

**PAGES**

**MISSING**



# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## EDUCATIONAL REVIEW.

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

The REVIEW will not be issued in July. The August number will have a picture supplement.

The Chief Superintendent of Education for New Brunswick asks us to draw attention to the fact that the date of the Annual School Meeting this year is July 12th. Should that date not be convenient for some districts a subsequent date may be authorized upon application to the Inspector.

## TO OUR SUBSCRIBERS.

The May issue completed the twenty-eighth volume of the REVIEW. The editor wishes to thank the teachers of the Maritime Provinces, and other subscribers, for their liberal support, and to solicit their aid in extending the usefulness of the paper and making it an ideal educational journal. To this end not only the financial support of the subscribers is essential, but that spirit of interest so gratifyingly manifested by some few among our teachers, who have from time to time contributed valuable articles and have otherwise shown that they regard the REVIEW as "our own paper."

A word is necessary to two elements among our teachers. There are those who neglect to pay their subscriptions, and those who fail to send in their new addresses.

We must collect our subscriptions, or the REVIEW cannot thrive as our readers would wish to see it thrive. We are not supported by the government, as some subscribers seem to imagine, but by the aggregate of the individual dollars paid by those who subscribe.

Again, we must know where our subscribers are, and only they can tell us. It is not unusual for us to receive letters reading: "I have not been getting my paper for several months. Perhaps you are sending it to my old address," or, "I did not know you were sending the REVIEW. I have not been in \_\_\_\_\_ for months."

It is our practice, as stated on the first page of the paper, to continue sending the paper to the address last given, until we receive either a change of address or a request to discontinue. This custom has hitherto had the approval of our subscribers, and will be our policy until we have evidence that they desire the paper discontinued at the end of the subscription term.

To ensure a satisfactory start for next year, therefore, let us have prompt payment of subscriptions and prompt notification of change of address.



## EMPIRE DAY.

As was to be expected, the celebration of Empire Day in the schools this year surpassed in interest and enthusiasm anything of the kind done in former years.

The noticeable features in the arrangements were the increased number of meetings held in the open air, either in school grounds or public squares, and the number of public men who interested themselves in the proceedings and addressed the children.

In Halifax the most memorable celebration of Empire Day in the history of the city took place in the Arena, where upwards of 7000 school children gave expression to their loyalty and devotion to the British Empire in stirring patriotic songs and ballads. Inspiring addresses were given by the Chairman of the School Board, Alderman Finlay, Mayor Martin, Rev. Dr. Foley, Hon. A. K. Maclean, M. P., and by Rev. Professor J. W. Macmillan, D. D.

In Fredericton the principal event of the day was the great gathering which took place at Parliament Square in the open air in the afternoon. There upwards of 5,000 persons gathered, including over 1,500 pupils of the public schools and students of the Normal School, and listened to patriotic addresses, sang patriotic songs, and cheered every mention of the King, the flag or Canadian heroes now fighting on Europe's battlefields.

Lieut. Governor Wood presided, and Rev. Dr. G. M. Campbell, of Mount Allison University, was the orator.

In St. Stephen, N. B., the school children marched in procession through the streets before going to the school grounds for the Empire Day exercises. Happily, the prevailing fine weather made out-of-door celebrations feasible and it was possible for more people to enjoy them than could have met in the school buildings.

From all parts of the provinces come accounts of increased interest and more careful planning for the observance of this day which plays so large a part in training for patriotism.

Last month we gave prominence to a statement of the objects and methods of the League of the Empire. An important part of the work of this association is to link schools in different parts of the Empire by putting pupils in widely

separated schools into correspondence with each other on any subjects that may be of mutual advantage. In connection with this we notice the following report from the branch of the League at Sheffield, England, printed in the May number of the *Federal Magazine*:

Since the outbreak of the war we have made another attempt to get a response from our linked school at ———, New Brunswick; the girls writing to their "comrades" in ———, and showing their deep appreciation of the loyal and ungrudging support that Canada has given to the mother country.

Again on January 29, as a last attempt to gain their attention, a parcel of drawings and maps, executed by the boys and girls for exhibition last Empire Day, was despatched, and the "May Queen" of the school also wrote a letter to her "head girl comrade" describing our celebration of Empire Day. We have not yet, however, received any communication in return.

We print this in hopes that it may meet the eye of someone connected with the New Brunswick school referred to. We can hardly think that such interesting and friendly communications as were sent from Sheffield could be deliberately met with ungracious silence. It is possible that some mistake in addresses, or other reason for non-delivery, will be found to account for the apparent neglect. At this time, especially, such a correspondence should not be allowed to drop.

We have received the following acknowledgment of the receipt of the prize offered in the March REVIEW to the teacher sending us the best short account of how to celebrate Empire Day in an ungraded school.

BEDELL, N. B.,

May 11, 1915.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

I wish to thank you for the beautiful flag chart which I have received. I find it very useful and decorative. I am sure every teacher would find it a splendid addition to the school-room equipment. WILHELMINA HAYWARD.

TO CORRESPONDENTS.—We regret to say that three letters containing questions to be answered in the June REVIEW did not reach us until after the paper had gone to the printers. The questions will be answered in the August issue.



## HINTS FOR JUNE AND THE HOLIDAYS.

Mine are the longest days, the loveliest nights;  
The mower's scythe makes music to my ear;  
I am the mother of all dear delights;  
I am the fairest daughter of the year.

—Longfellow

June may bring us "more gems than the two that went before;" she certainly does not bring the anniversary of the birth of Robert Louis Stevenson, as the writer of these papers incorrectly and carelessly stated last month. Stevenson was born in November, as we must remember when that dull month comes round.

June has days of her own that deserve remembrance. First comes the King's birthday. King George has made known that on account of the war, he desires no special celebration this year, but there is no fear of the reason for a school holiday being forgotten.

St. John the Baptist, and St. Peter, whose days come on the 24th and 29th, respectively, were remembered by the pious French discoverers of our country who left the names of the saints in the regions they explored. It was on St. John's day, 1604, Champlain sailed into the river which ever since has born the name. Prince Edward Island was first called St. John's Island; and St. Peters in Cape Breton, and the island of St. Pierre recall the name of the great apostle. St. John Baptist's day is called Midsummer Day in England, and curious legends and custom cluster round Midsummer Eve. Readers of "Puck of Pooks' Hill" will remember how when Puck appeared to the children and Dan said, "We didn't expect anyone," Puck answered, "Then what on Human Earth made you act Midsummer Night's Dream three times over, on Midsummer Eve, in the middle of a Ring?"

June 11, is St. Barnabas Day, of which old rhymes say

and "Barnaby Bright,  
All day and no night."

"On Saint Barnabas  
Cut the first grass."

The story of St. Alban, the first Christian to be martyred on British soil, should be told in connection with the history of Roman Britain. When the Roman Emperors were persecuting the Christians, early in the fourth century, a Christian priest took refuge with Alban, who

was a heathen. The priest taught him, and he became a Christian. When the soldiers came to take the priest away and put him to death, Alban dressed the priest in his own clothes, and himself putting on the priest's cloak, gave himself up, so that the priest had time to escape. When Alban was brought before the judges, they tried him for sheltering a Christian, and when he declared, "I am a Christian," and refused to sacrifice to idols, they condemned him to death. He was beheaded on top of the hill where now stands the Abbey church of St. Alban's, overlooking the little town of the same name. St. Alban's day is the seventeenth of June.

Charles Kingsley was born on June 12. His "Water Babies" should be in every school library, and selections from the story of Tom's adventures are just the things to read aloud on a warm sleepy afternoon. The song that the brook sang, "Clear and Cool," and "The Lost Doll," are good poems for the children to learn.

June 18 is the centennial anniversary of the battle of Waterloo, and interesting comparisons can be made between the present war and the great struggle in which England was engaged in 1815. The magnificent description called, "Going Down with Victory," from DeQuincey's "English Mail Coach" is a historical picture that High School pupils would enjoy.

Lowell says, "In June 'tis good to lie beneath a tree," but the time for that does not come until after school closings, and June is a busy, hurried month for most teachers. "Hurry," says someone, "is an ungentle state, and leads to hasty words and actions that would have stained a calmer moment; and in the flurry which prevents all recollections, there will be many negligences." Especially in the schoolroom there is the temptation that comes with a sense of time wasted in the past, to try to hurry the children and visit our impatience on them. The "ungentle state" may often be avoided by forcing ourselves to take a quiet-half hour and writing down the things that must be done, calculating very carefully how long each will take, and assigning a certain time to each one. This may save marring the last days of school by irritability and impatience. Be resigned to giving up what cannot be done without too great a strain on nerves and temper.

And if you can see now how things might



have been done better, if in the last few weeks of school you are saying to yourself, "Oh, if I had only done or thought of this or that!" "This is what I ought to have done." "I see now how I might have managed that child," and so on, don't let your "hind sights" be lost. Make notes of them, no matter how hasty, so that they will call to your aid in August what you have learned in June, and so that next year will be the better for this year's mistakes.

A glance back over the school year and a little summing up of results by other means than set examinations, will be good for the children too. For morning talks, or for composition work, such questions as those might be put,— "What can you do now that you could not do last August? What can you do better than you could then? What do you know more about?" These questions may be more detailed. Lists may be made out of maps drawn or studied, of birds or plants observed, of songs and poems learned, and stories heard. Comparisons between the writing and drawing done in the autumn, and that done in June, ought to be encouraging. Gain in the formation of good habits, such as punctuality, neatness, politeness, may be tactfully suggested. Is your schoolroom a more attractive place, are your school grounds better cared for, than they were last year? With older pupils, has there been any rousing of fresh interests, any beginnings of plans for their future? What are they looking forward to doing next year? Some such considerations as these may help even the little ones to see that each year is meant to be a clearly marked step forward "in wisdom as in stature," to have a vital interest in their school life, to see the value of time, and to feel encouraged and hopeful.

Programmes for closing day will probably be well planned before these words are in print. But a plea must be made for a good choice of recitations, and the avoidance of what is cheap and vulgar.

Miss Lincoln's advice about leaving school, given in another column, is worthy close attention.

And what about the holidays? Have a definite plan for them, if possible. Remember that it is simple honesty to your school to have the holidays send you back fit for it, and so,

do not drift. If you plan to work, work; if to play, then play. If you go to one of the summer schools, where hard work is demanded, see to it that you have at least a week of real relaxation afterwards. It is a good plan to turn your mind entirely away from school and children and text-books for a time. I believe that a healthy mind often has, in holiday time, an instinctive revolt from its customary tasks. Do not be anxious if a wave of "hating school" comes over you. The liking and the desire to get back will come when you have had the necessary rest and change of thought. Have a change of scene, if possible. Be out of doors a great deal, and get plenty of exercise. Cultivate a hobby that has no direct bearing on your work. Read some good books, simply for your own pleasure, especially some good novels. Seek companionship among people who will help you to wider interests. Then, in the week before school begins, do some professional reading. Look over your summer school notes; or read some one book, such as "Everyday Pedagogy," that will send you back to school with fresh enthusiasm and new ideas.

**NATIONAL EDUCATION ASSOCIATION.  
World's Congress of Education.  
Oakland, 1915.**

Many teachers, attracted by the Panama-Pacific Exposition and the low railroad rates, will come to California this summer. They should so plan their itinerary that they may attend the conventions in Oakland from August 16th to 28th of the National Education Association and the International Congress of Education. These conventions, which undoubtedly will be the greatest educational meetings ever held, will assemble in Oakland's new Municipal Auditorium.

Oakland offers decided advantages as a place of headquarters not only for visiting teachers but for all tourists. Situated on the east shore of San Francisco bay, thirty minutes from San Francisco, and having the benefit of an average summer temperature of but sixty degrees, it has become a popular summer resort even for Californians because of its wonderful climate.

The cost of living has not been increased by the Exposition and good rooms may be secured for a dollar a day and upward, and at greatly reduced rates by the month.

Teachers interested in Summer School work will find exceptional opportunities for study at the University of California at Berkeley, which is but twenty-five minutes ride by electric car from the business centre of Oakland.



## NATURE WORK IN SCHOOLS.

L. A. DEWOLFE.

Nature articles are being published so often that one would think such topics were almost "second nature" to our school children. Nevertheless, very few teachers are making the proper use of them.

The formal nature lesson is scarcely necessary. The object is not to make scientists of our school children; but to make observers. Teach a child to enjoy the birds, the flowers and the insects. After that, he will teach himself. When the teacher has given her pupil the desire to know, her task is accomplished.

Occasionally, a teacher has more enthusiasm than good judgment; and, as a result, her class will have a positive dislike for nature work. She must learn to watch the effect of each lesson. Feed a natural appetite; but don't force it to the point of satiety.

Begin with the lower school grades. The first four grades are the most satisfactory ones for field observation. Young children have sharp eyes. To say they can ask questions that neither a scientist nor a philosopher can answer is putting it mildly. Encourage the questions. The answer may come sometime — from some unexpected source.

In case some teacher is struggling with this problem, I am enclosing extracts from one or two letters to show how other teachers are solving it. I also enclose two letters written by school children. These letters are, doubtless, compositions based on previous nature lessons or observations. If anyone knows a better way to teach English composition we should be glad to hear about it. Those who have not tried every day observations for composition topics, might get an idea from the following letters:

Last week we studied the robin. A few days before I told the pupils that I was going to have them write an essay on the robin on a certain day, and suggested that they find out all they could about it in the intervening time. I was surprised when the essays were written to find out that they knew so much about it. We had these read in school and one could get hints from the others. Then with a little alterations in some cases the descriptions were written in the nature booklets. I find these a great help in nature, English, writing, etc.

STELLA M. LOGAN.

I wonder if any of the Rural Science teachers are having "Bird Classes" this spring? My pupils are taking a great

interest in the birds. One of the citizens of the community has offered a prize for the best essays on birds. The pupils have handed in some excellent ones. We have organized a special class to continue for a few weeks, to study the birds in the early morning. Try it; you will be surprised to see how many of the pupils will assemble at 6 a. m. or 6.30 a. m. for a bird trip.

GERTRUDE M. CHASE.

## A Story of a Yellowbird.

Once a little yellow bird built a nest in a rosebush near a window. The people of the house watched the little bird with interest. The little bird had the nest almost done one night but in the morning the lady looked out and saw that the English sparrow had been there and torn it to pieces. She felt so badly for the little bird that she got some cloth and raveled it out and spread it on the bush. The little bird came back and worked very hard and had it finished again at night. It laid its eggs and the little birds grew and at last flew away. Anyone could go right up to the bush while the bird was there and it would not move. This is a true story.

DOROTHY MORRELL,

Age 12 years,

Brooklyn School.

Grade VI,

## Autobiography of a Spruce Tree.

I began as a little seed. I dropped off the mother tree in the autumn. In the spring I began to grow. I grew more and more every year until I was quite a size. Then I was taken up and transplanted in front of a house. Here I grew to be a big tree. When the visitors came they tied their horses to me. Their halters wore my bark, and this stopped my growth. A little while after that some boys came along and marked their initials on me, which stopped my growth some more. Still I kept on growing until I was a big log. My owner said he could get some money for me, so he cut me down and sent me to a saw mill, where I was sawed with some other spruce trees into lumber. We were then sent to South America and made into houses.

STANLEY MORRELL,

Age 11 years,

Brooklyn, Yarmouth Co.

Grade VI,

Point is given to Professor DeWolfe's advice and also to the suggestions in "With the Birds" by the news that several Scarlet Tanagers, rare visitors in New Brunswick, had been killed by thoughtless or ignorant boys.

The following comment from the *St. John Globe* of June 3 is most pertinent:

There never seems to be any excuse for the killing of a song bird, and now when a wider idea of the value of the birds from an economic point of view, if from no other, is supposed to form an elementary part of every child's education, the thoughtlessness that prompts the act is very hard to condone.



## WITH THE BIRDS.

"The trees are full of crimson buds  
And the woods are full of birds,  
And the waters flow to music  
Like a tune with pleasant words."

But what does it avail if our hearts are so full of other things that our eyes see not the color and our ears are closed to the music? I have so often heard people say, "I love birds, but few come around my home, and I have no opportunity of going afield to study them." But cannot one learn something of birds without taking this special time? I have discovered that to look for birds is to see them, or as one writer puts it, "You must have the bird in your heart before you can see it in the bush." I remember, one April morning a few years ago, watching a flock of juncos in the yard. When I discovered a number of redpolls among them I was delighted, but when I found two fox sparrows scratching among the leaves on the outside, I felt that I had indeed made a discovery. I had never identified a fox sparrow before.

I have noticed too that if you see a bird once, you are nearly certain to see it again and again. I have seen fox sparrows many times since; they come annually to a corner of my school-yard, scratch about among the leaves for a few days and allow us to observe them at our pleasure. If they came before that spring morning, I had never noticed them.

When walking along in the spring, a flutter in a hedge, a note from a tree above, a sound of rustling wings anywhere should cause the ears and eyes to attend.

I had read of the particular dislike of the kingbird for the crow; that he would drive crows from his neighbourhood with a great deal of vigour and clamour. The story seemed hardly credible. I had discovered that a pair of kingbirds nested yearly in an orchard near my home. One morning I was attracted to the door by an unusual noise, then my disbelief vanished. Two crows flew rapidly over my head uttering loud cries of distress, while one kingbird followed triumphantly in their wake.

Another day, lingering at the back of the school house, I was attracted by a little bird which I supposed was the chipping sparrow. It was early in the season and I had not yet seen a chipping sparrow. This little bird seemed shy, whereas "chippy" is such a friendly little fellow, and in other ways he seemed not to conform to

my mental picture of "chippy." Here was the chestnut crown, but it did not seem just right; where were the stripes on either side? Had I forgotten his appearance since last year? Then it dawned on me that I was beholding for the first time a tree sparrow.

A redstart visits a certain tree in front of our school-house each year. A black-and-white creeper appears somewhere between May 11th and May 14th creeping along the trunk of a tree across the road. A little brown creeper plays hide and seek on the trunk of a tree behind the school-house,—at least when we try to observe him on one side, he invariably seeks the other side of the tree trunk. A flock of palm warblers visits our school-yard each year and just now the tall trees in the yard are filled with myrtle warblers. They flit from tree to tree, and their song reaches us through the windows. The children near the windows can observe them as they work.

But why interest children in birds and nature? We wish to secure better bird protection. What better way to combat the boy's natural instinct to destroy, than to interest him in the living bird? Chapman says,—"Birds more than any other animals serve as bonds between man and nature."

The child is naturally curious about things—about anything that comes within his experience. He is interested in anything that his teacher is interested in; if his teacher likes wild flowers, he will go out of his way to find flowers for her; if his attention is directed to the budding of trees, he will bring her buds from so many different kinds of trees that her education in that line will grow apace; if she reads and tells him stories about birds, he will look for birds, and all the time he will be unconsciously storing up impressions of birds, trees and flowers upon which to draw in later life.

Little children are quick to see birds, but cannot at first be depended upon for accurate description, especially in the matter of color. They are, however, eager to describe what they have seen and with a little direction soon improve in their manner of expression. A junco is to many at first a small black bird with white tail feathers. They are easily led, however, to see that it is not black like a crow but nearly the color of their slates. A question or two as to the color of the bill and the number of white



tail feathers leads to a very creditable description.

A little girl of six gave me this description,—“This morning coming to school I saw a bird with a yellow breast, a yellow bill, a black head, and brown back, and a little white on its tail.” The yellow breast was misleading for a moment, but I felt she had given the robin most careful observation.

This description of a yellow warbler was given by a child in the first grade,—“Today I saw a yellow bird with its back not as yellow as the rest of it, its tail was dark and it had some stripes on its breast.”

Children have vivid imaginations, and I found that if I described a new bird they nearly all saw it before the next session, so it seemed better just to mention a new arrival in the neighbourhood and wait for the children's description.

Pictures of birds are useful as well as interesting to the children. A bird-book on the table is the subject of constant attention and never seems to lose its interest.

Tragedies sometimes occur in bird life and occasionally a dead bird is brought to the school-room. These may be mounted and kept if one cares to use the mounted specimens. A collection of nests is worth while. The children understand that birds rarely use the same nest a second season and in the fall after the leaves have fallen from the trees many specimens are found.

In the spring, after the first birds have returned, some morning when the children are restless, we open the windows, keep perfectly quiet, and listen for a bird note. In this way, we learn to distinguish some of the more common notes,—that of the robin, songsparrow, chick-a-dee, blackbird or chipping sparrow. In addition, it suggests to the child's mind the idea of listening to bird notes wherever heard.

Literature is full of references to bird life, and the children enjoy memorizing verses referring to bird life and short poems descriptive of the birds familiar to them.

John Burroughs says, “The purely educational value of nature study is in its power to add to our capacity of education—our love and enjoyment of all open-air objects. In this way it adds to the resources of life and arms a man against the ennui and vacuity that doth so easily beset us.”

### USEFUL BOOKS

Everyday Pedagogy, with special application to the Rural School: by Lillian I. Lincoln, Supervisor of Training in the State Normal School, Farmington, Maine. Ginn & Company, Boston, 310 pages, \$1.00.

This is a book which we have read with much more pleasure than is usually gained from a book on pedagogy. It is remarkably free from mere statements of theory, and from technical terms, and is evidently the work of a sensible and sympathetic teacher. To the young teacher thrown on her own resources in charge of an ungraded school, it should be like a wise friend at her elbow, who knows all her difficulties, and the best ways of meeting them.

Besides separate chapters on each of the regular subjects of the common school, the book has chapters on the beginning and closing of a term, on discipline, story telling, desk work, industrial work, and play. It deals with all these in a practical way, going well into details, and there is scarcely a page that may not be read with interest and profit. Full lists of books on the different topics are given, as well as valuable information about school apparatus, and suggestions for stories and poems. This table of contents differs little from those of other books on pedagogics. It is the manner of treatment that is distinctive, together with the application of the advice to the special needs of the rural school.

Particularly good, though all too short, is the chapter on “Morning Exercises” with its plea for ethical training. Too often advice on moral training is vaguely lofty. This writer insists on the need for regular and direct lessons and suggests methods of conducting them.

“Why,” she says, “should we expect to have to teach the children reading, languages, music, and work in every other line, and expect them to be born with a well developed moral nature?” Children will be interested in finding out why good habits are necessary; what, for example, are the advantages of punctuality, of politeness, or of work. They may give their opinions as to how honest or truthful one needs to be. Stories may be told of imaginary happenings, and the children be urged to argue on the side they believe to be right. Behaviour in the street or in public places forms an excellent topic. Children are often little savages because they do not think about it, not because they want to attract attention or to be bad.”

“No child should be able to say with truth, as an excuse for any bad habit, that he did not know it was wrong, and no teacher should through neglect in giving direct



moral lessons, cause herself to feel really responsible for the wrong doing of a child who has been under her charge."

There is a great temptation to linger over this wholesome, hopeful book, but we can only advise teachers to read it for themselves before they begin another year of work, and leave them with this one extract from the counsel on "going away."

"When the time comes for the term to end and for the teacher to depart, she should not hurry in doing so. It may be true that she is homesick. \* \* \* Her surroundings may not have been very congenial, she is undoubtedly tired, and she has probably done all that she will be paid for, yet in spite of all this, it is better to put things to rights without undue haste. It is not well for a teacher to close a term at three o'clock and take a four o'clock train, or, as sometimes happens, supposedly to close at four and take a three o'clock train. School should be ended with due decorum, with no signs of haste or neglect. Children are too easily taught the idea that the last of the term amounts to nothing. \* \* \* As the teacher has tried to make the school a home, so let her leave it as she would leave her own home when going away for a visit. Let her extend the idea to her boarding place and leave the room in good condition. Then when everything is right, she may go away with a light heart, a consciousness of duty done, a wholesome regret for whatsoever mistakes she may have made, and a new hope and determination for the future."

### Bible Selections for Opening Exercises.

1. Ecclesiastes, xii, 1-7, 13, 14. }
2. Proverbs, x, 22-32.
3. St. Luke, vi, 36-42.
4. I St. Peter, iii, 8-12.
5. Psalm, cvii, 1-9.
6. St. Matthew, ix, 27-35.
7. Job, xxviii, 20-28.
8. Proverbs, xvi, 16-24.
9. Acts, xii, 1-11.
10. St. Luke, xviii, 9-14.
11. St. Luke, xvii, 11-19.
12. St. John, iv, 46-54.
13. Proverbs, iii, 13-20.
14. Psalm xv.
15. Psalm, xix.

Yet on the nimble air benign  
Speed nimbler messages,  
That waft the breath of grace divine  
To hearts in sloth and ease.  
So nigh is grandeur to our dust,  
No near is God to man,  
When duty whispers low, *thou must*  
The youth replies, *I can.*

R. W. Emerson.

### SELECTIONS FOR JUNE.

#### THE NAUGHTY BOY.

There was a naughty boy,  
And a naughty boy was he,  
He ran away to Scotland  
The people for to see —

Then he found

That the ground

Was as hard,

That a yard

Was as long,

That a song

Was as merry,

That a cherry

Was as red,

That lead

Was as weighty,

That fourscore

Was as eighty,

That a door

Was as wooden

As in England —

So he stood in his shoes

And he wondered,

He wondered,

He stood in his shoes

And he wondered.

J. Keats.

#### CHEERFULNESS.

I've heard it said since I was born,  
That every rose must have its thorn,  
No matter where it grows,  
It may be so; I'll not deny,  
But this is quite as true, say I  
Each thorn, too, has its rose.

From the Children's Cameos.

#### SAY NOT THE STRUGGLE NAUGHT AVAILETH.

Say not the struggle naught availeth,  
The labor and the wounds are vain.  
The enemy faints not, nor faileth,  
And as things have been they remain.

If hopes were dupes, fears may be liars;  
It may be, in yon smoke concealed,  
Your comrades chase e'en now the fliers,  
And, but for you, possess the field.

For while the tired waves, vainly breaking,  
Seem here no painful inch to gain,  
Far back, through creeks, and inlets making,  
Comes silent, flooding in, the main.

And not by eastern windows only,  
When daylight comes, comes in the light,  
In front, the sun climbs slow, how slowly,  
But westward, look, the land is bright.

Arthur Hugh Clough



## WHY TIGERS CAN'T CLIMB.

This tale is of the Tiger and his Aunt who is the Cat;  
 They dwelt among the jungles in the shade of Ararat.  
 The Cat was very clever, but the Tiger he was slow;  
 He couldn't catch the Nilghau or the heavy Buffalo;  
 His claws were long and pointed, but his wit was short  
 and blunt;  
 He begged his wise Relation to instruct him how to hunt.  
 The Cat on velvet pattens stole along the quiet hill;  
 "Now this," she whispered, "Nephew, is the way to stalk  
 your kill."  
 The Cat drew up her haunches on the mossy forest couch,  
 "And this," she said, "my Nephew, is the proper way to  
 crouch."  
 She hurtled through the shadows like a missile from a  
 sling;  
 "And that, my loving Nephew, is the only way to spring!"  
 Oh, hungry was the Nephew, and the Aunt was sleek and  
 plump;  
 The Tiger at his Teacher made his first apprentice jump;  
 He did it very ably, but the Puss, more quick than he,  
 Escaped his clutching talons and ran up a cedar tree,  
 To purr upon the Snarler from the bough on which she sat,  
 "How glad I am, my Nephew, that I didn't teach you  
 that!"  
 And, since that curtailed lesson in the rudiments of crime,  
 No enterprising Tiger has discovered how to climb.

## THE MELANCHOLY FIG.

There was a pig that sat alone  
 Beside a ruined pump,  
 By day and night he made his moan;  
 It would have stirred a heart of stone  
 To see him ring his hoofs and groan,  
 Because he could not jump.

Lewis Carroll.

## A LITTLE GIRL'S WISH.

"Beside the door a maple tree  
 Stands up for all the world to see,  
 And through the branches all about,  
 The little birds hop in and out.

I've stood and watched beside the door,  
 Quite motionless, an hour or more;  
 But not a butterfly or bird  
 Lit on me, though I never stirred.

The maple does not seem to care  
 How many birds are singing there;  
 But, oh, how happy I should be  
 If they would sit and sing on me!"

Exchange.

Here are sweet peas on tiptoe for a flight,  
 With wings of gentle flush o'er delicate white,  
 And taper fingers catching at all things  
 To bind them all about with tiny rings.

Keats.

## THE EMPIRE BUILDERS.

BY MARGARET ELLIS LAWRENCE.

(A fantasy, adapted and arranged for school purposes.)

Characters:

*Peace*—A young girl, fair, with a white gown, over  
 which she wears a long dark cloak.

*Patriotism*—A young girl, tall, dark, dressed in red,  
 white and blue, and carrying flags—she must be very  
 bright and gay.

*A Boy Scout.*

*A Sailor Boy.*

*A Boy in Khaki.*

*A Red Cross Nurse.*

*Chorus of children carrying flags of the Empire and those  
 of the Allies.*

(The ingenuity of the teacher may introduce other  
 characters, songs, recitations, etc. Those may readily  
 be obtained).

*Peace enters walking slowly, and as though weary. Sits  
 down clasping her hands on top of her staff, and looks out,  
 saying sadly:*

Oh, will the time ever come, I wonder,  
 When war and the terrors of war shall cease,  
 When no more shall be rolling the cannon's thunder—  
 Silence, blessed silence of peace?  
 When armies no more are by bullets riven,  
 And prisoners all shall receive release;  
 And we see, flung aloft to the cloudless heaven,  
 Floating fair, the banner of peace?

As she ends the sound of music is heard and the children  
 all enter led by Patriotism and singing very spiritedly,  
 "We'll Never Let the Old Flag Fall." Peace must bury  
 her head in her hands, but as the little play goes on, she  
 must gradually become more and more interested.

After the song, Patriotism says:

"Oh, I am the patriot spirit!  
 My heart for my country beats true.  
 My ancestors' love I inherit  
 For the glorious red, white and blue!

Accepting each patriot's ovation,  
 May the country we love ever stand;  
 Hurrah for the flag of our nation!  
 And may God bless our dear native land."

Children all sing, forming half circle about Patriotism with  
 Peace outside of it, "O Canada" or, "The Maple Leaf  
 Forever." When singing the children must not wave their  
 flags, but stand with them "at attention." After this,  
 the children all say together very distinctly, holding aloft  
 the flag carried, "I pledge my allegiance to my flag and  
 to the country for which it stands, one nation indivisible,  
 with liberty and justice for all."

Then the soldier boy steps forward with the sailor on  
 one side and the Boy Scout on the other, and recites  
 (or if they care to sing, all sing:

## THE UNION JACK.

Oh flag of a mighty Empire!  
 Oh banner of the free!  
 Old Union Jack, you nothing lack  
 To bind our hearts to thee.



Your red, the blood of heroes;  
On many a hard-won field  
A nation's pride, they fought and died  
They died, but would not yield.

Your white, the motive pure and just,  
True greatness, goodness is;  
Our God will fight but for the right  
The victory is His.

Your blue, the loyal hearts and true —  
The hearts that know no fear,  
For Britain's name and Britain's fame  
They count their lives not dear.

Oh flag of the clustered crosses!  
Oh banner of the free!  
Old Union Jack, you nothing lack  
To bind our hearts to thee."—*Emma Veasey.*

*Patriotism* (coming forward after they have finished):

"Well said, ye champions of the red!  
And you, of white so pure!  
Well said, ye champions of the blue  
That ever will endure!  
For courage made the red, you see,  
And purity the white:  
'Twas truth that made the azure  
That gleams so shining bright.

And mark you! as in times gone by  
It is the same today,  
You make or mar your country's flag  
In all you do and say.  
So search the Holy Word of God,  
For they alone can make the flag  
Who in God's law abide.  
Then let me hear what each can do,  
Remembering, ere you boast,  
'Tis those who serve the Lord the best  
Who serve their country most."

Boy Scout steps forward and says, "I can help the making of my Empire by remembering the pledge of the boy scout. (repeats): On my honor I will do my best:—

1. To do my duty to God and my country and to obey the scout law.
2. To help others at all times.
3. To keep myself physically strong, mentally awake, and morally straight.

Sailor Boy steps forward and says: "I can help the making of my Empire by remembering always that England expects every man to do his duty." Recites the last verse (or the whole) of "The Hour" (in the Canadian club programme for Empire Day).

Girl with Red Cross steps forward and says: "I can help the making of my Empire by being merciful:

The heart with mercy all aglow  
The speedy way will wing,  
And on the needy help bestow  
That will sweet comfort bring.

And when all mortal pleasures fade  
This heavenly joy will live  
The joy of giving others aid, because we love to give."

Boy with Belgian flag steps forward, takes girl with Serbian flag by the hand, and says: "I can help the making of my Empire by never coveting my neighbor's property, by remembering that right is might. (recites):

#### THE LITTLE PEOPLE.

By Blanche Weitbree.

The little peaceful people were working in the sun,  
For summer time was waning and the harvest had begun.

The crops were full and golden, the arching sky was clear;  
The little peaceful people found life and living dear.

The little friendly people went out to cut their grain.  
And, singing, in the evening sought their cottages again.  
Another good day ended, another sun was red;  
The little friendly people kissed and laughed and went to bed.

The little quiet people rose up before the day,  
A-whispering together while yet the dawn was gray;

The little anxious people met together in the street,  
For they heard a sound of cannon, and the ring of tramping feet.

The little valiant people, they buckled on their swords,  
To meet unflinching, breast to breast, the foe's advancing hordes;

Unnumbered hordes descending like dead leaves before a blast.

The little dauntless people rose up and held them fast.

The little angry people saw the city gates give way;  
Spent and panting in their anguish they had not strength to pray.

Their swords were growing heavy, for the day was almost done;  
The little tired people fell sadly, one by one.

The little conquered people lie asleep in ravaged lands.  
But a dreadful power is vested in shattered, pulseless hands,  
For justice over Belgium is keeping watch and ward,  
And the little murdered people wait the vengeance of the Lord.

Children come forward two by two, each holding up a flag, and say in turn:

*First two* — We can help the making of our Empire by remembering the Sabbath Day to keep it holy.

*Second two* — We can help, etc., by honouring our father and our mother that our days may be long in the land that the Lord God gave to us.

*Third two* — We can help, etc., by being pure in heart.



Boy with Russian flag comes forward and recites (or the children all sing), the Russian national anthem.

*Fourth two* — We can help, etc., by being truthful.

Boy with French flag steps forward and all sing the Marseillaise.

Girl with British flag steps forward and others cluster about her as she recites three verses of:

THE EMPIRE'S FLAG.

It's only an old bit of bunting —  
It's only an old colored rag —  
Yet thousands have died for its honor,  
And shed their best blood for the flag.

We hoist it to show our devotion  
To our King, to our country and laws;  
It's the outward but visible emblem  
Of advancement and liberty cause.

You may call it a small bit of bunting,  
You may say it's an old colored rag,  
But freedom has made it majestic  
And time has ennobled the flag.

*Fifth two* — We can help, etc., by never taking the name of the Lord in vain.

*Sixth two* — Praise the Lord all ye nations. Praise Him all ye people. For His merciful kindness is great towards us and the truth of the Lord endureth forever.

Boy with Canadian flag comes forward and says: "I can help the making of my Empire by loving the Lord my God with all my heart and with all my soul and with all my mind and by loving my neighbor as myself." (recites):

CANADIANS ALL.

Over the seas they come  
From alien shores  
Passing an endless throng  
Through Canada's doors;  
Teuton, and Celt, and Slav  
Latin, and Greek,  
Urged by one impulse strong,  
One goal they seek.

Strain of the Motherland,  
Welding the throng —  
Sons of the sea-girt isles  
Stout-hearted and strong;  
Some mystic charm there lies  
In Canada's call;  
Lo! a few fleeting years  
Canadians all.

Challenge of mountains vast,  
The cataracts leap,  
Thunder of ocean's voice,  
Deep calling deep;  
The lure of vast prairies —  
Insistent they call  
And lo! a few fleeting years,  
Canadians all!

Oh cataract, thunder  
Your message again!  
Ye deep-rolling rivers,  
Take up the refrain!  
This, this is the message,  
Hark ye to the call,  
"For God and for Canada,  
Canadians all."

*Emma Veazey.*

Patriotism steps forward. Peace arises and stands with her cloak thrown back, while children sing Kipling's, "The Children's Song." "Land of Our Birth We Pledge to Thee." (Or Patriotism may recite the poem, the children all joining in the last verse).

Then as the last verse is reached Patriotism steps forward and draws Peace into the centre of the group with herself. Patriotism then says:

O God, the strength of those who war  
The hope of those who wait,  
Be with our sons gone forth to fight  
And those who keep the agate.

*Soldier Boy* —

We draw the sword to keep our troth  
Free from dishonour's stain,  
Make strong our hands to shield the weak  
And their just cause maintain.

*Patriotism* —

Give to our hosts in battle's hour  
Firm hearts and courage high;  
Thy comfort give to those who fall;  
Thy peace to those who die.

*Red Cross Girl* —

Breathe on our land the spirit calm  
Which faith in right bestows.  
And in the hours of dark suspense  
A faith which stronger grows.

*Patriotism* —

In Thee alone we place our hope  
Thou Keeper of the just  
And Thou through fight and fire and fears  
Will justify our trust.

Patriotism steps forward with Peace, children form half circle at back with flags waving — and with Soldier, Boy Scout, Red Cross Girl, allied flags, kneeling at either side, and hand in hand with Peace. Patriotism says:

The ways are wonderful, O God  
Who maketh wars to cease  
O let this be the final war  
That ushers in *Thy* peace.  
God Save the King.

Hurt no living thing,  
Ladybird or butterfly  
Nor moth with dusty wing,  
Nor cricket chirping cheerily  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

*C. G. Rossetti*



## COLLEGE CONVOCATIONS.

## University of New Brunswick

The closing week of the college year 1914-15 at the University of New Brunswick was opened by the preaching of the baccalaureate sermon to the Class of 1915, by Bishop Richardson, at Christ Church Cathedral, on the morning of Sunday, May 9th. On Wednesday, May 12th, the annual meetings of the Alumni and Alumnae Societies were held, and Thursday, May 13th, was the day of the *Encoenia*.

The exercises were more impressive than usual owing to the presence of the war in all thoughts. Of the graduating class, eight members, in England with the Canadian Expeditionary Force, received the degree of B. A. *in absentia*. A cablegram was sent to the Chancellor by these young men, wishing success in life to their classmates. Nearly all the addresses delivered contained some reference to the war, and telegrams expressing appreciation of the loyalty of the undergraduates who have gone on active service were received from the Hon. J. D. Hazen, and from Rev. Canon Montgomery of Calgary.

Thirty-five degrees were conferred. In the graduating class, eight students graduated in arts, fifteen in civil engineering, four in forestry, and two in electrical engineering. Three higher degrees were granted. Rev. Ralph L. Sherman and Mr. J. T. Hebert received the degree of M. A. and Mr. Henry F. Morrissey that of M.Sc.

Hon. Bonar Law, leader of His Majesty's opposition in the House of Commons, Hon. George J. Clarke, Premier of New Brunswick, and Sir Frederic Williams-Taylor, General Manager of the Bank of Montreal in Canada, were given the honorary degree of LL. D., and Miss Ella Thorne, teacher of English in the Fredericton High School, was granted the honorary degree of M. A. for distinguished services in Education.

The Douglas gold medal was won by Mr. George J. Marr; the Alumni gold medal by Mr. Dyson W. Wallace; the Montgomery Campbell prize for classics by Mr. Hugh C. Titus. The Brydone-Jack scholarship was awarded to Mr. Adrian Gilbert, and the Ketchum medal for highest standing in fourth year civil engineering, to Mr. Earle D. Oulton. Mr. W. Arnold Mersereau took the prize offered by the city of

Fredericton, and Miss Isabel St. John Bliss won the Alumnae Society's prize. Miss F. Louise Scott was given the William Crockett memorial prize, and Mr. Alonzo R. Stiles the prize presented by Mr. J. T. Jennings.

The address in Praise of the Founders was delivered by Dr. W. C. Keirstead, Professor of Economics and Philosophy, who gave an interesting sketch of the early history of the University and showed how the University had striven to carry out the ideals of her Loyalist founders. Rev. Ralph L. Sherman gave the Alumni Oration, his theme being "Some aspects of modern thought." The address to the graduating class was made by Sir Frederic Williams-Taylor, who in a forceful and stimulating speech pointed out some of the principal "rocks, shoals, currents and lighthouses" in the chart of life which experience had given him, and in his conclusion urged upon the class to consider their primary duty to their King and country at this crisis. The valedictory, including the class history, was delivered by Mr. Ewart C. Atkinson of Fredericton.

When the university opens next autumn, the Freshman class will enter without undergoing any form of initiation, and the Chancellor hopes that the elimination of this custom in 1915, is a step towards its final abolition.

King's College *Encoenia*.

The Baccalaureate Sermon of King's College was preached in the Hensley Memorial Chapel on Sunday, May 22nd, by Rev. W. S. H. Morris, Rector of Middleton.

On Monday evening, May 3rd, the Haliburton Club met in Convocation Hall. The annual meeting of the Alumni was held on Wednesday, May 5th, and the meeting of the Alexandra Society on the same day. The reports of both societies showed that excellent work for the college had been done during the year. At the meeting of the Board of Governors, the Rev. T. W. Powell, retiring President, read a full and interesting report of the work of the past year, and in his words of farewell thanked the governors for the support they had given him. A resolution expressing regret at Dr. Powell's resignation and an appreciation of his services was passed by a standing vote.



On Thursday the closing exercises, conferring of degrees, etc., concluded Encænica week.

The Encænica sermon by the president, Rev. Canon Powell, had for its subject "Guard the Deposit," taken from Timothy 20th, "Keep that which is committed to thy trust." The sermon was in the nature of a farewell, accompanied with an earnest exhortation to all Churchmen and students, to guard well their heritage, the Church of England and King's College.

The meeting of Convocation for the conferring of degrees took place at two o'clock. The Chancellor, Sir Charles Townshend, presided. The candidates for honorary degrees were presented by the public orator, Rev. R. D. Bambrick. The honorary D. C. L. was conferred on the Rev. C. F. Wiggins, of Sackville, N. B., Dr. C. F. Fraser, head of the School for the Blind; the Hon. John B. M. Baxter, Attorney-General of New Brunswick; J. Roy Campbell, the Secretary-Treasurer of the St. John Law School; V. E. Harris, Secretary-Treasurer of the Diocese of Nova Scotia, and the Secretary of the Board of Governors of the College; Very Rev. J. P. D. Llwyd, Dean of All Saints Cathedral, and J. Walter Allison, Esq.

Degree of M. A.—Rev. E. B. Spurr, B. A.; Rev. Stephen Jeffrey, B. A.; Rev. Geo. H. Harrison, B. A.

The Degree of B. A. (ad eundem).—Rev. C. W. Neish (Dal.); Rev. H. T. Montgomery (U. N. B.); Rev. W. W. Judd (Tor.); A. A. Sturley, Esq. (Oxon.); Rev. C. W. B. Haslam (Man.) *in absentia*; Rev. Wilfrid Clarke (Dur.) *in absentia*.

The Degree of M. A.—Rev. C. W. Neish, Rev. H. T. Montgomery, Rev. W. W. Judd, A. A. Sturley, Esq.; Rev. C. W. B. Haslam (*in absentia*); Rev. Wilfrid Clarke (*in absentia*).

The Degree of B. A.—Sidney E. Smith, Cuthbert A. Simpson, William A. Lauther, R. Lyall Reeves, Frank C. McLeod, L. Roland Bent, Miss Helen C. Powell, Miss Effie I. Yeamans, George E. E. Harley, Andrew C. Morris (*in absentia*).

The Degree of B. C. L.—Roy Ashton Davidson, B. A., James Bernard Dever, Patrick Elmer McLaughlin, William Russell Scott, James Jardine Stothart, William Harold Teed (B. A.)

The following University announcements were then made by the Treasurer:

The Governor-General's Medal — C. A. Simpson, B. A.; S. E. Smith, B. A. equal.

The Bishop Binney Prize — W. G. Ernst.

The Almon Welsford Testimonial — F. C. Powell.

The President's Prizes for Reading and Elocution — 1st, E. Jukes; 2nd, D. M. Wiswell, B. A.

The Judge McDonald Prizes for General Biblical Knowledge — C. A. Simpson, B. A.; D. M. Wiswell, B. A.

The Wallace Greek Testament Prize — D. M. Wiswell, B. A.

The McCrawley Hebrew Prize — D. M. Wiswell, B. A.

The Binney Exhibition — E. Jukes, L. B. Florence.

Oratorical Medals — 1st, M. P. Maxwell, B. A.; 2nd, H. T. Pimm.

A pleasing feature was the presentation by the students of an address and picture of King's College to President Powell. The address was admirably read by D. M. Wiswell, B. A.

The Valedictory on behalf of the students was then read by R. Lyall Reeves, B. A. In the course of it he gracefully said farewell to the faculty, fellow-students and the good people of Windsor. The Alumni oration by Ven. Archdeacon Draper was an interesting discussion of the subject of success.

Judge Forbes, on behalf of the Associated Alumni, unveiled an excellent portrait of the late Dr. Trenaman, for thirty years President of the Alumni.

Short but effective addresses were then given by Dean Llwyd, Attorney-General Baxter, Dr. C. F. Fraser, after which the meeting closed with the National Anthem.

No appointment to the Presidency of King's College has yet been made. Dr. Willetts has been appointed Acting-President. The Board of Governors has offered a professorship in Divinity to the Rev. W. S. H. Morris, M. A. rector of Middleton. Mr. C. A. Simpson, B. A., has been appointed a tutor in classics.

#### Mount Allison.

The closing exercises at Mount Allison took place on Tuesday, May 25th. An exhibition of military drill was given in the morning; in the afternoon the Alumni and Alumnae Societies



held their annual meetings, and the University Convocation was held in Fawcett Memorial Hall at eight o'clock.

Dr. Borden gave a most encouraging report of the financial position. There has been a large increase during the last four years in the amount paid in salaries, and for the first time in twenty-six years, the University has a balance in hand. The year has been a satisfactory one as regards attendance and work, the engineering class being the largest in the history of the institution. The music at Mount Allison is always of a high order, and the musical programme tendered was delightful. The valedictory for the class of 1915 was delivered by Mr. W. Fraser Munro, of Pictou, N. S. Mr. Edgar Hewson, B. A., L.L. B., President of the Alumni Society, gave an address on behalf of that organization, inviting the graduates to join it and thus show and maintain their interest in the University. Rev. J. W. Graham, D. D., L.L. D., of Toronto, eloquently spoke of the value of Education.

The degrees were conferred by the President, Dr. B. C. Borden. Twenty-one graduates received the degree of B. A.; five received the M. A. degree. The degree of L.L. D. was granted to the Rev. S. D. Chown, D. D., and the Rev. J. W. Graham, D. D., both of Toronto. Certificates in Applied Science were given to thirteen students. Eleven received certificates in Theology.

The prize list was as follows:

#### ARTS FACULTY.

Sheffield Bursary — Mathematics: Highest standing in course, value \$60. Divided between A. S. Windsor and Malcolm Hollett.

Alumni Scholarship — Highest average in course: W. F. Munro, Pictou.

M. H. Sinnott Memorial Bursary — \$30, third year English: M. E. Lingley, St. John, N. B. \$30, Freshman English: F. Gordon Green, St. John, N. B.

R. S. Pridham Essay Prize — Value \$12: G. S. Helps, Bath, England.

Sophomore English — Temple Edition Shakespeares: Jean Kennedy, Sussex, N. B.

Fred. Tyler Scholarships — Two highest averages in the Freshman year, \$60 each: R. Palmer, Gagetown, N. B.; Helen Plummer, Hartland, N. B.

#### THEOLOGY FACULTY.

Highest average Senior Year — R. L. Norsworthy, England.

Highest average Systematic Theology — H. T. Jones, England.

Highest average Church History — G. S. Helps, England.

Highest average First Year Hebrew — J. C. Elliott, Newfoundland.

English Bible — 1, R. L. Norsworthy; 2, R. Smart; 3, H. T. Smith.

C. H. Paisley Bursary — N. T. Greek: R. L. Norsworthy.

Rebecca A. Starr Bursary — Highest average Second Year: Robert Smart, England.

H. C. Lawrence Bursary — Highest average First Year: Eli Anthony, Newfoundland.

B. Heartz Bursary — Highest standing Science: S. J. Boyce.

#### ENGINEERING DEPARTMENT.

S. M. Brookfield Bursary — Highest aggregate Second Year Course: 1, Howard Fellows, Stellarton, N. S.; 2, Colin Gray, Yarmouth, N. S.; R. Elderkin, Weymouth, N. S.

Descriptive Geometry — John Hensley, Summerside, P. E. I.

Shopwork — Ralph Phalen, Stellarton, N. S.

Physics — Murray Kinsman.

Chemistry — Norman Wetmore.

#### Acadia

Baccalaureate Sunday at Acadia was the twenty-third of May. The sermon this year was preached by the President, Dr. George B. Cutten, and the address before the Y. M. C. A. was delivered by one of the many Nova Scotians Acadia has contributed to the pulpit of the United States, Rev. A. A. Shaw, of Brooklyn, N. Y.

The attendance at the Institutions in Wolfville has been somewhat affected in the year just gone by the great European war. And the work has been rendered more difficult by the ever pressing question of enlistment and the ceaseless anxiety as to how it was faring with the Allies. Nor were there quite as many visitors as usual at this commencement. Nevertheless the interest in the closing exercises was not one whit abated. The number of graduates



from the Boys' School, the Ladies' Seminary, and the College was about the same as usual. From the College thirty-five received the B. A. degree; ten the M. A. in course; one the B. Th., and four obtained engineering certificates. Of Honorary degrees two men were granted the D. D., Rev. A. B. Cohoe, of Halifax, and Rev. A. A. Shaw, of Brooklyn. Two were honored with a D. C. L., Mr. John Y. Payzant, of Halifax, President of the Bank of Nova Scotia, and Mr. George E. Croscup, of New York City. To Mr. Charles H. Harrington, of Sydney, was given the Honorary M. A. The degree of L.L.D. was conferred upon the President of the University, Dr. George B. Cutten. Dr. J. Y. Payzant presented to the College a beautiful and expensive Cabinet containing ambrotypes of the members of his class, the class of 1860, and enlarged copies of these, together with an excellent picture of Dr. Cramp, who was the President at that time. Of this class, which numbered eleven, only three are living, viz., Dr. Payzant himself, Dr. R. V. Jones, of Wolfville, so long on the Faculty of Acadia, and Dr. Silas Alward, of St. John.

Shortly after the beginning of the College year just finished two new and commodious buildings were opened for use, a residence for college women and another for college men. The exercises for Commencement day included the dedication of Emerson Memorial Library, with an address by Mr. Charles H. Gould, B. A., Librarian of McGill University. In February last the Academy Home for boys was totally destroyed by fire, but through the liberality of Mr. Rayner, of Prince Edward Island, and Mr. D. C. Clark, of St. John, a new and better Academy residence has already been begun with a view to its occupancy next autumn. Acadia is certainly much blessed in the readiness with which friends come forward to aid her in time of need.

At the graduating exercises of the Seminary a fine address was delivered by Dr. C. A. Eaton, of New York City, a graduate of Acadia, which sounded a patriotic note that elicited the cheers of the great audience. And it assured the hearers anew of the sympathy existing among our neighbors across the border for Canada in her heroic stand with the Allies in the terrible struggle now going on. It is sincerely hoped

that when our colleges again open for another year's activity this war may be a thing of the past and the world may be left the richer for the important lessons it has learned at such tremendous cost.

R. Y. E.

#### Dalhousie.

The class of 1915 graduating from Dalhousie University in Arts and Science, held the closing exercises at the School for the Blind on Thursday evening, May 6.

As in all the colleges of the Empire, the predominating thought was that of the great war, and the part taken by members of the University in defence of their country. Twelve members of the class were absent on this service, but present in the hearts of their classmates, and fitting reference was made to them in the speeches.

The class history, read by Mr. Charles McInnes, of Calgary, was original and witty. Mr. McInnes is a graduate of the School for the Blind, and one of the most able and brilliant students of the University. He read his address from Braille card. The valedictory, delivered by Mr. A. A. Zinck, of East Chester, sounded a deeper note than is usual in such addresses, and was a strong and impressive plea for purity and honor in public life, higher standards of citizenship and truer patriotism. The duty of service was also urged by Professor J. E. Todd, who made a touching reference to the two students, Mr. John McLean and Miss Ray Churchill, who had died during the year. The class criticism was written by Mr. E. C. Whyte, and in his absence on active service, was read by Mr. Howard Dawson.

The convocation met in the new library building at Studley, on Friday, May 7. Thirty-eight degrees of B. A. were conferred; three of B. Sc., twenty of B. C. L.; eleven of M. S.; two of D. D. S. Four ladies received their M. A. degree.

The New Brunswick Normal School closed on Friday, June 4th, with exercises in the Assembly Hall. Principal Bridges stated that 357 students had been in attendance during the year. The silver medal in class A 1 was presented to Elmer E. Close of Upper Keswick, and the bronze medal to Mary S. Grant of Southampton. The valedictory was read by Mr. Walter W. Murray of St. Stephen.



## CURRENT EVENTS.

The great war is growing greater — greater in its horrors, in its terrors, in its violence and in its area — and the end seems farther off than ever. To sum up in a few words the events of May and their results is quite impossible. The news of the day is more than usually contradictory and misleading; and many things have occurred the meaning of which is not yet understood.

There has been little change in the position of the lines in France and Flanders, where the Allies, at great cost, have been able to hold back the German armies, or, for the most part, to regain any territory which they have lost. In some places where they have made slight gains, they have been able to hold their new ground. What success the Germans have achieved in Flanders within the last month has been won by the use of the poisonous gas, or gases, which they have introduced as a means of attack. Many of the men affected by gas die in the trenches; many more die in the hospitals, after living in the greatest agony for days; some who live through it will be permanently injured.

The Canadians on the battle front have suffered terribly during the month. They are now all together, under General Alderson, holding their own part of the line, and doing their work as well as any of the trained troops of the British Expeditionary Force.

On the eastern front, the German and Austrian armies have driven the Russians from the Carpathians, and recaptured the fortress of Przemyśl; and are now advancing upon Lemberg, the capture of which would virtually put them in possession of the whole of Galicia. The Russians have been obliged to fall back for want of ammunition.

It has long been expected that Italy would enter the war on the side of the Allies if she found that her help were needed. In the meantime her fleet and army were fully prepared for action. On the twenty-fourth of May, too late to save the Russians from severe defeat, but not too late, we may hope, to affect the final result, Italy declared war and sent an army into Austrian territory near the head of the Gulf of Trieste, and into the mountain regions on the west side of the Austrian Tyrol. Both districts are inhabited chiefly by Italian speaking people who have not been well treated by their Austrian rulers, and therefore welcome the Italians as liberators. Austrian and German troops are hastening to meet the Italians, but no great battle has yet been fought.

The troops from Australia and New Zealand are making slow but steady progress on the Gallipoli Peninsula, and have gained an important position about four miles from the tip of the peninsula. Three more British battleships were lost in May in supporting these troops, which makes a total of six battleships of the Allies lost in the attempt to force the Dardanelles.

Though the Canadian contingents in the British forces form the largest army that ever crossed the Atlantic, and though the British army in Flanders is the largest that ever crossed the channel, they are together very small and insignificant as compared with the immense armies of France and Russia; yet, for the want of munitions of war, these great armies are to-day unable to defeat the well prepared armies of the central empires. The war is to be won by the workmen in the factories and chiefly by the men in the British workshops if the Allies are to win. The British Government has been reorganized to meet this situation by inviting men of all parties to form a national cabinet; and Mr. Lloyd-George, former Chancellor of the Exchequer, has been appointed to the new office of Minister of Munitions. The new Minister has stated that we are fighting three enemies, Germany, Austria and Drink; and so far as he can see the greatest of these deadly foes is Drink. This refers to the fact that the output of the factories is greatly hampered by drunkenness among the workmen; and it is to be expected that Britain will follow the example of Russia and France by restricting the sale of intoxicating liquors for the sake of efficiency.

Since the Germans began their submarine warfare upon merchant ships and fishing vessels, in January last, there have been less than a hundred vessels sunk in that way, and about one-fifth of these were neutral vessels. Like the attacks by airships, by which a few persons lost their lives, and some little damage to property was caused, these submarine attacks were regarded as but instances of the German policy of frightfulness, of little effect as war measures. When, however, on the seventh of May, the great passenger steamer "Lusitania" was sunk, with the loss of more than a thousand lives, and when it was learned that this was done deliberately, and hailed with satisfaction by the German people, the whole world outside of Germany regarded it as wholesale murder. Several of the neutral nations, including United States of America, protested because some of their citizens were thus murdered; and it is not improbable that the incident will be the direct cause of bringing one or more of these nations into the war.

A new instrument now in use in England sends telegrams by a keyboard like that of a typewriter, and the message is received in typewritten characters at the distant end of the wire. In the London Office of the Central Telegraph, women typists are employed in place of men telegraphists who are now at the front.

It is estimated that by the first of July the number of officers and men sent overseas by the Canadian Government will reach approximately seventy thousand. More than five hundred nurses also have gone. It is said that the Canadian share of the expenses of the war is nearly a million dollars a day.



## SCHOOL AND COLLEGE.

The closing exercises of Mount St. Bernard College, at Antigonish, took place on May 11th. This institution is affiliated with St. Francis Xavier's University, and the degree of B. A. was conferred upon Miss Anna Beatrice Murphy of Norton, N. B. and Miss Mary Janet Chisholm of Antigonish.

Mr. J. Logan Trask, vice-principal of the Sydney, C. B. Academy, graduated a few days ago from Potomac University, Washington, U. S. A., with the degree of B. A. To obtain this degree he has studied two years with the above university and three years with Queens University, Kingston, Ontario.—*Yarmouth Herald*.

At the convocation of Pine Hill College, Halifax, on April 25, the degree of D. D. was conferred upon Rev. George S. Carson, B. A., editor of the *Presbyterian Witness*.

Mr. B. I. Rayner of Alberton, P. E. I., has given \$16,000 towards the rebuilding of the residence for students at Acadia Collegiate Academy. The new building, which will be called the B. I. Rayner Hall, is to be of stone, and will accommodate eighty students. One room is to be occupied rent free by two worthy and needy students to be nominated by the principal or by Mr. Rayner.

The town of Windsor, N. S., is working energetically in the home garden movement, a committee of citizens co-operating with a committee from the High School. Seeds are to be furnished to every school boy or girl who applies for them, the gardens are to be inspected during the summer, and at the end of the summer there will be an exhibition of flowers and vegetables, with prizes for the best exhibits.

St. John, N. B., has 180 schools with 7,767 pupils enrolled.

Miss Rena Donahoe, formerly teacher at Central Kingsclear, N. B., has entered the novitiate of the Sisters of Charity, St. Vincent's Convent, in St. John.

Mr. Robert Newton, director of agricultural schools in New Brunswick, has been granted leave of absence. Mr. Newton is gazetted a provisional lieutenant in the 10th Field Battery, and will take a course at Kingston to be in readiness for service with the Canadian Expeditionary Force.

Mr. Hubert Vickery of Yarmouth, N. S., who took his B. Sc. degree at Dalhousie University, had been appointed science master in the new Bloomfield High School, in Halifax.

Inspector A. J. Brooks has been granted a year's leave of absence by the New Brunswick Board of Education. Mr. Brooks has enlisted for overseas service. His place will be filled by Mr. F. A. Dixon, who has been acting in place of Inspector Meagher. The latter will resume his duties in the counties of Carleton and Victoria, in September.

The Women's Canadian Club, of St. John, with the approval of the Chief Superintendent and the Board of Education, sent out to all the schools in New Brunswick, a suggested programme for Empire Day celebration.

The Board of Trade of St. John, N. B., has appointed a committee to consult with the school trustees and

business men of the city with the object of securing opinions on establishing a commercial High School.

Mr. J. T. Hebert, the present teacher of French and Science in the Fredericton High School, has resigned, and will study law at the Harvard Law School.

About a thousand school children took part in the Loyalist Day (May 18th) celebration in St. John, under the auspices of the Women's Canadian Club.

Mr. H. H. Stuart of Newcastle, N. B., principal of the Douglastown Superior School, has been elected alderman of Newcastle, by a very large vote.

Miss Rosalie Waterman, a graduate of the St. John High School, has taken the Henry Chapman gold medal at McGill University, with first class honors in classics. Miss Waterman also had the honor of reading the valedictory for Royal Victoria College.

The Y. M. C. A. of St. John are offering free swimming lessons to all boys and men. Dr. Bridges, superintendent of city schools, is encouraging the school boys to take advantage of this offer, and twelve enrolled themselves for the first lesson.

At the New Brunswick Normal School, on May 7th, special emphasis was given to the observance of Arbor Day. The exercises were planned to give practical suggestions to the students that they may carry into effect in the schools in which they teach. Arbor Day lessons were given in the Model School, as examples, and a short programme of songs and readings, concluding with an address by the Chief Superintendent of Education, was carried out in the assembly hall. Practical demonstrations in the planting in the school grounds were given by Mr. F. A. Good, assisted by the young men of the school.

Arbor Day work was done in different parts of the Maritime Provinces. In Amherst, N.S., each school department furnished a tree, and over forty trees were set out in school grounds.

We regret to record the death of Sister St. Bridget, the Superior of Stella Maries Convent, Pictou, N. S., which took place recently at Chatham, N. B.

The Teachers' Institutes of St. John and Charlotte Counties, N. B., will unite in a meeting at St. Stephen, on Thursday, September 30th, and Friday, October 1st.

It was a fitting and graceful act of the University of New Brunswick to recognize the valuable services of Miss Ella J. Thorne in the work of education by conferring upon her the degree of M. A. The REVIEW would add its congratulations to those of Miss Thorne's many friends.

The Rural Science School at Truro, N. S. will open July 7th.

Two men of whom Nova Scotia is justly proud have received the order of C. M. G. among the Kings' birthday honors in recognition of their distinguished services to Education. Sir Daniel Gordon, Principal and Vice Chancellor of Queens University, is a native of Pictou, and Sir Frederick Fraser, Superintendent of the Halifax School for the Blind, was born in Windsor, N. S.



## RECENT BOOKS.

Vocational Mathematics, from the pen of Mr. Wm. H. Dooley, Principal of the Technical High School, Fall River, Mass. is a practical work dealing with those branches of mathematics especially required by students who are seeking to fit themselves to meet the requirements of trade and industry. It supplements the usual school course, and takes up the required work in a very plain and concise manner. The purpose of the work is to put the subject matter in an easily understood and readily accessible form. The discussion of theory has been largely avoided, only sufficient theory being included to make an understanding of the subject possible. Many teachers of mathematics would find this book of value as a reference text, as it deals with subjects of practical value in such a manner as to make it helpful in teaching arithmetic and algebra, so that they may be more readily applied to the problems of those engaged in the skilled trades. The work on formulae is especially commendable. [D. C. Heath & Co., Boston, New York, Chicago.]

*Exercises in Word Formation and Derivation*, by Frank Ritchie, M. A., is a capital little book of its kind, furnishing what teachers so often want, abundant material for written work in spelling and elementary composition. There are lists of words whose derivation or connections are to be shown, practice exercises in prefixes and affixes, and some interesting work provided in explaining common phrases, such as "to come to the hammer," "all his geese are swans," "Brother Jonathan," "to run amuck," [George Allen & Co, Ltd. 55 pages. 9d].

Vocational education is beginning to be widely talked of in Canada, but it is not easy to find the facts about it collected in convenient space. Dr. Joseph S. Taylor, District Superintendent of Schools, New York, has written a *Handbook of Vocational Education* that is both interesting and practical. Speaking of the too common disparagement of our school systems by superficial critics, Dr. Taylor says: "We do not need a new curriculum for existing schools, although the curriculum needs revision from time to time to keep the school abreast of scientific discovery and responsive to economic and social changes. What we do need is a new system of schools to supplement the work of the present system and to serve as a connecting link between education and industry. There is no sense in berating our schools for not teaching vocations. They were never expected to do so. Separate schools are needed for special education, and as fast as possible these are being organized. The elementary school can do little more than teach the tools of knowledge. Some pre-vocational instruction may be offered by the regular school; but actual vocational training for young people already employed will be offered in separate day or evening schools."

The book has chapters on industrial education in Europe, Industrial vs. Manual training, the intermediate school, continuation schools, the training of vocational teachers, vocational guidance, apprenticeship and compulsory education, suggestions for discussion and investigation, a

bibliography, and an appendix containing miscellaneous information bearing on the main topic. [The MacMillan Co., of Canada. 225 pages. \$1.00].

The war is quickening in most people the sense of personal responsibility and the desire to be useful to others. A timely little book is *I Serve, a handbook of personal service*, written by George H. Green, with a preface by the Hon. Mrs. Alfred Lyttleton. The object of the book is to lead boys and girls to take an interest in social conditions and problems, and to see their personal responsibility in connection with these. The conditions and problems are chiefly those of the United Kingdom, but we recommend the book to any teacher who wants to get for himself and to give his pupils an outlook into the social world and an awakening of the social conscience. It is an excellent handbook for young peoples' club, suggesting topics for profitable readings and debates. *e. g.* What does the state receive in exchange for its help of education? What reasons are there for limiting the liberty of a criminal? of a child? Severe punishment does not prevent crime. Only the helpless have rights, others have duties. What are the principal objections to loafing? [Adam & Charles Black, London. The MacMillan Co., of Canada, Toronto. 132 pages. 50 cents].

An attractive little collection of English poems is found in the *Greyfriar Book of English Verse*, arranged by Guy Kendall, M. A., for the use of lower forms in the famous school of Charterhouse. In the preface, the head master says: "It is always worth while to learn a good poem by heart. The original effort may be painful, and much of what is learnt may be soon forgotten; but some echoes of music or rhythm, some ideas suggested, always remain as a permanent possession." Besides the better known poems common to most of such collections, this one has extracts from William Morris and Walt Whitman. [Longman's, Green & Co. 170 pages. 60 cents net].

The latest issue of Black's *Travel Pictures* is a set of forty-eight pictures, half of which are in colour, of the British Empire. We have recommended this series before, and this issue is especially valuable as assistance in giving glimpses of the other parts of the Empire. 'A. & C. Black. 10d'.

## WITH THE MAGAZINES.

Something new and rather thought-compelling in current discussions of the war is a serious discussion of the question "Will Western Civilization Survive?" which is the leading article in *The Living Age* for May 1. It derives special interest from the fact that it is reprinted from the *Hindustan Review*, and is written by a Hindu, Mr. Pramatha Nath Bose.

"Big States and Small Nations" is the subject of a timely article which opens *The Living Age* for May 8. The article is reprinted from *The Fortnightly Review*, and the writer is J. A. R. Marriot.

J. O. P. Bland's keen article on "Self-Appointed Statesmen," which made so much stir when it appeared in *The*



*Nineteenth Century and After* that a part of it was cabled to this country, is reprinted in full in *The Living Age* for May 8.

*The Living Age* is reprinting from *Blackwood's* the war sketches called "The First Hundred Thousand" which describe vividly and with humor the training experiences of English recruits. The latest instalment appears in *The Living Age* for May 29.

"A Sketch of the Russian Soldier," by N. Jarintzoff, which *The Living Age* for May 15 reprints from *The Contemporary Review*, gives some very real glimpses of a fighting type that has won the world's admiration as he has made his way over high mountains and fought steadily through deep snows in the eastern theatre of the great war.

A number of strong features are found in *The Canadian Magazine* for June. "The fear of Russia," by Professor A. W. Crawford, shows that after the war we have more to hope for from Russia than we could have from Germany. Professor R. A. Macnaughten gives an interesting personal reminiscence of Admiral Jellicoe, and Professor D. Fraser Harris outlines the influence that Italy has laid on British life and thought. John Lewis reviews the famous trial of the Hon. George Brown for contempt of court. Mr. Newton MacTavish contributes a character sketch of George Ham, the "most popular man in the Dominion." There are six excellent short stories.

#### N. B. OFFICIAL NOTICES.

The following is a summary of the changes in the School Law of the Province made at the last session of the Legislature:

"In any school district in which it has not been found possible to secure an acting school board, or to provide school privileges, the Inspector of the inspectorial district in which such school district is situate is hereby authorized to exercise any and all powers and to perform any and all duties vested in a Board of School Trustees by this Chapter."

"The school district may elect annually, and provide for the payment of the expenses of one or more representatives of the district to County or Provincial teachers, or trustees' institutes; in cities and incorporated towns such delegates may be appointed annually and their expenses provided for by the trustees at any regular monthly meeting."

All plans for new school buildings must have the approval of the Inspector.

Hereafter, whenever possible, school grounds shall not be less than one acre in extent.

The inspector may in his discretion audit the accounts of any school district not being a city or incorporated town.

Attention is directed to the N. B. School Calendar for 1915-16, published in this issue of the EDUCATIONAL REVIEW.

W. S. CARTER,  
Chief Superintendent Education.

Education Office, May 22, 1915.



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### New Brunswick School Calendar, 1915-1916

#### 1915. FIRST TERM.

- July 1st.—Dominion Day (Public Holiday).
- July 6th.—Departmental Examinations begin.
- July 12th.—Date of Annual School Meeting.
- Aug. 4th.—Opening of French Department of Normal School.
- Aug. 26th.—Public Schools open.
- Sept. 1st.—Normal School opens.
- Sept. 6th.—Labor Day (Public Holiday).
- Thanksgiving Day (Public Holiday).
- Dec. 14th.—Examinations for Class III License begin.
- Dec. 17th.—Normal and Public Schools close for Christmas Vacation.
1916. SECOND TERM.
- Jan. 3rd.—Normal and Public Schools open.
- Apr. 20th.—Schools close for Easter Vacation.]
- Apr. 26th.—Schools re-open after Easter Vacation.
- May 18th.—Loyalist Day (Holiday for St. John City only).
- May 23rd.—Empire Day.
- May 23rd.—Examinations for Class III License begin.
- May 24th.—Victoria Day (Public Holiday).
- May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- June 3rd.—King's Birthday observed (Public Holiday).
- June 9th.—Normal School Closing.
- June 13th.—Final Examinations for License begin.
- June 19th.—High School Entrance Examinations begin.
- June 30th.—Public Schools close for the term.

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### OFFICIAL NOTICE.

There will be a course of Physical Drill given at Fredericton this year, beginning July 13 next. There will be no bonus on account of the war. The course for Cadet Corps will not be given this year.

W. S. CARTER,

Chief Superintendent of Education.  
Fredericton, N. B.,



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