, but entered at once. The potatoes were served and they ate them hungrily. The woodcutter gave them his own bed, where they all slept soundly, with the exception of Gaspard, who liked his ease, and who found himself rather uncomfortable between the stout Belthazar and the giant Melchior.

Next morning, Belthazar said to Fleuriot: "I should like to give you something to reward you for your hospitality."

"We gave it out of good will and expect nothing in return," replied the woodcutter, holding out his hand just the same.

"I have no money," said Belthazar, "but I am going to leave with you a remembrance of more value."

Feeling in his pocket he drew out a little flute of Oriental workmanship and handed it to Fleuriot. The latter, a little taken aback, received it with a very long face.

"If you form a wish," continued Belthazar, "while playing this flute, it will be instantly granted."

Take it, but do not abuse it, and never refuse either alms or hospitality to the poor and needy."

As soon as the three kings had disappeared around the bend in the road, Denis Fleuriot said to his wife, balancing the flute in his hand, "They might have given us something less foolish than this flageolet. All the same, I am going to try it just to see whether they were making fun of us or not."

Then he shouted, "I wish to have for our breakfast some white bread, a venison pie and a bottle of good wine."

As he spoke he played an air on the flute. All at once, to his infinite astonishment, there appeared upon the table a fine white cloth, and above it the bread, wine, and pie, just as he had desired.

As soon as Fleuriot was assured of the power of his flute, he did not stop there, you may be sure. He had new clothes for his wife and children, money for his pocket, a table loaded with good things. In fact, as he had only to wish for a thing in order to have it instantly, he soon became one of the richest men in the country-side.

Presently in place of his tumble-down hut, he had built a grand chateau, which he filled with costly furniture and rare hangings. When all was finished he gave a grand banquet to open his new dwelling. About his richly served table, sparkling with silver and glass, he had gathered all the aristocracy of the county. He carried himself haughtily, and his wife was dressed to kill, while the musicians, stationed in a gallery, entertained the guests.

That the festivities might not be interrupted he had ordered the servants, upon no pretext whatever, to let any beggars or other troublesome people into the courtyard. He had even stationed at the gates two huge footmen, armed with clubs, who were under orders to drive away any strollers or vagabonds from the premises. And so, secure from interruption, the guests gave themselves up to enjoyment, wagging their jaws, drinking the good wine and stuffing themselves with the dainties.

Now, this same evening, the three Wise Men, having placed their gifts at the feet of the infant Jesus, were returning from Bethlehem. While crossing the forest, they recognized the village where they had passed the night and, noticing the brilliantly lighted castle, Gaspard said banteringly to Belthazar: "I am curious to know whether our man has misused the little flute and if, now that he has become rich, he keeps his promise to be kind to the poor."

"Let us go and see," proposed Belthazar. Accordingly, they arrayed themselves as beggars, changing their beautiful garments for rags. Presenting themselves at the door of the chateau, they again begged hospitality for the night. But this time they were received with very ill grace, and when they persisted and made a great noise, Fleuriot himself put his head out of the window and, perceiving the beggars, ordered the servants to set the dogs on them.

"I thought as much," grumbled the skeptical Gaspard, who had been bitten in the calf.

"Never mind," replied the giant Melchior, "he can not carry his wealth to heaven. He shall find out the weight of the Wise Men's indignation."

Meanwhile the guests continued to feast gaily. They had reached the dessert, and Fleuriot, a knife in his hand, was just about to cut a huge cake, when they heard in the courtyard the wheels of a post chaise, drawn by four splendid horses. Fleuriot once more put his head out of the window and, perceiving, as he supposed, more noble guests, ordered that they be shown in with all haste. He went himself with a torch to meet them at the hall door. The three Wise Men, in stately apparel, with crowns on their heads, and adorned with robes of purple and with flashing jewels, entered the castle. Fleuriot now recognized his former guests and begged them to take places at the table.

"Thank you," said Melchior dryly, "we do not eat with one who is unkind to the poor," and "I make you my compliments upon the manner in which you keep your promise," said Belthazar.

"Ah! you set the dogs upon beggars," added Gaspard, feeling his injured leg; "wait a moment and I will play you an air that you do not yet know." And drawing from his pocket a little flute like the one which he had given to Fleuriot, he made a terrible noise upon it. In the twinkling of an eye, the table, the guests, the castle all vanished, and the woodcutter found himself, alone and stripped of everything, upon the border of the forest. Before him were his ruined hut and his wife and children, once more in rags.

"Fortunately," thought he, "I still have my flute." But he searched his pockets in vain; the talisman had disappeared with the three Wise Men.

Ever since these strange things happened, when people cut the cake on the feast of the Epiphany, they carefully set aside a portion for the poor.—

From the French of André Theuriet.

How We Observed Christmas.

This last year I determined to simplify the usual Christmas exercises as much as possible and to give each child a share in the work.

About two weeks before the close of school we began making booklets using the time devoted, as a rule, to writing and drawing. Those of the older pupils (mine is an ungraded school) were made with covers of drawing paper, upon which they painted appropriate designs, and the inside containing two or more stanzas of a Christmas carol neatly copied. The younger children made dainty little booklets in the form of bells and stockings cut from colored paper with Christmas greetings printed in gold upon the outside. These together with match-scratchers and calendars (designs taken from the *Popular Educator*) constituted the children's gifts to their parents and friends, great care being exercised that no one who was likely to be present should be forgotten.

Next instead of having a man procure and set the tree for us, two of the older boys volunteered to do it, and although the tree, when it at length appeared before us, had much to be desired, the very fact that "we got it ourselves" more than made up for all defects in the eyes of the children.

Some of the girls made the candy bags while others strung popcorn and made paper chains so that when the tree was trimmed it presented quite a respectable appearance.

Beside the simple gifts that I gave my own pupils I made a list of the baby brothers and sisters and put a Christmas post-card and a bag of candy on the tree for them.

Invitations were written on paper cut in the form of a five pointed star, the points being turned in toward the centre and fastened with a holly seal.

The exercises themselves were very simple. We learned a few new songs and recitations for the occasion, but for the most part made use of the regular work. One of the boys read an original story entitled "The Adventures of Santa Claus;" the little ones sang a motion song learned earlier in the term; and the school repeated a poem they had learned, in concert.

Simplicity was the keynote of the whole, but both children and parents pronounced it a success.—*E. E. C., in Popular Educator.*

The Carleton County, N. B., Teachers' Institute will meet at Woodstock, Thursday and Friday, Dec. 22 and 23.

A Merry Christmas.

Of all the days in the year there is not one that brings so much pleasure to the children as Christmas Day. It is looked forward to with delight, and its memories are full of happiness. Even the baby shares in its joy, and no one in the family is too old to feel its spell. Our rooms are gay with holly and evergreens, and our tables loaded with good things. Father, mother, brothers and sisters, aunts and uncles, grandparents and friends send presents, while Santa Claus fills the stockings from top to toe.

For weeks before everybody is busy making presents. Little girls steal into out-of-the-way corners, hiding their presents when the one it is intended for comes near. Mother works away quietly and no one suspects that anything unusual is going on as she darns the stockings, mends the trousers or stitches away at the little dresses.

Boys who never thought of saving a cent all the year, grow economical all at once in its last weeks, or form plans of earning money to buy some of the Christmas Boxes with which the shop windows are filled.

On Christmas morning every one will be surprised and delighted. Each present, though it may be only a trifle, shows that the giver has taken pains to find out what would most please the loved one for whom it was chosen.

Long after the children have grown up and are, perhaps, living lonely lives far away, their hearts will grow warm as they think of the Christmas time when home was filled with the merry laughter and the sound of the happy voices of the children who were yet enfolded by the protecting love of father and mother. For Christmas is the children's festival and it is right that they should celebrate the day with joy and gladness.

Nearly two thousand years ago a Child was born who has made the world a happier place. He came to save the world from sin and from the sorrow that is born of sin. In all His teachings he said no word which could check innocent mirth. In His great work He was never too busy to notice the little ones and the praises He loved best were sung by childish voices. We cannot honor His birthday better than by trying to do just what He told us when he said "Love one another." This is the surest way to be happy, as well as to make others so.

To all child readers, then, A Merry, Merry Christmas.

Christmas Quotations.

The time draws near the birth of Christ.
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

Christ died for all; and on the hearts of all
Who gladly decorate their cheerful homes
At Christmastide, this blessed truth should fall,
That they may mix some honey with the gall
Of those to whom a Christmas never comes.

—*New York Sun.*

And now December's snows are here,
The light flakes flutter down,
And hoar frost glitters, white and fair,
Upon the branches brown.

I will honour Christmas in my heart. I will live in the
past, the present, and the future. The spirits of all three
shall strive within me. I will not shut out the lessons
which they teach.—*Dickens.*

Chill December brings the sleet,
Blazing fire and Christmas treat.

—*Old Rhyme.*

'Tis the time of year for the open hand
And the tender heart and true,
When a rift of heaven has cleft the skies,
And the saints are looking through.

—*Margaret Sangster.*

For they who think of others most,
Are the happiest folk that live.

—*Phoebe Cary.*

Christmas Tide.

Christmas tide is a time of cold,
Of weathers bleak and of winds a blow;
Never a flower—fold on fold
Of grace and beauty—tops the snow
Or breaks the black and bitter mold.

And yet 'tis warm—for the chill and gloom
Glow with love and with childhood's glee;
And yet 'tis sweet—with the rich perfume
Of sacrifice and of charity.

Where are flowers more rare to see?

Christmas tide, it is warm and sweet:
A whole world's heart at a baby's feet!

—*Richard Burton.*

An English writer condemns the system of
giving medals for perfect school attendance. He
quotes the case of a boy, who refuses to attend his
father's funeral for fear of missing his medal.

Do not write Xmas. Take two and a half
seconds longer and write it Christmas.

The Leisure Hour.

(Prepared for the Review.)

Did Shakespeare have anything to do with
writing Psalm XLVI? In answer count the forty-
sixth word from the first of the chapter and the
forty-sixth word from the end (omitting "Selah.")

Which is the most dangerous season of the year
to walk in the woods, and why? In the Spring,
because the trees shoot, the flowers have pistils,
and the bulrush is (bull rushes) out.

If the alphabet were invited out to supper, which
of the letters would get there late? All those letters
which come after "t."

A word of five syllables: The first two syllables
are what Gladstone delighted in. The last two are
what he detested. All the syllables said slowly are
what he would like to do. These said quickly are
where his enemies would like to send him. Answer
—Reformatory.

What is the first mention of a horse in the New
Testament? When Herodias got a head of John
the Baptist on a charger.

Who was the greater, Napoleon or Queen
Elizabeth? Queen Elizabeth, certainly. Napoleon
was a wonder, but she was a Tudor.

What is the difference between the Prince of
Wales, an orphan, a baldheaded man and the
gorilla? The first is an heir apparent; the second
has ne'er a parent; the third has no hair apparent;
the fourth has a hairy parent.

A fly and a flea in a flue wondering what they
should do, "Let us fly," said the flea, "Let us flee,"
said the fly; so they flew through a flaw in the flue.

A class was being questioned on the prodigal
son's return. The teacher: "Who was sorry when
the prodigal son returned?" Little boy (after con-
siderable thought): "The fatted calf, sir."

Here are two excuses for absence from school:
Both are English "Pleas sur, Jofinnie was kep
home today. I have had twins. It shant occur
again. Yours truly, Mrs. Smith." The other is,
"Please excuse Mary being late as she as been out
on a herring."

A schoolboy's idea of gravitation: Gravitation is
that which if there were none we should all fly
away.

A bit of Christmas arithmetic: Times were very
hard and as the poor man contemplated buying an
expensive automobile he thought he would buy
some jewelry for his wife and make a thousand
dollars go as far as possible. Of course he couldn't
get very much jewelry for that paltry sum but he
determined to make as good bargains as he could.

He paid \$100 each for diamonds, \$30 each for
sapphires and \$5 each for turquoises. He bought
one hundred gems for his thousand dollars, but can
you tell how many he purchased of each.—*Woman's
Home Companion.*

For the Little Folk.**Why Do Bells for Christmas Ring?**

Why do bells for Christmas ring?
 Why do little children sing?
 Once a lovely shining star,
 Seen by shepherds from afar,
 Gently moved until its light
 Made a manger cradle bright.
 There a darling baby lay,
 Pillowed soft upon the hay;
 And its mother sang and smiled,
 "This is Christ, the holy Child."
 Therefore, bells for Christmas ring,
 Therefore, little children sing.

—Eugene Field.

"And never more the blessing
 Shall from the year depart,
 If only we, dear children,
 Keep Christmas in the heart.
 Its love, its thoughts for others,
 Are beautiful as flowers,
 And may we sow their beauty
 In other hearts than ours."

What Was It?

Guess what he had in his pocket.
 Marbles and tops, and worn-out toys,
 Such as always belong to boys,
 An old jew's-harp and a rubber ball?
 Not at all.

What did he have in his pocket?
 A soap-bubble pipe and a rusty screw,
 A piece of watch-key broken in two,
 A fish-hook in a tangle of string?
 No such thing.

What did he have in his pocket?
 Gingerbread crumbs, a whistle he'd made,
 Buttons, a knife with a broken blade,
 A nail or two, and a piece of gum?
 Neither one.

What did he have in his pocket?
 Before he knew, it slyly crept
 Under the treasures carefully kept,
 And away they all of them quickly stole—
 'Twas a hole. —Selected.

If I were you and went to school
 I'd never break the smallest rule;
 And it should be my teacher's joy
 To say she had no better boy;
 And 'twould be true
 If I were you.

Danny and Jamie and Jack,
 Went out to plant some trees;
 And as it was Arbor Day
 They could plant just what they pleased.

So Dan chose a maple green;
 And Jamie a poplar tall;
 But baby Jack did not want
 A single tree of them all.

"I want a Christmas tree," he sobbed,
 "To grow all sorts of things,
 Not only just green leaves,
 But toys like Santa brings."

O, I am the little New Year, ho! ho!
 Here I come tripping it over the snow,
 Shaking my bells with a merry din,
 So open your doors and let me in.

When little Arabella Krupp first started in to school,
 She found it very difficult to follow every rule.
 Of course, she tried her very best that teacher should
 not frown,
 And swift obedience she gave, when teacher said,
 "Sit down!"
 But the next thing that she said to her was, "Little
 girl, sit up!"
 Which greatly disconcerted little Arabella Krupp.
 —St. Nicholas.

An attractive little calendar may be made by the
 small folk with little trouble. Take heavy drawing
 paper of any desired size, and paste on it pictures,
 carefully cut out, of "Buster and Tige," "Sunbonnet
 Babies," "Dutch Babies," or any attractive pictures.
 If plain they may be coloured with water colours.
 Attach calendar slip to the bottom, punch two holes
 near the top, and add cord or ribbon bow for hang-
 ing.

A German mother recently taught a delightful
 plan by which little girls learn to knit. The wool
 is wound into a large ball called a wonder ball, be-
 cause it contains a large number of little gifts hidden
 in by the mother's fingers as she winds the yarn.
 The gift at the centre of the ball will be found last
 and should be the best—a silver thimble or a piece
 of jewelry is quite appropriate. This is a good
 method of teaching a child to knit; it stimulates per-
 severance and lessens drudgery—*Harper's Bazar*.

Children never tire of playing that they are some-
 thing. This is a little device for the drill of words
 from cards. The children are all cats and the words
 are the mice. Let the children see how many mice
 they can catch, and how few they let get away. The
 words failed are those that get away.—Selected.

Mike's Prayer.

The author of this pathetic poem is Mrs. Hubert Bland, of London, England, better known as E. Nesbit, poet and novelist. Her first volume of poems, entitled *Lays and Legends*, appeared in 1886, and contained the poem here transcribed.—*Montreal Star*.

'Twas Christmas eve in the city, the shops were all bright
and gay,
With many a wreath of holly, and many a mistletoe spray;
And clustered round each window stood groups of children
bright,
Gazing at tops and sweetmeats, with wonder and delight.
Two little lads were passing, hungry, and wet, and lame,
Born in a slum so wretched, living 'midst sin and shame;
Slowly they walk through the city, on down the busy
street,
Then up a narrow alley, tramping with weary feet.
No one to soothe or pity, no one to care or love;
Father a drunkard—and mother, safe in yon heaven above.
Now they are reaching the attic, desolate, bare and chill,
Poor little friendless sufferers, poor little Mike and Bill.
Mike, he was only seven; Bill has just turned four,
Singing in streets for a living, begging from door to door.
Christmas had come with its presents, greetings for young
and old;
Thousands next morn would be singing of angels and
harps of gold.
Many a pampered favourite, with presents enough to spare,
But none who knew of the garret and the two little urchins
there.
"Mike," whispered Bill, with a shiver, "who is that cove
Santa Claus
That comes and brings presents at Christmas? I guess
he's a rich chap, because
He never comes down to our alley, but brings 'em to folks
up in town;
They say as he's got long, white whiskers and a big red
crimson gown.
If I only knew how to find him, I'd tell him 'bout you and
me,
And then, if he wasn't too stingy, he'd send us some
bread and some tea."
"I don't think he lives down here, Bill," said the tiny
boy of seven,
"I fancies Santa Claus is God, who lives up above in
heaven."
"But that can't be true," says Billy, "for teacher says,
yer see,
That God loves all of His children, and that means, of
course, you and me,
And if He were Santa Claus, Mike, He'd know as we lived
up here,
For mother 'ud sure remind Him. she wouldn't forget,
don't fear.
But if you're quite sure about it, let's ask Him, Mike, and
try;
They say He's allers listenin', though far above the sky."

Then two little eyes looked heavenward, and two little
hearts in prayer
Ascend to the children's Saviour from out that garret
bare.
As Mike, in a lisping treble, his story simply told,
Kneeling by Bill in the attic, hungry, and wet, and cold.
"Dear Jesus, King of Glory, look down from heaven and
see,
Two little boys in this garret, Billy and Mike—that's me;
Father, he kicks and beats us—mother's with you up there.
We've begged all day in the city, nobody seems to care.
Please don't forget the number, but send Santa Claus
this way
With presents for me and Billy, tomorrow—that's Christ-
mas Day,
We don't want no sweets or playthings, but only some
bread to eat;
And some shoes and a pair of socks for poor little Billy's
feet."
Then two little tired laddies sank down on the floor so
bare
While angels from heaven descended to answer the simple
prayer.
Soon dawned the Christmas morning, the churches were
bright and gay;
With thousands of joyous children, gathered to praise
and pray;
The sun shone into the garret and into the shavings bare;
It lit up the poor pinched faces of two little urchins there;
But their bodies were cold and lifeless, for two little souls
had fled
To a heaven of warmth and comfort, to a feast of living
bread,
And safe in the arms of Jesus, two little spirits rest,
Free from all care and sorrow, happy and safe and blest.
And on that bright Christmas morning two little angels
fair
Are thanking the children's Jesus, who answered Mike's
little prayer.

New Year's Resolution.

Do it better!
Letting well enough alone never raised a salary or
secured a better position.
And what was well enough yesterday is poor
enough today—do it better.
Rescue that daily task from the maw of dull
routine—do it better.
Seek out that automatic act of habit—do it better.
Put another hour on the task well done—and do
it better.
Strive not to equal yesterday's work—strive to
surpass it.
Do it better!—*Timely Topics*.

"All men must die," reads every way and makes
good sense.

Primary Grades.

It is very difficult to get any so called *work* sufficiently simple for the pupils of the first grade to carry any part of it into the homes. Yet in many sections it is a real gratification to the father and mother to help the six-year-old prepare for the next school day. The following suggestions have been made as possible school activities to be shared by the home. The teacher gives the following directions, one each day, the very last thing in the afternoon. Other plans will be prepared by the teacher who has found these to work well:

Tell mother the names of three animals which you saw on the street to-day. Ask her to tell you which colors they were so that you can tell me to-morrow.

Ask mother to give you a piece of red paper or cloth to bring to school to-morrow, so that you can play the *red* game with us.

Count the toes of your kitten's feet to-night, so you can tell us all about them to-morrow when you see the kitten we are going to have here.

Count all the telegraph poles in the square in front of your house; then draw them, just right, on this paper to be brought to me to-morrow.

Look at the moon to-night to see what shape it is. Then draw it just that shape on this piece of paper. (Paper is three by two inches.)

You many carry home the paper frames you folded in school to-day, and cut out a picture from an old magazine or public paper to put into it. Then we will hang it on our dado.

Ask father to help you find out which direction the wind is to-day, then write the word on this paper twice.—*Adapted from The Teacher.*

The child-mind does not readily grasp at first what cheating in school work means. Edith came home from recitations one noon very angry. She could hardly wait to tell her mother what was the trouble. Drawing up her seven years of dignity, she exclaimed:

"I shall never speak to Blanche Ware again! She is too mean for anything!"

"Why not?" asked the mother, knowing the two had been intimate friends.

"Because," was the startling reply, "I copied all her examples in arithmetic today, and every one was wrong!"

Reproduction Stories.**A Rainbow in the West.**

Johnny lived in the country, and went two miles to school every day.

One morning, as he was passing through the woods, a shower of rain began to fall, but when he had reached the open field it had stopped raining, and there was a beautiful rainbow in the west. He hurried on to school, where his teacher met him, anxious to know if he was wet.

"No, Miss Grant," said Johnny, "I am not wet, and I saw the most beautiful rainbow in the west. I have always seen rainbows in the east before."

"And did you ever before notice a rainbow in the morning, Johnny?"

"I don't think so," replied Johnny, puzzling his brain to remember.

"That is the reason," explained Miss Grant. "In the morning, when the sun is in the east, you see the rainbow in the west, but in the afternoon, when the sun is in the west, you look in the east for the rainbow. You always find it opposite from where the sun is, and when you are older you will learn what makes the rainbow and gives it such beautiful colours."

Where did Johnny live? What happened as he went through the woods to school? What did he see in the open field? When do you see rainbows in the east? When do you see rainbows in the west? Why is this?

Bob's Carelessness.

Little Rob's mother put a gate at the top of the stairs, and fastened it with a string. She told Rob, when he went through the gate, to be sure and fasten it, so that the baby would not fall down the steps.

But Rob was very careless, and several times forgot to fasten the string, and mother found baby at the open gate, ready to go down stairs. Finally, one morning when mother was not watching, Rob left the gate unfastened, and baby tumbled down stairs. Mother ran as fast as she could when she heard his little head and limbs striking against the cruel steps, and when she picked him up he was badly hurt. The doctor said his leg was broken, so he bound it in a hard cast, and poor baby had to lie still in his crib and suffer for weeks, all because Rob was so careless he forgot to fasten the gate.

But Rob learned a lesson, and was always more careful to mind what his mother told him after that.

Why did Rob's mother put a gate at the head of the stairs? What did she tell Rob to do? Did he obey? What finally happened? What did the doctor do? Was Rob more careful afterwards?—*Selected.*

Our Rural Schools.

Although the improvement of rural schools is a subject that is receiving much attention, there are many who declare them good enough as they are, and state that the pupils from the country districts hold their own in all the branches taught there with the pupils of the city schools.

While this may be true, the feeling is gradually increasing among farming communities that country children should not only be given the practical, common school education, but should also receive such instruction as will inspire them with a greater love of farm life, a better understanding of the dignity and importance of farming, and equip them with a more thorough preparation for the work, which would make it a much more enjoyable and profitable occupation.

Many of America's greatest men—perhaps the majority of them—have, as it is termed, "sprung from the soil," were reared on the farm, laid the foundation of their education in the country schools, and from their early experiences developed the strength of character that made them leaders.

Granting this, would we have all others who come after them conquer the same difficulties, endure the same hardships? Because Abraham Lincoln studied few books by the light of a pine knot and split rails to earn his living would we have our boys do the same? Were that great-hearted, wise men with us today does anyone believe he would advise that boys today be made to endure the same hardships and struggle up as he did? We can each only answer that question according to our individual conceptions of that one of the kindest as well as strongest characters the world has known. As he struck the shackles from the limbs of the despairing slaves, were he here and had the power would he not also strike off every shackle of our civilization that hinders progress?

There are today many boys and girls dropping out of country schools who can make no further progress there along the lines of occupation they wish to pursue, and who in their ignorance of the outside world and their inexperience have no hope of securing further education because of want of means; a reason which does not obtain in the city, where the advantages of the high school are free to all and within reach of all.

And children reared in the country should enjoy

the same advantage of receiving high school education without leaving home. This may be secured for them by establishing at least one centralized high school in every rural township, and when the children have finished the eighth grade studies and are prepared to enter the high school they will be old enough, as a correspondent suggests, to drive their own conveyances, when the distance is too far to walk.

The curriculum of such a school should include besides the college preparatory, courses in business, agriculture, manual training and domestic economy, as indeed, should every high school wherever located.

To secure such schools it is only necessary to agitate the matter, interest others in the plan and all work and vote for them.

Arithmetic.

Perhaps the greatest joy one can have in arithmetic is to solve a problem and then go back over it and prove the answer. The reason the proof gives us such pleasure is because we like to be self-reliant, and here is another "by-product" of arithmetic—self-reliance. If we prove our work we do not need to be told it is correct, for we rely implicitly on ourselves. After we do this many times and become used to solving one sort of example we reach that happy stage where we would attack any problem of that particular species with the utmost confidence—and all because we have become self-reliant. In the teaching of arithmetic self-reliance must be developed, otherwise there is no real power achieved. The teacher must decide just how much aid and correction is good for the pupil and beyond that the pupil must work out his own salvation. It is an individual problem for every individual teacher but the fact remains that all good arithmetic teaching should develop self-reliance.—*Journal of Education.*

For the Untidy Room.

When I began work in this school I found a great lack of interest in keeping the floor neat. I worried over it some time, but finally solved the difficulty. I called them soldiers and divided all the soldiers in the room into regiments, each aisle being a regiment. The object was to see which regiment could keep their ranks the cleanest for a week; the winning one was then rewarded by having the banner for a week. In a short time it was considered almost a disgrace to have one's name on the board for untidiness.—*B. M. S., in Popular Educator.*

Commend Your Pupils.

As a rule, children have very little self-confidence. Where we find one child who over-estimates his natural ability for school work, we find a hundred who under-estimates theirs; and any device on the part of the teacher which has a tendency to increase the pupil's good opinion of himself should be used. I find commendation accomplishes more in the way of cultivating a pupil's self-confidence than any other means. On the contrary, fault-finding destroys the spirit of pride, especially in a timid child, and during the recitation keeps him in such constant terror of making a mistake that he refuses to give an opinion on topics which he has a fair knowledge.

The art that enables a teacher to draw out a pupil or any subject, thus gaining access to his childish views, is one desired by all but possessed by few. We may, however, by close observation and unlimited patience, bring ourselves in perfect sympathy with the child. Then, instead of condemning his faults, our desire is to help him overcome them; and the more congeniality there exists between teacher and pupil, the more readily is assistance offered by the one and received by the other. Would it increase your respect for the superintendent or principal to have him say to you, "Miss C., your work is unsatisfactory, and unless it is greatly changed your connection with this school will be discontinued;" or, "Miss D., I found great disorder in your room yesterday; we must see a vast improvement if you expect to remain with us." Such an open rebuke from a superintendent to a delinquent teacher is almost unthinkable; and yet how many teachers are unmindful of the sensitive little ones in their charge, and think nothing of berating them for the slightest offense. Such fault-finding tends to produce a feeling of antagonism which is detrimental, if not fatal, to the success of the teacher.—*Texas School Journal.*

The sensible Christmas gift must be sensibly selected and sensibly given. It isn't a gift of policy or obligation, but of affection. It taxeth not unduly the purse, the time or the eyesight of the giver, nor the taste and patience of the recipient. It may be beautiful or useful, both or neither. It brings its welcome with it. It is not laid away and passed on to some one else next year. It says "Merry Christmas" to you sincerely, because it can truly make your Christmas merry with kind thoughts and joving memories.—*Woman's Home Companion.*

A Good Method.

Do you require your children to write a single paragraph every day? This method often accomplishes more in training children to write good English than many more ambitious compositions. The advantages of this plan are many. Perhaps the chief is the ease with which the single paragraph may be corrected in the recitation period. The teacher is relieved of the burden of correcting papers after school hours, the corrections are made on the spot when the pupil's interest is fresh and lively. Best of all, the single paragraph may be rewritten two or three times without burdening the young authors or giving them a distaste for the lesson. Some teachers require a paragraph every day on some interesting event or fact of the moment, which the pupils have read about or heard discussed. Each child decides upon his subject before school, and is given fifteen or twenty minutes every morning for writing it down. Sometimes this work is correlated with the drawing lesson and the paragraphs are illustrated. The pupils are always interested, they are never at a loss for something to say, no time is wasted in the English period thinking of something to write about, and the children know that their work will be corrected on the spot, not thrown into the waste-basket with only a glance.—*Popular Educator.*

Why own a dictionary? Many answer "So as to know the spelling and pronunciation of words." Yes, but the modern dictionary has gone far beyond this primary stage and has become almost a universal question answerer. Its purpose, today, is to give quick, accurate, encyclopedic, up-to-date information of all kinds that shall be of vital interest and use to all people. This is why a Christmas present of Webster's New International Dictionary to a school or to a teacher would be a lasting testimony of the wisdom of the giver.

A good story is told of a normal school principal who was nearing the close of his life work. An inquisitive professor in the same institution with an eye, possibly, to business, inquired of him, "Now, Dr.—, please tell what you consider the best bit of work that you have done during your long term of office." A merry twinkle showed itself in the eye of the old student of human nature as he replied, "Well, sir, perhaps the best piece of work I did for this school and the country at large was to keep a number of young women and men out of the profession."

The Small Country School.

There is much being said of the undesirableness of the small country school. It has its disadvantages. But has it only disadvantages? It all depends upon the point of view. Many teachers are heard to say, "There is no interest in a school of five or ten pupils. The pupils get lonesome and I hardly know how to put in the time."

Did you ever hear a mother say, "I have only five or at most ten children? I wish I had twenty-five or thirty. I could do so much more for thirty than I can for five, and it would be so much more interesting."

If the only business of the teacher is to hear lessons and to drill on text-book exercises, time will hang heavy on her hands with only five pupils. If her business is also to bring up those children so that they will be able to do something useful and to behave themselves in a way that will bring most of good into their individual and social lives, then she will not find time enough in the school day to give each of ten children the help which he can utilize in the interesting process of learning the truth and putting it in practice in full and complete daily living.

Thirty children will have to be bunched and each bunch treated as a bunch. Ten children can be treated as individuals, each developed along the line of his greatest interest, strength and needs. The teacher being guide, helper, and friend of each, will find the time altogether too short to help this one in his need, to guide another in his interests, to induce another to make the effort necessary to success. One likes science, one mathematics, one literature, one history, one geography; one is imaginative and poetic, another is practical and prosaic, one likes to think, another likes to do with his hands, one has not come to himself and seems dull.

Joy and growth will come to the real teacher who tries to be of real service to each of these. The smallness of the school will be its strong point. Do you lead the children to face tasks or to face life?—*School News.*

After February next, no one will be allowed to guide a dirigible balloon or flying machine without passing an examination and obtaining a license; and the examinations for such licenses will be similar in every country.

Standard Topographical Map of Canada.

The Department of the Interior, at Ottawa, has just issued a new map of Prince Edward Island, comprising sheet No. 14 of the Standard Topographical Map of Canada. This map covers not only the whole of the Island, but parts of the Counties of Kent and Westmorland in New Brunswick and parts of the Counties of Cumberland, Colchester, Pictou, Antigonish and Inverness in Nova Scotia.

The map is of a convenient size—about three feet square, and is on the comparatively large scale of 3.95 miles to the inch. It shows all surveys to date, post offices, stations on the railway, highways and roads and all other available information within the territory covered.

A series of these maps is being issued by the Chief Geographer of the Department of the Interior. Maps are being prepared in detail of the most important districts of the Dominion, and the intention is to combine them as has been done in the case of Prince Edward Island into large and complete maps of each of the Provinces of Canada when all are finished. In the meantime, copies of the map of each district are being issued for the convenience of the public as soon as the individual plates are completed. The following sheets have been published, covering portions of Nova Scotia in the same scale as the map of Prince Edward Island: The Cape Breton sheet—(comprising Cape Breton and part of the counties of Antigonish and Guysborough). The Truro sheet, comprising Pictou and parts of the Counties of Antigonish, Guysborough, Halifax, Colchester, Cumberland and Hants.

The Halifax, Yarmouth and Moncton sheets, covering the remainder of the Province and part of New Brunswick are in progress.

In New Brunswick, the St. John sheet on the smaller scale of 7.95 miles to the inch was published in 1905. This map does not cover quite all of the Province; the southeastern part of the Counties of Kent, Westmorland and Albert not being shewn, but a new and up-to-date map covering the entire Province is under preparation.

It will be interesting to the public to know that single copies of any one of the published sheets of the Standard Topographical Map may be obtained free on application to the Chief Geographer of the Department of the Interior, Ottawa.

Teachers in the Maritime Provinces should watch the progress of these maps, and see that their schools are provided with them. These fine maps may be obtained without any trouble but the asking for them.

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Review's Question Box.

J. D. G.—1. What is the rhythm of the Lay of the Last Minstrel? and what is the meaning of *beau seant*?

1. Please give an abstract of Silas Marner in the REVIEW, and name the leading characters, also mention some of the most important scenes.

The metre of the Lay of the Last Minstrel is the eight syllable rhyming couplet with four accents, used by Scott in all his long poems, and very common in narrative poetry. In the "Lay" the metre is varied occasionally, as in,

They carved at the meal
With gloves of steel,

And they drank the red wine through the helmet barred.

Beau-seant was the name of the banner of the Knights Templars.

Silas Marner is a poor weaver, living in England at the beginning of the 19th century. Misfortune has caused him to lose faith in God and man, and to care only for money. When the story opens he is almost a confirmed miser. He is brought back to hope and love through his care for a little child, who has been abandoned by her own father, and whom he adopts.

In a letter to her publisher the author says: "The story is intended to set in a strong light the

remedial influences of pure, natural human relations." The leading characters, besides Marner himself and Eppie, the child, are Godfrey Cass, Eppie's father; Nancy, his wife; Dunsey, Godfrey's brother and the villain of the plot; Dolly Winthrop, a kind village woman, who befriends Marner and Eppie, and her son, Aaron, who in the last chapter becomes Eppie's husband.

Some of the most important scenes are: 1. The scene at the Rainbow Inn, where the villagers are discussing the subject of ghosts, when interrupted by Marner's tidings of robbery. 2. The New Years' Eve dance at the Red House, on the night when Eppie comes to Marner's door. 3. The scene at Marner's cottage, sixteen years later, when Godfrey Cass acknowledges Eppie as his daughter. Silas offers to give her up, and Eppie chooses to stay with her adopted father.

Very little of this beautiful story can be gained from information like this, and our correspondent is advised to answer his questions more satisfactorily from the book itself. It is published in the Riverside Literature Series, by Houghton, Mifflin & Co., Boston, with notes, introduction and helps for study, at the very low price of thirty cents.

E. R.

Concert Work in Spelling.*The Educational Review.*

DEAR SIR:—The REVIEW of last March contains an article on "Concert Work," in which simultaneous repetition on the part of a class is set at a very low value.

I had been giving this subject much thought and was pleased to get an opinion from so reliable a source. It is a practice, which, to put it mildly, does not excite admiration. Nevertheless, primary teachers who use it will not readily admit that it is "utterly valueless."

The spelling of the first year has, to my own knowledge, been taught in this way with the result that the pupils could spell quite satisfactorily; the spelling was satisfactory if the method was not.

I certainly think that the work could and should be done in a quicker and more intelligent manner; and, desiring to get at the root of the matter, I ask,—What is the reason that so many primary teachers resort to this "utterly valueless" method of teaching spelling? Is it not because the spelling is taught orally before the pupils can distinguish the letters at sight? This process renders concert work indispensable.

In connection with this subject, kindly answer in the columns of the REVIEW, the question—Should spelling be taught orally, before the pupils have learned to distinguish the letters at sight?

PRIMARY TEACHER.

31 Cliff Street, St. John, N. B.

The REVIEW is pleased to get this expression of opinion from its correspondent, because it shows that where some teachers may fail with certain methods others may be tolerably successful. Concert work in large classes of primary pupils is perhaps indispensable; and a little of such work was favored in the article that appeared in the March REVIEW—a selection from *Primary Education*—although the general practice was condemned.

We should like to hear from other primary teachers,—what their practice is especially in spelling, and what they have adopted in place of concert work in spelling and reading for large classes; also their views on the question asked by our correspondent. The columns of the REVIEW are always open for the discussion of such questions, and brief, clear, expressions of opinion on work are welcome, especially from primary teachers.

"We pray to Egypt for our flag," is what a little New Jersey school-boy learned to say in his flag drill. His puzzled parents found, upon inquiry, that what he was expected to say is, "We pledge allegiance to our flag."

(The hero of the above yarn is the little son of Edgar M. Robinson, who lives at Edgewater, N. J., just across the river from New York.)

CURRENT EVENTS.

The British Antarctic expedition under Capt. Scott, which sailed from London last June on the Terra Nova, is expected to remain for a year in the South Polar regions, pushing forward in its effort to reach the Pole in December of next year. The Japanese expedition will sail from Tokio this month, and will be equipped for rapid work. A German expedition will also sail this month; an Argentine expedition is planned, or possibly has already started; and Capt. Amundsen, who intended to revisit the Arctic regions, has changed his plans and will sail for the South Polar sea in the Fram. The object of the German and Norwegian expeditions is to find out whether the supposed Antarctic continent is continuous, or is a group of islands more or less connected by ice.

Wireless messages have been sent from Glace Bay to South America. The great towers erected at Glace Bay are no longer needed, for a tall mast answers every purpose since the latest improvements in the system have been made.

An international congress has been held in London to discuss plans for providing for the future growth of cities. The city architect of Paris prophesies that city streets will have to be supported fifteen feet above the surface of the ground, while railroads and moving sidewalks will occupy the ground beneath. From the arches which support the streets will be suspended, he thinks, not only pipes for water, gas and electric wires, but also pipes for petroleum, steam and liquid air for cooling. Each house will be connected with vacuum pipes for cleaning, so that all the household dirt of the city can be drawn to one place and burned. Sea water will be supplied for cleaning, and for putting out fires.

The Governor-General of Canada is credited with having suggested a scheme for the federation of the Empire that will possibly be adopted. It is supposed to provide for local home rule for England, Ireland, Scotland and Wales, and for an Imperial Parliament in which the colonies will be represented. The upper house of this parliament is to be called the senate, and is to include one hundred members of the present house of lords. It is believed that both the great parties in the United Kingdom will favor the scheme, or one similar, as it offers a way out of their present legislative difficulties. At present, a general election is in progress there, the principal question at issue being the veto power of the House of Lords.

Count Tolstoy, the famous Russian writer whose teachings are followed by the Doukhobors, died on the twentieth of last month, in a peasant's hut in which he had taken shelter. He was recognized as one of the prophets of the age, and his message was the brotherhood of man.

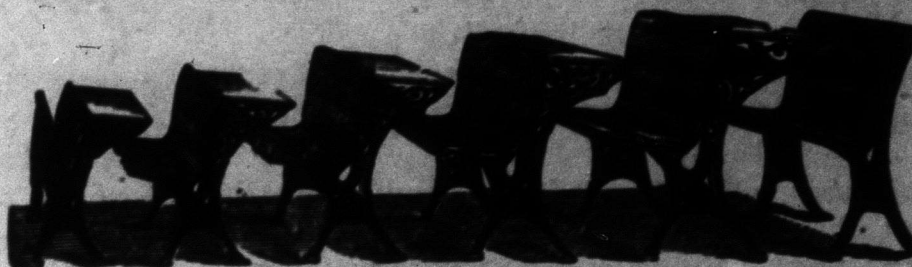


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Ninety thousand men were engaged in the Canadian fisheries last year, and the total value of the catch was nearly thirty million dollars.

A new airship, capable of travelling two thousand miles without replenishment of fuel, and of carrying guns, searchlights and wireless telegraph equipment, is to be constructed for the British government. It will have eleven propellers and six motors, and can be driven at a rate of one hundred miles an hour.

The aggregate tonnage of the steamships under the British flag exceeds eleven million tons, while that of all the other nations in the world combined is less than ten millions.

The first two ships of the Canadian navy are now on duty, the Niobe at Halifax, and the Rainbow on the Pacific coast. The larger of the two, H. M. C. S. Niobe, (the initials meaning His Majesty's Canadian Ship) is a first class cruiser of eleven thousand tons, carrying ten guns and steaming twenty knots an hour.

The date for the coronation of King George has been officially fixed for the twenty-second of June next. It is expected that King George and Queen

Mary will visit India six months later, and be crowned Emperor and Empress of India there on the first of January, 1912.

The first parliament of United South Africa was opened last month by the Duke of Connaught, who was sent as a special envoy to represent the King. His Royal Highness is now making a tour of the South African provinces, and is everywhere received with enthusiasm. The new parliament consists of two chambers, called the senate and the house of assembly. In the upper house, each of the four provinces is represented by eight senators; in the lower, Cape Colony has fifty-one representatives; the Transvaal, thirty-six; and Natal and the Orange River Colony, each seventeen. The old provincial legislatures have ceased to exist. Local affairs will be under the control of a council for each province, its doings subject to review by the central parliament. In other respects, the form of government adopted is much like that of the Dominion of Canada. Though Pretoria is the administrative capital of the Union, the parliament meets at Cape Town.

A reduction of four days time in the mail and passenger service between Australia and London

has been effected by the opening of the new railway across the Andes. The magnificent scenery which is brought within the reach of tourist travel by this new route is counted as not the least of the national assets of Chili. The Chilians, the most courteous of South Americans, are preparing to make the most of this source of revenue; and will spare no pains or expense to make travel easy and agreeable.

Recent borings have revealed vast coal beds in Chili; and the twentieth century will perhaps see as rapid progress in South America as in Canada.

Commander Peary, as he was wrongly called, is now Captain Peary, having been recently promoted to that rank in the navy.

A new mammoth cave has been found in Austria, one vast chamber of which is three hundred and forty feet high. A small river of pure water runs through the cave.

A monument has been erected in Savannah, Ga., to the memory of General Oglethorpe, who founded a colony there in 1733.

Newfoundland has issued a new series of postage stamps to mark the three hundredth anniversary of the first permanent settlement of the colony. The three cent stamp bears the head of John Guy, who established the settlement on Conception Bay, in June, 1610; the fifteen cent stamp has the head of King George V., and is the first stamp on which the present King's portrait appears.

St. Paul's cross, the famous preaching cross which stood beside St. Paul's Cathedral in London, until it was torn down by order of the Long Parliament in 1643, has been restored. It is a graceful Doric column surmounted by a bronze statue of St. Paul holding aloft a cross; and famous preachers will probably again speak from the platform at its base, as in the days of old.

Latest reports from Capt. Bernier says that he reached Greenland in August, and was making his way towards Melville Island. He expected to report next from Herschell Island, which is at the mouth of the Mackenzie; to reach which point he will have sailed through the Northwest Passage.

Wild wheat has been discovered in the mountains of Palestine. It is supposed to be the original species from which all our cultivated varieties of wheat are derived; and the discovery is of very great importance, as it promises new races of wheat adapted to cold or arid regions where now no cereal can be grown.

SCHOOL AND COLLEGE.

Mr. Everett Fraser, B. A., Dal. '07, LL. B., Harv. '10, was last summer appointed Professor of Property in the Law School of the George Washington University, Washington, D. C., U. S. A. Professor Fraser is a native of P. E. Island. To judge from the students' paper, he has already won a high degree of appreciation.

For the first time there are regular students at the Nova Scotia College of Agriculture representing the gentler sex. Three ladies are in regular attendance this term.—*Truro Sun*.

Last year 1,375 young men attended the technical schools of Nova Scotia, the cost of which to the government was \$33,000.

Upwards of twenty scholarships have been donated to the Summer School of Science by the citizens and Board of Trade, Fredericton, where the school meets next July.

Rev. Simon Spidle, Ph.D., has been appointed to the chair of Theology and Church History at Acadia University. Dr. Spidle was a graduate of that institution in the class of 1897, and is now studying at Newton Theological Seminary.

Miss Annetta Charters, teacher at Marysville Covered Bridge, N. B., was presented by her pupils on the evening of November 21st, with a handsome silver jewel casket and bon-bon dish, accompanied by an address expressing the esteem in which she is held by those under her charge. Miss Charters purposes entering the Provincial Normal School the first of January for a course in manual training.

RECENT BOOKS.

The British Empire in Pictures is a geographical reading book embellished with fifty-eight illustrations, thirty-two of which are in colour, and a full-page map. The contents embrace brief descriptions of the scenery, history and resources of Canada, Australia, India, South Africa and other portions of the British Empire, outside of Britain. It is an attractive book. (Price, 1s 6d. Adam & Charles Black, Soho Square, London, W.)

Chez les Francais is the last in a connected series, of which *La Premiere Annee de Francais* is the first. The subject-matter of the book is indicated by the title; it consists of complete passages—not fragments—from writers of recognized literary merit dealing with France and the country and its customs. The object of the selection has been to combine variety of style and vocabulary with information of educational value. Illustrated with notes and exercises. (Price, 2s. Adam & Charles Black, Soho Square, London, W.)


OFFICIAL NOTICES.

Teachers are hereby notified that Vacation Certificates are not supplied by the Station Agents of the C. P. R.—on the I. C. R. they may be obtained from the Station Agents at the most important stations.

If the local Superintendent or Inspector cannot supply them, they may be obtained at the Education Office.

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EDUCATION OFFICE.

THE ARRANGEMENT OF COMPETITIONS, INSPECTIONS AND ALLOTMENT OF REWARDS FOR MILITARY DRILL AND RIFLE SHOOTING FOR 1910-11 (STRATHCONA TRUST).

Resolved, that the two hundred and forty-five dollars for Military Drill for 1910-11 be allotted as follows:

(a) Seventy-five dollars to be divided equally per cadet amongst the rank and file of cadet corps which pass a satisfactory examination. The Cadets under the supervision of the Cadet Instructor to decide how this money shall be expended.

(b) One hundred and seventy dollars in prizes to the five best Cadet Corps, as follows: First prize, fifty dollars; second prize, forty-five dollars; third, thirty-five dollars; fourth, twenty-five dollars; fifth, fifteen dollars. Each prize to be allotted as follows: Cadet Instructor, one-half; Cadet Captain, one-sixth; each of the two Lieutenants, one-twelfth; each of four Cadet Sergeants, one-twenty-fourth.

Resolved, that the percentage of marks to be allotted at inspection should be as follows:

Company drill	35 p. c.
Extended order	30 p. c.
Discipline, cleanliness, care of arms and accoutrements	20 p. c.
Scouting	15 p. c.

Fifty per cent. to be allotted while the Cadet Corps is under the command of the Cadet Instructor, and fifty per cent. while under command of the Cadet Officers and non-commissioned officers.

Resolved, that the Chairman and Secretary should prepare a scheme arranging competition in rifle shooting 1910-1911.

Resolved, that the whole of the grant for 1909-10 could be usefully expended, and request be made of the Executive Council for the same to be disposed of in the future in terms of the Trust as per Proceedings of the Executive Council, para. 8, April 8, 1910.

Resolved, that in absence of the Chairman the Chief Superintendent should act as such.

Resolved, that all monies received be deposited in Savings Bank and drawn only by check signed by Secretary and countersigned by the Chairman.

(Sgd.) F. A. Good, *Captain*,
Secretary Local Committee for New Brunswick,
Strathcona Trust.

SCHEME FOR THE EXPENDITURE OF THE ONE HUNDRED AND FIVE DOLLARS FOR THE DEVELOPING OF RIFLE SHOOTING IN CADET CORPS.

(a) A Challenge Cup to be called the "Strathcona Cup," to be competed for annually at the P. R. A., Sussex, (open to Cadets under 18 years), ranges, matches and time to be made up after conference with Exec. P. R. A., and published later	\$50.00
(b) To paying travelling expenses and entrance fees to one Cadet per Company	25.00
(c) To purchase of badges, three per Company, for sub-target, gallery and service am.,	30.00
	\$105.00

Cadet Instructor of any Corps to be allowed to devise such methods of determining the winners as may best suit the conditions prevailing in his Cadet Corps.

Only such Cadet Corps as may participate in rewards of the Strathcona Trust may compete for the Cup and Badges.

Name of the winner, Cadet Instructors, Cadet Company and date to be engraved on the Cup.

F. A. Good, *Captain*,
Secretary Local Committee for New Brunswick,
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N. B. School Calendar, 1910-11

- Dec. 20 Examinations for Teachers' License (Class III).
- Dec. 23 Schools close for Christmas vacation.
- Jan. 9 Schools open after Christmas vacation.
- April 13 Schools close for Easter vacation
- Apl. 19 Schools open after Easter vacation.
- May 18 Loyalist Day (holiday in St. John City.)
- May 24 Victoria Day.
- May 25 Examinations for Teachers' License (French Dept.)
- May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 9 Normal School Closing.
- June 13 Final Examinations for License begin.
- June 30 Schools close for the year.

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