

PAGES

MISSING



THE LITTLE SCHOLAR

—From a Painting by A. W. Bouguereau



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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CONTENTS:

Editorial Notes	211
Preservation of Wild Flowers	212
Notes on English Literature	213
Botany for Public Schools—VIII	213
The "Nature in a Knot-hole" Series	215
To Young Teachers	217
The Primary Department	217
Reproduction Stories for Second Grade	218
Daily Preparation	218
For the Little Folk	219
Marking Papers	220
Blackboard Lines for March	220
Evening Parties in Term Time	221
The Old Country Road	221
The School Grounds	221
Provincial Dairy School	222
Hidden Birds	222
Review's Question Box	223
Current Events	225
School and College	228
Recent Books	228

New Advertisements:

L'Academie de Brisay, p. 208; Wanted—Teachers, p. 208; Clean, Dustless Floors, p. 225; Webster's New International Directory, p. 227; The Standard, Montreal p. 227; For Sale at 50 per cent. Discount, p. 227; Official Notices, p. 229.

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

Easter.

Awake, thou wintry earth—
Fling off thy sadness!
Fair vernal flowers, laugh forth
Your ancient gladness!
Christ is risen.

—THOMAS BLACKBURN.—An Easter Hymn.

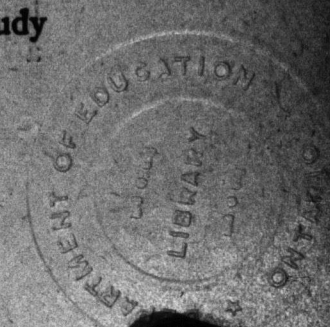
Next month the REVIEW will publish a portrait of Robert Browning, the centenary of whose birth occurs May 7th of this year.

Hon. Josiah Wood, of Sackville, Senator, has been appointed Lieutenant-Governor of New Brunswick, in place of Hon. L. J. Tweedie, whose term of office had expired.

Savings banks are to be established in the St. John, N. B., schools, and are expected to be in full running order in a few weeks. This useful movement of adopting penny savings banks for schools is spreading. In no better way can the lessons of self denial, economy and thrift be taught.

Professor Leacock, of McGill University, says children are sent to school too young. The child's earlier years, he thinks, should be spent in drinking in the beauties he could find in the things and doings about him. The brightest student of twenty years was the one who had been kept from study till he was ten or eleven, and not the one who had learned to read when he was three. All of which may be true, Professor Leacock, but much depends upon the child's home surroundings and whether he breathes the free, pure air of the country or the contaminated air of city slums.

The Imperial Conference of Teachers' Associations of the Empire will open in London on Saturday, July 13, a postponement of one day having been made for the convenience of the Canadian teachers, more than two hundred of whom are expected to be in attendance. The Princess Louise (Duchess of Argyll) has consented to be present at the opening session. The League of the Empire, whose capable and energetic secretary is Mrs. Ord Marshall, has brought about this meeting for purposes of study and conference.



Our supplement picture for this month is a pleasing figure of the Little Scholar, about whom many primary children will be glad to make up a story in their own way. It is a reproduction of a painting by Adolphe William Bouguereau (pr. boogay-ro), a noted French painter.

The *Packet*, a weekly newspaper, published at Orillia, Ontario, sends out a handsome calendar, containing portraits of their Royal Highnesses the Duke and Duchess of Connaught and Princess Patricia. The *Packet* is an excellent newspaper, and has been a welcome visitor to the REVIEW office for many years. Its editor, Mr. G. W. Hailes, is a force in moral and educational work.

Poor ventilation in school rooms is responsible for much weakness and disease, especially tuberculosis, among teachers and pupils. Make it a habit—it is not time lost but gained—to open the doors and windows every hour and have a thorough change of air. If the weather is cold let teachers and pupils put on their outdoor wrappings.

The Calendar of the Summer School of Science has been placed, by this time, in the hands of the 5,000 teachers of the Atlantic Provinces, and fully one-tenth or more have probably decided to attend the coming session at Yarmouth.

An amendment to the school act for the Province of Saskatchewan provides for the appointment of a Superintendent of Education.

This is the time to begin to plan for Arbor and Bird Day. The REVIEW for April will try to help the movement but each teacher should give attention to the circumstances and surroundings in which he or she is placed. Every one can do something to improve and uplift the school and the neighborhood beyond the requisite "cleaning up."

Congratulations to Principal William Scott, of the Toronto Normal School, who has completed a half century of service in the schools of Ontario.

Preservation of Wild Flowers.

The Mayflower is the emblem of Nova Scotia, and it is abundant in Nova Scotia and New Brunswick, where its beauty and fragrance are enjoyed with an ever-increasing enjoyment from year to year. But do we ever pause to consider that through careless and wrong methods of picking, a time may come when this beautiful flower will be entirely exterminated, except in the most remote districts of these provinces. A lady, a summer resident of New Brunswick, writes thus to a friend:

Before the spring comes, I wish the children at Fredericton Junction could be taught to gather Mayflowers without roots. How can it be done? I mean, how can the children be reached? Should I offer a prize in public schools for an essay on Mayflowers and how to preserve them? And to whom should I write? To the superintendent of public schools at Fredericton? or where, or how? At present the children are gathering them at or near the Junction ruthlessly and in great quantities. They carry them to trains passing through and sell them by the bunch to every passenger they can reach. You know how they have been uprooted from every neighbourhood near a city and how impossible it is to transplant them—and they are far too beautiful to waste and lose.

The REVIEW has in other years drawn attention to the growing scarcity of birds and wild flowers in the neighborhood of cities and towns and has recommended that the children form themselves into societies for the protection of birds and wild plants. Children like to pick flowers, and it is their privilege. But they should be taught,—not to pick everything in sight—leave some flowers to brighten the pathway for others who walk the same way; not to tear up plants by the roots, when gathering flowers. This is especially destructive to the Mayflower which grows in long runners, trailing upon the ground and producing new shoots year after year. If these runners are torn up the new shoots perish, and the crop of flowers for next year will be lessened. By picking the flowers, or better cutting them with a sufficient length of stalk, no injury is done to the plant; and this is true of many other wild plants, such as violets, anemones, the blood-root, spring-beauty, fawn lily (dog's-tooth violet), and trilliums. The three plants, named last, have their bulbs deeply imbedded in the earth and no harm results to the plant from picking the blossoms; but all the leaves should not be picked.

If teachers will take a little trouble, children will become considerate of birds and wild flowers.

Notes on English Literature.

ELEANOR ROBINSON.

Addison's "Sir Roger de Coverley."

Discuss the suitability of the title of the *Spectator* as applied (a) to the periodical; (b) to the writer. Use as matter for this discussion, not only "The Spectator's account of himself," but also the statements and hints about his attitude towards other people that are scattered through the Essays. What effect did this attitude have on his popularity? Are *Spectators* usually popular? For how long a period did Addison's *Spectator* continue to be published? Is there a paper of that name published at present? What do you know of its age and character? What are the chief differences between the newspapers of the eighteenth century and those of our own day?

Study page xxii of the Introduction. "It was not a reading age." Note all the reasons given for this, point by point, and compare them with the conditions of modern life. What are the advantages of reading newspapers and magazines? Are there any disadvantages?

What has been the aim of the editor in selecting the essays in this volume? What two reasons does she give for studying Addison?

"They are invaluable as history."

Read the essays with particular attention to their historical value. The following questions may help you. What public events are referred to? What public characters? People of what different rank, political opinions, and religious beliefs appear? What are we told of the following phases of the life of the time: Travelling, sport, town amusements; social life; the position of the clergy; relations between masters and servants; between landlords and tenants; superstitions; manners?

Compare the two descriptions of clergymen with some others of the kind; e. g., Goldsmith's "Village Preacher," in "The Deserted Village;" or Chaucer's "Poor Parson," in the Prologue to the "Canterbury Tales." What side of a clergyman's life as emphasized in the last two descriptions does Addison ignore?

Notice how fully Addison characterizes Sir Roger. That is, he shows him in relation to many different people, in different surroundings, and different occupations. He is what kind of a master? friend? lover? parishioner? landlord? host? politician? How does he show his country breeding when in London? What does Addison mean by saying that he is "something of a humourist?" Note the uses of these words, "humour, humourist, humour-some." All through the essays what words would be substituted for them in modern writing? Give instances of the use of these words in Shakspeare. Is Sir Roger an ideal character? How does Addison show him to us—through Sir Roger's own words and actions? or by description? or by both? If so, in what proportion? What conversation raised the Spectator's idea of Sir Roger above what he had ever had before? Why did it do so? What great advantage did the Spectator get from the Club? Why was he much better suited for town life than for country life? Collect the opinions that other

people expressed about him, and see how they compare with his statements about himself in "The Spectator's account of himself."

What does the Spectator say is "the height of good breeding? What is it that, in his opinion, shows more than anything else "the nobleness of the soul?" With what feeling does he say "people not too goodnatured usually conceive of each other at first sight?" Do you agree with him on these three points?

"If this *shameless practice* of the present age endures much longer, praise and reproach will cease to be motives of action in good men." What is the "shameless practice" referred to? Was it confined to Addison's time? Discuss his conclusion. To what extent ought "praise and reproach" to affect the motives of good men?

Explain the following: "*Justice of the quorum*;" "*within the liberties*;" "*when a tenement falls*?" The paragraph before the last in "Sir Roger at the Club," from "*This debate*," to "*a very decent execution*."

Study carefully Addison's use of the following words: *Wit, pronounce, husband, discovered, nice, carry, bride-man, smoke* (verb), *pleasant, incommodious, the great fortune*. Rewrite the sentences in which these occur, substituting their modern equivalents.

Study Addison's account of the London street cries. Write a description of the street sounds in the town you live in. Are there any "Cries" among them? Find out whether there used to be more "Cries," forty or fifty years ago. Are there as many in London now as in Addison's time? Why not?

Botany for Public Schools.—VIII.

L. A. DEWOLFE.

We have only a few weeks to wait for the first spring flowers. In the meantime, however, there are many winter observations and experiments that are either interesting in themselves, or have a practical bearing on our economic welfare.

Every country home has its wood-pile. Is there anything to see in this except a good supply of fuel and a tremendous amount of work in cutting and carrying it into the house? We all pity the boy who sees nothing else.

Too many students in our provinces do not know the common forest trees. Many know them in summer by their leaves, but do not know them in winter. Would not the wood-pile be a convenient place to begin our acquaintance with them?

Why not have our students bring us a list tomorrow of the kinds of wood they saw at home today? A written list alone would not be very valuable. In addition have them bring small pieces of each kind. How many can they identify by the wood without the bark? How many more when the bark is present? Which pieces are classed as soft-

wood and which as hardwood? Compare the various kinds as to brittleness, toughness, weight, colour, texture, etc. Which warp most or split most on drying? Which kinds have the prettiest "grain"? Which would make prettiest floors and furniture? Try to find a piece of bird's-eye maple, what would it be good for? Is *bird's-eye* a different kind of maple from rock maple or red maple? How many kinds of maple do you know?

Possibly some boy has a plane, and could smooth pieces of each kind of wood for a school collection. Where a manual training department exists, such a collection would already exist.

Besides identifying the kinds of wood in the wood-pile, the child can readily estimate the age of a tree by counting the annual rings of growth. Did the tree grow equally rapidly each year? Are any other marks noticeable on the end of a log besides "rings"? Look at newly-sawed lumber, and see how these marks on the end of the log appear on the surface of the board. How do you explain the presence of large knots in some boards and not in others? Why do wide boards often have small knots near the centre, but none near the edge? Can you tell which boards came from the heart of a tree, and which from near the outside? Do heart-wood and sap-wood look alike in all trees?

Where branches have been cut off, see if the "heart" of the branch is in the centre. If not, why not? Is there any relation between the position of the "heart" and the angle at which the branch meets the main trunk?

The wood-pile furnishes other topics. March is maple sugar month. Have the students look for sap running from the end of a log. Does sap come down from the top of a tree or up from the roots? Do you find it on both ends of a log in the wood-pile? Did you ever find it exuding from the top of a stump in the woods? Then what is your conclusion as to the direction of sap-flow? Does sap flow from other trees besides maple?

What else of interest can we find in the wood-pile? Notice the *lenticels* in the bark of birch trees. What is their origin and use? [See December number.] How many kinds of birch do you find?

Compare the bark of the various trees as to thickness, roughness, cracks, etc. Notice the thick, reddish bark of hemlock. What is it used for? (Look up "tanning" in the dictionary.)

Look for lichens on the wood. Are they equally abundant on every side of the tree? Look on grow-

ing trees in the woods for this? Can you find any difference in the abundance or distribution of lichens in open woods and dense woods? Where are lichens most abundant on horizontal branches? Why? How many kinds of lichens can you find on the wood-pile? Do you find any mosses there? Is "Old Man's Beard" a moss or a lichen? Its Scientific name is *Usnea*.) Can you quote a reference to it in any poem? Possibly some of the children have seen their mothers use a certain lichen for making dye.

The birch and beech trees are almost sure to have a small dark-brown spreading growth clinging to the bark, and reminding one of frost-pictures on a window. This is a Liverwort (*Frullania*).

Does the wood-pile contain any hollow logs? How does a tree manage to live when its heart-wood is gone? Is heart-wood necessary to a tree's existence? What purpose does it serve? What purpose has it served in the past life of the tree?

Look for a tree that has been wounded at some time. Notice how the wound gradually heals.

The wood-pile could be profitably followed farther. When it is burned, ashes are left. Compare the weight and volume of the ashes with the weight and volume of the wood from which they came. What became of the rest of the wood? Where did the tree, while growing, get the material which becomes ashes? Where did the rest of the tree come from?

Collect some water that has leaked through a bucket of ashes. Evaporate it. What is left? (Find out how soft soap is made.) Are ashes good fertilizers? Is sawdust a good fertilizer? Does not sawdust contain all the materials that are in ashes? Then why is it not so good a fertilizer?

Would it not be well to try a few flowerpot experiments on ashes as a fertilizer? First, try equal volumes of hardwood and softwood ashes. Also try equal weights of these. Which is better, bulk for bulk? Which is better, pound for pound?

A tree, in growing, gets a small portion of its material from the ground. The rest comes from the air and from water. When it burns or decays, does it return to its source? If, for ages, trees grow and die on the same soil, do they enrich that soil or impoverish it?

Old Gentleman—"Getting on well at school my boy—got a good place in your class, eh?"

Jones, Minor—"Yes, sir, next the stove."—*The Tattler*.

The "Nature in a Knot-hole" Series.

No. II.—NATURE IN THE KITCHEN.

[The first of the series, introducing this "interesting family," appeared in the Review for April, 1911. The talks are suggestive of the pleasant, easy atmosphere which is so desirable in a school and which can be learned best in an ideal home. The nearer the teacher approaches the mother-attitude (that is the wise, the ideal mother) the better; and a hint of playfulness in the teacher is one of the greatest attractions she can have or little children. Better read the April article with this one.]

Walter and I had been to the cellar for vegetables. As we emerged into the kitchen, he with the basket and I with the lamp, Don and his chum, Robbie, came stamping in at the back door. Turning the potatoes into a pan, I found Don at my elbow, asking what time it was, and, answering the hint rather than the question, replied that it was not yet two hours since breakfast. At that moment Robbie was pushing the lamp across the table toward the window where the Little School Mother stood mixing pastry-dough, and Mildred sat peeling apples. With my horror of the all-pervasive smell of kerosene, I called out, "Boys, keep away from the lamp!" But Robbie still stared at the little yellow flame. A lamp, in daytime, at any rate, must have seemed unfamiliar to him.

"Look, Don! What a funny light!"

Don moved over, tried to blow it out, and got his mouth slapped in a friendly way.

"No scuffling in the kitchen!" interrupted the Little School Mother. And, "What's the matter with the lamp," put in Walter.

"Why, the light doesn't shine!"

"That's very well put, for a small boy," said the Little School Mother. "Take him into the cellar-way and let him see if it shines."

When they came back to the table, Walter was explaining about the sunlight, quite in the manner of the Pedagogue, and added, "It's just like you making a big shine spelling when there's no one 'round who can spell, but if you got into a match with us fellows in Grade Eight, with *big* words, you wouldn't be seen at all."

I am beginning to see that Walter's infantile humour, which we thought such a freak, is really the use of a faculty for noticing likenesses and seeing analogies—remarkable enough in the limited experience of less than thirteen years. It is his "association of ideas" that seems a special "gift." But I think it can be cultivated in any child. It will be useful to him in many ways.

A little stick and a piece of paper had been lighted in the course of Walter's lecture and

watched burn away, when Don, the prize questioner of his own or any age, asked, "Why doesn't the wick burn away?" "It does," said Walter.

"It doesn't! Does it, Bob?"

"No, but it's burning—only it's not burned up so fast," carefully stated Bob, the observant.

Then, as I went about my work, I caught bits of a conversation in which, it appeared, the Little School Mother told the four children about the oil being vaporized, the burning vapor, the red-hot particles which make a light. Their blackness when cold was easily shown, and a dispute was arising as to whether or not the flame touched the wick, when Don caught me and demanded, "How does the oil get up there, Muz?"

"Oh, take the old lamp out of here now and give us a rest!" For this I had to give Mildred a reproving look, though my own first thought had been much the same. However, I told Don I would show him "in a minute," and presently we had an unused wick, a cube of loaf sugar, a piece of bread and some water coloured with tea, to illustrate the familiar soaking up of liquids.

"That's just capillary attraction," began Walter, whose school lessons have supplied him with a good many names and words which, though useful, seem to satisfy him too easily and replace the curiosity I should like him to feel regarding the common phenomena themselves.

"What does that mean, Mummie?"

"It means that tiny tubes, almost as fine as a hair can draw up liquids like oil and water. The wick is full of such little tubes. Just look."

I borrowed from Walter what he likes to call his 'microscope'—a twenty-five cent linen tester which has shown him scores of interesting things in plant and insect life—and sent him to the Pedagogue in the study for a piece of fine glass tubing.

Pouring some water into the saucer under my geranium on the window-ledge, I said, "It looks easy enough for water to pass down through the earth, but you see it passes up almost as quickly, because the earth is full of tiny openings, like tubes."

Here Robbie, who had been examining with the linen-tester, everything within reach, exclaimed: "Why, *everything* is full of little holes!"

I reminded Don of a sorry puddle once found on his bedroom floor because he had left a towel hanging in the water pitcher. The water had mounted from the bottom of the pitcher and over the top

because the towel was full of little pores to draw it up.

"See, Mum, the leaves are full of holes too. Do they draw up water?"

"Well, those holes are of a different kind. They can open and close like little mouths, to let some things out that the plant does not want and to keep in what it does."

Noticing the round eyes of the surprised boys, I rashly offered to make some drawings for them, "some time," to show how the little mouths work, and even to try to get one under Dad's microscope for them to see.

Fortunately Walter brought tubes of several sizes, so we noticed that the finer the tube the higher it drew the water. This being an old story to Walter, he drifted over to tease Mildred, who was putting on her rubber gloves to attend to the potatoes. I heard her attempt at peaceable conversation: "Just look how the potatoes are sprouting already. It's funny turnips never sprout."

Mildred does speak so thoughtlessly. She knew better, in theory, but had had small acquaintance with vegetables in the field.

Her speech met with a derisive hoot from Walter, for which I set him to the task of explaining why the one sprouts and the other does not, while I busied myself with the Little School Mother's pies.

"Aw, anyone knows that's the way a potato grows! That's the way you have to plant 'em. Turnips don't grow that way; they have seeds you plant."

"Don't potatoes have seeds?" queried Mildred, her rather slow curiosity aroused.

"No!" disdainfully.

"Now Walter! That's just as thoughtless as what you hooped Milly for saying," said the Little School Mother. And Mildred added, "I know potatoes have flowers, because Sir Walter Raleigh used to wear one in his buttonhole."

"Wasn't that a king—?" But I interrupted my sister-in-law with a stare and a laugh.

"Out of the mouths of babes, indeed! I've often heard of seed-potatoes, but never of potato-seeds. What do they look like?" (I told you I had spent most of my life in a city.)

She told us how they developed in little green balls like the tiny tomatoes, their cousins, and that they are not planted because they cannot be depended upon to be true to the parent stock."

"So potatoes have three ways of reproducing themselves!" I exclaimed; "for don't you remember, Walter, that we read in the Digest of their bearing new potatoes if they are kept in the dark under a little earth, with their sprouts all destroyed? We must try that, right away."

Here the Pedagogue came out, probably to discover the fate of his glass tubing.

"Hello, Sis! Learning to cook That affair of yours must be growing serious."

The little chaps were still occupied with the lincrometer and a piece of geranium-stem that I had cut off and had to lay aside.

"Look, Dad! This is the way it draws up the water to grow. See all the little tubes!"

"Yes, but a plant takes up nourishment largely by a process called Osmosis."

"Oh, go along! Don't frighten the children! You need a laboratory to talk in," retorted his sister.

In a wonderfully short time, however, the Pedagogue had us all around him, while he made lengthwise and crosswise sections of the stem, showed the little partitions of tissue through which liquid has to pass, and explained that its doing so depended upon the state of the juices above.

"Now, if I had a piece of chicken's intestine—or let's have an egg, will you, and I'll show these little shavers how it works."

Tying a bit of the egg-membrane closely around the end of a piece of rather large tubing, he put a salt solution inside the tube, and held it in a saucer of water, coloured slightly with jelly-powder. To the boys' delight, the fresh water began to pass through. By changing the relative positions of fresh and salt water, trying both salt and both fresh, we satisfied ourselves that the weaker always passed over to the stronger.

"So, you see, when the juices of the plant, which have different kinds of salt in solution, become too strong or too weak, the earth sends up what is needed, and it has to pass right through the floor, through several 'floors' sometimes."

"Can it go sideways?" This from Don, of course.

"Yes, it can go through the walls as well as the floor. It is by this same means that liquids pass about through the tissues of our bodies; because, you know, our food has to be in solution to pass through the walls of blood-vessels into our blood. It is by the same process that Mildred's potatoes,

if they are wilted, freshen up when she leaves them in water."

I broke the rapt silence. "Hm! Nature in the kitchen! But, really, the masculine element is entirely too well represented here at present."

Walter had asked his father something on the vegetable topic, and the Pedagogue was smiling as he gathered up his belongings.

"You seem to think that all Nature is thinking of is producing something for us to eat; but, as a matter of fact, every animal and plant is intent only upon surviving and reproducing itself, and we make use of their intentness to interfere just at the right time for our own purposes. The vegetables and nuts and grains and fruits are food stored by the plant for its own uses."

Seeing that my hint worked but slowly, I remembered the primary object of this raid upon the kitchen, and produced cookies. Two of the visitors vanished with satisfied howls out the back way, and the other two scarcely more decorously in the opposite direction.

Before we settled down to the legitimate business of the kitchen, the Little School Mother laughingly ran for her note-book, and entered in it:

Subjects for Nature-talks with demonstrations;

- I. Methods of reproduction in turnip (carrot, etc.), and potato.
- II. The drawing-up power of tiny tubes.
- III. The burning of lamp (candle, etc).
- IV. The passing of liquids through animal and vegetable membrane. (osmosis.)

J. W. M.

To Young Teachers.

1. Drive your work; don't let it drive you.
2. Keep in close touch with the reading of the children. You can give it the right direction.
3. Don't take the life out of literary selections by machine analysis.
4. Keep at a distance from neighborhood feuds and quarrels. Remember the Scripture: "He that passeth by, and meddleth with strife belonging not to him, is like one that taketh a dog by the ears."
5. Train yourself to bear criticism silently. In most cases it will be wise to live the Western expression: "Saw wood, and say nothing."
6. Always be proud of your work. It is the noblest on earth. Let your motto be that of the Apostle: "I magnify mine office."

7. If you are teaching in the city, don't take every trifling difficulty in your room to the principal. He has troubles of his own. Be self-reliant.

8. Keep a correspondence with children who may have removed from your district to other places, or who have gone out to fight the battle of life.

9. Be patient with that mischievous boy. In his young life there are infinite possibilities for usefulness. Under your guidance, the energy which now is destructive can be changed into a powerful agency for good.

For the Educational Review.]

The Primary Department.

Here are three little blackboard lessons for supplementary reading and word-study in Grade One. The rhyme should afterward be learned by heart, as it is a pleasant "sleepy thought" for the little ones to repeat "to themselves" after the light is out.

I.—MONDAY AND TUESDAY.

I have a friend to play with me.
He will bring his cart.
My dog will play with us.
Our cat and dog are not good friends.
The cat and mice are not good friends.
But my dog and I are great friends.

II.—WEDNESDAY AND THURSDAY.

Did you come to play?
Can you stay all day?
Let us lay some hay in the cart.
Now, my dog Bob, it is your job to pull the cart.
May we have a tart to eat on the way?
The cat will not stay in the cart.
She does not like her part in our play.

III.—FRIDAY.

Up in the tree,
The dear, wee birds
Sleep warm tonight.
Like them I sleep,
All warm and safe
Till morning light

God cares for birds up in the tree,
And in my bed God cares for me.

J. W. M.

The Truth About Life.

The man with a watch is always behind time.
High words often mean low language.
Who ever saw a woman in advance of her age.
A two-foot rule: Don't wear tight shoes.
When a woman is not beautiful she tries to make up for it.

Cart
Start
Part
Tart
Play
Lay
Hay
May
Say
Way
Day
Pay
Job
Bob
Rob
Sob
Knob
Tree
Wee
Sleep
Keep
Deep
Peep
Birds
Cares
Safe

Reproduction Stories for Second Grade.**PAUL'S DOG.**

Paul had no brother or sister to play with, so one day his uncle brought him a dog. Paul soon grew very fond of Dash, who followed him about everywhere. One day, as they went to the woods to get nuts, Paul said, "Oh, Dash, I wish you knew more! I wish you could talk, like a boy, but you are only a dog."

Paul was so busy picking up nuts that he did not notice it was growing dark, and when he was ready to go home he could not see the path. He hunted and hunted, but kept getting farther into the woods. He thought he should have to stay there all night, but Dash pulled at his clothes with his teeth and at last led him into the right path. When they got home, Paul hugged him and said, "Dear Dash, I think you know a great deal. You know more than any boy."

RUTH AND THE CHICKENS.

Ruth was in the country for the first time. A hen had a family of six chickens and six ducks, and Ruth liked to watch them. It was fun to see the little ducks swim in the brook, but she did not see why the little chickens didn't go into the water, too. She thought they were afraid. One day she said, "Little chickens, if you do not dare to swim you shall have a sail." She got a wooden cover and then she caught two of the chickens and was going to stand them on it and put it in the brook. But just as she got to the brook they said "Peep, peep!" so loudly that their mother heard them. She spread out her wings and came running, looking so cross that Ruth was afraid and ran to the house as fast as she could go.

DAVID'S SNOW BOY.

David made a big snow boy in his yard. "I will call him my snow brother and play with him," he said. No children lived near him, so he had to play alone. The boy stayed there two days, for it was cold. David played he was a boy and talked to him. The third day one leg broke and he fell down. David picked him up, made a snow bed for him, then he played doctor and mended the leg. He kept him a week, mending every part that melted and had great fun playing doctor.

A LAND BOAT.

"I wonder if this strong wind would blow me along in my cart," Willis thought, one day in

March. The little fellow took his seat in the Express, and held up the long tongue. The wind moved him a little, to be sure, but it was rather slow. "I'll open up an umbrella," was Willis's next thought. Whizz-zz-zz! how the cart did go! Rattle, rattle, rattle! But, alas! bang it went against a tree. For, you see, Willis couldn't hold the umbrella as it filled with wind, and guide his cart, too.—*Primary Education.*

Daily Preparation.

"Every teacher acknowledges the value of careful daily preparation, but it is difficult to secure time for the preparation of every lesson for every day." I said to my kindly mentor, Miss Gray, "Do tell me your plan."

"After some years of teaching and constant search for the best plan of preparing for my classes at the least outlay of time I find this way satisfactory," she replied.

"Toward the end of the month I usually spend one Saturday morning making out a working plan for the next month. The Morning Talks are selected, the Bible readings are chosen, the month's work to be accomplished in all subjects taught is planned out and written down. This does not take as much time as one would think when one becomes accustomed to such a plan. Any subject, talk, or lesson, that needs special preparation is made note of and prepared then, or at odd times during the month. I find having a list of what I need to do helps me greatly to be ready when the time comes. So much for the month's outlook.

The daily work is simpler. My arithmetic classes recite before ten o'clock. At recess I plan out my lessons in arithmetic for the next day. As the recitations are so recent, I know exactly what step or drill is needed, without spending time to remember. At noon I go over the rest of the next morning's work, in a few moments. At the close of the afternoon session I go over the next afternoon's work. If drawing objects, pictures, or other things are needed for the next day's work I collect them then. If supplies are needed from the office I write my order for them. Then I can leave my school with an easy mind. This is the easiest way for thorough preparation, that I have found. Will it help you any, dear?

"I think so," I replied. "I shall try it next month."—*A Teacher in Primary Education.*

For the Little Folk.**Fairy Dot.**

Such lovely stories as Aunt Emily could tell—stories of fairies and goblins and of little flax-haired princesses! And how Dottie Dudley did love to hear them!

"I think, Aunt Emily," said Dot, "that I like best of all the story of the wish fairy. I wish I were a fairy, and that I could just grant wishes, wishes, all day long."

And what do you suppose Aunt Emily did? Made the loveliest crown of shining gold paper, and put little blue bows and bells on Dottie's shoes and a sash round her waist and a wand of glistening paper stars in her hand; and little Dottie Dudley was transformed into a sweet little hazel-eyed fairy. Aunt Emily kissed her and sent her off to "Fairy Dell."

"Oh, dear," said grandma, "I wish I could find my glasses!"

And away Fairy Dot flew, upstairs and downstairs, and back came grandma's glasses. Grandma's wish came true.

"Oh," said little brother John, "I wish some one would help me put my soldiers away."

And there on the spot
Was Fairy Dot.

Mother wished her flowers were watered, and father wished for his newspaper; Aunt Emily wished for some one to help stir the cake and seed the raisins, and Bridget wished she knew what the clock said; Towser looked as though he wanted a drink, and the kitten begged for some milk; and there were wishes, wishes, everywhere in "Fairy Dell." Wasn't it good Fairy Dot was there!—*Bessie C. Clymer, in the Kindergarten Review.*

A Spring Airing.

All the little kittens have washed their mittens,
And hung them up to dry;
They're gray and fluffy, and soft and muffy,
But its time to lay them by.
And now that we've come to the spring of the year,
They have them all out airing here;
And that is the reason, I do suppose,
Why this little tree that everyone knows
By the name of Pussy Willow goes.

—*Martha Burr Banks, in Good Housekeeping.*

By helping others, we help ourselves.
I'll help you, and you help me,
And then what a helping world there'll be.

—*Lucy Wheelock.*

A Nonsense Calendar.

It seems very sad
That the March Hare is mad,
For he does such ridiculous things:
He stands on his head,
And he dances in bed,
And he ties up his long ears with strings.

He carries a cane,
For fear it will rain,
His whiskers he stiffens with starch;
And its my own belief
That he is a thief:

For once the March Hare stole a March!

—*St. Nicholas.*

Waiting To Grow.

Little white snowdrop just waking up,
Violet, daisy and sweet buttercup;
Under the leaves and the ice and the snow,
Waiting, waiting to grow.

Think what a host of queer little seeds,
Of flowers, and mosses, and ferns, and weeds,
Are under the leaves and the ice and the snow,
Waiting, waiting to grow.

Nothing so small, or hidden so well,
That God cannot find it and presently tell
His sun where to shine and
His rain where to go,
Helping, helping them grow.—*Selected.*

A flash of blue 'mid branches bare,
A few glad notes from yonder tree,
The birds are back, I do declare,
To sing their songs for you and me!

I'll be a tiny sunbeam true,
A tiny ray of light,
And try in all I say and do
To make the world more bright.—*Selected.*

Papa—See the spider, my boy, spinning his web.
Is it not wonderful? Do you reflect that, try as he
may, no man could spin that web?

Johnny—What of it? See me spin this top! Do
you reflect that, try as he may, no spider could spin
this top "

Though not teaching I have enjoyed the REVIEW
during the past year, just the same. Its arrival
each month has cheered me as much as a visit from
a dear friend. It is a magazine that is certainly
improving with age, and I sincerely hope that its
popularity may measure more and more each
succeeding year.

M. E. H.

Marking Papers.

Very early in my teaching, I discovered that marking papers night after night, was not only a bad thing for me, but that it re-acted on the pupils. I therefore try various ways to minimize the amount I must do to find out the condition of the mind of the pupil. In arithmetic and spelling the way is easy. The pupils face in rows. Rows one and two face each other, three and four, and so on. If there be an odd row after the vacant seats are filled, they are scattered to fit into the others. I say "Face!" "Pass one, two, three," or any number I see fit, and either to right or left, trying to vary constantly. Sometimes in spelling, after a few words are corrected, I say "Pass to the left, one, two," changing more than once. I usually spell the words correctly, or write them on the board, when it seems desirable, to have no talking. Words that are illegible or re-written are marked wrong, thus encouraging neatness. Pupils marking a word wrong when there is no question about the letters, or failing to mark a word that is absolutely wrong, have that word or words added to their number for correction in daily work, and in a test lose from their per cent. "Hard!" do you say? Possibly! But is not our first aim the making of trustworthy, accurate citizens? I believe this helps in the process. I am the Court of Appeals, and for five minutes while the corrections are going on, will decide any doubtful cases.

In arithmetic I proceed in much the same way. Sometimes one pupil marks an entire paper, then it is passed on to another for proof. Again, I keep the papers moving so that a pupil marks but one problem of any one paper. This is for the answers only and correct labelling. Then the problems are put on the board and the work scanned to see if it agrees with the answer. . . . Papers below sixty per cent. are always examined to find out, if possible, what the reason of the low per cent. is, that work may be put where it is especially needed. . . . Compositions— "Aye, there's the rub." Once a month I mark in school during the arithmetic or study periods. Sometimes I mark, then call the pupil to look over his errors with me. Sometimes he comes to the table and with my help marks his own. This takes a week, for I can do only six or eight in a day. Again, I take one of the poorest (I know which are likely to be the poorest) and go over it with the class very

thoroughly, marking points on the board. Then the papers are distributed and each marks his own, and then exchanges with his neighbor for confirmation. Sometimes the neighbors take it first, and sometimes it passes through two hands before it comes to the owner. In all cases, the composition is re-written, errors corrected, and the first and second drafts pinned together and returned to me.

When a thing is to be committed *verbatim et literatim*, let the class form in two or three double lines and number one, three, five, etc. Let number one recite to number three, two to four, etc., all at the same time. Then reverse it three to two, etc. It need take but a very few minutes. Those who fail are required to sit and recite to me later. Whenever I take anything in this way, I insert it into the test in some form, and am thus ready to point the moral, should I suspect some boy or girl was not absolutely honest. As a rule, however, children bear responsibilities well, after they understand what is required of them and why. These methods not only lighten the teacher's labors, but cultivate self-reliance, attention to details and judgment on the part of the pupils.—*Eleanor Curtis, in Texas School Magazine.*

Blackboard Lines for March.

How can a little child be good and sweet,
Although the month of March is drear, with wind and
sleet?
By each day striving for the best,
You will grow good and sweet, and find that you are
blest.

What we may teach this month:—

1. March, the first month of spring.
2. Note the number of windy, still, or stormy days.
3. What birds, if any, return to us from their Southern homes?
4. What flowers, if any, make their appearance?
5. Search for leaf buds.
6. Is the ground still frozen hard?
7. What preparations are the farmers making for their spring's work?
8. The work often done indoors, as: Papering, kalsomining, white-washing, painting, cleaning out pipes and chimneys, general house-cleaning, etc.—*Primary Education.*

Evening Parties in Term Time.

As a rule parents are reasonable in the matter of adjusting home affairs so as to promote wholesome and harmonious conditions for pupils in school; but sometimes parents are as thoughtless in this respect as are those teachers who impose too great a burden in the home work, that is, the school study to be done at home, which they require of pupils. Parents' and teachers' clubs are a valuable medium, when rightly used, for bringing about a rational adjustment of the pupils' programme throughout the twenty-four hours.

One principal accomplished great good by calling a meeting of parents, in which the correlation of school and home was talked over informally by parents and teachers. This resulted in the publication of the following suggestions to parents concerning a subject which at certain seasons is of great importance. Regulation at two points was advised: First, as to the number of evenings out; second, as to lateness of hours. (Regulation of study work at home to be demanded by the school was discussed in a similar note to the teachers). To the parents, the principal said:

"There are no parents who desire their children to be out oftener than one night a week—even this is too often during term time. But grant that you want your children out once a week, why not arrange to have all parties on Friday evenings so as not to interfere with their school duties? If parents will give no parties except on Friday evenings and will not allow their children to attend any except on Friday evenings, the conditions for good school work will be immeasurably improved."

"Every party that counts students among its members should close at a reasonable hour. The object of parties is to cultivate the social amenities, and to afford recreation and relaxation. When, however, the hour for breaking is beyond ten or eleven, the party brings dissipation and exhaustion, rather than recreation and relaxation. The high nervous strain required to banish sleep until a late hour brings in its reaction disastrous results.—*The Western Teacher.*

There are places where "social distractions" are carried to such an extent that school children attend parties nearly every evening and remain out of bed until well on to midnight. There is no good school work done under such conditions, and the attempt by conscientious children to do it ends in failure and loss of health. Yet there are parents who expect their children to grade under such circumstances, stand high in their classes, and retain the bloom of youth. It is impossible. Teachers gather in groups and talk and scold about the carelessness of home training. Why not call the parents together, or go to them if they will not be called together, and show them that parties and late hours seriously interfere with the school work and health of their children. Parents are reasonable if approached in the right way.—EDITOR.

The Old Country Road.

Where did it come from, and where did it go?
That was the question that puzzled us so
As we waded the dust of the highway that flowed
By the farm, like a river—the old country road.

We stood with our hair sticking up thro' the crown
Of our hats, as the people went up and went down,
And we wished in our hearts, as our eyes fairly glowed,
We could find where it came from—the old country road.

We remember the peddler who came with his pack
Adown the old highway, and never went back;
And we wondered what things he had seen as he strode
From some fabulous place up the old country road.

We remember the stage-driver's look of delight,
And the crack of his whip as he whirled into sight,
And we thought we could read in each glance he bestowed,
A tale of strange life up the old country road.

And the gypsies—how well we remember the week
They camped by the old covered bridge, on the creek—
How the neighbours quit work, and the crops were unhoed
Till the wagons drove off down the old country road.

Oh, the top of the hill was the rim of the world,
And the dust of the summer that over it curled
Was the curtain that hid from our sight the abode
Of the fairies that lived up the old country road.

The old country road! I can see it still flow
Down the hill of my dreams, as it did long ago,
And I wish even now I could lay off my load,
And rest by the side of that old country road.

James Newton Matthews.

The School Grounds.

Our school is a country one, and we are fortunate in having large grounds but unfortunate in the fact that the school board does not pay for the care of them. After many years of neglect we made a start in beautifying our surroundings. One half the grounds were given to the girls, the other half to the boys. Then prizes for the best looking side were offered. Should the girls win, a chair swing was to be placed on their side; if the boys were successful, a baseball, bat and catcher's glove became theirs. Hours of patient toil and numerous gifts of plants, shrubs, trees, and grass seed have worked wonders. The work which was begun largely for the prizes has been continued through real love and pride in their efforts. The rivalry still continues though two years have passed, and woe betide the thoughtless first year tot who scatters a bit of paper on the grounds in sight of the older pupils.—*Selected.*

Provincial Dairy School.

The next session of the New Brunswick Dairy School will open at Sussex, March 19th, when there will first be a ten days' course in butter making both for creamery and home butter makers, with a full course of lectures upon the production and care of milk and cream, covering the selection, testing, care and feeding of dairy cattle as well as the prevention of and remedies for common ailments. Instruction will be given on the care and operation of hand and factory separators and for those who desire it, there will be training in soft cheese making for home dairies.

During this course, to which ladies are especially invited, lectures upon the production and marketing of poultry and eggs will be given by Seth Jones, Provincial Poultry Superintendent. Lectures upon Animal and Field Husbandry will be given by Prof. E. S. Archibald, and on Veterinary Science by Prof. John Standish, both of the Nova Scotia Agricultural College. This course will close on the 29th March, and on the 2nd April a course in cheese making will begin, continuing till April 12th. During both courses, instruction in milk testing will be given. It is expected that all those who are intending to operate creameries or cheese factories will attend one or both of these courses. Tuition is free and board can be obtained at reasonable rates.

The staff in addition to the special lecturers above mentioned, will consist of C. W. McDougall, Superintendent and Lecturer; L. C. Daigle, Instructor in milk testing and cheese making; George Ransom, instructor on hand separators; Albert Conrad, instructor in butter making. Applications stating which course the applicant desires to take, should be sent to C. W. McDougall, Superintendent, Sussex, N. B., from whom all information may be obtained.

In the Merriam-Webster New International Dictionary, the plan of the divided page aids consultation and saves time. Words in ordinary use are grouped on the upper portion of the page, and technical and unusual words on the lower portion—a plan that is welcomed by the thousands of users of this dictionary.

By the street of By-and-By
One arrives at the house of Never.

—Cervantes.

Hidden Birds.

NOTE: This lesson may be expanded into a nature-study lesson by studying the habits of the birds; into a geography lesson by studying the countries of which the birds are natives; and a literature lesson by searching for and reading bits of literature in which these birds are mentioned.

1. The path through the meadow leads to the mill.
2. How *rents* have advanced!
3. Are all *arks* built alike?
4. Oh, awkward boy, how can you be so careless!
5. Did they *rob* in daylight?
6. Have you read "*Gulliver's Travels*?"
7. She looks *wan* and pale.
8. He *hath* rushed away in silence.
9. The *crown* and glory of life is character.
10. He broke the reed in *half-inch* lengths.
11. He *swallowed* the medicine easily.
12. I made known to her a *venerable* friend of mine.
13. *Do* venture a little farther.
14. I met *her* on the beach.
15. Does the *pup* love Ruth
16. This song will be a *glee*.
17. *Maj. Ayers* is a handsome man.
18. The celebration began *at dawn*.
19. He found in *grammar* tiny words for great uses.
20. *Can* a rye field produce wheat.
21. Mary gave *Vashti* *bisque* dolls.
22. See the fallen *spar*. *Row* to the other shore!
23. The evening *star* lingers yet.
24. She bought *muslin*, *net*, and lace.
25. The cat, by the *sea*, *mews* all day long.

—Selected.

"I enjoy the Summer School. It rests me—yet it makes me restless. I come home anxious to get out of the fields and woods to verify something I have heard in the Botany class—impatient to get to the library to find support for my understanding of a passage in Literature, or to search out a reference I am not familiar with—eager to prove or experiment or discover. It has been by misfortune that I never attended a session till last year. I shall attend next year if I can in any way make arrangements to do so."—*Florence L. Alexander, Fredericton Junction, N. B.*

Some teachers take themselves too seriously. They don't have any fun. They read no books for the pure fun of it, and to them a big hearty laugh amounts to sacrilege. Moreover, they look on those who do laugh as frivolous, superficial, inane. It never seems to dawn on them that the fun these people have is their relaxation from the most intense and effective kind of hard work. A man or woman who can completely relax, works in the quiet of his own room like a whirlwind. The too serious person is unnatural, is capable of posing, and also capable of cant. The natural person is capable of intense work and can have fun and a big laugh upon occasions.—O T. Corson.

Review's Question Box.

F. P. H.—Please explain clearly the meaning of "Supremacy of the Seas."

2. What is the capital of Oklahoma since its admission as a state, and is the capital of New Mexico still Santa Fe?

3. Nests found on shrubs about as large as a walnut or larger, of a light gray colour. The nest was so hard and tough it could not be easily opened, and contained a grub or worm. This grub was blackish, and we could see that wings were forming. What would it be?

4. Is this a species of butterfly: Of a light green colour, with a number of reddish brown spots on the wings. Its body was white and furry. It was about four inches across the wings. The wings seemed to extend backward, forming a long tail-like projection. What would this insect be called?

5. Solve Question 24, Page 194, Todhunter & Loney's Algebra:

$$\frac{a}{x-a} + \frac{b}{x-b} = \frac{a}{b} + \frac{b}{a}$$

6. Are teachers supposed to take the Qualifying Examinations for Civil Service, and are those in the REVIEW just to give us an idea of the subjects and work required? I do not understand.

1. The term may apply to that country or countries whose warships and merchant vessels are vastly superior in strength and numbers to others. Great Britain's large navy and merchant marine are supposed to give her a preponderance over other nations of the world.

2. Guthrie is the capital of Oklahoma, and Santa Fe of New Mexico.

3. Probably the cocoon of the cecropia moth, frequently mistaken for the nest of the browntail moth.

4. Probably the lunar moth; but it is impossible to tell without specimens. If teachers and scholars in New Brunswick will send specimens of insects and insect nests to Wm. McIntosh Curator of Natural History Museum, St. John, N. B., he will determine them and send back descriptions that will be of great service in the nature work of the schools and also assist in making discoveries of the browntail moth and other insect pests. The sender should carefully number each specimen sent and retain in his or her possession specimens numbered to correspond with those sent, in order to study carefully, and put the school on the track of doing scientific and nature work that may benefit the whole province.

5.
$$\frac{a}{x-a} + \frac{b}{x-b} = \frac{a}{b} + \frac{b}{a}$$

$$a^2b(x-b) + ab^2(x-a) = (a^2+b^2)(x-ax-bx+ab)$$

$$a^2bx - a^2b^2 + ab^2x - a^2b^2 = a^2x^2 - a^2x - a^2bx + a^2b + b^2x^2 - ab^2x - b^2x + ab^2$$

$$x^2(a^2+b^2) - x(a^2+2a^2b+2ab^2+b^2) + a^2b+2a^2b^2+ab^2 = 0$$

$$\frac{x^2 - x(a+b)(a^2+ab+b^2)}{a^2+b^2} + \frac{ab(a+b)^2}{a^2+b^2} = 0$$

This expression easily factorizes to

$$\left\{ x - (a+b) \right\} \left\{ x - \frac{ab(a+b)}{a^2+b^2} \right\} = 0$$

So $x = a+b$

$$\text{or } x = \frac{ab(a+b)}{a^2+b^2}$$

Answer:
$$a+b \frac{ab(a+b)}{a^2+b^2}$$

R. R. C.

6. The examinations are intended for those only who wish to enter the Civil Service of Canada. They are published in the REVIEW merely to show teachers the nature of these tests, to exercise the advanced scholars upon them, and to direct any who may wish to take the examinations at some time in the future.

Another correspondent "would like to know if these (given in February REVIEW) are the real subjects and same questions to be dealt with in the next May Examinations." The subjects will be the same, but it is scarcely necessary to assure the correspondent that the questions will be different.

C. W. K.—Would you kindly tell me what the names of the following Provinces and Districts signify?

Ontario, Quebec, Manitoba, Alberta, Saskatchewan, Yukon, Keewatin, Ungava, Labrador.

Ontario, from an Indian word, O-no-ta-ri-o, meaning "Beautiful Lake."

Quebec, probably from an Indian word *Kebec* or *Kabek* meaning, a narrow channel or narrowing, alluding to the contracting of the river St. Lawrence between the two promontories of Quebec and Point Levis.

Manitoba, from *Manitou* the great spirit and *ba* passing, is from the Cree language. At a certain point in the lake, now called Manitoba, there is a limestone bluff. In paddling past this the Indians found a strong echo which they likened to the voice of the Great Spirit. The name of this bluff became attached to the lake, and afterwards to the province.

Alberta takes its name from Her Royal Highness, Princess Louise Caroline Alberta, wife of the Duke of Argyll and sixth child of Queen Victoria. The district of Alberta was created in 1882, while the Marquis of Lorne was Governor-General of Canada.

Saskatchewan comes from a Cree word which means "swiftly flowing river."

Keewatin is from the Cree language, meaning the "north wind."

Labrador is from the Portuguese *lavrador*, meaning a "yeoman farmer." The name was originally given to Greenland in the first half of the 16th century, and was transferred to the peninsula in the belief that it formed part of the same country as Greenland. The name was bestowed "because he who first gave notice of seeing it (Greenland) was a farmer (*lavrador*) from the Azores." See the historical sketch of Labrador, by W. S. Wallace, in Grenfell's Labrador, etc., 1909—*Encyclopaedia Britannica*, 11th Edition.

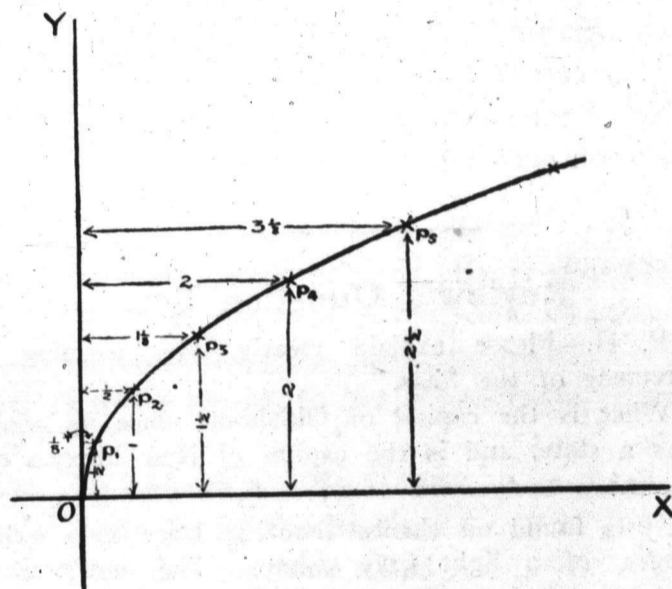
Can any of our correspondents give us the origin of the names Ungava and Yukon?

M. M.—Please give me, through the columns of the REVIEW, the correct pronunciation of the word "says." Is it "says" with the *a* long; or sez, with the short sound of *e*?

The authorities differ on the pronunciation of this small word. It would seem that the word may be pronounced either way, depending on its position in the sentence. For example,—“Lord Macaulay in one of his essays says.” Here “says” is in an emphatic position, and for this reason and for the sake of euphony it were better to pronounce

with *a* long. In other positions, as in “If I were you,” says he, “I should go on, and in other unemphatic positions the tendency is to pronounce it “sez.”

G. H. C.—Six points have the following abscissae: 0, $\frac{1}{2}$, $1\frac{1}{2}$, 2 and $3\frac{1}{2}$ respectively; and following ordinates: 0, $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2 and $2\frac{1}{2}$ respectively. Plot the points and connect them with a curve drawn freehand. When the ordinate of the point on the curves is 3, what is the abscissa?



Point	Value of x	Value of y
P0	$x = 0$	$y = 0$
P1	$x = \frac{1}{2} = 1^2 \times \frac{1}{4}$	$y = \frac{1}{2} = 1 \times \frac{1}{2}$
P2	$x = \frac{3}{4} = 2^2 \times \frac{1}{4}$	$y = 1 = 2 \times \frac{1}{2}$
P3	$x = 1\frac{1}{4} = 3^2 \times \frac{1}{4}$	$y = 1\frac{1}{2} = 3 \times \frac{1}{2}$
P4	$x = 2 = 4^2 \times \frac{1}{4}$	$y = 2 = 4 \times \frac{1}{2}$
P5	$x = 2\frac{1}{4} = 5^2 \times \frac{1}{4}$	$y = 2\frac{1}{2} = 5 \times \frac{1}{2}$
Pn	$x = n^2 \times \frac{1}{4}$	$y = n \times \frac{1}{2}$

Now $x = n^2 \times \frac{1}{4}$ $y = n \times \frac{1}{2}$
 Substitute for n $\therefore n = 2y$
 Then $x = 4y^2 \times \frac{1}{4} = y^2$
i. e. $2x = y^2$
 or $2x - y^2 = 0$ General Equation for this Curve (parabola).

When $y = 3$

Then $2x - 9 = 0$

$x = \frac{9}{2} = 4\frac{1}{2}$.

H. H. H.

A. J. G.—1. Who was St. Valentine, and why are love tokens sent on that day?

2. Give names of some of the largest and brightest stars, telling where seen, and when.

3. In a recent REVIEW you enumerate some facts, which do not prove that the earth is round, telling why. Would not the third proof given in the geography be faulty for the same reason? Now, what are the best proofs supporting such a statement?

1. A Christian martyr, beheaded A. D. 270, at Rome. It is not probable that the origin of sending valentines on the 14th of February is due to the

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loving and charitable disposition of St. Valentine. The origin is said to be much older, perhaps in imitation of the birds who were thought by the ancients to choose their mates on St. Valentine's day.

2. Sirius or the Dog Star is in the Southern sky in the early evening—the brightest star in the heavens. Higher up and to the right are the beautiful stars in the constellation of Orion. The planet Mars is now in that vicinity. Sloping to the north-west and setting in the early evening is the bright blue star Lyra, and in the north-east rising about the same time is Arcturus,—these and many others which we have not space to enumerate here, will be a delight to pick out these bright evenings of March. Several newspapers, among them the *St. John Daily Globe*, publish during the last days of each month, articles and illustrations showing the positions of stars and planets for the following month. Lockyer's "Primer of Astronomy," a little, low-priced book to be had of booksellers, would aid you in your study of the stars.

3. What is the "third proof" to which you refer?

Subscribers who ask questions of the REVIEW should send their names in confidence, and be particular in stating their questions briefly and plainly.

Current Events.

Upwards of two thousand five hundred vessels passed through the Welland Canal last year; and about fifty million bushels of wheat went down through the canal during the season.

The final figures of the census give the population of the Dominion as 7,203,837.

A wireless telegraph service is to be established between Pictou, N. S., and the Magdalen Islands.

The Canadian Pacific Company has put an additional steamer on the Liverpool route to accommodate the annual rush of immigrants to Canada.

It is expected that Canada will soon follow the lead of the mother country in placing the telegraph and telephone service under government control.

The death of Senator Miller, of Nova Scotia, which took place last month at Ottawa, has removed the last of those who were made senators of Canada at Confederation.

Canada has now in operation twenty-five thousand miles of railways, and seven thousand more under construction. The total number of employees is over a hundred and forty thousand.

The *New York World* calls attention to the fact that Canada has spent more than a hundred million dollars to provide ship canals from the Atlantic Ocean to the Great Lakes, and that these canals are free to the vessels of the United States as well as to Canadian vessels. Canada, therefore, may very well protest against the proposal that the United States Government shall discriminate against Canadian and other foreign ships by preferential tolls on the Panama Canal.

The trial trip of a large sea-going motor ship in Denmark was so successful, that it is expected to lead to a complete revolution in navigation. The steamship may soon be a thing of the past.

Ground cork and a binding material have been made into a cover for bottles that guards against breakage and keeps the contents at a uniform temperature without using a vacuum.

The discovery that common straw can be so treated as to yield a fibre suitable for spinning is one that promises to be of far-reaching importance. The discovery is reported from Austria.

Twenty-four states of the American Union have enacted laws for the abolition of the common drinking cup.

Novocaine is the name of a new local anaesthetic, which, it is claimed, will make ether and chloroform quite unnecessary for dentists, and is only one-seventh as dangerous as cocaine.

While Great Britain and France are building up fleets of aeroplanes for military use, Germany, Russia, Austria and Japan are depending more upon large dirigible airships. Airships of the latest German model are very large and very swift.

Captain Roal Amundsen, the Norwegian explorer, arrived at Hobart, Tasmania, on the 7th March, and announced briefly that he had discovered the South Pole. Pole reached 14th-17th December, which evidently means that he remained three days in the vicinity. Captain Scott, the British explorer, has not been heard from.

The State of Arizona has now been added to the American Union; and, after the fourth of July next, the flag of the United States of America will have forty-eight stars. While in area the new state is about equal to New York and New England combined, its population is less than that of New Brunswick. The pretty name is a bad word, significantly and etymologically, if, as is stated, it was formed from "arid zone." The land is fertile under irrigation; and the ruins found there show that it once supported a race of men far superior to the Indians in civilization. Excepting Alaska, there is no more United States territory left north of Mexico out of which to form another state. But Arizona was once Mexican territory, and there are many Mexicans who believe that the United States is looking for more.

The Italian Chamber of Deputies has declared the annexation of Tripoli; claiming that in doing so it is simply

taking possession again of the ancient Roman provinces that had been thrown back into barbarism by the usurpers. These provinces are to enter upon a new era of civilization, which, like that of old, they are to receive from Rome.

Home Rule for Scotland and Wales, as well as for Ireland, is now demanded. Whatever the outcome, the present session of the British Parliament will be one of the most momentous in history.

Secretary Knox, a member of President Taft's cabinet, is on a mission of importance to the Central and South American states bordering on the Caribbean Sea. His purpose is to impress upon them the fact that they cannot rely upon the protection of the Munroe Doctrine in any course of action that does not meet with the approval of the government of the United States. That is, if they will not allow the United States to keep them in order, they must take care of themselves. This attitude may be due to a demand on the part of Germany that the United States obtain reparation from Mexico for injury to German residents or consent to a German expedition for that purpose. "Better a peaceful Mexico under the United States," says one German paper, "than one devastated by rebels."

Incredible as it seemed a few months ago, China is now a republic; if, indeed, it can be said to have any settled government. The Manchu rulers have abdicated, appointing, in the name of the infant Emperor, their prime minister, Yuan, to carry on the government of the country, no longer in the name of the Emperor, but in the name of the people. The republican leaders at Nanking, who, since their assumption of authority, have been the only recognized rulers in the south, have met the situation by the unanimous election of Yuan as president of the republic. Whether he is to rule in right of his appointment by the Emperor, or in right of his election by the revolutionists, both sides recognize that the only hope of peace is in his rule. The efforts of the latter to make Nanking the permanent capital of the country are giving the new president a serious problem to solve. The names of Peking, meaning the Northern Capital; and Nanking, meaning the Southern Capital, are a key to the situation. It is practically certain that the South will not yield to the North. It remains to be seen whether the North will yield. The late Li Hung Chang is reported to have said that there has been a republic in China before—many of them—but that it was in the days which are known as the "tiger eat tiger" period of Chinese history. The plan of dividing the country to avoid internal strife, which has worked so well in Scandinavia, does not seem to find favour in China.

Three Chinese warships have been sent to Java to demand an indemnity for the death of Chinese residents, said to have been killed by Dutch soldiers.

Manitoba is to be extended to the shores of Hudson Bay. So much of the Keewatin Territory as lies south of parallel of sixty degrees will be added to that province and the Province of Ontario; the new boundary line running northeastward from the former northeast corner

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of Manitoba, and giving about an equal share to each. Ungava will, at the same time, become a part of the Province of Quebec, so the latter province will hereafter extend farther north than any other province of Canada.

The death took place at Toronto, March 1st, of Hon. Edward Blake, at the age of seventy-nine years. Mr. Blake was an eminent lawyer and public man, a leader in the Canadian House of Commons, and afterwards, for fifteen years, represented the County of Longford, Ireland, in the British Parliament, as an advocate of Home Rule.

The strike of more than a million coal miners in Great Britain has had a very serious effect upon industry. It may lead to the government taking possession of all the mines.

On the first day of this month, one hundred and twenty-four women were arrested in London for rioting and doing wilful damage to stores and offices on the principal streets of the city. The total amount of damage done by them was estimated at \$25,000. Their leader, Mrs. Pankhurst, was sentenced to two months' imprisonment.

Newfoundland's population is 242,000, according to the complete census returns for 1911. This shows an increase of ten per cent. for the past decade.

A London newspaper, called *The Sphere*, says that New Brunswick lies to the south of Nova Scotia. Well, the

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two hundred Canadian teachers who visit London this summer will have some missionary work to do.

A minute fly was the cause of calling a special session of the California legislature. It is the Mediterranean fruit-fly, which has proved very destructive in Hawaii; and the legislature has adopted certain measures to keep it out of the state.

What Tobacco Does to the Boy.

It is generally admitted that in the immature the moderate use of tobacco stunts the normal growth of the body and mind, and causes various nervous disturbances, especially of the heart—disturbances which it causes in later life only when smoking has become excessive. That is to say, though a boy's stomach grows tolerant of nicotine to the extent of taking it without protest, the rest of the body keeps on protesting.

Furthermore, all business men will tell you that tobacco damages a boy's usefulness in his work. This is necessarily so, since anything which lowers vitality creates some kind of incompetence. For the

School and College.

The death of Miss Edna I. Forsyth, only daughter of Mrs Andrew Forsyth, took place at Dartmouth, N. S., January 17th, after an illness since May last, of tuberculosis. The deceased, who was a student of the 1912 class at Dalhousie College, was a young lady of much promise, and highly esteemed for her many excellent qualities.

Acadia (University) *Bulletin*:—The 1905 Scholarship of fifty dollars, given to the Sophomore who has made the highest average in his Freshman year, was awarded to Miss Margaret Palmer, of Dorchester, N. B. Mr. Bruce, of Shelburne, N. S., was second in class standing. The registration of students in all departments of Acadia University is as follows: College, 235; Academy, 184; Seminary, 270. Total, 689. Dr. J. B. Hall, after a long period of teaching, is now enjoying a year's rest at his home in Lawrencetown, N. S. Professor A. E. Coldwell, M. A., since his retirement from teaching, has filled the office of town clerk and treasurer in Wolfville, N. S. I. B. Oakes, M. A., a former inspector of schools in New Brunswick, and afterwards principal of Horton Collegiate Academy, is secretary of the Board of Governors of Acadia University. Mrs. Donald Grant, M. A., (née Alice M. D. Fitch,) is a member of the teaching staff of Acadia Ladies' Seminary. Mrs. Clara B. Raymond, B. A., (née Marshall,) is matron of the College Woman's Residence at Wolfville. Mrs. Raymond was the first of 125 women to receive the degree of B. A. from Acadia University.

Jas. L. Hughes, chief inspector of Toronto schools, has resigned his position, and will shortly retire on a yearly pension of \$2,000, after thirty-eight years of continuous service.

The following statement of the Rhodes Scholarships for 1910-11 has been sent by Dr. G. R. Parkin: The number of scholars in residence at Oxford during the year was 176; of whom seventy-seven were from the Colonies of the Empire, eighty-nine from the United States, and ten from Germany. At the end of the summer term, 1911, sixty-nine completed the period of their scholarships. At the beginning of the October term, seventy-four newly elected students went into residence. The next qualifying examination for the scholarships of 1913 will be held about the middle of October, 1912, throughout the United States and in these colonies where qualification is not obtained through the affiliation of the local universities with the University of Oxford.

The Amherst, N. S., *News* states that the scholars in attendance at the schools of that town will this year undergo a medical examination, and the schools will get in line with the best and most progressive schools on this continent.

Mr. W. J. Osborne, principal of the Fredericton Business College, is a candidate for the mayoralty at the capital.

A congress of Acadian teachers will be held at Buc-touche, N. B., on the 17th and 18th July next.

Recent Books.

In the volume recently issued by the Canadian Commission of Conservation on the *Water-Powers of Canada*, there is much valuable information, supplemented by maps and illustrations on the water-powers of the different provinces, especially Ontario, Quebec and the Atlantic Provinces. Much of the information is presented in a condensed form, from reports and results of field operations and surveys. The volume is a compendium of useful information regarding the water-power of Canada, which amounts to 1,016,521 horse power.

Practical Lessons in Bookkeeping, by Thomas Chalice Jackson, B. A., LL. B. (Lond.), has reached its fourth edition. Since its first publication in 1899, it has undergone extensive alterations, and has been improved to keep pace with the progress of the science of keeping accounts. Not only is the book a valuable text for students, but its practical arrangement and the knowledge it gives of business and of commercial forms and procedures makes it a useful compendium for the accountant and general business man to help them to a more exact and systematic method of keeping books. Teachers will find it a great assistance in giving their pupils an adequate and comprehensive knowledge of business transactions. (Cloth; pages, 367; price, 3s 6d. University Tutorial Press, Drury Lane, London, W. C.)

The Acts of the Apostles. Part II., is a handy little book which serves a good purpose for those who are studying this portion of the New Testament. The text is that of the authorized version, and the notes are helpful. (Cloth; pages, 72, with map; price, 1s 6d. The University Tutorial Press, Drury Lane, London, W. C.)

Elder schoolgirls and housekeepers will find many valuable hints in the little book *Infant Care and Housecraft*. It is designed to provide systematic instruction in the care of children, good manners, housecraft, laundry work, simple cookery, clothing, etc. The directions given for first aid in emergency cases are clear and easily followed. (Paper; pages, 90; price, 1s 6d. George Phillip and Son, 32 Fleet Street, London, E. C.)

The 1912 edition of that popular and indispensable booklet *Five Thousand Facts About Canada*, compiled by Frank Yeigh, the widely known writer and lecturer, and author of *Through the Heart of Canada*, is now out and is replete with new matter, including an outline map of Canada, a calendar and the new census figures. In compact form is found a wealth of facts and figures of the Dominion that will prove a revelation of our natural resources and growth. The mass of information, gathered with infinite pains, should be in the hands of every intelligent Canadian, and the wide sale and popularity of the publication is easily understood. Copies may be had for Twenty-five cents from The Canadian Facts Publishing Co., 667 Spadina Avenue, Toronto.

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New Brunswick School Calendar

1912

- Apl. 4th Schools close for Easter vacation.
- Apl. 10th Schools open after Easter Vacation.
- May 18th Loyalist Day. (Holiday in St. John City.)
- May 23rd Examinations for Teachers' Licenses (III Class).
- May 24th Victoria Day.
- June 1st Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 3rd King's Birthday.
- June 7th Normal School Closing.
- June 11th Final Examinations for License begin.
- June 28th Schools close for the year.

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Nova Scotia School Calendar

1912

- April 5 Good Friday (holiday).
- April 15 Fourth Quarter begins.
- May 1 Applications for University Graduate Examination due
- May 3 Arbor Day.
- May 23 Empire Day.
- May 24 Victoria Day (holiday).
- May 25 Applications for High School Examinations to be in.
- June 24 Regular Annual Meeting of School Sections.
- June 26 Normal College closes.
- June 27 County Academy Entrance Examinations begin.
- June 23 Last teaching day of school year.
- July 1 Dominion Day (holiday).
- July 1 High School and University Graduate Examinations begin.

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OFFICIAL NOTICES.

The Board of Education has ordered that "The New Public School Music Course," D. C. Heath & Co., be the prescribed text in music for New Brunswick.

W. S. CARTER,

Fredericton,
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Chief Superintendent Education.

The new Manual of the School Laws of Nova Scotia can now be had at booksellers for twenty cents, by mail for twenty-seven cents.

A. H. MCKAY,

Superintendent Education.

Halifax, January 8, 1912.



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