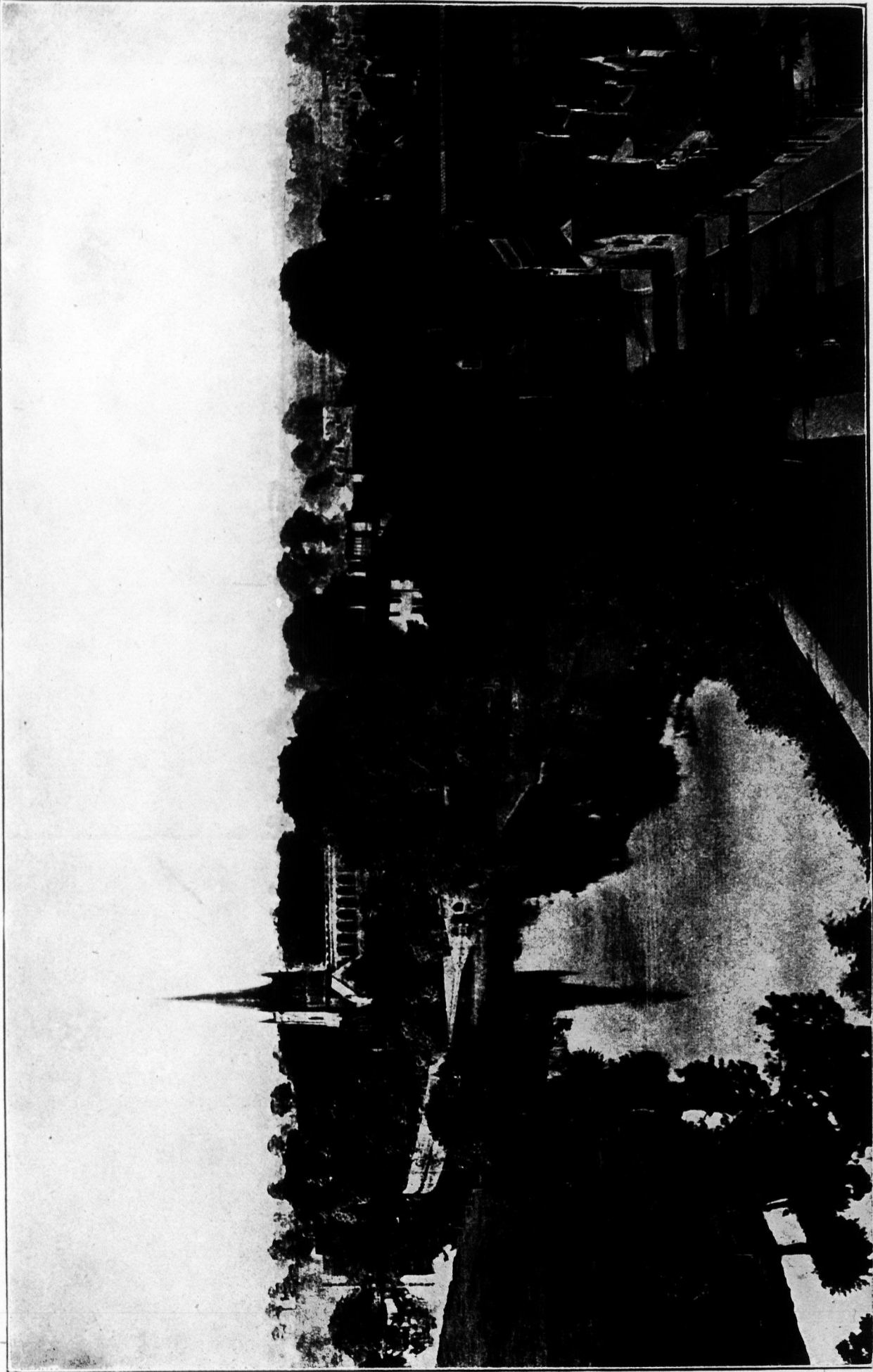


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VIEW OF STRATFORD-ON-AVON



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

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

THE REVIEW wishes its readers everywhere a
Prosperous and Happy New Year.

Our Supplement this month contains a view
of one of the most historic spots of historic England
—the home of Shakespeare.

The new Manual of School Law for Nova Scotia,
which has been for some time in preparation,
has been issued. See announcement on another
page.

The Canadian Forestry Convention will be
held in Ottawa, February 7 and 8. It is expected
that the Premier and leader of the Opposition
will be present and give addresses. On the day
following the close of this meeting the Canadian
Seed Growers' Convention will be held.

The readers of the St. John Globe—and they
are scattered everywhere throughout the Atlantic
Provinces and through Canada—have risen to
congratulate its editor, the Honorable John V.
Ellis, on the completion of fifty years of editorial
service. Service of the kind rendered by Senator
Ellis has its rewards—in the appreciation of
thousands of steady readers, in whose homes the
Globe has been a household word for more than
half a century; in the warm approbation of men
who respect expressions of honest opinion and
reward those who write them by a seat in Parlia-
ment or other mark of confidence. Sometimes
the reward has been of a different character, as
some of the older readers of the REVIEW may
remember, when the editor of the Globe was
imprisoned for his opinions.

The edition of the Globe for December 13 was
made up of fifty pages, containing articles on the
past and present, of the greatest interest to its
many readers. Congratulations from far and near
have poured in upon Mr. Ellis, who is believed
to be the oldest daily newspaper editor in America
in regard to continuous service.

The Canadian Almanac for 1912 is at hand.
It would be difficult to find a publication contain-
ing more information useful to all classes of busi-
ness and professional people than this almanac,
which has now reached its sixty-fifth year of
publication. It is published by Copp, Clark &
Company, Toronto.

Answer to puzzle by Alfred Macdonald in Decem-
ber REVIEW—INDEPENDENT.



Inspiring Address.

Dr. G. R. Parkin, C. M. G., recently gave an address on True Imperialism before the Royal Colonial Institute in London, a body of earnest workers, whose aim is to strengthen the bonds of Imperial unity. Dr. Parkin's address, which is reported in full in *United Empire*, the journal of the Institute, is a clear and vigorous statement of the principles of true Imperialism, expressed with that hopefulness of conviction which has always been an inspiration to Dr. Parkin's hearers. The meeting was presided over by Field-Marshal Earl Roberts, and among the audience were some of the most brilliant advocates of Imperialism in England, and at least one, from Canada, Mrs. Clare Fitz-Gibbon, of Toronto, a niece of the late Sir John A. Macdonald, who spoke with much grace and tact on the progress of the movement and of Dr. Parkin's share in it.

Dr. Parkin carried his audience back to the early days of Confederation in Canada, when as a student he had come to Oxford from, as the *Times* recently called it, "that land of high Imperial sentiment, the Eastern Provinces of Canada;" when with his youthful enthusiasm stirred he had dreamed those dreams which are now finding fulfilment. It would be impossible in the limited space at our command to deal adequately with the points of Dr. Parkin's eloquent address or summarise his arguments. His reference to Canada, however, must be quoted in full.

Take first the case of Canada, that country which so many of us passionately love; which has just given such a decisive proof that no temptation of apparent material interest will divert her from the main stream of the nation's life, which is marching on through a career of internal prosperity and progress which commands the attention of the world, and has approached more nearly than any of the Dominions to what I have called the stage of national consciousness.

With every increase of internal prosperity has come a widening of external responsibility. The commerce of Canada is flooding the north Atlantic with fleets of steamships which multiply every year—on the Pacific these lines are running to Japan and China; others go to New Zealand, Australia and the western coast of North and South America—all sure to be largely added to with the opening of the Panama Canal. She has lines running to the West Indies and South Africa. Only the other day the Canadian Pacific announced a new line from Eastern Canada to India direct. Canadian business men have immense business interests in Mexico, in Cuba, in South America. It is a world connection. Is it possible, under such circumstances, to conceive Canada resigning the right she now enjoys under the Empire's flag of using British ports and having the protection of the Empire's Navy?

Is it possible to conceive her unwilling to share the expense of that protection? Can she do this without a full share in the councils of the nation? National interest or national honour makes impossible either one of these alternatives.

The true Canadian of to-day must be a true Imperialist, if he weighs for a moment his country's relation to the world.

"Hands Across the Sea."

To visit England when the whole country is like a garden and when a trip across the Atlantic is robbed of more than half the terrors it has in the more inclement season is surely an attractive prospect. Now for the opportunity. Arrangements for the third annual visit of Canadian teachers to the Old Country, under the auspices of the government of the Dominion and the Education department of the Province of Manitoba are now being made, and teachers from the far west and the Atlantic provinces may be included, if they wish, and if application be made in time.

The party will leave Montreal about July 6th by the Allan R. M. "Virginian" all the intermediate accommodation on which has been reserved. The visiting teachers will arrive in England in time for the first Imperial Conference of Teachers, to be held in London from July 16 to 22, at which it is expected that a large number of teachers from all parts of the Empire will be present. The return trip will be made by the steamer "Corsican," which leaves England August 24. The cost of the trip will be about \$200; or from Halifax, \$195; Montreal, \$170; from St. John or Fredericton, \$187.50. This will cover all for steamer and railway fares and gratuities thereon, and for hotels. While the actual cost may be slightly under the above figures, it is possible that each member of the proposed party will be asked to deposit about \$200, any unused balance being returned at the end of the tour.

The official programme embraces a month's stay in London, including three or four days at Oxford. Visits will also be made to Winchester, Aldershot (for the military review and manoeuvres), Greenwich, St. Albans, Hampton Court, Windsor, and other places. Small parties can be made up to visit places not in the itinerary. On no account will teachers be left to their own resources unless they wish to have the last two weeks for their own private arrangements. Thus a week could be spent on the continent and the remainder in Ireland or Scotland.

If any teachers are thinking of this trip—and it furnishes a rare opportunity of making a trip to the Old Land under exceptionally favorable circumstances—they would do well to ask for further information from the honorary organizing secretary, Fred J. Ney, Department of Education, Winnipeg.

Botany For Public Schools.—VI.

L. A. DEWOLFE.

I am writing this number Saturday, December 23rd. The rain is falling in torrents. At this moment, many a teacher is driving home to spend the Christmas vacation. In spite of the rain, citizens are finishing their Christmas shopping. Merchants feel that Fate is unkind; for the storm prevents some customers from reaching them.

But what is the significance of this rain botanically? This afternoon I shall don my raincoat and enjoy a trip to the woods. There, I shall find the Mosses and Lichens apparently glorying in the abundant supply of water. When dry or frozen, a mossy bank is not particularly beautiful or interesting. But what a transformation when the life of this bank is revived during a good rain!

The student or teacher who is unacquainted with our common mosses has missed fully one-half of the botanical joy that is due her. For, in this country, the flowering plants claim our attention not more than six months of each year; whereas, if mosses and lichens are added, we have something of interest throughout the year.

To describe all the mosses here that one can see on any trip to the woods, is, perhaps, out of place. However, I shall venture to mention a few of them by *common name*, hoping someone will become interested, and pursue the study farther. Any teacher, by collecting a dozen specimens and sending them to someone for identification, could soon make a good beginning. Mosses and lichens are easily collected and easily preserved. Therefore, a school collection is within the reach of all.

It is frequently urged that plant names and plant collections have little educational value. But one must begin somewhere; and I find that the student who can name a plant when it is presented, feels an acquaintance that can be established in no other way.

In naming a few common mosses, I shall dismiss the Hair-cap at once. It is described in all our botanical text-books. To these, therefore, let me refer the reader. It may be wise to say, however, that we have three or four quite common species of the Hair-cap (*Polytrichum*.) Pronounced pol-it-ri-kum, with the accent on the second syllable.

Growing abundantly in bunches four to eight inches in diameter are several species of Broom Moss (*Dicranum*.) They grow in more or less dry situations. Frequently they are on stones or on old logs. They are of a bright green color;

and are, in most cases, easily recognized from the fact that the leaves all point to one side—as if a strong wind had blown them in that direction. In shape, they resemble a counter brush. This gave them their common name.

Another moss that grows in round tufts is the White Moss (*Leucobryum*.) It is easily distinguished from all others, however, by the compactness of its growth. Someone has well likened these tufts to pin-cushions. The moss is a pale whitish green on the outside. The inner part of the tuft, however, is decidedly grayish-white, owing to absence of light. The whole tuft becomes whitish on drying.

Not very different in appearance from the broom moss is the Apple Moss. It is more delicate than either the Hair-cap or the Broom Moss. Moreover, its leaves are not turned one way as in the latter. I have always found it on wet rocky cliffs. Where a brook flows through a rocky gorge would be a good place to look for it. When not in fruit, it is hard to recognize; but can be known at a glance when in fruit. As everyone has noticed, most mosses bear their spores in somewhat cylindrical or ovoid capsules or cases. The Hair-cap bears somewhat cubical capsules. But the Apple Moss bears spherical capsules—somewhat apple-shaped—hence its name.

Wherever one finds patches of ground recently burned, there one is almost sure to find the Purple-fruited Moss. Looking through a mass of it towards the sunlight, the purple tinge is quite evident. Under other conditions, wine-color possibly describes it better.

The mosses thus far described grow without branching, or with very little branching. Very different in appearance are those which branch profusely. Among the latter group we find those that cover the ground more densely over greater areas. Some of this group, however, grow in small patches.

Perhaps the commonest of all wood-land mosses is Schreber's Moss—named in honor of a man of that name. The moss is a hard one to describe. It will be sufficient to say, however, that any moss in spruce woods that covers an area of ten feet or more each way is likely to be Schreber's (*Hypnum Schreberi*.)

More showy, but covering smaller areas, are the two Fern Mosses—the Mountain Fern Moss and the Delicate Fern Moss. Their name suggests their appearance. The former has the peculiar

habit of sending out a new branch from the middle of the upper surface of the "frond." The latter is among the most beautiful of our mosses.

Of all the mosses, however, my favorite is the Plume Moss. When dry, it is extremely commonplace. But after a rain, it is certainly beautiful. As its name suggests, it looks like a feather. It is more compact than the Mountain Fern Moss; but is not wholly unlike it.

In addition to these, I shall merely name the Tree Moss, Shaggy Moss, Peat Moss (of bogs) and two for which possibly some reader could assist me in suggesting common names. One of these is *Ulota*, which grows in small tufts on the trunks of beech and other trees. How would it do to call it Beech Moss? The other is the *Mnium*, of which we have several species. They grow on wet rocks and soil on the banks of brooks. Their leaves are much like chickweed leaves—being broad instead of narrow, as are most moss-leaves. When not in fruit, one might not be sure that they were mosses. They look more like leaves of flowering plants.

The foregoing descriptions are not complete. My hope is that someone will look at the mosses now; and possibly try to identify them by the brief description here given. If this serves to interest someone sufficiently to lead to observation of our mosses, then that interest will naturally grow without further effort.

A good game for a warm day is the familiar one of "Steps." By any of the counting out formulas known to children, choose one child to be blindfolded. He is turned three times around after having his eyes bound. He then calls, "Seven steps," or "Ten steps," or any number which he chooses to give, and moves in the direction which his ear or his memory tells him will bring him within reach of another player.

When he comes dangerously near to any player, that one may twist, bend, or step noiselessly in any direction to avoid being touched, but he may take no more than the number of steps given at the start by the one blindfolded. When touched, if his identity is guessed by the blindfolded one, he becomes "it" and the game continues. If his identity is not guessed, the search is continued. Players at some distance can help the threatened one by making some noise to cover that made by the steps necessary to avoid the searching hand.

Notes on High School Literature.

ELEANOR ROBINSON.

Ivanhoe.

Scott calls *Ivanhoe* "a romance." What definition of this word can you find, and how does it apply to this novel? What do you think of this definition as applied to *Ivanhoe*?

"That prose-fiction which deals with life in a false or fantastic manner, or represents it in the setting of strange, improbable, or impossible events, or idealizes the virtues and the vices of human nature, is called romance?"

Are there any strange, improbable, or impossible events in *Ivanhoe*? Are any of the characters "idealized," that is, different from what they would be in real life. Have due regard to the time and country in which the scenes are laid, in answering these questions.

By an historical novel is usually meant a novel dealing with historical events or historical characters, or both. Sometimes the story presents great movements or important events without making prominent any great historical people. "A Tale of Two Cities" and "Barnaby Rudge" are of this kind. Sometimes it introduces famous people moving in scenes that are not of special historic importance, or that are purely fictitious. Such a novel is *Kenilworth*. Always it gives a picture of the manners and customs of the time. Very often the great events and great people form only a framework for the doings of the characters invented by the author. Do any important historic events occur in *Ivanhoe*? Are any such referred to? Make a list of the historic characters. How long a period does the story cover? Read up in a history of England the events of these years. If you were going to write a story, what times and what country would you choose to write about? Why? Is it easier to write about what you see going on round you, or about what you imagine, or what you have read of? Did Scott write any stories of his own times? Any others of the times of the Crusades?

The opening chapters of a novel generally give a picture of the place or time in which the story is to move, and introduce some of the less important characters—sometimes the leading characters also, and give us a hint, at least, of what the complications of the story are to be. Show how the first two chapters of *Ivanhoe* do all this. When does

each one of the more important characters first appear?

"The most striking feature of Scott's romances is that, for the most part, they are pivoted on public rather than mere private interests and passions. With but few exceptions, they give us an imaginative view, not of mere individuals, but of individuals as they are affected by the public strifes and social divisions of the age." How were (a) *Ivanhoe*, (b) *Rowena*, (c) *Rebecca*, each affected by the "public strife" between Norman and Saxon, between John's party and Richard's party, and by the "social division" between Jew and Christian? Where do we get the first indication of the "public strife?"

Note the great range of characters, from King to serf, from Templar to outlaw. Make a list of the characters in each group: Jews, ecclesiastics, outlaws, etc.

Who is the real hero of the story, *Ivanhoe* or King Richard? What is the importance of *Ivanhoe's* part at the more important moments, *e. g.*, in the great tournament? What would have happened if he had not been there?

Study the character of *Rowena* in relation to (a) *Cedric*, (b) *Ivanhoe*, (c) *Rebecca*. What are her finest qualities? What did *Wamba* think of her? Does the story turn out to your liking? Do you care whether *Ivanhoe* marries *Rowena* or *Rebecca*? Read *Thackeray's* "*Rebecca and Rowena*" in his "*Burlesques*," and then read what Scott says at the end of the preface to "*Ivanhoe*" about virtue having its reward. What pairs of characters seems to be contrasted? Who are the comic characters? Do they have any other use in the story than to make fun?

Compare *Isaac of York* with *Shylock* in "*The Merchant of Venice*." With which one of Shakespeare's characters may *Wamba* be compared?

What is the most exciting incident? Study with special care the account of the Storming of the Castle of *Torquilstone*. Is the same point of view kept all through this bit of narration and description?

An absent minded professor returned home one evening, and after ringing his front door bell for some time to no effect, heard the maid's voice from the second storey window calling out, "The professor is not in."

"All right," quietly answered the professor; "I'll call again." And he hobbled down the stair steps.

Questions on the Lady of the Lake for Grade IX.

CANTO I.

1. Draw a map of Scotland showing plainly the Highlands and the Lowlands. Locate also the different mountains, lakes, islands, towns, etc., mentioned in Scott's "*Lady of the Lake*."

2. "Harp of the North." Other harps, or harp, you know about. Who woke them?

3. How much time elapses in Canto I. Collect all the time passages.

4. What line or lines, in "*Lady of the Lake*," are used by steamboat and railway people to advertise the Trossachs? What is the favorite route of tourists through this part of the country? Where are the Trossachs? What does the word mean?

5. How many people, horses and dogs went hunting? How many dropped out? Trace the course of the stag. What became of the stag? (Use quotations always.)

6. Describe James's horse. Where did James get him? What became of him? What kind of dogs did James use for hunting purposes? How about modern hunters?

7. Collect passages full of color, and also allusions to birds, flowers, and trees, descriptions of mountains and of the moon.

8. What game was hunted in James's time? How do you know?

9. Quote lines describing Ellen's listening attitude. Draw a picture of her in this position. Find a companion picture to this in Scott's "*Quentin Durward*." Any others?

10. Scott's description of Ellen's personal appearance? dress? Disposition? Was she a blonde or a brunette? How do you know? Name half a dozen heroines belonging to each class. (*Evangeline*? *Little Nell*?)

11. How could a stranger tell at once that Ellen was a chieftain's daughter?

12. "What though no rule of courtly grace
To measured mood had trained her pace,—"
Just what do these two lines mean? Measured mood?

13. Whom did Ellen think blew the horn? How do you know?

14. Describe James's personal appearance. How was he armed?

15. Is this the first time you have heard of "Second Sight?" What do you think of it? What is said about it here? What is it? Who had it?

16. Different names for Ellen's boat? What did Ellen think of James's rowing? How did the dogs get over? Distance rowed?

17. Describe the island. About how large is it?

18. Who was Dame Margaret? Describe her.

19. What preparations had been made for James's visit? Why didn't they ask his name?

20. What James? What relation to Mary Queen of Scots? To Queen Elizabeth of England? To James I of England? To George V. of England?

21. What title did James's easy manners gain for him? What was his favorite name?

22. "Fitz-James." What does Fitz mean? Compare Mac, O', Van, Von, De; suffix son as Johnson.

23. Where is Snowdon?

"Lord of a barren heritage." Was this true? What was true?

24. In what few words does James sum up his day's sport?

25. How did Ellen and Dame Margaret avoid telling their guest about themselves? (Quote.)

26. What musical instruments are mentioned? Could Ellen sing? How do you know? What other accomplishments had she?

27. Describe the Lodge both inside and out. What happened when James entered the Lodge? Describe his bed.

28. How did James sleep? What did he dream? How did he calm himself?

29. To what do the following lines apply?

"A sorrow's crown of sorrow
Is remembering happier things."

Who wrote these lines? Are they true? How do you know?

30. Divide Canto I into the following sections. The Hunt. Trossachs. Ellen. Ellen's Bower. Ellen's Song.

31. How many characters are introduced in Canto I? Name them. Do we hear the names of any others?

32. Find and explain:—antlered monarch, beamed frontlet, cairn, rout, ken, linn, sylvan war, per-force, shrewdly, whinyard, quarry, woe worth, dingle, Shinar's plain, pagod, wildering forest, hoar, beshrew, falchion, rood, brook, nymph, naiad, benighted road, Lincoln green, errant, meet welcome, fellest foe, matins, orisons.

A TEACHER.

Next to the teacher, the school board is the most important factor in the advancement of school interests. Whether the schools be a success or a failure lies largely within the control of the members. None but the best men should be elected to the school board and the best men are usually not the greatest talkers, nor the most anxious to hold the position. But there are men of intelligence, with good business judgment and a thorough appreciation of their office, its responsibilities and its limitations. They do not claim to know more on professional matters than the professional heads of the schools—and they have no axes to grind.—*School Board Journal*.

The man upon the ladder saw a pig grunting about near the foot of the ladder and jumped to the conclusion that the pig was cogitating some mischief. Acting upon this conclusion, the man threw a brick at the pig, whereupon the pig bolted under the ladder, upset it, threw the man to the ground, and made off with all haste. The man picked himself up ruefully, looked after the fleeing pig, and exclaimed: "I knew that brute was bent on mischief." The moral of this story is that pigs and boys are not so much bent on mischief as some might think, but that they will try to escape a flying brick.—*Ohio Educational Monthly*.

N. B. Teachers' Institutes.

Two institutes were held on Thursday and Friday, December 21 and 22, preceding the Christmas holidays—St. John City and County, and the combined institute of York, Sunbury and Queens.

The St. John teachers, to the number of 200 and more, met in the assembly hall of the High School, the president, W. J. S. Myles, in the chair.

The president, in his address, reviewed local educational conditions, and spoke of character and culture as the results of good teaching.

Principal A. L. Dykeman read a carefully prepared paper on the Teaching of Grammar.

Miss A. M. Hea in a paper on Music spoke of the importance of children being taught to read the notes. Many references were made to the advantages of a good musical education for children.

Nature work was dealt with in two sections of the institute: Miss Ethel Armstrong gave illustrations of the work for grades two and three, and Miss Mary Anderson for grade four. In the intermediate section, Miss Harriet Smith read a well written paper on the methods employed in grade six, and Miss Lila G. White from the standpoint of the rural school showed the importance of correct observation and experiment.

Dr. H. S. Bridges, Superintendent of City School, read a paper on the Art of Questioning, and he brought forth many facts of interest, dwelling particularly on not putting a leading question to a pupil so that the latter would be enabled to answer in a monosyllable. Principal Rex R. Cormier gave a very instructive paper on The Teaching of Fractions, in which some of the best methods were outlined. Oral History was the subject of a paper by Miss Louise Lingley. It was keenly appreciated as it contained profitable matter for this branch of teaching. In a paper on Household Science Miss K. R. Bartlett, Principal of the School of Domestic Science pointed out that it was very important that girls be taught how to manage a house and also to prepare wholesome meals at the lowest possible cost.

Dr. Carter, Superintendent of Education, expressed himself as being very much in favor of instruction in domestic science and all subjects of a practical nature. He hoped that there would soon be a trade school established in St. John. In reference to the instruction of teachers of the province in practical subjects, he said that he hoped

soon to see a summer school of science started in New Brunswick.

Principal H. V. Hayes of the Manual Training School read a paper dealing with this subject. He advocated the extension of the course along different lines. He said that there was an opening for a course in mechanical drawing, as at the present time many of those who had taken the manual training course had taken a course from the correspondence schools in mechanical drawing.

The presence and stirring addresses of Dr. Carter and Chancellor Jones of the University of New Brunswick contributed much to the interest of the proceedings.

The following officers were elected: President, Inspector W. M. McLean; Vice-President, Miss A. M. Hea; Secretary-Treasurer, Miss Ida Keagin; H. V. Hayes and Rex R. Cormier, additional members of the executive committee.

The Institute for York, Sunbury and Queens met at Fredericton. The three counties were well represented and the papers, addresses and discussions proved very interesting. The president, Principal Hughes, welcomed the teachers; then touched upon some subjects of school management among which was the detention of pupils for unlearned lessons. To this he was strongly opposed.

Other addresses were given by Dr. H. V. B. Bridges, Principal of the Normal School; Dr. C. C. Jones, Chancellor of the University; Dr. B. C. Foster, Principal of the Collegiate School; Inspectors R. D. Hanson and G. W. Mersereau.

Inspector Hanson gave a short but very practical address. He disagreed with Principal Hughes with regard to detention of pupils on account of neglected home-studies. Detention would have to be practised so long as parents held the teacher responsible for what the pupils might learn. He cautioned teachers not to enclose money in letters, and advised the use of money orders when forwarding applications for entrance or matriculation examinations. He also mentioned several cases of teachers breaking contract with trustees. He hoped that teachers would be careful in this matter. Inspector Hanson also advocated more attention to the teaching of arithmetic in the lower grades of country schools.

Miss Ella L. Thorne of the Fredericton High School staff read a very useful paper on English Composition and Professor F. W. Harrison demon-

strated very effectively with a grade V. class of pupils his method of teaching music.

Inspector R. P. Steeves addressed the teachers on the use of the nature study Leaflet and spoke of the importance of teachers and pupils making a thorough study of their environment. The Needs of the Country School brought out a very interesting discussion in which a parent (Mr. W. H. Moore of Scotch Lake), a teacher (Miss Blanche Ebbett), and an inspector (Mr. R. D. Hanson) took part and introduced the subject.

Dr. B. C. Foster gave a very instructive address on the teaching of the New Geometry.

The following are the officers elected for the ensuing year:

President, Inspector R. D. Hanson, Fredericton; Vice-President, Joseph F. Alexander, Fredericton Junction; Secretary-Treasurer, Miss Ella Thorne, Fredericton. Additional members of executive C. M. Lawson, Fredericton; Miss Rhoda McDougall, Fredericton; Miss F. Fox.

Frederick Starr, the University of Chicago's professor of anthropology, described at a dinner a native boy whom he had met in his African travels.

"This boy," said Professor Starr, "often saw me reading, and the process at once interested and perplexed him. Through an interpreter one day he questioned me about it.

"'Reading again, sir?' he asked.

"'Yes, my boy,' said I.

"'Well, sir,' said he, 'I have often seen you reading. You read books, magazines, large newspapers. Now, there is one thing I want to ask you: Which part is it you read—the black or the white?'"—Chicago Tribune.

Recently a lady witness in a court up the state was subjected to a troublesome fire of cross questions, and the lawyer, thinking that some apology was necessary, tried to square himself.

"I really hope, madam," said he, "that I don't annoy you with all these questions."

"Oh, no," was the prompt reply; "I am accustomed to it."

"You don't mean it?" wonderingly returned the lawyer.

"Yes," rejoined the lady, "I have a six-year-old boy at home."—Selected.

Common Mistakes in Geography.

The following corrections will be found useful to students. Certain errors of geography have survived and pass unchallenged from one generation of teachers to another. These corrections are worthy the thoughtful attention of our readers. The list is taken from the *Journal of Geography*, compiled by William Gould Vinal, of the Salem Normal School.

What is the form of the earth? The form of the earth is an oblate spheroid, but for all practical purposes it may be considered a sphere. The fact that approaching ships first show their sails does not prove the earth to be a sphere. A curved surface would give the same effect and consequently, so far as reason is concerned, the earth might be considered as shaped like a pie. The fact that men have traveled around the earth does not prove it to be a sphere. Men could travel round the earth if it were a cube.

What is the "crust" of the earth? It was formerly thought that the interior of the earth was a molten mass and that the exterior was a crust. The condition is impossible since the tremendous pressure of the soil and rocks would not allow substances to exist in any state except that of a solid. If the earth were not a solid it would behave differently toward other planets, and there would be internal tides. Another evidence that the earth is a solid is shown by earthquake waves. The shocks from an earthquake travel at a velocity that would be expected in a solid and not in a liquid. There is no such thing as the "crust" of the earth.

What is the sky? The blue sky seems to rest upon the earth, and as children we have often thought of walking to it. The sky is no more a real object than a rainbow, but is the appearance produced by the reflection of blue light from the air.

Distinguish between the following: British Isles, Great Britain, the United Kingdom, and the British Empire. Many people use these terms synonymously. Great Britain includes England and Scotland; the United Kingdom includes all the British Isles; the British Empire includes the United Kingdom and all its possessions.

What is the cause of irregular coast lines? It is generally due to the sinking of the coast. In Norway, however, the fiords are due to glacial erosion.

What is the fertility of desert soil? It is commonly thought that desert soil is always poor soil. It would not pay to irrigate soil which is unproductive. Desert soil is usually rich soil. It needs moisture and not fertility.

What enables rivers to traverse deserts? The Nile and the Colorado Rivers are examples of rivers which maintain their course across a desert. These rivers do not get the bulk of their water supply from the desert. Their water supply is regulated and kept constant by the melting of snow in the mountains.

Which is heavier, moist air or nearly dry air? Since vapor goes up it is lighter in weight than air. The vapor

in the air displaces some of the nitrogen and oxygen and therefore makes the moist air lighter.

Explain the motions of heated air. We should avoid the expression "warm air rises." Heat causes air to expand in all directions. The heavier cold air pushes up the lighter warm air the same as mercury pushes up water when mercury is poured into a test tube holding water. Warm air does not rise, it is pushed up.

Why do forests grow on the hills and not in the valleys. Trees do not grow on the hills because they do not like the valleys, but because the valleys have been cleared away for agriculture and other industries.

Why can we look at the sun late in the afternoon and not at mid-day. This is not because the sun is farther away nor because it is less bright. The rays have to pass through more dust at sunset than at noon and it is consequently like looking through smoked glass.

Where does the sun rise? It is a common saying that the sun "rises in the east and sets in the west." Sunrise and sunset are convenient terms for the apparent motion of the sun. The real motion is the rotation of the earth into the sunlight. The sun practically "stands still" as Joshua commanded it to do. The sun rises directly in the east and sets directly in the west but twice a year.

Where does the day commence? Some have thought that the day commences at Greenwich, possibly because longitude is reckoned from that place. It has been decided by arbitration that the International Date Line, which is near the 180th meridian, should mark the beginning of day.

How long is a day? It is usually thought that a day is twenty-four hours long. It is, for any one locality, but the total length of each day is forty-eight hours. The new day commences at midnight. It takes midnight twenty-four hours to pass around the earth, so that when the new day commences just east of the International Date Line, that day has already existed twenty-four hours; yet it will be twenty-four hours more before the day will end at that place. Christmas, therefore, is celebrated for forty-eight hours on the surface of the earth.

When is the sun nearer to us, in the summer or in the winter? The sun is nearer to us in the winter but the rays are more direct in the summer. It is the direct rays that produce the warm season.

Which name is more appropriate, Winter Solstice or December Solstice? What is called the Winter Solstice by us is really the Summer Solstice for the southern hemisphere. It would be better to call it the December Solstice.

Where is the line of greatest heat? When speaking of the equator the geographical equator is usually meant. The geographical equator is a fixed regular line, but never represents the line of greatest heat. The heat equator is an irregular line which moves from about 23.5 degrees north to the region of 23.5 degrees south of the geographical equator.

Cleanliness of person and neatness in dress are strict requirements in all business houses. To make this easy let the schools set the example.

On Teaching in Country Schools.

When some principle of teaching is presented and elaborated before a body of teachers nothing is more common than for the teacher of a rural school to remark to his fellows with a half-defined sneer, "That may be good for graded schools, but it cannot be followed in a country school." . . . Not long ago a principal of a normal school remarked that lecturers at institutes and associations are constantly ignoring the country teacher, and discussing questions that concerned only the teacher in cities. We believe that this is a false and harmful sentiment, and that it should be vigorously combatted. An extended experience in all kinds of school work, including the country school, and the normal school, and every grade of the city school, both as teacher and supervisor, has forced the conviction upon our own mind that good teaching in one kind of school is good teaching in every kind of school in which the same subjects are taught. The only difference between these classes of schools is a difference in the devices that may be applied. The school machinery differs, and whatever is mechanical in teaching will differ accordingly. Whenever, then, the country teacher declares that certain instruction is good for the city, perhaps, but will not work in the country, it may be true or it may be false. It is likely to be true if the discussion turns on a merely mechanical device. It is absolutely certain that it is not true if it is the presentation of a principle of teaching.

If school teaching is the organic thing we affirm it to be, and if the school system is also an organism and not a mere mechanism, then the knowledge of what is higher must comprehend a knowledge of what is lower in all of its essential features. The man farther down the mountain may declare that the man above him cannot see what is in his own range of vision, but he who is above knows that he sees that and much more besides.

But we intended merely to say that the sooner we prevail upon the teachers in the country schools to distinguish between teaching and mere devices for teaching, the better will it be for them and the more profitable will the lectures at their institutes and associations be to them, provided these treat of *teaching* and not of *devices* for teaching. It is very true that some devices that can be employed in city schools cannot be used in country schools. And this is the whole matter in a nutshell.—Ex.

Hints for Rural School Teachers.

1. Make up your mind that you are going to like your school, your pupils and their parents. You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.
2. Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.
3. Be sure your schoolroom has the appearance of neatness and the atmosphere of study.
4. Make your daily programme and post it in the schoolroom; then follow the programme. It will help you to do more and better work in less time.
5. Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.
6. Make all reports accurately, neatly and promptly. Know the course of study and follow it closely in all subjects. Many teachers have a tendency to slight the work in drawing and in nature study and agriculture.
7. Conduct the grade examinations based on the course of study fairly and mark the answer papers conservatively.
8. Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.
9. Hold parents' meetings and thus develop a better understanding between parents and teacher, and stimulate a progressive school spirit in the community.
10. Become a member of teachers' associations and attend all of their meetings. This is one of the sure tests of a live, progressive teacher.
11. Hold conferences with your school board or trustees and make the needs of your school known. Don't be afraid to ask for the things needed to equip your schoolroom.
12. Take an educational paper and avail yourself of every possible means of becoming and continuing to be progressive.
13. Don't become discouraged but remember that "difficulties are but opportunities to test your ability."—American Education.

It is one thing to tell a child how to do a thing, it is quite another to have the patience to see him do it right and well.

Geography and Composition.

The game of "who am I?" has proved very helpful and entertaining to pupils. Ask a child to pass from the room. Write a name, Montreal, for instance, on the board where all may see it. This word is erased and the pupil is called into the room. He questions the other pupils and they answer in the following manner: "Who am I, John?" John, You are a river port. To Sarah, "Who am I?" Sarah, You are the most populous city in Canada. The questions and answers continue until the pupil can guess from the facts given who he is.

In the same way other cities may be given, such as Victoria, Vancouver, Winnipeg, Toronto, Quebec, St. John, Halifax, Sydney, London, Glasgow, Edinburgh, Dublin, New York, San Francisco, Paris, St. Petersburg, Berlin, etc.

This exercise helps pupils to frame questions and thus give expression to what they have learned.

Have pupils look for interesting geography facts. Have long envelopes with the name of a country on the back, and classify the facts. Children take great pleasure in finding articles and putting them in their proper envelopes.

Little people, I find, are always glad to show their work to father and mother. I purchased little composition books and a bottle of paste. All the good work of each pupil was preserved in this. When school closed I let them take their books home. Even the parents were glad to notice the improvement in their work.—Adapted from Primary Education.

* Notes on Discipline.

The first way to secure obedience to commands is to make every rule you lay down the subject of careful previous thought.

Every good ruler economizes power and never puts it all forth at once.

You must not shrink from any trouble which may be necessary to carry out a regulation you have once laid down.

Never inflict corporal chastisement for stupidity or ignorance.

The great safeguard for good and happy discipline is to fill the time with work.

If your government is felt to be based on high principles the need of punishment in any form will disappear.—Fitch.

An Alphabet Party.

This is a rather odd party, and may be participated in by all who know their A. B. C's. The questions are all to be answered by letters:

Containing nothing? M T (empty).

Statement of indebtedness? I O U (I owe you).

Part of a house? L (ell).

An insect? B (bee).

To behold? C (see).

Part of the body? I (eye).

A famous poem? L E G (elegy).

A tent? T P (tepee).

A number? A T (eighty).

Unit of measure used in printing? M (em).

All right? O K.

A foe? N M E (enemy).

Indefinite quantity? N E (any).

A vegetable? P (pea).

Intemperance? X S (excess).

An image? F E G (effigy).

Poorly dressed? C D (seedy).

Two of a kind? W (double u).

To covet? N V. (envy)

A bird? J (jay).

A verb? R (are) or B (be) or C (see).

A common beverage? T (tea).

A girl's name? L C (Elsie).

Another one? L N (Ellen).

Yet another? F E (Effie).

Still another? K T (Katie).

A literary effort? S A (essay).—Exchange.

There are twelve good rules which every girl and boy should master before they reach the age of fifteen.

Be courteous to everyone, whatever their station in life.

Shut the door and shut it softly.

Keep your own room in good order.

Have an hour for rising and rise.

Never let a button stay off twenty-four hours.

Always know where your things are.

Never let a day pass without doing something to make somebody comfortable.

Never come to breakfast without a collar.

Never go about with your shoes unbuttoned.

Speak clearly enough for everyone to understand.

Never fidget or hum so as to disturb others.

Never fuss or fret.—Selected.

For the New Year.

Sparkling world and shining sky,
Sleigh-bells jingling, jingling by,
Skates that gleam and sleds that fly,
Make up January.

Snowy world and low hung cloud,
Snowflakes whirling in a crowd,
Wind a-whistling long and loud,
Make up January.

Snow and shine and shine and snow,
Days that swifly come and go,
Thirty-one of them you know,
Make up January.—Author Unknown.

Chic-chicadee! saucy note
Out of sound heart and merry throat,
As if it said, "Good day, good sir!
Fine afternoon, old passenger!
Happy to meet you in these places,
Where January brings few faces."—Emerson.

Little white snowdrop just waking up,
Violet, daisy, and sweet buttercup,
Think of the flowers that are under the snow,
Waiting to grow!

And think what a number of queer little seeds
Of flowers and mosses, of ferns and of weeds
Are under the leaves, and under the snow,
Waiting to grow!

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about
Under the ice and the leaves and the snow
Waiting to grow!

No seed so small, or hidden so well,
That God cannot find it; and soon he will tell
His sun where to shine, and his rain where to go,
Making it grow!—Frank French.

Father in Heaven, we thank Thee,
We thank Thee.
For mother love and father care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance lest we go astray,
Father in Heaven, we thank Thee,
We thank Thee.

A small ship launched upon an unknown sea,
A small seed planted from an unknown tree,
Such is this strange New Year to you and me.
Whither the vessel goeth
And how the seed upgroweth,
God only knoweth;
But sail the ship and plant the seed,
What's done in faith is done in deed.—Sel.

A sunny face—wear it. It is your privilege. It has the quality of mercy; it is twice blessed. It blesses its possessor and all who come under its benign influence. It is a daily boon to him who wears it, and a constant, ever-flowing benediction to all his friends. Men and women, youth and children, seek the friendship of the sunny-faced. All doors are opened to those who smile.—Virginia Journal of Education.

Old Father Time to his children doth say,
"Go on with your duties, my dears,
On the right hand is work, on the left hand is play,
See that you tarry with neither all day,
But faithfully build up the years."—Charles Mackay.

Suppose we think little about number one;
Suppose we all help some one else to have fun;
Suppose we ne'er speak of the faults of a friend;
Suppose we are ready our own to amend;
Suppose we laugh with, and not at, other folk,
And never hurt anyone "just for a joke;"
Suppose we hide trouble, and show only cheer—
'Tis likely we'll have quite a Happy New Year.—Selected.

I bring you, friends, what the years have brought
Since ever men toiled, aspired, or thought:
Days for labor and nights for rest;
And I bring you, Love, a heaven-born guest,
Space to work in, and work to do,
And faith in that which is pure and true.
Hold me in honor, and greet me dear,
And sooth you'll find me a Happy Year.—

Margaret E. Sangster.

"A father has just twice six sons,
Not one e'er sees his brother,
Of thirty daughters to each son
Not one e'er sees the other.
Each daughter's life twice twelve doth count;
Of strange facts here's another:
One half their lives they're white as light,
And black as night the other."—Selected.

Tell me this riddle.

When the year is new, my dear,
When the year is new,
Let us make a promise here,
Little I and you.
Not to fall a-quarrelling
Over every tiny thing,
But sing and smile, smile and sing,
All the glad year through.

As the year goes by, my dear,
As the year goes by,
Let us keep our sky swept clear,
Little you and I.
Sweep up every cloudy scowl,
Every little thunder growl,
And live and laugh, laugh and live,
'Neath a cloudless sky.—Selected.

We are but minutes—little things,
Each one furnished with sixty wings,
With which we fly on our unseen track,
And not a minute ever comes back.

We are but minutes, yet each one bears
A little burden of joys and cares.
Patiently take the minutes of pain,
The worst of minutes cannot remain.

We are but minutes; when we bring
A few of the drops from pleasure's spring,
Taste their sweetness while we stay:
It takes but a minute to fly away.

We are but minutes; use us well,
For how we are used, we must one day tell.
Who uses minutes, has hours to use,
Who loses minutes, whole years must lose.—Selected.

Wondrous things have come to pass
On my square of window-glass.
Looking in it I have seen
Grass no longer painted green,
Trees whose branches never stir,
Skies without a cloud to blur,
Birds below them sailing high,
Church-spires pointing to the sky,
And a funny little town
Where the people, up and down
Streets of silver, to me seem
Like the people in a dream.
Dressed in finest kinds of lace;
'Tis a picture, on a space
Scarcely larger than the hand,
Of a tiny Switzerland,
Which the wizard Frost has drawn
'Tixt the nightfall and the dawn.
Quick! and see what he has done
Ere 'tis stolen by the Sun.—Little Folk Lyrics.

Each tree has wrapped her baby buds
In little coats of down,
And over this a rain coat strong
Of some soft shade of brown;
And thus she can all winter sleep,
Without fear or alarm,
Since all her leaf and flower buds
Are wrapped away from harm.—Sel.

Who comes dancing over the snow,
His little soft feet all bare and rosy?—
Open the door, though the wild winds blow;
Take the child in and make him cozy.
Take him in, and hold him dear;
He is the wonderful New Year.

Open your heart, be it sad or gay,
Welcome him there and use him kindly;
For you must carry him, yea or nay,
Carry him with shut eyes so blindly.
But whether he bringeth joy or fear,
Take him! God sends him—this good New Year.

—Mrs. Mulock Craik.

Our Queer English Tongue.

When the English tongue we speak
Why is "break" not rhymed with "freak"?
Will you tell me why it's true
We say "sew," but likewise "few"?
And the maker of a verse
Cannot cap his "horse" with "worse"
"Beard" sounds not the same as "heard";
"Cord" is different from "word"
"Cow" is cow, but "low" is low;
"Shoe" is never rhymed with "foe."
Think of "hose" and "dose" and "lose"?
And of "goose"—and yet of "choose."
Think of "comb" and "tomb" and "bomb"
"Doll" and "roll"; and "home" and "some."
And since "pay" is rhymed with "say,"
Why not "paid" with "said," I pray?
We have "blood" and "food" and "good";
"Mould" is not pronounced like "could."
Wherefore "done," but "gone" and "lone"?
Is there any reason known?
And, in short, it seems to me
Sounds and letters disagree.—St. Nicholas.

Eight fingers,
Ten toes,
Two eyes,
And one nose,
Baby said;
When she smelt the rose,
"Oh what a pity
I've only one nose."

Twelve teeth,
In even rows,
Lots of dimples,
And one nose,
Baby said;
When she smelt the snuff,
"Deary me!
One nose is enough!"
—School Entertainment.

The holiest author—Pope.
The fastest author—Swift.
The happiest author—Gay.
The meekest author—Lamb.
The noisiest author—Howells.
The most fiery author—Burns.
The tallest author—Longfellow.
The most amusing author—Tickell.
The most cheerful author—Smiles.
The most talkative author—Chatterton.
The most distressed author—Akenside.
The most troublesome author—Bunyan.
The most flowery author.—Hawthorn.
The most desirable author for breakfast—Bacon.
—Selected.

Commonwealth.

Give thanks, my soul, for the things that are free:
The blue of the sky, the shade of a tree,
And the unowned leagues of the shining sea.

Be grateful, my heart, for everyman's gold;
By roadway and river and hill unfold
Sun-coloured blossoms that never are sold.

For the little joys sometimes say a grace:
The scent of a rose, the frost's fairy lace,
Or the sound of the rain in a quiet place.

Be glad of what cannot be bought or beguiled:
The trust of the tameless, the fearless, the wild,
The song of a bird and the faith of a child.

For prairie and mountain, wind-swept and high,
For betiding beauty of earth and sky
Say a benediction e'er you pass by.

Give thanks, my soul, for the things that are free;
The joy of life and the spring's ecstasy,
The dreams that have been, the dreams that will be.
—*Virna Sheard, in the December Canadian Magazine.*

Bessie is sent to the cloak room while the teacher tells a story. When the story is finished Bessie comes in and chooses some one to tell the story to her. If that child does not tell the story satisfactorily, she chooses some one else. When Bessie fully understands it, she tells the story, the teacher writing the sentences on the board. The sentences are then approved or corrected and read by the entire school.

After a merry game, always call on some one to stand and clearly describe the game.—*Midland Schools.*

The world is improving, because each generation in its turn deals with and solves the problems which are presented to it.—*Right Hon. A. J. Balfour.*

Scotland is so covered with masters of arts that when you want a teacher you can get one round the next corner.—*Professor McGregor.*

I always read the REVIEW with much interest and find it helpful in my work. This starts my twenty-first year as a subscriber to the REVIEW and although I have not taught continuously during this time I have found the REVIEW always valuable. When I am not teaching I need it all the more in order to keep me in touch with my fellow-teachers and the work in general. G. J. T.
Stanstead, Que.

Facts About the Indian.

The Department of Indian Affairs at Ottawa has just come out with interesting statistics about the red man of Canada.

There are 108,261 Indians in Canada; 4,600 of these are Eskimos.

Indians last year earned \$1,500,000 in wages.

British Columbia has more braves than any of the other provinces, 24,581.

There are 324 Indian schools educating the Indian.

The report is a contradiction of the statement so current that the Canadian Indian is fast disappearing; for it shows that the increase of births over deaths in the past year was 346.

The Youths' Companion in 1912.

No other paper is quite like the Youth's Companion. It is taken in half a million homes, where the choice of reading is made with as much care as the choice of friends.

For years The Companion has enjoyed contributions by distinguished men and women of Great Britain and Canada. Among those already engaged to write for the 1912 volume are General Baden-Powell, who has something of interest to say about the Boy Scout movement, Sir Harry Johnston, who recalls the last of the great South African hunters, William T. Stead, Jerome K. Jerome, Jane Barlow, Frank T. Bullen, Rev. W. J. Dawson, Richard Whiteing, Sir James Chrichton-Browne, and the Duke of Argyll, former Governor-General of Canada.

The serial stories alone which will follow one another the year through, will be worth \$1.50 each when published in book form. By taking The Companion the Canadian subscriber gets them all and 250 other complete stories for \$2.00, and the Articles, Miscellany, Boys' Page, Girls' Page, Household Page, etc., put in for good measure. Now is the time to subscribe, for on April 1, 1912, the subscription price will be advanced to \$2.25.

The new subscriber for 1912 receives free The Companion's Calendar for 1912, lithographed in ten colors and gold. (See notice on page 175.)

Important to Handicraft Workers.

The Canadian Handicraft's Guild, Montreal, is again offering prizes to the extent of several hundred dollars, for the best specimens of workmanship. To those skilled in weaving, dyeing, carving, book binding, metal work, sewing, leather work, basketry, knitting, rug making, pottery, there is an excellent opportunity afforded, not only to obtain a prize, but to find a sale for their work. There is no entrance fee of any kind payable. Full detailed list may be obtained by sending a stamped, self-addressed envelope to the Secretary of the Guild, 586 St. Catherine Street, W. Montreal.

Beautiful Calendars have been received for 1912 from the Canadian Office and School Furniture Company, Preston, Ont.; from Kerr's Business College, St. John, N. B.; and from the Acadia Seminary, Wolfville, N. S.

Most of the education a person gets comes from the reading of good books. If the schools teach the children how to read and neglect to teach them what to read, the reading they learn outside of the school to like is just as apt to be a hindrance as a help to their education.—Supt. E. G. Loring, Kingston, Mass.

We can do more good by being good than in any other way.

Our greatest glory consists not in never falling, but in rising every time we fall.—Goldsmith.

Ignorance is the curse of God.
Knowledge the wing wherewith we fly to heaven.

—Shakespeare.

A Pleasure in Store for Us.

DEAR FELLOW-TEACHERS:—We are about to undertake the duties which the first term of 1912 will bring before us. All of us, who are true teachers, are looking forward to resuming our places, which have been vacated for a few short days, with feelings of pleasure and with renewed vigor.

In some cases doubtlessly there is lurking behind these feelings the dread of the exhaustion which the exceedingly long term is sure to produce.

But, come, away with such thoughts; for immediately at the close of the term comes the recreation—both invigorating and educative—afforded by the Summer School of Science.

On Monday, January 8, let us meet our pupils determined to give them the best we have now, but also determined before our next year's work, to have the additional preparation provided by the Summer School of Science of 1912, which is held at Yarmouth, N. S.

I am

A Teacher's Friend,

BEULAH R. KEITH,

Associate Sec't'y of S. S. of S.

NEWTOWN, Kings Co., N. B.

Some years ago I heard this conversation between a very young woman, a teacher and a twelve year old girl.

"Do you teach school?"

"Yes."

"Are there any girls as big as me in your school?"

"Oh yes, bigger; and boys too."

"Do they have to mind everything you tell them?"

"They do."

"I bet you couldn't make me do anything I didn't want to!"

"I'd make you want to."

At the back of men's unjust judgments lie two evil tendencies—a readiness to believe the worst and an eagerness to hear the worst.—*Rev. H. F. B. Mackay.*

First Hen.—Stopped laying?

Second Hen.—Yes, they expect us to lift the mortgage for the auto that runs over us.—*Harper's Bazar.*

Take a large drinking glass that is small at bottom and large at top, and having put into it a bright 25-cent piece, fill it about half-way up with water; then place a plate upon the top of the glass and turn it quickly over, that the water may not escape. A piece of silver as large as a half-dollar will immediately appear on the plate, and somewhat higher up another piece the size of a quarter.

To train boys and girls to write short paragraphs correctly is excellent; so thinks the editor of a newspaper who has to struggle with items like the following from January to December:

Mrs. Jones of Cactus Creek, let a can opener slip last week and cut herself in the pantry.

A mischievous lad of Picketown threw a stone and struck Mr. Pike in the alley Wednesday.

John Doe climbed to the roof of his house last week looking for a leak and fell, striking himself on the back porch.

While Harold Green was escorting Miss Violet Wise from a church social last Saturday night a savage dog attacked them and bit Mr. Green several times on the public square.

Isaiah Trimmer, of Running creek, was playing with a cat Friday when the cat scratched him on the veranda.

Mr. Fong, while harnessing a bronco last Saturday was kicked just south of the corn crib.

Current Events.

A million dollars has been spent in California in efforts to exterminate the ground squirrel, which, like the rat, is infested with fleas that carry the bubonic plague.

Russia has abandoned her claim to the twelve mile limit in the waters of the White Sea, inside of which it was proposed to forbid fishing by foreign vessels.

The Australian Antarctic expedition, under the leadership of Dr. Mawson, has sailed for the south in the ship *Aurora*. The ship carries a flying machine, which may be valuable in the work of the explorers. The ship *Terra Nova*, with Capt. Scott's expedition, has also left New Zealand for the south, planning to reach the South Pole by another route.

Writing pens are to be made of tantalum. It is a metal that does not corrode; and the pens made of it will be less costly and more durable than the best gold pens.

We are beginning to realize that insects are our worst enemies. The flies and fleas and mosquitoes that carry disease are not the only insects we have to fear. The brown tail moth has invaded our territory, and the gipsy moth will probably follow; both are causing serious loss in New England orchards and groves, and may do even more harm when they become thoroughly established in our forests. The larch saw fly and the spruce bud worm, in the estimation of Dr. Hewitt, the Dominion Entomologist, are already doing us more damage than forest fires. We can only hope to control them; and our friends the birds are our best allies in the work at present.

The great durbar at Delhi, at which King George and Queen Mary were proclaimed and recognized as Emperor and Empress of India, was a scene of splendour perhaps never before equalled even in the gorgeous East. The Indian princes were present in state, each with his own retinue. At least one hundred and fifty of them were there to offer their homage. There were fifty thousand troops in the British and native regiments assembled, and two hundred thousand people. At the close of the ceremonies, it was announced that Delhi will hereafter be the capital of India; and the Emperor has since laid the corner stone of the new government building which is to be erected. The choice of Delhi, the ancient capital, as the seat of government is expected to have a good effect upon the people in general; and it will probably be regarded as a greater boon than the large amount of money which the Emperor has given for popular education, or than the reunion of Bengal, which removes a cause of resentment, for it was believed by the inhabitants that the province had been divided to weaken its influence.

Great Britain will establish a strong naval base in the West Indies, to be ready for use before the opening of the Panama Canal makes the Caribbean Sea one of the great highways of commerce.

Five new battleships that are to be built this year for the British navy will be the largest armoured ships in the world.

Three hundred and fifty thousand new settlers came to Canada last year; nearly one-half of them from the United Kingdom, and the greater part of the others from the United States.

More than two thousand five hundred vessels passed through the Welland Canal in 1911, a larger number than ever before in one season. The biggest cargo was carried by the new oil-burning steamer Toiler, it being ninety-four thousand bushels of wheat.

The oil engine is not run by explosion, as is the gasoline motor; but by the steady burning of the oil in the cylinder. The Germans are using a similar engine with tar as fuel, costing less than half as much as kerosene.

That the Atlantic Provinces are the best part of Canada is the conclusion of an English newspaper man who has visited all the important parts of the Dominion.

Further exploration of the James Bay region of Ontario will be undertaken next spring. There are valuable timber lands, it is believed, as well as farming lands there yet to be developed.

The treaty between Great Britain, Russia, Japan and the United States for the protection of seals in the North Pacific has been signed.

The group of islands known as the New Hebrides, which has been governed jointly by the British and French, is to be divided between the two nations, the joint government proving unsatisfactory.

Beginning with the new year, the entire telephone system of the United Kingdom has passed from private ownership to government control.

Marconi announces the important discovery that the wireless telegraph can be used in the desert without masts, the wire which is usually raised on a mast being simply laid on the sand in the direction in which the message is to be sent.

Dust spreads disease

There are quantities of dust floating in the air of the ordinary school-room, brought in from the streets and raised from the floor by the constant movement of the children's feet.

Science has proved that dust is a favorite resting place for disease germs. It follows that at every breath the children are in danger of being infected by the germs contained in the floating dust they inhale.

The best known preventive of disease-carrying dust is Standard Floor Dressing.

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The explorers who have discovered the ancient ruins in Peru report that the relics show a high state of civilization. The stones are exquisitely carved in the Egyptian style, and the work is far superior to that done by the Incas whose wealth fell into the hands of the Spanish conquerors.

A scheme has been approved by the government providing for the military training next July of forty thousand school boys in all parts of Canada. Tents and other equipment will be provided, and a serviceable uniform will be given to each cadet.

The premier, having been made a Privy Councillor, is now the Right Honourable Robert L. Borden.

The Bay of Sollum, on the frontier between Tripoli and Egypt, has been annexed to Egypt. It will probably be strongly fortified to protect the Suez Canal.

The Italians have made some advance in their occupation of Tripoli, but have not as yet attempted to occupy any other Turkish territory. Late despatches say that the state of affairs in some of the European provinces of the Turkish Empire may call for British intervention in behalf of the Christians.

In Persia the treasurer-general, who has been the cause of all the trouble between Russia and Persia, has been dismissed at the demand of the Russian government. The dismissed officer is an American; and his chief offence seems to have been incivility to the Russian consul. The incident has been the occasion of disorders in which the British are involved, for the trouble has extended to that part of Persia which is under British control. The British government has decided to increase the number of Indian troops in Southern Persia. Serious fighting has occurred between the Russian troops and the populace in Northern Persia.

The King-Emperor and the Queen-Empress, as they are styled in India, are expected to leave for England on the twelfth of this month.

Mexican matters are much as they were a month ago, except that General Reyes, leader of the new insurrection, has surrendered himself a prisoner. It might be supposed that this was a very important exception; but his personal following was small, and his followers are still unsubdued, while there are other insurgents, little better than bandits, to keep up the fight in different parts of the republic.

The insurgents in Southern China have organized a provisional government, and installed Dr. Sun Yat Sen as President of the Republic of China. Meanwhile, the imperial forces are preparing to attack the insurgents, and restore, if possible, the authority of the Emperor. The outcome is largely dependent upon the ability of the insurgents to meet the expenses of carrying on the government and keeping their armies in the field. If they succeed, Southern China may become a separate nation, the north still adhering to the Emperor. Mongolia and Turkestan, which were dependent states, rather than parts of the Empire, are said to have declared their independence, and will probably come under Russian control. Dr. Sun, the new provisional ruler, was born in Hawaii before that country was annexed to the United States; and a large part of his financial support comes from his Chinese sympathizers in America.

Course for Land Surveyors.

The Nova Scotia Technical College opened a short two months course in Land Surveying last year. This seemed to meet such a general need that the same course is going to be given again this year during the months of January and February. The course opens on Wednesday, January 3rd, and closes on Saturday, February 25th. It is conducted especially for beginners who wish to qualify as Provincial Land Surveyors and for Mine Surveyors.

It was only a short time ago that the government passed a new act regarding Provincial Land Surveyors which carried very strict regulations concerning their qualifications and examinations. The Technical College at that time provided a course which would be just suited to the needs of young men who wished to secure certificates as land surveyors and for those who were already surveyors and who wished to study the subject further.

The splendid surveying equipment of the Technical College in the way of transits, levels, etc., will all be available for this short course and a special instructor will devote his whole time to this work. The class will spend part of the time in lectures and recitations on the theoretical part of the work but most of it will be spent outside in surveying and in the drafting room where maps of each piece of land surveyed will be drawn.

The course in the College is a very practical one. A man can learn how to make any ordinary kind of a survey much more thoroughly and quickly than by serving under a land surveyor, although he should follow up this course with practical experience in company with or under the direction of a practical surveyor.

This course in surveying would be excellent for a road master or inspector or a young man who looks ahead to such a position when any comprehensive scheme of "good roads" construction is carried out in the province.

The whole course of two months costs only \$15.00. Anyone who is interested in this subject should write to Principal F. H. Sexton, Technical College, Halifax, N. S., for a descriptive catalogue of the course.

The work at the last year was a great success and it is anticipated that a much larger number will attend this winter.

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ST. JOHN, N. B.

New Brunswick School Calendar

1912

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

EDUCATION OFFICE, Fredericton, N. B.,
May 18th, 1911.**Canadian History Readings.**

The twelve numbers in paper covers which were sold at ten cents each, will now be sent to any address for 75 cents postage paid.

Send to **EDUCATIONAL REVIEW,**
St. John, N. B.**Nova Scotia School Calendar,**

1912

- Jan. 25 Class D Normal College completes course.
Feb. 2 Last day of first half school year.
Feb. 5 Third Quarter begins.
Feb. 7 Class C admitted to Normal College.
Mar. 1 Preliminary intimation University Graduate Exam.
Mar. 4 March Annual Meeting of School Sections.
Mar. 6 Class A [Reg. VII. (c)] admitted to Normal.
April 5 Good Friday holiday).
April 15 Fourth Quarter begins.
May 1 Applications for University Graduate Examination due
May 3 Arbor Day.
May 23 Empire Day.
May 21 Victoria Day (holiday).
May 25 Applications for High School Examinations to be in.
June 24 Regular Annual Meeting of School Sections.
June 26 Normal College closes.
June 27 County Academy Entrance Examinations begin.
June 23 Last teaching day of school year.
July 1 Dominion Day (holiday).
July 1 High School and University Graduate Examinations begin.

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School and College.

George Percy Smith, B. A. Mt. Allison, 1900, and son of the late George Smith, school inspector for Westmorland, has been elected to the Alberta legislature from Camrose.

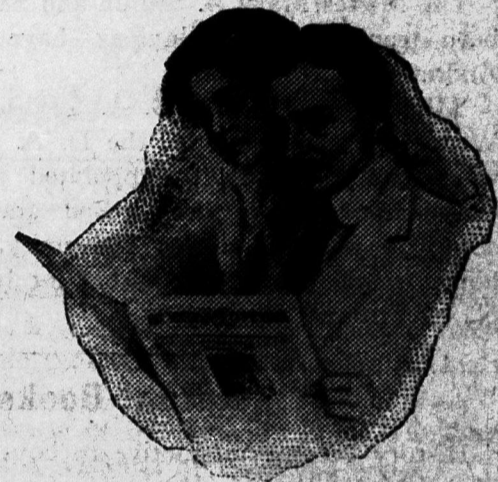
The corner stone of the new West Highland School building, Amherst, will be laid on January 16. In the evening there will be addresses on Education by Supt. of Education, Dr. McKay, Dr. Solon of Normal College, and the Supt. of Education of New Brunswick.

Mr. W. P. Fraser has resigned his position at Pictou Academy to be Professor of Biology in McDonald College, Quebec. His duties began with the New Year.

Principal DeWolfe of the ladies Seminary, Wolfville, is trying to get an equipment for a hospital for that institu-

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March 30

The new rate of \$2.25 will be put into effect promptly on April 1. No subscription at \$2.00 will be accepted after that date. Subscribe now—to-day—so as not to lose any of the good things in the Volume for 1912.

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tion. It will require \$250 and he is ready to receive contributions for this object.

Principal George J. Trueman, of the Wesleyan College, Stanstead, Que., and Mrs. Trueman have been spending the vacation in Sackville, N. B., and vicinity.

The Provincial Educational Institute of New Brunswick will meet at Fredericton, June 26, 27, 28, of this year. The meetings are biennial, the previous one being held in St. John in June, 1910. A list of subjects for discussion was prepared, the selection and choice of writers being left to a committee consisting of Chief Supt. Dr. Carter, Dr. H. V. B. Bridges and Dr. D. W. Hamilton.

Professor Leigh R. Gregor, of McGill University, Montreal, died in Arizona on the first of January. He was professor

of modern languages at McGill and was well known in the Atlantic provinces. He was born in New Glasgow in 1861, and was educated at Prince of Wales College, Charlottetown, and at McGill, where he took his B. A. degree with honours in mental and moral philosophy. He subsequently took a post-graduate course at Heidelberg, where he obtained his Ph. D. in philosophy and Latin.

Pierson S. Curtis, of St. John's Nfld., a student in the junior class of Mt. Allison University, has been appointed Rhodes Scholar for Newfoundland. He will complete his course at Mt. Allison before going to Oxford.

Mr. Frank Smith, of St. John, N. B., is the Mt. Allison Rhodes Scholar for this year. He is a member of the senior class and obtained his preliminary training in the St. John High School, where he proved himself a successful student, specializing in classics and taking a great interest in athletics.

The Misses Mary A. Scullin and Sadie Scullin, who have been teaching near Winnipeg, have returned home.—St. Andrews, N. B., Beacon.

Miss Evelyn Slack, B. A. of Acadia University, left Wednesday morning via the D. A. R. for New Orleans, where she was recently appointed a teacher in Leland University. She is the second graduate of Acadia to occupy a position in that University. Miss Slack's many home friends extend best wishes for her success.—Windsor, N. S., Tribune, January 5.

Recent Books.

History becomes attractive to boys and girls when it is placed before them in the guise of a story. In Otis's *Peter of New Amsterdam*, Peter tells, in his simple and interesting way, how he, a ten-year-old lad, came to take the long voyage from Holland to New Amsterdam, and how he began his new life in the odd little village. He kept his eyes and ears open, and there was nothing of importance that happened in the thrifty Dutch town that he did not see or hear about. He describes the various directors that came to govern the colony, tells of his own change from clerk to ferryman, and closes his story with the coming of the English and the end of Dutch rule. (Cloth, 158 pages, illustrated, price 35 cents. The American Book Co., New York. Morang Educational Company, Toronto.)

In Baldwin's *Old Testament Narratives*, the selections are carefully made with a view to furnishing students of high school age with an introduction to Hebrew literature, stimulating them to further reading in this line. The introduction gives a good general view of the Old Testament as a work of literature. At the end of the volume are critical comments, largely in the nature of literary comparisons with such English and American poetry as the pupil may reasonably be expected to know or to have heard of. (Cloth, 192 pages, with maps, price 20 cents. The American Book Company, New York. Morang Educational Company, Toronto.)

Miss Lansing's *Patriots and Tyrants* shows how true historical events may be made as interesting to young readers as fairy tales and legends. In this book Hereward, the Saxon, King John and the Barons, Robert Bruce, Joan of Arc and other historical characters are dealt with in such a way as to give a child a foundation for later studies in history and furnish interesting and profitable practice in

reading. The purpose of the series—*Mediæval Builders of the modern world*, of which "Barbarian and Noble" is the first and the above-named book the second, to be followed by four others—is to present the fascinating story material that has come down to us from the Middle Ages in orderly form in its relation to the world of to-day. (Cloth, pages 184, price 40 cents. Ginn & Company, Boston, Mass.)

In Jenks's *Manual of Latin Word Formation* we have the first attempt to treat the subject of Latin word formation specially for secondary schools. A great deal of material is presented in the book taken from the texts usually read by students in a preparatory Latin course, as Caesar's Gallic War, Cicero's Orations and the first six books of Virgil's *Aeneid*. The subject is treated in an orderly way and simpler than that in the grammars. (Cloth, pages 86, price 50 cents. D. C. Heath & Co., Boston.)

Knight's *Dramatic Reader for Grammar Grades* contains selections from the works of well-known authors, arranged in the form of colloquies and scenes from plays. The various parts are to be assigned to different members of the class, and read aloud by them, thus forming an exercise in expressive reading. The selections are taken from such widely different sources as *Les Misérables*, *Alice in Wonderland*, *The Mill on the Floss*, *The Gold Bug*, Hawthorne's *Wonder Stories*, Scott's *Kenilworth*, *William Tell*, *Julius Caesar*, *John Halifax*, *Gentleman*, and Dickens's *Christmas Carol*. Every story has its moral lesson. The illustrations include representations of most of the characters, and aid the pupil in forming definite mental pictures. (Cloth, pages 267, price 50 cents. The American Book Co., New York. Morang Educational Company, Toronto.)

Carpenter's *How the World is Housed* takes the children all over the globe to learn for themselves where the materials in their houses come from and how they are prepared for use. They also study the houses of other countries, and in their travels learn to know the principal trade routes and the world of commerce. The evolution of the house is first shown, from the den of the cave man to the modern steel structure. The pupils travel among the tent dwellers and visit the people who live in huts and those who have houses of grass, cane, and leaves. They peep into the old houses of Asia and Africa, and see something of those of Europe and the other continents. They have also a glance at buildings of the past, before taking up the study of the sources and manufacture of building materials—including all kinds of wood, stone and metals. Other travels are devoted to glass, paper, paint, and to the heating, lighting and water supply. Furniture, rugs, carpets, and other fittings of the house are also taken up, as well as methods of building, hotel life, the wonders of our factories, etc. The numerous illustrations from photographs, many of them of unusual scenes, add much to the helpfulness and attractiveness of this book for live, wide-awake boys and girls. (Cloth, 352 pages, illustrated, price 60 cents. The American Book Company, New York. Morang Educational Co., Toronto.)

The New Harvard Catalogue.

One of the first college catalogues to reach the reviewer's desk is the bulky volume issued by Harvard University. At first glance the book seems unnecessarily big, but on closer

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examination one realizes that a list of some 700 instructors and 4500 students, a description of 900 courses and of more than 400 scholarships, and the announcements of a college and seven professional schools must necessarily occupy considerable space. The number of instructors has increased from 634 to 707, the freshman list includes 68 more names or a total of 739 (a tribute perhaps to President Lowell's sympathy with undergraduate interests), and the scholarships available in the College alone amount to a total of \$50,000 as compared with \$48,000 a year ago.

The cosmopolitan character of the institution is brought out most forcibly in the list of students' home addresses, where one may find representatives from India, China, Japan, Siam, Persia, Turkey, Germany, England and France, and from practically every state in the Union besides.

Recent Magazines.

The School Magazine, a bright little paper edited by Clive Phillipps-Wolley for the Education Department of British Columbia has been sent to the REVIEW. It is neatly printed, very readable, and has some literary gems that we should be glad to quote.

The Normal College Gazette published by a committee of the Nova Scotia Normal College, Truro, has again resumed its winter editions after the long summer vacation. The December number has some bright original matter and is creditable to the editors and contributors concerned in its publication.

Our Dumb Animals, that useful little paper that is doing so much to teach kindness to "those that cannot speak for themselves," has celebrated the holiday season by coming out in a new and very pretty dress, which will increase its attractiveness for children for whom it is mainly published and to whom its bright stories and teachings are always welcome.

The Canadian Magazine starts the new year with a most attractive January number. The frontispiece is reproduced in tint from a painting by J. E. H. Macdonald, a clever young artist, of Toronto, and the first article is a delightful bit of writing by W. Lacey Amy, descriptive of "Quidi Vidi," a surprising fishing town of Newfoundland. This is followed by many other readable sketches by Canadian writers.

Official Notices.

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

A. H. MACKAY,
Superintendent Education.

Halifax, January 8, 1912.

The following has been ordered by the Board of Education:—

"The school flag shall be flown on every fine day while school is in session, except in the winter and more inclement seasons of the year, and may be displayed on any day."

It has also been ordered that a text-book in Civics be prescribed for teachers' use, and that hereafter a knowledge of that subject be a general requirement for all classes of license.

Text prescribed—"Canadian Civics," The Copp, Clark Co., Ltd.

Teachers, school officers and pupils are requested to cooperate with the agricultural authorities in the work of extirpating the brown-tail moth.

Any inquiries made to Wm. McIntosh, St. John, will receive attention.

The Board of Education has ordered that a text-book in Music be prescribed; the text selected will be announced later.

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