

**PAGES**

**MISSING**



SHOEING

*Photo by Mansell & Co.*

*Sir Edwin Landseer*

# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## EDUCATIONAL REVIEW.

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NEW ADVERTISEMENTS:—A Bargain in School Desks, p. 28; Percy Gibson, Art Instructor, p. 28; W. H. Thorne, p. 48; Francis & Vaughan p. 48; Barnes & Co., Ltd., p. 26.

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THE EDUCATIONAL REVIEW,

St. John, N. B.

The picture supplement issued with the REVIEW this month is an example of the work of the famous animal painter, Sir Edwin Landseer, and is called, "Shoeing."

The beautiful bay mare is the central figure of the group. Her coat shines like satin, catching the light. Her head is turned to watch with intelligent interest the man at his

work. The gray donkey and the brown dog are also looking curiously at the smith.

Landseer was born in London in 1802. His father was an engraver and a writer on art, and the little boy was early taught to draw. He loved animals and studied them carefully. His first published picture was of a St. Bernard dog, and was engraved when he was only thirteen, and in the same year two pictures of his were exhibited at the Royal Academy. He especially excelled in painting dogs and horses. Some of his more famous pictures are "Suspense," "Dignity and Impudence," "The Stag at Bay," "The Highland Shepherd's Chief Mourner." The well known lions at the base of the Nelson monument in Trafalgar Square were designed by him in 1867.

Landseer was knighted in 1850. He died in 1873, and was buried in St. Paul's Cathedral.

Our reproduction is made from a photograph by Mansell & Co., with the kind permission of the Artists' Supply Co., 77 York Street, Toronto.

We moralize, we philosophize about the discontent of man. We give little reasons for it; but the real reason of it all is this, that man is greater than his circumstances, and that God is always calling him to come up to the fulness of his life. Sad will be the day for every man when he becomes absolutely contented with the life that he is living, with the thoughts that he is thinking, with the deeds that he is doing.—*Phillips Brooks.*

The attention of our readers is especially directed to the official notices on page 27, to Mr. Gibson's offer on page 25, and to the notice of the Teachers' Reading Club on page 40.

Will our subscribers kindly notify us promptly of changes in address. We shall be glad to receive also any items of school news.

## ON TEACHING NATURE STUDY.

(Contributed.)

It is easier to imagine what Nature Study is than to express it in words. We can feel it, think it, love it, and yet if asked what it is be unable to answer. C. F. Hodge says, "Nature Study is learning those things in nature which are best worth knowing, to the end of doing those things which make life most worth the living." Who is not inspired to live a bigger life, to do nobler things after a walk over field and meadow, a stroll through a wood, or a climb to a mountain top?"

All great poets of all ages have been inspired by nature to express their love for it in their writings. Someone has said, "Nature Study is never a task but a tonic. It recreates."

The question is asked by many, "Why introduce Nature Study into our school?" We might better ask, "Why stop Nature Study when the child enters school?" His earliest education is almost entirely Nature Study by nature's method. Can we do better than to continue this education?

The child in the country school has with regard to Nature Study greater advantages than the child of the city. This difficulty can be met, however, by the use of city parks and by referring to the visits which at one time or another the city child has probably made in the country.

If the country child is taught to observe nature in all its infinite beauty on his walks to and from school, he will not only develop a love for the wonderful world of out of doors, but he will be kept from mischief, which ever awaits his active capabilities. He should be encouraged to ask questions and to seek the answer in books on Nature Study. He will in this way acquire the habit of close and accurate observation and research, which should be of lasting benefit to him.

Sometimes it is a good idea to give children questions to find out the answer by personal observation and to have them tell how they discovered it. Among other questions these: "What is the use of the down on the stem of certain kinds of thistles?" or, "Is the perfume of a flower of any use to the flower itself?"

What child will not work better all day if told on Friday morning he is going to be dismissed an hour early to go for a tramp through the old pasture near the woods? It is always advisable to tell children before they start just what they

must look for and the finite results one expects, because it is difficult to get their undivided attention out in the open where there is so much to distract them.

During inclement weather nature subjects may be introduced into the class room for study. Each pupil may have the care of a growing plant. With very little trouble and expense, insects may also be made to thrive indoors.

During the winter month the study of evergreens, of animals, of the earth and sky may be profitably pursued.

One of the chief advantages in the teaching of Nature Study is its correlation with geography, drawing and other subjects.

Advantage may be taken of a manufacturing or a mining town by introducing the study of the different ores into the curriculum. In a farming district the study of corn, of wheat, of fruit trees, of plant food, of soil, of weeds — good and bad, and of the dispersal of seeds will be found to be of inestimable practical importance.

Nature Study takes the child, as well as his teacher, out of doors. It teaches him to love and to protect the bird that he might otherwise wantonly stone; to wonder at the loveliness of the wayside flower, to ask questions that are concerned with the deep things of science and of its Creator.

The study of nature misses its highest purpose unless it leads the child from nature up to its Author — God.

Nature Study then, points the child from the seen to the unseen. Through function, purpose and plan he sees a Planner and to him nature has revealed its greatest thought, its grandest lesson — eternal law, eternal unity.

## THE JOY OF LAW.

Now I have found obedience that is joy;  
Not pain, not conflict of the heart and mind,  
But harmony of human souls with God.  
Some law there needs be other than the law,  
Of our own wills. Happy is he who finds,  
A law wherein his spirit is left free.

— H. E. Hamilton-King.

When I commence teaching again I will surely let you know and receive the REVIEW once again. No teacher should be without it, and as you already know every teacher appreciates it very much.— J. M., N. S.

## NOTES ON HIGH SCHOOL LITERATURE.

BY ELEANOR ROBINSON.

## THE ISLAND OF THE SCOTS.

*Author.* William Edmondstone Aytoun, born in Edinburgh, 1813, died in Edinburgh, 1865. A Scottish poet and miscellaneous writer, for years on the staff of Blackwood's Magazine. Professor of Rhetoric and Belles Lettres at Edinburgh University.

The poem is one of the "Lays of the Scottish Cavaliers" published in 1849.

The incident of the poem is told by Sir Walter Scott in "Tales of a Grandfather."

After the defeat and death of Graham of Claverhouse, Viscount Dundee, at the pass of Killiecrankie, in 1689, a band of about one hundred Lowland Scots, who had served as officers under him, preferred exile in France with King James II, to accepting the rule of King William. These gentlemen formed themselves into a company, and engaged in the French service.

In a campaign in Alsace this company of Scottish officers distinguished themselves by their voluntary attempt to storm a fort upon an island in the Rhine, defended by five hundred Germans. Their attack was so fierce that the Germans were seized with a panic and attempted to escape, which they did only after heavy loss, leaving the island in possession of the brave assailants. The French general declared it was the boldest action that had ever been performed. The place was long called *L'Isle des Ecosais*, the Island of the Scots.

When at the peace of Ryswick, the company was disbanded, there remained but sixteen out of the original number, and few of these ever again saw their native land.

For a fuller account see *Tales of a Grandfather*, second series, chapter 24.

Line 24. Bertrand Du Guesclin, 1314-1380, Constable of France, the most famous French warrior of his age.

Line 41. The pass of Killiecrankie, where Claverhouse was defeated. It is a rocky defile shut in by precipices and wooded hills, between Dunkeld and Blair, in Perthshire. The "furious river Garry" rages through the glen.

Line 65. Scott says that they waded into the stream with their ammunition about their necks, and linked arm-in-arm, according to the Highland fashion.

## CRANFORD SOCIETY.

Cranford is usually identified with Knutsford, in Cheshire, where the author, Mrs Gaskell, spent her childhood and youth. She was born in London in 1810, and spent her married life in Manchester, the "Drumble" of the book. Among her other books are *North and South*, *Ruth*, *Mary Barton*, *Cousin Phillis*, *Sylvia's Lovers*, and the *Life of Charlotte Bronte*. She died in 1865.

The extract called "Cranford Society" is taken from the first chapter of *Cranford*.

*Amazons.* A fabled race of women warriors who lived near the Black Sea, or in Africa, according to Greek mythology.

Give an instance of "verbal retaliation."

*Manx laws.* Laws of the Isle of Man. *Tinwald* or *Tynwald*. The governing body of the Isle.

How would you fix the date of this description of Cranford?

*The Spartans.* It was a matter of pride with the Spartans not to show any sign of suffering.

*Esprit de corps.* Literally, "spirit of the body." Feeling of fellowship.

*Pattens.* Wooden soles raised on iron frames to protect the feet from mud or wet.

*Half-pay captain.* Retired on half pay.

*Sent to Coventry.* To send a person to Coventry is to take no notice of him. The explanation of the phrase is that at one time the people of Coventry disliked soldiers so much that no intercourse was allowed between the garrison and the town. So that when a soldier was sent there, he was cut off from all social intercourse.

What is the point of view of the writer of *Cranford*?

For notes on *Sir Galahad* see EDUCATIONAL REVIEW for January, 1916.

## SONG FOR SAINT CECILIA'S DAY.

November 22, 1687.

*Author.* John Dryden, 1631-1701, poet, play wright and satirist. Poet Laureate, 1670-1688.

*Saint Cecilia.* The patron saint of music. Dryden wrote two odes for the celebration of her festival, the second and more famous one, *Alexander's Feast*, in 1697.

*This universal frame began.* The whole fabric

of the universe took its rise. This was an idea of the Greek philosopher Pythagoras. (6th century, B. C.)

*Jarring atoms.* Atoms not yet brought into relation with each other. • Discordant atoms.

*Voice.* Words. *More than dead.* Because never alive. Or, because they were not yet harmonized.

*Cold and hot and moist and dry.* The ancients taught that all matter was made up of four elements, earth, air, fire and water, and the qualities dry, cold, hot, moist were associated with these respectively.

*The diapason closing full.* The harmony being complete. The *Notes on the Golden Treasury* suggests a comparison with Milton's *At a Solemn Music*.

Line 16. What passions are named in the succeeding verses, and what kind of music raises each?

*Jubal.* See Genesis iv, 21.

*Chorded shell.* The first musical instrument is said to have been made by stretching strings over a hollow shell. Read Lowell's poem *The Finding of the Lyre*.

What imitative lines or phrases do you find in the poem?

*Mortal alarms.* Calls to deadly combat.

*Discovers.* Not in the modern sense; more like uncovers. Makes known. Discuss the fitness of the adjectives applied to the various instruments. Notice the different metres and especially the changes in the fourth stanza.

*To mend the Choirs above.* To improve upon the music of heaven. What do you think of the writer's reverence and taste here?

Orpheus, the wonderful musician of Greek mythology, whose music drew wild beasts, and even rocks and trees, to follow him. See the song "Orpheus with his Lute" in Shakespeare's *Henry VIII*.

*Sequacious.* Following. An obsolete word.

*Bright Cecilia.* There was a tradition that she invented the organ, and that an angel came to listen to her music. There is a well known picture showing this.

*Raised the wonder higher.* What wonder? higher than what? With lines 55-64, compare 1 Thessalonians iv, 16, and Addison's hymn, "The Spacious Firmament on High."

"As the universe arose by the power of music so by music it shall be dissolved."

Show how the poem exalts the art of music, and is appropriate for the occasion.

Poems written, as this was, for a special occasion, are called occasional poems.

### NOTES ON SCHOOL READERS.

BY THE EDITOR.

No requests for notes on particular lessons are at hand, so this article will be devoted to some miscellaneous hints on using Books I and II.

#### MEMORY WORK.

New Brunswick Readers I and II contain little in the way of verse that is worth remembering. In Book I, there is nothing that I would have children commit to memory unless it were "The Mission of the Briars," which has a good rhythmical swing. In Book II, we have Lord Houghton's "Good Night and Good Morning," Tennyson's "Lullaby," Emerson's "The Mountain and the Squirrel," all good for children to learn.

The Nova Scotia readers are much richer. Stevenson's "Swing," Blake's "Piping Down the Valleys Wild," Christina Rossetti's "Alice," Lyly's "Song of the Fairies" are gems, and they are all in Book I. Children who memorize these, and the poems by Stevenson, Wordsworth, C. Rossetti, and Sir Walter Scott, in Book II, will have a standard of good poetry fixed in their minds.

There are so many seasonal poems that an appropriate one might be learned for each month; *i. e.*, August, The Rainbow; September, "The Golden Rod is Yellow;" October, October's Party; November, Indian Summer; December, Christmas Morning, The Night Before Christmas; January, Snow, The Wind and the Leaves; February, The Wind, The Ant and the Cricket; March, March, Nearly Ready; April, Spring, The Coming of Spring; May, Baby Seed Song, The Year's at the Spring; June, Who Stole the Bird's Nest, The Baby Swallow.

When children are learning a poem by any famous author, like Scott or Longfellow, be sure that they learn the author's name, and one or two facts about him, as for instance,

where he lived, whether he lived a long time ago, or is still living. This will accustom them to associating the author with his writings, and later on, the question, "who wrote it?" when a book is spoken of, won't be met with a stare of ignorance. You may think there is not time to go into things like this when you are teaching reading. It is quite true that it is a waste of time *unless* you interest the children. But anything that rouses or increases their interest in what they are reading is really a time-saver. Suppose you are beginning the "Lullaby of an Infant Chief" by Sir Walter Scott. Are there boys in the class? Do they live near a railway? Can they tell you how to know one engine from another? In Scotland there is a railway where all the engines have names, such as Rob Roy, Meg Merrilies, Jangling Geordie. And all the names are taken from the stories written by Sir Walter Scott, for the railway runs through the beautiful part of Scotland where he lived, more than a hundred years ago.

Frederick George Scott, who wrote some of the poetry in the readers, is a Canadian, and a clergyman of the English Church. He is now at the war.

The Nova Scotia readers give a number of Æsop's fables. These are very famous stories and always called Æsop's. But scholars tell us that no one really knows who wrote them. Æsop was a Greek slave who lived 600 years before Christ. He is supposed to have written fables, but they have not come down to us.

Let the children practise using the Table of Contents, and the numbers of the pages. Give questions like, "Who wrote the Spider and the Fly, and on what page is it?" Find the fourth page after page 24; the next poem after "Cherries," and give the number of the page.

Don't be a slave to your text-books. Be careful to correct any mistakes therein. For school readers are not infallible sources of information, nor is their English always faultless. The lesson "Of What Use Are Flies?" in N. B. Reader I, should be checked by the fuller knowledge of the teacher. Tell the children that since it was written a great deal more has been found out about flies, and that we know-

now that while they have their uses, it is dangerous to health to have them about our houses. It is good for the children to learn that the teacher knows more than the book. Also, an idea of the progressive nature of knowledge may enter their minds. Even the people who write books have always more to learn.

And what about the absurd statements in the lesson, "Birds of Paradise"? Think of birds "seventeen feet long, almost as long as three men put together," moving from branch to branch of a tree as described! The largest species of this bird that is known is said to be seventeen or eighteen inches from its bill to the tip of its tail. It would be wiser to omit this lesson altogether.

On page 23 of N. B. Reader I, we find the word "real" used first wrongly and then correctly. In the sentence "I am *real* glad" substitute "very." This ungrammatical use of "real" is all too common, and it is a pity that the children should find it in their readers. So impress upon them that it is wrong.

In the verses "The New Moon," there is an atrocious use of the word "cunning" that is enough to condemn the whole poem. The New International Dictionary gives as the sixth meaning of the word "prettily or piquantly interesting; quaintly or daintily attractive, said of children, small animals, etc., U. S." Even if we accept the usage of the United States, the moon is not to be classed with children and small animals. Show a correct use of the word in "The Cat and the Fox."

Watch for and correct at this stage common mispronunciations of common words, *e. g.*, *hed* for *had*; *ontil*, *onless*; *aigs* for *eggs*. You will notice others, some perhaps, peculiar to the locality. And let monosyllables be monosyllables. *Yes*, not *yeh-us*, nor *ya-as*; *sure*, not *shu-er*.

In concert reading or recitation do all that you can to get a soft, pleasant tone. Mumbling and muttering must be corrected, but teach the children to open their mouths well, and articulate clearly in order to be heard, not to raise their voices. I have seen little girls producing harsh, jarring sounds, and jerking their little bodies violently in the effort to "speak out," and have been reminded of a

small friend who told her mother that she would *like* to say to her teacher, who was always calling out, "speak up, speak up," "Miss — —, I will not vulgurate myself by speaking up like that." Practise reciting poems like "Sweet and Low" or "Hush, the Waves are Rolling in," very softly and sweetly.

### A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

JOSEPHINE H. McLATCHY.

(Continued.)

(VIII). (e). To remove or expel any scholars "being of abandoned and wicked habits" out and from any schools within their respective towns or parishes.

IX. Upon certificate stating that the school building has been provided, a capable master appointed, and £30 raised by the inhabitants of the parish, £20 shall be given from the Provincial funds per annum, and "like proportion for any sum not exceeding £90. Provided, nevertheless, that no one School shall receive in any one year larger sum than £20; provided also, that no larger sum than £60 shall be paid to the Schools in any one Parish in any one Year."

X. The Trustees may, if they think fit, use the sum of 20s. for each School in their Parish to provide prizes for the scholars, "who shall excel in each of the several branches of Orthography, Reading, Writing and Arithmetic at the Examination of the School. Provided, nevertheless, that no reward shall be distributed to any Scholar who cannot repeat by heart the Creed, the Lord's Prayer and the Ten Commandments."

XI. Where the funds are raised by assessment the scholars shall be taught free from all expense, "other than their own books and stationery and individual portion of fuel."

XII. The trustees must report annually to the Court of General Sessions of the county, concerning their use "of all monies received, disbursed or distributed;" they shall also be subject to such regulations regarding school monies as shall be made by the said Court.

XIII. This Act shall be enforced for four years.

[Continued by 60 G. III, Cap. IV, 1820 to 1823, then expired.]

(3). 58 G. III, Cap. XVI, Act 1818.<sup>1</sup>

An Act in addition to and in amendment of an Act intituled, "An Act to encourage the establishment of schools in this province."

Passed March 11, 1818.

Whereas it has been found by experience, to be inexpedient to allow to Inhabitants of the several Towns or Parishes, the power of raising money by Assessment for the establishment and support of Schools, as is provided in and by an Act made and passed in the Fifty-sixth year of the Reign of His present Majesty intituled, "An Act to encourage the establishment of Schools in this Province."

I. Be it therefore enacted by the Lieutenant-Governor, Council and Assembly, That the power given by the said Act, to the Inhabitants of the several and respective Towns or Parishes in this Province, to raise money by Assessment, for the purpose aforesaid, or in any other way than by voluntary subscription, be and the same is hereby taken away and altogether discounted. And whereas, It is found necessary to increase the number of Schools in some of the larger Towns or Parishes in order that the whole Inhabitants thereof may be equally benefitted with those of other Towns or Parishes.

II. "Be it further enacted, That the sum of £60 mentioned in the ninth Section of the hereinbefore recited Act, as the sum not to be exceeded in the allowance to be made from the Provincial Treasury, for the support of Schools established and provided for under and by virtue of the same Act, be enlarged and the same is hereby extended to a sum not exceeding £100, for the Schools in any one Town or Parish, in any one year — each school receiving the sum of £20 and no more."

III. And etc., "That whenever the Trustees of Schools shall think proper, they may admit any number, not exceeding four to each School within their respective Towns or Parishes, to be free Scholars of such School, to be taught free of expense."

IV. And etc., "That this Act shall be in force for two years, and to the end of the next Session of the General Assembly."

[Continued by 60 G. III, Cap. IV to 1823, and then expired.]

<sup>1</sup>Taken from the Acts, etc. of N. B., 1818, Lugrin.



(4). 7 Wm. IV, Cap. VIII, Act 1837.<sup>1</sup>

An Act to repeal all Acts now in force, relating to parish schools and to make other provisions for the same.

Passed March 1, 1837.

I. This Act repealed 3 Wm. IV, Cap. XXXI, 1833 and 6 Wm. IV, Cap. XXXI, 1836.

II. The Justices of the Peace are to appoint annually three fit persons to be School Trustees of the Parish.

III. And etc., "That it shall be the duty of the said Trustees to divide their respective Parishes into as many School Districts as may from time to time be found convenient or necessary; and when the inhabitants of any such District shall provide and erect a good and sufficient School House for the use and purposes of a School, and agree with a Schoolmaster or Schoolmistress, duly licensed as by His Majesty's Royal Instructions, is directed, to teach therein for the space of six months or one year, such Trustees are hereby required to visit and inspect such Schools at least once in every three months during the said period to inquire into the order and morals and direct the discipline and regulation of such Schools; and in case the teacher so agreed with or employed as aforesaid shall refuse or neglect to comply with such rules or regulations or shall or may be guilty of any misconduct, intemperance or immorality, the said Trustees may in their discretion discharge and displace such Teacher. Provided always, that, whenever such Trustees shall so displace a Teacher, they shall make report thereof in writing with the cause of such proceeding to the Board of Education of the county, or district, whose appointment is hereafter authorized and provided for."

IV. The trustees are allowed to admit free scholars who are deserving, not exceeding five in any one school.

V. That the trustees are to use a given form of certificate in reporting annually to the General Sessions. This certificate includes — that the school house has been provided; a licensed teacher engaged and salary raised at the following rate — for a male teacher £10 for six months, £20 for twelve months; for a female teacher £5 for six months, £10 for twelve months. This also shows

<sup>1</sup>Taken from the Acts of New Brunswick, etc., printed in 1837.

whether "the money has been subscribed and paid or board, washing and lodging found and provided for the teacher in lieu thereof."

VI. The justices of the Court of the General Sessions are required twice in every year to report to the Secretary of the Province in a general schedule including the hereinbefore mentioned certificates of the parish trustees. Upon the receipt of this general report the Provincial Fund may be drawn by warrant; £10 for a male teacher for six months, £20 for a year; £5 for a female teacher for six months, £10 for a year. Such money is to be used toward the support of the schools. "Provided, nevertheless, that no larger sum than £180 shall be paid out of the Treasury of this Province for Schools kept in any Parish in any one year, and provided that no County in the Province shall be entitled to receive a larger sum from the Provincial Treasury in any one year than would arise from an average of £160 for each and every parish in the county; provided no more than three female Schools shall be included in any such certificate or schedule for any one Parish; and provided also, that when the whole sum allowed for any one Parish, pursuant to this Act, is not sufficient to afford the above allowance to each and every school by reason of the great number of schools in the Parish, then and in such case it shall and may be lawful for the Trustees, and they are hereby required to apportion the whole sum among all the schools in the Parish according to the nature of their respective claims, whether yearly or half-yearly Schools."

VII. The teachers are required every six months to render to the clerks of the Peace in their respective counties a true and correct account of the number, sex, names, ages, etc., of their pupils. "In case of Neglect or Refusal of any teacher so to do, he shall forfeit all claim to Provincial Bounty."

VIII. The Justices of the Peace shall report annually the names of the teachers employed and number of scholars, male and female, taught, etc., in the schools of their respective counties.

(To be Continued.)

Ever since I have been a subscriber to the REVIEW, I have read it with interest, benefit and enjoyment. Allow me to express every wish for its success both present and future.—  
E. M. B.

### A LETTER FROM GRADE VIII.

The Director of Rural Science in Nova Scotia writes us:

The following letter, written in June by a grade VIII school girl, has interesting subject matter, and is written in an easy natural manner which contrasts agreeably with the stilted compositions so often written on "assigned topics."

MR. L. A. DEWOLFE,  
Truro, N. S.,

DEAR SIR:

I am just going to write to tell you about my garden. My sister and I made ours together. It is about six feet square. My sister has sweet peas, pansies and pinks. First I dug a piece about two feet by four feet. The soil was clayey so I carried richer soil and mixed it. Then I took the sods which I dug up and put them around my garden. I did this for two purposes, first to keep the rain from washing the soil down, and second to make it look nice.

After I got the soil dried a little I made little rows about an inch deep. The flowers I planted were "Wild Garden Flowers." The seeds were different sizes; and I did not know which grew large, so I planted them quite thick. Then I covered them over. I planted them the last Friday in May. I watered them every evening after the sun went down. For a few days, it rained; and as I did not have to water them I did not go out at all. The second Tuesday in June I went out and found they were all up.

Of course, after they came up I kept good care of them. They are growing fine.

I have asters planted too. But, as I did it the same as the others, I will not tell you about it. Mrs. Grant gave me nine "Balsam" plants, but they all died but two.

I have some lettuce planted but I did not get the soil ready. Papa ploughed a field for potatoes and turnips, and he gave me a small strip, for lettuce. I have joined the "Bird Society." We have not received our plates yet.

There are lots of different kinds of birds around our front garden. A robin built her nest over our front door last summer, and built over the window this summer. But a cat or the wind blew it down one night. But now she has built over the parlor window. She is sitting now.

The Humming birds come to our place every year. They have long bills and a very bright red throat. When they fly their wings go so fast you cannot see them. They built a very small nest in our two big willow trees. The wild canary has their nests around our place too. There is one in a maple tree and one in the rose bushes. They are very small too. A sparrow has its nest in the peak of our barn.

We have eighteen little chickens. Some are white, yellow and black.

We have examined a lot of flowers, Buttercup, Cinquefoil, Mayflower, Bluet, Violet, Dandelion, Blue-eyed Grass, Solomon's Seal, Gold Thread, Ground Ivy, Strawberry blossom, Cherry blossom, Apple blossom, Twisted stalk, Blood Root and Starflower are the ones I have pressed.

I am writing and drawing for the Exhibition. The map I drew was the Western Hemisphere. I am going to draw a map of Hants, Colchester and Halifax. The prize is a pair of skates.

Well I guess I have told you about all so will close.

### EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The twenty-sixth meeting of the Provincial Teachers' Institute opened in the assembly hall of the St. John High School on Wednesday, June 28th, and was a notable success. The registration was over six hundred, the attendance was prompt and punctual, and the close attention given to the excellent papers and addresses showed genuine interest. As usual at the Provincial Institutes, the subjects discussed were not so much those that concern the daily programme of the schoolroom, as those that deal with the larger movements in education, the outside forces affecting school life and the connection between school, home and state.

In his opening address, the president, Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick, gave a short but comprehensive review of what has been accomplished and what has been proposed but not yet carried out in New Brunswick in the way of educational progress during the last six years.

Among other topics Dr. Carter spoke of the desirability of uniform text books and uniform teachers' training and licenses throughout the Dominion, the increase and need of further increase in teachers' salaries, the success of the pension system, the improvement of school buildings and equipment in some of the towns, and the importance of physical training. He spoke strongly in favor of military training on the Australian or Swiss plans. In conclusion, Dr. Carter read and signified his hearty agreement with the opinions set forth by a number of eminent and representative men in Great Britain on the needs of education in the light of the great war. They point out the danger of ignoring the vital elements in education and looking to purely material ends. "Technical education," they say, "is essential to our industrial prosperity and national safety; but education should be nothing less than a prepara-

tion for the whole of life. It should introduce the future citizens of the community not merely to the physical aspect of the world in which they live, but also to the deeper interests and problems of politics, thought and human life."

In a fine address at the evening meeting in the Opera House, on June 28th, the Hon. Payson Smith, State Superintendent of Schools in Maine, emphasized the fact that the aim of the schools should be to develop the individual. Not only should all the children of all the people be reached, but all the powers of those children should be brought out. The vote of thanks to Mr. Smith was moved and seconded respectively by Bishop Richardson and Bishop LeBlanc, who made short addresses.

Among the valuable addresses given during the session may be noted Professor Keirstead's thoughtful and suggestive discussion of the Use and Abuse of Motion Pictures, and the full account given by Mr. W. McLeod Barker, of the Moncton High School, of the History and Working of School Cadet Corps. It is to be hoped that these papers will be published in full.

Dr. H. V. B. Bridges, Principal of the New Brunswick Normal School, spoke strongly to the teachers on the importance and necessity of reading.

Mrs. W. G. Clarke, of the Fredericton Board of School Trustees, in an interesting address, presented her idea of the Ideal School Board, and pleaded for a close understanding between teachers and parents.

Other papers read were by Miss Eleanor Robinson, editor of the REVIEW, on the Use and Abuse of School Libraries; School Playgrounds, written by Mr. W. B. Tennant, of St. John; Evening Continuation Schools, by Dr. F. H. Sexton, of Halifax; Sanitation in School and Home, by Dr. Melvin, and Schools as Social Centres, by Mr. A. M. Belding.

The following members were elected to the executive: Dr. H. S. Bridges, H. H. Hagerman, W. J. S. Myles, Dr. C. B. Foster, Miss Ella Thorne, G. J. Oulton, Miss Bessie Wilson, W. Mc. Barker, Miss Stella Payson and G. J. Marr. Representative to the Senate of the U. N. B., Mr. J. Frank Owens, B. A., Principal of St. Patrick's Hall, West End, and graduate of the U. N. B.

#### LITERATURE AND THE WAR.

In vain do the professors of physical science tell us that the only way to win this or any future war is to give all our school days to chemistry or to some other of the studies that deal with matter. We have no wish to neglect these studies. They have their place. But it is the second, not the first. It is not matter, but spirit, that is going to win this war. It is not matter, but spirit that we are going to need to solve the problems that will come after the war. And it is literature, and literature alone, that can nourish that vital spirit. For literature, by its very nature, deals always with human life, while physical science, by its very nature, deals with matter which, if it has life at all, has at least no life which is human. The men of science have done great things for us in the last hundred years, but the greatest of all they cannot do. It is not in their province, but in that of the Bible and Homer and Shakespeare and Milton. We hope it will always be possible to pay a right attention, to pay perhaps more than we have paid to the physical sciences without sacrificing the claims of literature. But if we have to choose between them, our choice is instant and clear. We are not going to spend all the next generation in the making of explosives; and even if we were, it can only, at the very worst, be a small part of the people whose technical knowledge or ignorance will affect their making. But the whole of the people, each for his own sake, and for the sake of all the rest too, will need a knowledge of human life; and that knowledge, so far as it is got from education at all, can only be got from literature. The wisest man of antiquity turned away from the study of physical science and gave himself to that of the life of man. And why? Because, as his great pupil declared, "an intelligent man will prize those studies which result in his soul getting soberness, righteousness and wisdom, and will less value the others." And that is still as true today as when Plato first said it.—*The Times*.

Sir Ernest Shackleton has twice failed in his attempts to reach and rescue the members of his Antarctic expedition who were left on Elephant Island. The ice conditions were such that he could not get to the island in the small vessels at his command.

## FOR THE MONTH.

## BIBLE READINGS.

- |                              |                        |
|------------------------------|------------------------|
| 1. Proverbs iii, 1-7, 13-20. | 1. Proverbs x, 1-11.   |
| 2. St. Luke ii, 40-52.       | 2. St. Luke v, 12-17.  |
| 3. Proverbs iv, 1-13.        | 3. Proverbs x, 15-25.  |
| 4. St. Luke iv, 33-37.       | 4. St. Luke v, 18-26.  |
| 5. Psalm xxxvii, 3-11.       | 5. Psalm c.            |
| 1. Proverbs vi, 6-11, 16-19. | 1. Proverbs xi, 1-14.  |
| 2. St. Luke iv, 38-44.       | 2. St. Luke v, 27-39.  |
| 3. Proverbs viii, 1-18.      | 3. Proverbs xi, 17-31. |
| 4. St. Luke v, 1-11.         | 4. St. Luke vi, 1-12.  |
| 5. Psalm xxxiii, 1-12.       | 5. Psalm viii.         |

## A WAR PRAYER FOR CHILDREN.

From *Church Work* we take the little prayer which the Rev. W. P. Robertson, rector of St. John's Church, Truro, N. S., has written for the children of his church, and which we are kindly permitted to use:

God bless our King, guard our sailors and soldiers, keep them brave in danger and merciful in victory. Look upon us at home, forgive our sins, save us from selfishness and make us fit for victory; through Jesus Christ our Lord. Amen.

During the first week of school watch your new pupils carefully with an eye to physical qualities. Note any special deftness of hand, quickness of sight or hearing. You will also watch for physical defects, with a view to making allowances for them, and where possible, doing something to correct them. Are any children deaf in one ear? shortsighted? breathing through the mouth? Can they all see the blackboard? Does the light shine in any child's eyes? Has anyone a seat too high or too low?

Think how the quality of your own work is affected by your comfort or discomfort; how often the raising or lowering of a blind, or a change of seat will enable you to work better; and give the children every physical advantage that you can.

You will not, of course, expect children to take up their grade work at the point where they laid it down. The long summer has blurred their knowledge, and they will come to you seemingly ignorant of many things that they have learned. Have patience. Think back. How much do you remember of the work you got up for your last examination?

Don't begin by expressing disappointment and surprise that the children know so little, but rather, let them see that you are pleased with what they do know.

Here is a seat work exercise that will show you how many words the children know. In the centre of a circle draw or paste a picture of some common object with an easy name, e. g., a pail. Round the circumference put letters or combinations of letters to be used in making words containing the same sound of *ai, as, m, t, s, tr, sn*. Let them build up the words with printed letters on their desks, or write or print them on slates or paper.

By the way, primary teachers differ about using print letters or script letters for beginners. Whichever you use, do not combine them. We have seen beautiful looking sentences on blackboards with some letters in script and others in printing characters.

Come to school on the first day prepared for play as well as for work. A game for the playgrounds described in Jessie H. Bancroft's "Games for Playground, Home, School and Gymnasium" (The Macmillan Co.), is Hound and Rabbit.

The players stand in groups of three, with hands on each other's shoulders, each group forming a circle representing a hollow tree. In each tree is stationed a player who takes the part of rabbit. There should be one more rabbit than there are trees. One player is chosen for hound.

The hound chases the odd rabbit, who may take refuge in any tree, running in and out under the arms of the players. But no two rabbits may lodge in one tree, so as soon as a hunted rabbit enters a tree, the rabbit already there must run for another shelter. When the hound catches a rabbit, they change places, the hound becoming rabbit, and the rabbit hound. Or the hound may at any time become a rabbit by finding shelter in an empty tree, whereupon the odd rabbit must take the part of hound.

## CLOVER BLOSSOMS.

The clovers have no time to play,  
They feed the cows and make the hay,  
And trim the lawns and help the bees,  
Until the sun sinks through the trees,  
And then they lay aside their cares,  
And fold their hands to say their prayers,  
And drop their tired little heads  
And go to sleep in clover-beds,  
And when the day dawns clear and blue,  
They wake, and wash their hands in dew,  
And as the sun climbs up the sky,  
They fold them up and let them dry,  
And then to work the whole long day —  
The clovers have no time to play.

— Helena Leeming Jelliffe in *The Outlook*

## CHILDISH FANCIES.

"Though I were sleepy as a cat,"  
The little scholar said,  
"I would not care to take a nap  
In any river's bed.  
"And though I were so starved I scarce  
Had strength enough to stand,  
I'd beg through all the valley ere  
I sought a table-land.  
"But oh! what jolly times I'd have,  
I'd play and never stop,  
If I could only take a string  
And spin a mountain top."

— P. McArthur.

DO APPLE SEEDS POINT UP OR DOWN?

When teacher called the apple class, they gathered round to see  
What question deep in apple lore their task that day might be.

"Now tell me," said the teacher, to little Polly Brown,  
"Do apple seeds grow pointing up, or are they pointing down?"

Poor Polly didn't know, for she had never thought to look  
(And that's the kind of question you can't find in a book.)  
And of the whole big Apple class not one small pupil knew  
If apple seeds point up or down! But then, my dear, do you?

— Carolyn Wells in *St. Nicholas*.

THE STOLEN PATCH.

A little weeping fairy found  
A patch of sunshine on the ground.  
She knew it was the very thing,  
To mend a hole torn in her wing.  
She dried her eyes, picked up the patch,  
And saw it would exactly match.  
So sitting 'neath a tree, they say,  
She sewed it on, and flew away.  
The tree then shook its leaves and made  
A shadow where the patch had played.  
So that the sun should never guess,  
That now he owned just one patch less.

— *My Magazine*.

Along the roadside, like the flowers of gold  
The tawny Incas for their gardens wrought,  
Heavy with sunshine droops the golden-rod.

In connection with the flowers and a rainy day, tell  
George MacDonald's story of the lily:

"Little white lily  
Sat by a stone,  
Waiting and waiting,  
Till the sun shone.

Little white lily,  
Sunshine has fled,  
Little white lily,  
Is lifting her head.

Little white lily,  
Droopeth with pain,  
Waiting and waiting,  
For the fresh rain.

Little white lily,  
Holdeth her cup,  
Rain is fast falling,  
And filling 'it up."

SERVING THE QUEEN.

BY MARY F. JACKSON.

"I wish that I were big, and strong, and grown-up, like Brother Tom," said Ned. "I'd like to work in town, and come home every Saturday night, as Tom does, instead of doing chores and running errands."

Ned tossed his armful of wood into the box with an impatient sigh.

His mother smiled. "Come," she said. "I have a story to tell you."

"Once upon a time," she began, "there was a brave little worker bee, who lived in a big hive. She was strong and willing, and was ready to do anything. And what do you think was the only thing required of her? She and a dozen other bees were placed at the door of the hive, and were told to keep their wings in motion, so as to send a steady current of air into the inner cells of the hive where the queen was. The little worker bee was disappointed, for she had wished to do some great service for her queen.

"She could see other workers hurrying about and doing such important tasks! Some were making wax, and building the comb inside the hive; others were providing food for the young bees, and still others were feeding honey to the queen herself!

"Day by day the little worker grew more discontented, until one day the queen sent a message to the tireless workers at the doorway. 'Tell them,' she said, 'that they are doing me a wonderful service. Without the air they are sending me, I could never live.'

"When the little worker heard this message, she took courage, and her wings whirred as they had never whirred before. She felt at last that she, too, was serving the queen."

"That was a parable story, wasn't it, mother?" said Ned, as he squared his shoulders. "Well, you're the nicest queen I know, and I'm going to be your best worker."

— *Youth's Companion*.

THE OWL AND THE BOY.

Once there was a little boy —  
Boo-hoo! boo-hoo! boo-hoo!  
Who used to cry at eight o'clock,  
Boo-hoo! boo-hoo! boo-hoo!  
"I don't want to go, I will not go, I shan't go to bed,"  
he'd cry,  
I want to sit up till 'leven o'clock, and there isn't sand  
in my eye!"

Once there was a little owl —  
Too-whit! too-whit! too-hoo!  
He lived in a tree, 'way out in the woods,  
Too-whit! too-whit! too-hoo!  
Said the sleepy little owl, when the dark came down, and  
he nodded his weary head,  
"If I were a boy, in a cosy house, I know I'd go right to  
bed!"

For owls are very wise, you know,  
And a long, long night makes a little lad grow!

— *Little Folks*.

### QUESTIONS ON "HENRY ESMOND."

1. What do you mean by a historical novel? In *Henry Esmond*, which are the more prominent, the historic characters or the fictitious ones? How do the historic events affect the fortunes of the fictitious people? Are the latter merely passively affected, or do they take an active part in these events?

2. How many years are covered by the events of the story? Give the dates, approximately. What English sovereigns reigned within this period? The book copies the manners and language of whose reign? In whose reign and in what country is it *supposed* to be written? When did Thackeray write it? What had he written before this? How old were (a) Esmond, (b) Lady Castlewood, (c) Beatrix, at the beginning of the story? At the end?

3. Into what three periods is Esmond's life divided? Tell briefly the story of his life up to the age of twelve. Give the substance of one of the following chapters: "I have the smallpox, and prepare to leave Castlewood," "I am made welcome at Walcote," "A paper out of the 'Spectator'." Where were Castlewood and Walcote?

4. Who writes the introduction to the story? What do we learn from it of her own life and character? Give her description of Esmond's personal appearance. How does her account of his character agree with that shown in the story? What historical persons are mentioned in the introduction?

5. "Mr. Esmond's military life." In what war, and where? Give the dates of this war, and tell why England took part in it. From what point of view is the Duke of Marlborough described? What does the writer say might have changed that point of view? With what good qualities does he credit the Duke? What prominent man of today is descended from the Duke of Marlborough? Where is Blenheim? Blenheim Castle? Who wrote the poem "The Battle of Blenheim?" Discuss the battlefields of this war as compared with those of today.

6. Write short notes on Versailles, St. James's, St. Germain, Lille, Newgate, Chelsea, Trinity College, Dr. Swift, "Dick the Scholar," "The Campaign," the Chevalier de St. George, Dulcinea del Toboso, Prince Eugene, The Temple Gardens, Eikon Basilike, Jacobites.

7. Does the story concern itself with one class of people only, or with many? Write with some fulness on this point, giving names. Write a note on the society in which Esmond moved in London.

8. "A strange series of compromises is that English history" (Bk. III, Ch. 5). What instances does Thackeray give of this? Where does Esmond foretell the American Revolution? What reasons does he give for his forecast?

9. What do we learn from the book of the manners, customs and language of the time? Answer this as regards the following: Education of boys, of girls, men's dress, women's dress, amusements, entertainments, travelling, eating and drinking, newspapers, religion, letters, family relations, duelling, methods of carrying on war.

10. It has been said that Thackeray has succeeded in making us feel the loveliness of Beatrix by mere force of

words. Do you agree? What passages might be quoted in support of this statement? Describe her personal appearance. Why did Esmond love her? What killed his love? Give her own reasons why she did not love him? "Thus, for a third time, Beatrix's ambitious hopes were circumvented." Give particulars of each time.

11. Name ten historic persons mentioned in the story, and write short paragraphs about any three of them.

12. Tell briefly how Esmond resigned his birthright and titles. What were his reasons? Who knew his true position?

13. Give examples from the book of pathos, humour and irony. Write a note on the changes from first person to third and back again in the narration. Quote one or more general observations that you think worth remembering. What scenes seem to you most impressive? Where does the language rise to the highest level of beauty?

14. Of whom are the following words said: 1. If ever men had fidelity 'twas they. 2. He neither knew how to wait an opportunity, nor to use it when he had it. 3. No man ever better deserved the greatest praise and the strongest censure. 4. He had light blue eyes, extraordinary bright, and a face perfectly regular and handsome, like a tinted statue. 5. I have always thought of \_\_\_\_\_ and of Marlborough as the two greatest men of that age.

15. What were Esmond's reasons for supporting King James III?

### A READING CIRCLE FOR TEACHERS.

At the closing session of the meeting of the New Brunswick Provincial Institute in St. John, a suggestion was brought forward to organize a Half Hour Reading Club for teachers. The Chief Superintendent of Education and several of the inspectors expressed their sympathy with the plan, and many of the teachers present signified their willingness to join such a club.

It was too late to do anything in the way of organizing during the meeting, and the members with whom the plan originated decided to postpone action until after the summer vacation. It is proposed to form a committee to work out the details of the scheme and to issue calendars and lists of suggested books, so that the work of the club may begin in January, 1917.

Information about the progress of the plan, and announcements as to application for membership will appear in the REVIEW.

An army order has been issued providing that wounded soldiers may wear strips of gold braid on the left sleeve, one to mark each occasion on which they were wounded. It has also been decided to issue a special badge to men discharged after service with the colours.

**HISTORY CHARTS.**

Every teacher knows how a subject gains in interest when children can actually share in the presentation of it. With this in mind, I have found the introduction of history charts very effective. This term we have been dealing with the social and religious life of our land from earliest times to the Norman Conquest. We began with one chart for general use by the class, and the constructing of this proved very useful as a revision lesson — though, of course, it might be built up side by side with the weekly talks. A large sheet of white paper was divided into five horizontal sections, and two vertical lines were drawn down the centre. In the left-hand spaces were then entered the names of succeeding inhabitants of Britain. The middle space provided for the approximate length of time during which the several peoples held supremacy, while the right-hand divisions were reserved for the children's illustrations. Scholars were free to make any suggestions re these, and were then encouraged to supply the same. Soon, opposite "Ancient Britons," was a piece of fur, a tiny bow-and-arrow, and the drawing of a hut. For "Saxons" the sketch of a Bible and a cross represented the introduction of Christianity, while pictures of a church and priest, pasted on, spoke of the building of churches and monasteries; and so on. Later came greater opportunity for individual effort. Each child was allowed to prepare a chart in school, and then take it home to illustrate. Now in the class-room hang a number of these, all bearing witness to the interest and ingenuity of their compilers. Drawings, paintings, newspaper or magazine sketches, cigarette cards, and sometimes actual objects — *e. g.*, tiny bell for the Curfew, and wee volume for the Domesday Book — all bear their part in the various collections and the children esteem it a great thing to be allowed to talk about their own work to their fellow pupils.—*Teacher's World.*

**ONE HUNDRED SPELLING DEMONS OF THE ENGLISH LANGUAGE.**

which	could	beginning
their	seems	blue
there	Tuesday	though
separate	wear	coming
don't	answer	early
meant	two	instead
business	too	easy
many	ready	through
friend	forty	every
some	hour	they
been	trouble	half
since	among	break
used	busy	buy
always	built	again
where	colour	very
women	making	none
done	dear	week
hear	guess	often
here	says	whole
write	having	won't
writing	just	cough
heard	doctor	piece
does	whether	raise
once	believe	ache
would	knew	read
can't	laid	said
sure	tear	hoarse
loose	choose	shoes
lose	tired	tonight
Wednesday	grammar	wrote
country	minute	enough
February	any	truly
know	much	sugar
	straight	

*The Teacher, Philadelphia.*

**THE CITY CHILD.**

Dainty little maiden, whither would you wander?  
 Whither from this pretty home, this home where mother dwells?  
 "Far and far away," said the dainty little maiden,  
 All among the gardens, auriculas, anemones,  
 Roses and lilies and Canterbury bells.

Dainty little maiden, whither would you wander  
 Whither from this pretty house, this city house of ours?  
 "Far and far away," said the dainty little maiden,  
 All among the meadows, the clover and the clematis,  
 Daisies and kingcups and honeysuckle flowers.

— *Tennyson.*

### THE MYSTERIOUS 3.1416.

Have the children draw squares on their papers, 2, 3, 4, and 5 in. Assign these various numbers so that they may see that the rule applies regardless of size. Tell them that meter means measure, and peri around; therefore perimeter means "measure or distance around." Tell them to draw a dotted line from the middle of one side of the square to the middle of the opposite side, which will give them the distance through the square or what might be called the diameter, or measure through. Now have each child measure the perimeter of his square and write on his paper. Perimeter of my square = 8 in. (or, perimeter of my square = 12 in. as the case may be).

Next, each one will measure the "diameter" and write, The distance through square = 2 in. Now ask the question, "The perimeter of your square is how many times the 'diameter' or distance through?"

The children will answer, "Four times," and tell you that they can see that; but induce them to divide it and see that it comes out "four times" for each square.

Now let each child inscribe a circle in this square. Develop the terms "circumference" and "diameter," then ask which is longer, the diameter of the circle or the distance through the square. The class will readily see that they are the same.

"Does the circumference look as though it were as long as the perimeter?"

"If the perimeter is four times the diameter, is the circumference more or less than four times the diameter?"

"How shall we find out?"

They will answer, "Measure the circumference and divide by the diameter."

Tell them to do so. They will attempt to do so with their rulers and soon discover that it is impossible. After they have tried to study up a way to measure the circumference and have failed to name one that is practicable (for they rarely guess a way), I pass out round tin lids of various sizes, strings, and rulers. Let each child find the diameter of the lid given him and write it down

on another paper. Then with the string find the circumference and record that. (Be sure to have rulers with eight-inch divisions.) If the class has not yet become efficient in decimals, it will be necessary for you to change the eight-inch measurements to decimal form for them. When each child has his record reading —

Circumference =  $8\frac{3}{8}$  inches or 8.375 inches

Diameter = \_\_\_\_\_ inches, or \_\_\_\_\_ inches —

with the last filled according to his measurements they are ready to divide.

After dividing, place all the answers obtained by the children on the board so that the class may see them. Unless some very careless mistake has been made in the measuring, every answer will be 3+. Perhaps the children can tell why there is any difference in the answers; if not, a mere suggestion will remind them that a string may have stretched or the ruler may have slipped, etc. Perhaps they could suggest some instruments that they might have used that would have been more reliable. When all this has been talked over, ask them if they would like to know what answer everyone would have obtained if he had measured accurately. When you tell them the 3.1416, watch the expressions of delight on the faces of those whose answers were such as 3.15+, 3.130+, and others so nearly correct.

After much mental drill in estimating circumferences, using  $3\frac{1}{2}$  instead of 3.1416 for mental work, and some drill in written problems, using 3.1416, it is well to take the children out to estimate circumferences of trees, telegraph poles, etc. Before going have each child equipped with a string, ruler, paper, and pencil, the paper containing the following table:

OBJECT	ESTIMATED CIRCUMF'CE	MEASURED CIRCUMF'CE	DIAMETER
1 Maple Tree			
2 Oak Tree			
3 Telegraph Pole			

Leave the last column to fill out after returning to the room.

Another trip may be taken for the purpose of estimating diameters without measuring circumferences. Of course you will select trees



or poles which you have previously measured, and let them write their estimates as follows:

OBJECT	ESTIMATED DIAMETER	ESTIMATED CIRCUMFERENCE
Ash tree	40 inches	126 inches

After these lessons, the usual problems found in arithmetic may be given and it will be extremely gratifying to see how readily and intelligently the children handle them.—*Popular Educator*.

**A NOTE ON READING.**

In spite of constant pleas for better reading in schools, the opinion of the secondary-school teacher still seems to be, that while he must teach his boys to read aloud with intelligence and ease, he himself need aim at no higher standard, nor even reach the level he indicates to his classes. Writers of textbooks and articles in educational journals appear to strive in vain against this view; we need to convince the school world at large that boys do appreciate and do profit by beautiful and sympathetic reading. I have been allowed to reproduce the following incident — one of the most striking I have come across as yet — in the hope of making a few converts.

The facts are simple. I was present during part of a lesson on English Literature given recently in an elementary school, when a visitor — a total stranger to the boys — read to them some short extracts from English poetry. Towards the end of the afternoon the teacher, who had been interested in the reading and wanted to discover what the boys thought of it, asked them to write him a short criticism in their own words of the stranger's reading. As he was on good terms with the class, he had no difficulty in obtaining the kind of criticism he wanted — crude enough now and then, but wonderfully significant. I have the papers by me as I write, and quote impartially. The boys averaged slightly more than thirteen years of age.

Some of the remarks savour of the "composition" lesson, where the mysteries of punctuation have been taught with due solemnity: "I think he read very well because he stopped where the stops were put." Others are merely conventional. "Good because he puts stress on the right words." Others are brutally condemnatory: "Could not understand what he said. His voice was very low." But the bulk of the answers show a keen

appreciation of reading which, though not technically perfect, clearly contained the elements of good reading:

"What he was reading seemed as if it were really happening;" "When a sad piece came he made you feel sad, and when a glad piece came he made you feel as if you were there;" "He seemed to make you feel as though you could hear the wind moaning through the trees as he read it." "Anyone who was there was bound to listen. . . His tone really explained." "I imagined I could hear the wind whistling through the trees and see the moon rising." (A large number of papers contained words to this effect.) "He made it sound as if it was real, and I felt like as if I could hear a lot more." "He made every word understandable." "He seemed to roll it out." "One could understand every word he said; he seems to make his voice sing."

No alterations (beyond these last italics) have been made in the criticisms. If boys in an elementary school can say such things as these, surely we who receive boys of their age and keep them for five or six years can do things as yet scarcely dreamed of. But we shall never make anything of our pupils' reading until we ourselves learn the value of beautiful speech. Many of us, to quote once more from our boy critics, can be more or less "understandable," but O! to make our voices "sing!"—*The School World*.

**FACE THE SUN.**

No one has any more right to go about unhappy, than he has to go about ill-bred. He owes it to himself, to his friends, to society and to the community in general, to live up to his best, not only now and then, once or twice a year, or once in a season, but every day and every hour.

It is just as easy to go through life looking for the good and the beautiful instead of the ugly, for the noble instead of the dark and gloomy, the hopeful instead of the despairing, to see the bright side instead of the dark side. To set your face always towards the sunlight is just as easy as to always see the shadows; and it makes the difference in character between content and discontent, between happiness and misery, and in your life between prosperity and adversity, between success and failure.—*Philadelphia Evening Telegraph*.

## ARITHMETIC IN GRADE I.

BY A PRIMARY TEACHER.

In many children I have found a surprising slowness in grasping the relative values of the numbers from one to ten. During the first few weeks, there is great need of such questions as: Which is the most (not "greater") five or six; eight or seven. I purposely name the greater number sometimes first, sometimes last. Approaching the same idea in a different way, I ask: "What is one more than three; one more than seven." This may seem a waste of time at first, but you will be amply repaid later, if you try it.

If the child does not know the answer let him work out the fact with objects, but it must become a matter of memory before the teacher is satisfied.

Now what shall the bright pupils do while the plodders are still working at these "facts?" I have found colored pegs very useful. They act as an incentive to the slower children as well as giving work to those more advanced. I place a handful of pegs on each slate and the children sort them by color. Possibly there are more than ten of some color. If so the children put ten in one place and the rest in another. Whatever time is left they may always spend practising the figure called for by each group of pegs. I make it a rule that pegs must not be taken off the slate. This exercise is certain to show up any misunderstanding of the value of the digits.

To begin teaching the tables of addition I teach one fact in one lesson and if it is really accomplished I am content. I let the pupils handle the objects and count them over several times themselves. Two pegs and two pegs are four pegs. Then the same is told of apples, primers, potatoes, spools, etc. Finally, I draw out the abstract truth,  $2+2=4$ .

Don't be afraid to say "plus" and "equals." These children are still imbibing the English language.

By the way, for quiet objects, potatoes are better than anything else for number work, and can also be used for nature study both in spring and autumn.

Some teachers hold that all combinations of a number should be taught as,  $5+1=6$ ;  $4+2=6$ ;  $3+3=6$ . Others claim that the addition of a number to each other number, as,  $1+1$ ,  $2+1$ ,  $3+1$

etc., is of primary importance. To my mind neither is complete without the other, and it matters little which is presented first. By Christmas these facts should be mastered by the greater part of the class.

As the pupils gain this understanding they may work by themselves while the teacher devotes herself to those still groping in arithmetical darkness. For this slate work I wish to offer a device of my own contriving. I was greatly troubled over a growing disposition among the children, to refer to one another for answers or to compare results when the work was done. This could not be considered a sin in Grade I, yet if cultivated it would be a great evil in one or two years. The problem, then, was to root it out and establish other habits.

I gathered small cards with a blank side, unused concert tickets, small cards of advertisements, etc. On the backs of these I made sets of ten questions. Although the same questions appeared on different cards, no two cards were alike. There are only twenty-five combinations for the numbers from one to ten. This does not include the number itself plus nothing, which is in itself very important. These combinations give rise to three sets of questions:  $4+2=$ ;  $6+ =9$ ;  $+4=10$ . By the time the children work with these readily, the teaching of subtraction is practically accomplished. I teach no facts in subtraction, but require it as a deduction from the complementary addition  $4+ =9?$  then  $9-4= ?$  The child mind has learned to supply the 5. This is only a new way of writing it. Again, do not evade the word "minus."

To be continued.

## A LITTLE CHEERFUL GIRL.

Said a little miss,

"It is just like this --

When the winter winds are cold,

I read nice tales of summer vales,

Of barn-yard fowls and the milking pails,

And the sunshine bright as gold.

But in July,

If it's hot and dry,

And I musn't stir about,

I love to look at my Christmas book,

With snow on the earth in every nook,

While the children run and shout."

— From the June *St. Nicholas*.

## DEVICES FOR SPELLING.

Have you ever invented any devices to help you to spell correctly? How do you remember about "ie" and "ei," about "ary" and "ery," and where to use two "s's" or two "e's?" D. E. Yocum, of the University of Pennsylvania, and his post-graduate students have been questioning teachers about this, and have collected answers showing devices used by about two hundred persons. The answers are published by the *Teacher* of Philadelphia. We give a few of them.

1. "Familiar" lost its trouble for me when I noticed the "liar" in it.

2. I remember "stationary" by the "a" in "stand;" stationery" by the "e" in "pen;" "beach," a shore, and "beech tree" are remembered by the "ea" in "sea" and the "ee" in "tree."

4. "Principal" and "principle" are distinguished by associating the latter with its synonym "rule."

5. Philippine." Spell "Philip," then "pine."

6. "Grammar" has a rhyme:

"Two a's, two m's, two r's, one g,  
Put them together and spell it for me."

7. "Separate." Remember that the first and second vowels are not alike.

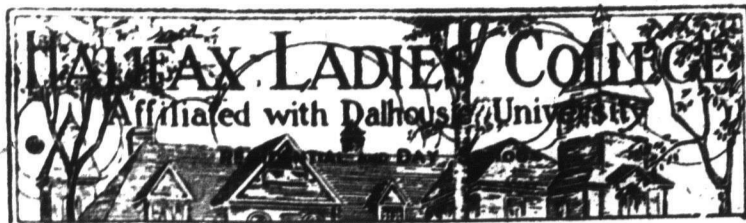
8. Three persons spell "business" correctly by remembering that it has "sin" in the middle of it.

9. Four say that "niece" comes to them correctly when they think of "nice niece."

10. The confusing "ie" and "ei" in words like "believe" and "receive" are simplified for fourteen teachers by the "li" and "ce" in the word "Alice."

The writer used to stumble at "oratorio" until she heard of the child who called it "o-rat-o-ri-o" with stress on the second and fourth syllables.

The best mnemonics are those we invent for ourselves, but simple ones like the foregoing may be successfully borrowed. Give one spelling period early in the year to find out what devices your pupils use in spelling, and stimulate them to find new ones for difficult words.



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"The boats are lifted a total distance of sixty-feet, the gates and capstans being operated entirely by hydraulic power. The time of lockage for boats is about twelve minutes, the actual time of the vertical lift being one and a half minutes."—Robert H. Moulton, in the *December St. Nicholas*.

## CURRENT EVENTS.

In German East Africa, while the British forces from the north have reached the central railway at several points, the Belgians have driven the Germans out of the northwest part of the territory and have taken Ujiji and the lake port near that place which is the western terminus of the railway. All that remains in German hands is a strip across the country from lake to sea, difficult of access and comparatively worthless; and they will probably not be left in possession of that much longer.

Gorizia, the Austrian town which has been taken by the Italians after a battle lasting three days, was thought to be the most strongly fortified place in any of the European war zones. Its fall opens up the way for the Italian armies to march upon Trieste.

The Turks have retaken from the Russians the town of Bitlis, near Lake Van, which is an unexpected show of strength in that region.

The number of men enlisted in Canada for service overseas is now over three hundred and fifty thousand.

Holland has refused the request of the German government that she would permit boats to carry munitions from German to Belgian territory through the Dutch canals.

The death of Sir Pierre A. Landry, Chief Justice of the King's Bench Division of the Supreme Court of New Brun-

wick, has removed one of our most prominent Acadians, and one who was deeply interested in the welfare of his own people and of all the people of the Atlantic Provinces. He was born in Dorchester in 1846, and was a descendant of Madame La Tour.

Two million Armenians have been massacred by the Turks since the beginning of the war. Not half that many survive.

The Duke of Connaught will soon leave Canada, and will be succeeded by the Duke of Devonshire as Governor-General. Before leaving, His Royal Highness will lay the corner stone of the new parliament building at Ottawa.

The danger of war between the United States and Mexico seems to be over for the present. An international commission will settle their differences.

A German submarine called the "Deutschland" arrived at Baltimore last month with a cargo of merchandise, chiefly drugs and dyes; and cleared with a return cargo of rubber and nickel. The United States authorities decided that she was entitled to the privileges of an ordinary merchantman. The British, if they get her, will treat her as a ship of war.

The schools in the city of New York will not be reopened for a month or more after the usual time of the close of the summer vacation, because of a serious epidemic among children. It is known, for want of a better name, as poliomyelitis. Physicians find it harder to deal with than the more familiar infectious diseases and it seems to be beyond control at present.

The close of the second year of the great war finds the Central Powers on the defensive on all the battle fronts, and we are encouraged to believe that the tide has turned, and that we shall hear of no more German victories. Two years ago, the Germans swept through Belgium and occupied the mining and manufacturing regions of the north of France. Though retarded by the unexpected strength of the Belgian resistance, and obliged to divert some of the forces to meet the equally unexpected movements of the Russian army invading East Prussia, yet the onward rush of their troops was rapid and terrific until it was checked by the battle of the Marne. Then came the attempt to reach Calais, which was stopped by the battle of Ypres; and after that the trench warfare by which the Germans have been able to hold the conquered territory until the present time. Meanwhile Russia, though defeated in East Prussia in the important battle of Tannenberg, and invaded in her turn, was able to overrun Galicia and threaten the plains of Hungary. Sending an army to aid the Austrians, Germany swiftly reconquered Galicia; and, just as the second year of the war began, Warsaw, the capital of Russian Poland, fell into German hands. But the great Russian retreat, with armies unbroken, ended in a victory as great as, though less striking than, that of the battle of the Marne, when at length the Germans had exhausted the force of their onset and their armies were held in check. In neither case had Germany succeeded in crushing her enemy or strengthening her own position in a military sense; though, no doubt, there were moral advantages in her territorial gains. Next, perhaps because of the swift triumph in Galicia, Bulgaria joined the Teutonic Allies, and Serbia and Montenegro were quickly subdued. This opened a line of communication between Germany and her Turkish Allies; but the army of French, British and Serbian troops at Saloniki may be expected to close this avenue at any time. Now the Franco-British advance in Picardy, which began a month ago, is at least keeping the Germans occupied on the western front; the battle of Verdun, if it has come to an end, has not ended in favor of the Germans, though it has cost them nearly half a million men; the Italian army, after having held back an Austrian army in the most difficult region in the world, is pushing forward and has taken the stronghold of Gorizia;

and the Russians are again driving the Austrians and Germans before them in Galicia, in what is, perhaps, the most important movement of the war.

In Asia, a Russian army under the Grand Duke Nicholas, within the last seven months, has taken all the fortified places in Armenia, and now threatens the railway which connects Constantinople with the southern provinces. Persia has formed a definite treaty of alliance with Great Britain and Russia; and a somewhat serious uprising in Arabia, under the leadership of the Grand Sheriff of Mecca, if it has not given us another new ally, has given the Turks another enemy.

### SCHOOL AND COLLEGE.

Mr. F. A. Hourihan, who has been principal of the Grammar School at Bathurst, N. B., for the past two years, has accepted the principalship of the Collegiate Institute of Neepawa, Manitoba. The Bathurst School Trustees upon releasing Mr. Hourihan from his duties expressed their high appreciation of his services. Mr. Hourihan has taught in New Brunswick for nine years.

Mr. Norman S. Fraser, principal of the Sussex, N. B., High School, has resigned his position to enlist for overseas service. At the closing of the High School in June, Mr. Fraser was presented with a wrist watch by the pupils and members of the staff.

Milltown, N. B., is organizing a Parent Teacher Association.

R. B. Emerson, Esq., has been re-appointed a member and chairman of the St. John Board of School Trustees.

On the staff of the Ladies' College at Mount Allison, Miss Ella Stanley, M. A. (Columbia University) has been appointed to succeed Miss Elva Machum, resigned, as instructor in French and English Composition. The vacancy made by the resignation of Miss Winifred Thomas has been filled by the appointment of Miss Leah Borden, B. A., Mount Allison, 1910. Miss Marion Ferguson, graduate of the Posse School of Physical Education, is to have charge of the gymnasium.

The Theological staff of Mount Allison is to be strengthened this year by the appointment of an additional professor. The Rev. John Line, M. A., B. D., University of Toronto, and late of the staff of that institution, will lecture on Homilies, Church Polity and other subjects.

The West continues to draw upon our supply of teachers. Miss McNally of Fredericton has been appointed organizer of Domestic Science work in Swift-Current, Sask., where her efficiency has been recognized. Miss McNally is known to prefer the Maritime Provinces and would return if sufficient inducement were offered.

Miss Hayward has been made organizer of Women's Institutes and Domestic Science in Claresholm, Alberta.

Miss Mary Spinney, vice-principal of the South End School, Yarmouth, N. S., has accepted a position on the teaching staff of Colchester Academy, Truro, N. S.

Mr. Ralph O. Pearson, of Melvern Square, Annapolis County, N. S., for two years principal of schools at Pugwash, has enlisted for overseas service.

The Winter Street School of St. John, N. B., is losing one of its most valued members. Miss Barlow, after years of

## PROVINCIAL EDUCATION ASSOCIATION

To be Held at the Nova Scotia Technical College, Halifax, Aug. 30th, 31st and Sept. 1st

## PROVISIONAL PROGRAMME

## Wednesday, August 30th.

- 9.00 a. m.—Registration.  
 10.00 a. m.—Opening Address by the President.  
 Address by R. V. Harris, Esq.—“The Utilization of the School for Social Purposes.”  
 Address by Principal Brunt—“Social and Civic Development through the School.” Discussion.  
 Choosing of Committees.  
 3.00 p. m.—Address by Principal Solon—“A Place for Hygiene in the High School Course.”  
 Address by Rev. Father McManus—“The Providing and Maintaining of Parental Interest in the School.” Discussion.

## Thursday, August 31st.

- 10.00 a. m.—Address by Inspector Robinson—“Shall High School Grades be allowed to attend Rural Schools?”  
 Address by Inspector Campbell—“Short Training Courses for Teachers.”  
 Discussion, led by Inspector Phelan.  
 3.00 p. m.—Provincial Teachers' Union, President Creelman.  
 4.00 p. m.—Election of Teachers' Representatives on Advisory Board.  
 Address by Professor DeWolfe—“Science in the Rural Schools.”

Address by J. E. Barteaux, Esq.—“Vocational Education.”  
 Discussion, led by Professor Moore.

- 8.00 p. m.—Public Meeting.  
 Addresses by President Boyle of King's, President Mackenzie of Dalhousie, Principal Sexton and other prominent men.

## Friday, September 1st.

- 10.00 a. m.—Address by Rev. Father O'Sullivan—“The Child's Voice and how it should be managed by the Teacher.”  
 Address by A. Roy Williams, Esq.—“On Teaching Music in the School.”  
 Discussion.  
 Address by Professor Bucknell—“How to teach History in Relation to the War.”  
 Address by E. W. Connolly, M. A.—“On Teaching Arithmetic.”

- 3.00 p. m.—Reports of Committees.  
 Discussion of General Matters of Educational Interest.  
 Election of Executive.

Attendance and registration will count as five teaching days for Nova Scotia teachers.

As it is probable that railways will give usual rates, those attending should ask for standard certificates when purchasing tickets.

Address correspondence to G. K. Butler, Acting Secretary, Halifax, N. S.

efficient service as head of the primary department, is resigning to be married. The REVIEW extends hearty good wishes to Miss Barlow. Miss Smith, of the same staff, has also resigned and Miss Gibson has received leave of absence for a year.

Miss Grace Tabor, who has been teaching in the Intermediate Department at Pugwash, will teach in Springhill. Miss Laura Matheson will continue in charge of the primary department for another year.

The REVIEW offers congratulations to Mr. L. A. d'Entremont, inspector of Acadian Schools, upon his marriage with Miss Anna Boudreau.

The prize offered by Dr. J. F. Worrell of St. Andrews, to the school children of Charlotte County, N. B., for the best essay on birds, was won by E. Eileen Wilson, aged 12, of the Mark Street School, St. Stephen, Miss Etta DeWolfe, teacher.

Miss Mary Allen of the Sussex, N. B. High School staff, will teach in Moncton, N. B., after the holidays.

More than one hundred and twenty New Brunswick teachers are taking advantage of the courses in Rural and Household Science offered at the Summer Rural Schools at Sussex and Woodstock, N. B. Many of these are working for the certificate which is awarded upon the satisfactory completion of the second year course. The instructors and lecturers at Sussex are: H. H. Hagerman, Soil, Physics and Chemistry.

William McIntosh, Animal Life and Nature Study.  
 J. E. McLarty, Plant Life, Experimental Plot Work.  
 F. Peacock, Farm Mechanics, Scale Drawing.  
 Miss Jean Peacock, Rural Domestic Science.

And at Woodstock, the instructors are: Soils, H. E. Bigelow, Ph. D.; animals, F. A. Dixon, M. A.; plants, A. M. McDermott, B. S. A.; manual training, R. H. Murray; domestic science, Mrs. Tye.

All the work is under the direction and supervision of R. P. Steeves, Esq., Director of Elementary Agricultural Education.

The Summer Rural Science School at Truro closed on August 10. The total enrolment was 190, of whom 65 were second year students and 8, graduates. The faculty consists of C. L. Moore, Biology; M. Cumming, Bacteriology; J. M. Trueman, Agriculture; P. J. Shaw, Horticulture; J. M. Scott, Chemistry; J. A. Benoit, Physics; E. C. Allen, Entomology; F. G. Matthews, Manual Training; H. W. Smith, Plant Diseases; L. A. DeWolfe, Botany.

## WITH THE MAGAZINES.

*St. Nicholas* for August has a charming story called “Merry's Case” telling how a bright unselfish girl with a practical mind cured a selfish invalid.

“The Camera Man” tells of wonderful feats of photography at the front in the war, and elsewhere. An expert writes instructions on “Lawn-tennis for Boys.” “On the Battle Front of Engineering” and the “Boy's Life of Mark Twain” are continued, and there is the usual complement of short stories and verses. This excellent magazine for young people holds its own.

In the midsummer fiction number of the *Century*, Phyllis Bottome, an English writer, begins a very good three part story called “The Dark Tower,” the scene of which is laid in England, then in Davos.

In “The Better Half of Russia” Mr. Richard Washburn Child gives us a glimpse of the place of the Russian women and their work during the war. “Glimpses of Serbia in Retreat” are given by an American, Mr. Fortier Jones, who took part in that tragic movement. The number contains other interesting articles and some good short stories. Very attractive are the photographs of “Figureheads of the Old Square-Riggers” some taken in Canadian Harbours.

## OFFICIAL NOTICE.

New Brunswick School Calendar.  
1916-1917.

## 1916. FIRST TERM.

- Aug. 28 — Public Schools open.  
 Sept. 4 — Labor Day (Public Holiday).  
 Sept. 5 — Normal School opens.  
       — Thanksgiving Day (Public Holiday).  
 Dec. 19 — Exams. for Class III License begins.  
 Dec. 22 — Normal and Public Schools close for Christmas Vacation.

## 1917. SECOND TERM.

- Jan. 8 — Normal and Public Schools re-open.  
 April 5 — Schools close for Easter Vacation.  
 April 11 — Schools re-open after Easter Vacation.  
 May 18 — Loyalist Day (Holiday for St. John City only).  
 May 22 — Exams. for Class III License begin.  
 May 23 — Empire Day.  
 May 24 — Victoria Day (Public Holiday).  
 May 24 — Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.  
 June 3 — King's Birthday observed (Public Holiday).  
 June 8 — Normal School Closing.  
 June 12 — Final Exams. for License begin.  
 June 18 — High School Entrance Exams. begin.  
 June 29 — Public Schools close for Term.

## No Summer Vacation!

will be given this year, but we will do our "bit" by fitting young men and women for the work that is waiting for them. Students can enter at any time. Send for Catalogue



S. KERR,  
Principal.

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