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PREVENTION OF FIRES IN SCHOOLS.

A recent issue of *Conservation* draws attention to the necessity for giving school children practice in fire drills from the day of their entering school. There is all the more reason for this because new pupils will be unused to their surroundings, and subject to confusion in case of an alarm of fire. The article goes on to give the following instructions for precautions against fires:

The principal and teachers should also familiarize themselves with the school building, noting any dangerous conditions for immediate attention.

Accumulations of papers, disused furniture and school supplies are stored in basements and

attics, and accentuated by deposits of dust, create serious fire-danger from spontaneous combustion. Chimneys or pipes passing through attics should be carefully inspected for any cracks or defects from which sparks could be emitted.

The care of waste paper is important. Metal waste paper baskets should be used and the contents burned as soon as the baskets are full; under no circumstances should they be allowed to accumulate. The burning should be done in a safe place, away from frame out-buildings or fences, and should be carried out by either the teacher personally or by some reliable senior pupil.

The heating apparatus, be it stove or furnace, should be carefully examined and placed in fire-safe condition.

Ashes should be kept in metal containers and should never be deposited near frame buildings or wooden fences. Wood should not be placed close to the stove or furnace to dry. This is a very dangerous practice, and has caused many fires.

All doors leading from class-rooms, corridors and school buildings should open outward and should never be locked during school hours.

In the larger schools where a janitor is employed it should be a part of his duty to make a daily inspection of the school premises, from basement to attic. This should be imperative and not simply a matter of convenience.

The position of janitor or caretaker of a school is an important one. The custody of valuable property and the protection of many lives are in his keeping. Too often the only qualification for this position is the low salary at which a man may be secured. The position should be made one of ample salary and a reliable and qualified occupant employed; strict attention to duty should then be insisted upon.

There has been a material reduction in the number of school fires during the past few years. In 1913 there were 35 school fire losses, in 1914 there were 26, while in 1915 there were only 11. It is hoped that 1916 will show that, owing to the greater care exercised by those responsible, school fires have been entirely eliminated.

NATURE STUDY NOTES OF ANIMALS.

H. G. PERRY.

A short time ago the writer chanced upon a man carrying a pickle bottle filled with turnip leaves, in which were feeding small naked striped caterpillars. He reported that they were causing considerable damage, and wished to know their name, and how to get rid of them.

Most of the caterpillars were small, about five-eighths of an inch long, which is about half their full grown size. On close examination they were seen to have three broad, longitudinal, black stripes, one on the back and one on each side; separating these black stripes and bordering them on the sides were narrower yellowish stripes. Another distinguishing feature was the numerous fine white lines, that crossed the black stripes of the sides. The underparts were reddish.

Some specimens were nearly full grown and showed the markings very plainly.

Our friend and practical scientist thought he had something new; he had never seen them before, and felt sure he had made a discovery.

As we talked about this pest my mind went out to the thousands of schools all over our provinces, and I wondered how many boys and girls have seen such caterpillars during the fall; how many have stopped a moment to notice them, and take note on what plants they were feeding, whether they were pests or not, and many other points of interest, that have to be passed over in silence in this short note.

The full grown caterpillar is a most beautiful little creature, and when disturbed rolls itself up in a ring. Find out what other caterpillars do the same when a great big fierce looking animal called a boy or girl pokes them with a stick. Some caterpillars, like the sphinxes, do not respond in this way when an enemy threatens, but elevate the forepart of the body in a threatening attitude as much as to say — "stand back."

This striped caterpillar does well in captivity, if you supply it with lots of food, and keep its cage reasonably clean. It is found on a number of ordinary garden plants, and is especially fond of turnips and cabbage. For school study, follow with slight modifications exercises II, III and IV, as given in the September issue of the REVIEW.

This is no new form of insect life, it has long been known to scientists, and is widely distributed over

our country. It is the larvae form of what scientists have called the *Mamestra picta* (*Mamestra-picta*); but such a Latinized name has little meaning for most of us; we will remember it longer by a common name that has been applied to it because of its beautiful striped coat, the Zebra Caterpillar.

No matter how numerous these caterpillars may be at any place this season, they are not likely to remain as pests very long in that locality. There are some very fierce little flies that follow them from place to place and keep them in check. The flies lay their eggs in the caterpillars; the young flies, maggots, hatch and feed upon the tissues of their hosts, and so exhaust them that they have not vitality enough to carry them through the resting, metamorphosing period to the winged form,— the moth,— the form in which reproduction takes place. Thus every caterpillar so disposed of means fewer next year.

The little flies just mentioned are often spoken of as the natural enemies of these caterpillars. The whole process illustrates very well one of nature's methods of keeping certain forms in check. We may add that most of our caterpillars, in fact most of our insect pests, native to our country, have similar natural checks. It is only when forms have been removed from places in which nature has balanced them, that they tend to run riot, and for years together continue their depredations. In the end, however, a new balance will be struck, for nature never allows her balance for any considerable time, to remain far from true.

Have you noticed the dark bluish "growths" often forming close clusters along the stem on the upper part of some of our weeds in autumn? Lamb's Quarters (*Chenopodium Album*), is often very much alive with such growths. Examine the stalks carefully. What are the little particles?

They move; on close application you can see them walk; some have wings, but not all, for it is not time yet for all of them to fly; but, eventually, there will be a generation all of which will have wings.

These curious little creatures are aphids, true bugs, and they live on the juice that they suck out of plants with their piercing little mouth parts. This explains why garden plants never have a normal growth when infested with aphids. The Dahlias are often dwarfed by these pests.

With the aphid cluster one is quite sure to find

other insects, ants and lady-bugs. But these two associates are quite differently interested in the aphids. The ant has long enjoyed a reputation for intelligence and thrift and the stories of her dealings with some of her neighbors, such as the cricket, long ago found their way into school literature, but on some bright autumn day you watch a few ants on a cluster of aphids you will see a story more wonderful than any you have ever read of her.

The aphids are in reality the ants' cows, and if one approaches carefully he may see the ants moving about among the aphid herd, "fondling them with their feelers, patting or stroking an individual here and there, and obtaining sometimes, in response, the protrusion of a drop of honey dew, which is lapped up as soon as it appears." The ants are also said to drive away intruders, such as small parasitic flies, which seek to lay their eggs in the aphids. Carefully insert a pencil tip among the cluster. How do the ants behave? Account for their action. In some cases the ants are said even to carry the aphids from place to place, and care for the aphid eggs during the winter, and distribute them on their proper food plants in the spring.

The lady-bug beetles are fond of aphids too, but their fondness manifests itself in a more direct manner, for both adult and larvae lady-bug beetles devour them in numbers.

There are a great many different kinds of aphids, and they have a most peculiar life-history; the whole cycle of life, in all its forms, extending from early spring till the last generation of autumn.

Most of our aphids are without body coverings, and range in color from green to almost black, but one peculiar little fellow, often found on alders in late summer and autumn, is a white woolly mass, and a cluster of these at first glance looks like a fungus growth. This is called the woolly aphid.

The Tussock moth caterpillar has been quite a pest in some parts of the Maritime Provinces during the past summer. The city of Moncton suffered quite severely from this pest, and at one time it looked as though they would strip many of the fine shade trees in the older part of the city. Such places will welcome the parasites of the Tussock moth to aid them in their work of extermination, for without such co-operation man's efforts would be vain.

But most of the caterpillars of the Tussock are gone now. Some weeks ago they built their hairy cocoons and passed into the resting stage. In this stage they remained from eight to twelve days, and then emerged in the winged form. But all their wings are not for flight. The males have normal sized wings and soon mount into the air and fly gaily away; but the poor females have the merest apologies for wings, small pads, that are not of the least use for flight. But the female has an important work to do, and does not have to move far, for the eggs are laid upon the surface of the old cocoon. One species covers these eggs with a white substance that looks something like a sugar crust; another species leaves the eggs uncovered.

All these egg masses should be gathered and destroyed before they have time to hatch in the spring, if we are to aid in the most effective way in keeping this pest in check.

THE BROWN FAIRIES.

I saw a crowd of tiny men
This morning as I came from town;
They scampered on ahead of me,
All clothed in russet brown.

I knew, of course, they were a band
Of fairies, strange and shy,
For none of them in all the crowd
Was near as tall as I.

The old North Wind was chasing them
With all his might and main,
And every time they stopped to rest
He sent them on again.

But all at once he puffed his cheeks
And blew so very hard
He sent the fairies through the fence
Into my father's yard.

So I climbed after them, but when
I turned and looked around,
The only thing that I could see
Was brown leaves on the ground!

— *Youths' Companion.*

The Duke of Devonshire has left England to take up his new duties as Governor-General of Canada. The Duke of Connaught is taking his departure, and, according to custom, will pass the new Governor-General on the ocean.

The following nature study lesson for October comes from the Nova Scotia Rural Science School. It was outlined by Miss Edna C. Morse.

NATURE STUDY OUTLINE.

TIME.— LAST OF OCTOBER GRADE IV.

PREPARATION FOR WINTER.

Lesson I.— MAN'S PREPARATION.

What season of the year is this?
 What does the farmer do in autumn?
 Why do we store the crops?
 What else does man do to prepare for winter?

- (1). Builds houses for himself and shelters for his animals.
- (2). Stores food and fuel.
- (3). Makes warm fires.
- (4). Gets warm clothing.
- (5). Puts on outside doors and windows.

NOTE: As these are suggested by the class discuss each, then write on the board.

Lesson II.— PREPARATION BY ANIMALS.

When I was out walking the other day I saw a squirrel running away in the woods with a nut in his mouth. What do you suppose he was doing with it?

Where would he hide it?
 Do all animals store food like this for winter?
 How does the bear spend the winter?
 What else do animals do to prepare for winter?

Animals. BLACKBOARD OUTLINE.

- (1). Build shelters.
- (2). Store food.
- (3). Grow a thicker coat.
- (4). Some change their color to white.
- (5). Some go to sleep.
- (6). Birds go to a warmer climate.

Lesson III.— PREPARATION BY TREES AND PLANTS

Look out of the window.
 What change has taken place in the trees?
 Of what use were the leaves all summer?
 How is the food carried to the tree?
 What becomes of the sap in winter?
 What else does the tree scatter to prepare for winter?

How do the seeds help to prepare for winter?
 (Many of our plants do not live through the winter, and they must depend on their seeds to carry on their life next year.)

What do we call the nice warm blanket which comes to keep the plants warm?

BLACKBOARD OUTLINE.

- (1). Trees lose their leaves. Plants die down.
- (2). Sap goes down to the roots.
- (3). Buds and seeds form.
- (4). Snow blanket keeps plants warm.

NOTES ON HIGH SCHOOL LITERATURE.

BY THE EDITOR.

THE OPENING SCENE AT THE TRIAL OF WARREN HASTINGS.

Author. Thomas Babington Macaulay, (Lord Macaulay), 1800-1859, historian, essayist and poet. He spent the four years, 1832-1835 in India as legal adviser to the Supreme Council. In 1840 he wrote for the *Edinburgh Review* his essay on Lord Clive, and followed it in 1841 with that on Warren Hastings. These two essays, dealing with the English conquest of India, are among the most famous of the series which appeared between 1825 and 1844. More, perhaps, than any of his other essays, they show Macaulay's skill in rapid narration, and in vivid portraiture, and the vigour of his style.

The "Essay on Warren Hastings" purports to be a review of a volume of memoris by the Rev. G. R. Gleig, but it is really Macaulay's "own view of the life and character of Mr. Hastings." Clear, interesting and forceful, it must be read with care, as it is written with a marked animus against Hastings, and is said to contain many inaccuracies.

Some of the points to be noted in studying the extract are: 1. The variety and animation which Macaulay gives to the list of the participants and spectators. Study the means by which this is accomplished. 2. The fulness of historical reference and allusion. 3. The portrait of Hastings.

Upon what qualities of Burke's oratory does Macaulay dwell? What place among orators does he assign to him?

From the paragraph beginning "There, with eyes reverentially fixed," what can you learn of the date at which the essay was written?

Illustrate the sentence, "There were gathered together from all parts."

Warren Hastings (1732-1818), was the first

Governor General of India. He held the position of Governor General of Bengal, with indefinite powers over the presidencies of Bombay and Madras, from 1773 until his voluntary resignation in 1785. His rule on the whole was strong and wise, but he did some unjust and cruel things, and his enemies made the most of them.

In 1780, Edmund Burke moved the impeachment of Warren Hastings, and articles of impeachment were drawn up containing nine charges, afterwards increased to twenty-two. The principal managers of the impeachment were Burke, Fox, Sheridan and Windham. The trial began in 1788 and dragged on for seven years.

In 1795, Hastings was acquitted on all charges. In its early stages the trial attracted great attention. The greatest orators in the kingdom took part in it, and feeling ran high on both sides. A very entertaining account of the first days of the trial is found in Mme. D'Arblay's Diary, Vol. II.

Impeachment. The accusation and prosecution of a person for treason or other high crime or misdemeanour before a competent tribunal; in Great Britain, 'the judicial process by which any man, from the rank of a peer downwards, may be tried before the House of Lords at the instance of the House of Commons.'—*New English Dictionary.*

The holy city of Benares. Benares is a great and ancient city on the Ganges, held sacred by the Hindoos. The "lord" was the Rajah Cheyte Sing, who paid tribute to the English. Hastings was accused of extorting money from him unjustly, with the object of provoking him to rebellion.

The ladies of the princely house of Oude. Oude or Oudh, a province of India. The ladies were the mother and grandmother of the reigning prince, who were possessed of vast hereditary treasures. Hastings was accused of confiscating a large amount of money from them by cruel means.

The great hall of William Rufus. Westminster Hall, part of the Parliament Buildings at Westminster. The Hall was begun by William Rufus in 1097. It is 290 feet long, 68 feet broad, and 92 feet high. The English kings down to George IV held their coronation festivals in this hall, and it is rich in historical associations.

The just sentence of Bacon. Francis Bacon (1561-1626), Baron Verulam and Viscount St. Albans, (commonly, but incorrectly called Lord Bacon,) philosopher, statesman, jurist, Lord Chan-

cellor, was impeached and condemned in 1621, for taking bribes.

Somers. Lord Chancellor, 1697-1700. Impeached in 1701, for the part he was supposed to have taken in making the partition treaty of 1698, he was formally acquitted.

Strafford. Thomas Wentworth, Lord Strafford (1593-1641), chief adviser of Charles I. He was impeached for his share in trying to set up absolute government, condemned, and executed.

Charles. Charles I was tried and condemned to death in Westminster Hall.

Garter King at-Arms. More correctly, King-of-Arms. The chief herald of the Order of the Garter.

Defence of Gibraltar. In 1782 (see an English history.)

Siddons. Sarah Siddons, a famous tragic actress, 1755-1831.

Historian of the Roman Empire. Probably Edward Gibbon, 1737-1794, author of *The Decline and Fall of the Roman Empire.*

Cicero — Verres. Verres was a Roman Governor of Sicily, 73-71 B. C., who enriched himself by plundering the island, and was brought to trial. Cicero, the famous Roman statesman and orator was the prosecutor, and delivered an eloquent oration against him.

Tacitus. Celebrated Roman historian and orator in the first century.

Reynolds, 1723-1792. Celebrated English portrait-painter.

Parr. Samuel Parr, a great English scholar, 1747-1825.

Her to whom the heir of the throne had in secret plighted his faith. Mrs. Fitzherbert, a widow, whom the Prince of Wales, afterwards George IV, had secretly married in 1785.

The beautiful mother of a beautiful race. Mrs. Sheridan, wife of Richard Brinsley Sheridan, famous for her beauty and her voice. She sat to Sir Joshua Reynolds for his picture "St. Cecilia." Her three daughters, Lady Dufferin, the Duchess of Somerset, and Mrs. Norton were said to be "only less beautiful and charming than their mother."

Mrs. Montagu. Elizabeth, wife of Edward Montagu, a woman of great and varied abilities and especially noted for her social gifts. For many years her house in London was celebrated for its gatherings of famous people. The term

"blue-stocking" applied to a learned woman is said to have originated there. One of the drawing rooms in Montagu House had the walls hung with hangings made by Mrs. Montagu from the plumage of almost every kind of bird. She died in 1800.

The Westminster Election. Georgiana, the young and beautiful Duchess of Devonshire, and other ladies, took an active part in canvassing for Fox, who was threatened with defeat in the election of 1784. They secured his return to parliament as member for Westminster.

Whose lips, more persuasive. The Duchess is said to have bribed some of the voters with kisses.

Serjeants. Barristers of high rank. The serjeants were attendant on the lord high steward on the trial of a peer.

Master of the Rolls. The chief of twelve assistants to the Lord Chancellor.

Lord Chancellor. The highest judge in the kingdom. President of the House of Lords, and keeper of the Great Seal.

Edmund Burke, 1729-1797. The great orator of the age.

Charles James Fox, 1749-1806. Statesman and orator. Rival of Pitt. See *Marmion, Introduction to Canto 1. ll. 79-165.*)

William Pitt. The younger Pitt, 1759-1806.

Lord North. Prime Minister, 1770-1782. For these four names see English History.

Sheridan. Richard Brinsley Sheridan, 1751-1816. Orator and dramatist.

Windham. William Windham, 1750-1810. One of the members of parliament charged with the impeachment.

Demosthenes, Hyperides. Celebrated Greek orators of the 4th century, B. C.

The company. The East India Company, which governed for the English in India from 1600, where the first charter was granted, until 1858, when the government was transferred from the Company to the Crown.

The English Presidencies, of Bengal, Madras and Bombay.

Hostile Chancellor. Lord Thurlow, who was Lord Chancellor from 1778 to 1792.

PERORATION OF OPENING SPEECH AGAINST WARREN HASTINGS.

This extract should be studied in close connection with the preceding one.

Author. Edmund Burke, 1729-1797, statesman and orator. Member of Parliament, 1766-1795.

Chief works. *Thoughts on the Present Discontents*, 1770; *Speech on Conciliation with America*, 1775; *Reflections on the Revolution in France*, 1790. *Letters on a Regicide Peace*, 1796.

Peroration. The closing division of a judicial speech. The other divisions are (1) the Exordium or Proem, sometimes called the introduction; (2) the Statement of Facts; (3) the proof of what is advanced; (4) the Refutation of an opposing view. It is important at the end of a speech "to prepare the audience for the favourable reception of the main part of the speech and to close with a recapitulation of the arguments employed or an appeal to the feelings, or both." (*A. S. Cook, in his edition of Burke's Speech on Conciliation, Longmans English Classics.*) Study the peroration of the speech against Warren Hastings, applying this description.

QUESTION BOX.

H. M. M.—Ex. 4, page 19, Ontario H. S. Physics.

The party travels north 110 miles in 10 days.

Therefore the average rate north is 11 miles a day.

The ice drifts south 10 yards a minute, which is 14400 yards or $8\frac{2}{3}$ miles a day.

Each day, therefore, the party travels north 11 miles, and is carried back by the drifting ice $8\frac{2}{3}$ miles. Their average daily progress north, therefore, is $11 - 8\frac{2}{3} = 2\frac{1}{3}$ miles a day.

M. M. G.—Q. Where can I get a good book from which to get the names of the wild flowers?

Reed's Flower Guide, price 76c., is good. Any book-seller will get it for you. It is far better, however, to learn to use a botanical key, such as Spotton or Gray.

Q. What makes the dew form on the grass in the shape of cobwebs?

Spiders spin cobwebs in the grass. The web is so fine that, usually, one does not notice it. But when these webs are laden with drops of dew, they become easily visible.

C. B. J.—For information about the Audubon Society write to the National Association of Audubon Societies, 1674. Broadway, New York City. This Association can give you valuable help in interesting your pupils in birds. If you want a reply, enclose a stamped and addressed envelope.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

THE FIGHTING TÊMÉRAIRE.

(By request.)

The author of this poem is Henry Newbolt, English barrister and author, who was born in 1862. He is well known by his spirited lyrics and ballads, many of them patriotic, such as *Drake's Drum*, *Admirals All*, *Hawke*.

The *Téméraire* was launched at Chatham dockyard in 1798, and was the second ship in Nelson's division at Trafalgar. At that battle the British fleet went into action in two lines, about a mile apart, the one led by Nelson in the *Victory*, the other by Collingwood in the *Royal Sovereign*.

Behind the *Victory* was the *Téméraire* under Captain Harvey. Anxious for Nelson's safety, Captain Blackwood of the *Euryalus* and others urged that the *Victory* should not lead, but when the *Téméraire* overtook the Admiral's ship, Nelson himself gave the order, "I'll thank you, Captain Harvey, to keep your proper station, which is astern of the *Victory*." Captain Harvey and his crew distinguished themselves in the great battle.

In 1838, the *Téméraire* was sold out of the service, and as she was being towed down the Thames from Sheerness to Rotherhithe, she was seen by the famous artist, J. W. M. Turner. A friend suggested to him that it was a good subject for his brush, and he painted the well-known picture which appeared in the Academy of 1839, called, "The Fighting *Téméraire* tugged to her last berth to be broken up, 1838." Newbolt's poem was probably suggested by this picture.

The first four verses tell of the ship as she was in the battle of Trafalgar; the last two, as she appeared to the painter in 1838, when she was "fading down the river." A critic of the picture says: "The vessel has a ghostly unearthly look, as if already more a melancholy vision of the past than any present reality."

The poem should be read or recited with full value given to the swing of the lines. It is emphatically to be apprehended by the ear rather than by the eye alone. Notice how the "ringing" and the "singing" of verses 1 and 3 are echoed in verse 5.

Eight bells. On shipboard, time is marked by a bell, which is struck eight times at 4, 8, and

12 o'clock. Half an hour after it has struck "eight bells" it is struck once, and at every succeeding half hour the number of strokes is increased by one, till at the end of the four hours which constitute the ordinary watch, it is struck eight times.

The morning watch. From 4 a. m. to 8. These explanations will be more interesting and better remembered, if one or more of the pupils get them from a sailor, and bring them to class.

Noontide ringing. The battle of Trafalgar began about noon. The *Victory* came under fire at 12.30.

Linstock. A pointed stick shod with iron, to hold a lighted match for firing cannon. Are cannon fired in this way now?

ROBIN REDBREAST.

Good-by, good-by to Summer,
For Summer's nearly done;
The garden smiling faintly,
Cool breezes in the sun;
Our thrushes now are silent,
Our swallows flown away,—
But Robin's here, in coat of brown,
And ruddy breast-knot gay.
Robin, Robin, Redbreast,
O Robin, dear!
Robin sings so sweetly,
In the falling of the year.

Bright yellow, red and orange,
The leaves come down in hosts;
The trees are Indian princes,
But soon they'll turn to ghosts;
The leathery pears and apples
Hang russet on the bough;
It's Autumn, Autumn, Autumn late,
'Twill soon be Winter now,
Robin, Robin Redbreast,
O Robin, dear!
And what will this poor Robin do?
For pinching days are near.

The fireside for the cricket,
The wheatstack for the mouse,
When trembling night-winds whistle
And moan all round the house.
The frosty ways like iron,
The branches plumed with snow,—
Alas! in Winter dead and dark,
Where can poor Robin go?
Robin, Robin Redbreast,
O Robin, dear!
And a crumb of bread for Robin,
His little heart to cheer.

— William Allingham.

ARITHMETIC IN GRADE I.

BY A PRIMARY TEACHER.

Continued from the August Number.

The important preparation for work in subtraction is a thorough realization of the relative value of numbers. Which is the greater (or the most) 7 or 9; 8 or 2; 10 or 6? Do not hope for success unless this is understood. There may be a show of success, but the next teacher will find your class weak where it might just as well have been strong.

We invented an arithmetical sign—a long dash—meaning “you can’t do it.” I give several lessons on work requiring no definite answer, only “It can be taken away,” or “you can’t do it.” $4-6=$ —; $7-3=$ \checkmark . Then followed three other sets of cards with questions which can’t be done sprinkled in occasionally. $8-3=$; $10-$ =7; $-5=4$. Of these the first is the important set. When the class has conquered this, any other work will be easy.

Now you say: “How shall I correct all this?” That too is easy. Each card is numbered with red ink. On a sheet of paper I keep the answers for each set. Either opposite or under the number of the card are its answers. In a few days your eyes learn to fly down these answers and compare them with those on the children’s slates. If you wish to keep a record of the children’s advancement, these results afford a very truthful standard.

Following these six sets come the mixed questions not requiring results of more than ten in any part.

Occasionally I give a question which becomes impossible before the end. $2+4+3-7+1+3-5=$ —. At first I tried to see that a pupil never had the same card twice. Later I decided that a casual shuffling was all that was necessary.

I do not make out cards for the multiplication and division required in Grade I, but have a second set of mixed questions requiring a knowledge of the four processes. $4+5-7\times 3+4\div 5+6=$.

When I have reason to fear that the work is not done quickly enough I dictate a card of the mixed set leaving out the first number of each question till the last as $+5-7\times 3+4\div 5+6=$. In this way the clever pupils are kept from starting before the others.

I receive much practical help from each issue of your excellent paper.—L. W.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

JOSEPHINE H. McLASKY.

Continued.

XII. And, etc., “That the several persons who shall have credibly passed through any of the said Training Schools, shall apply for and obtain a license to teach from the Lieutenant-Governor, etc., previously to their being re-engaged in any School District.”

XIII. And, etc., “That from and after the passing of this Act, it shall be lawful for His Excellency, the Lieutenant-Governor, etc., by and with the advice of His Majesty’s Executive Council, to appoint, from time to time, as occasion may require, two competent School Inspectors, whose duty it shall be to inspect once in each year, every school in the Province and to report on the state and condition of the same, according to the mode and forms which may be prescribed for the purpose by the Provincial Board of Education.”

XIV. Each inspector so appointed. . . . shall be entitled to receive £200 per annum.

XV. And, etc., “That the said Board of Education shall and may by Regulations to be by them made, sanction, require and enforce a system of instruction and education illustrated at the principal Model and Training Schools, established under this Act, and may after due inquiry select and determine the set of books and apparatus to be used therein, prescribe to teachers and school inspectors, such forms as may be considered necessary for showing the number of pupils in daily attendance, with their attainments in the several branches of education, and with such other matters as may be deemed worthy of notice, and also may appoint and establish forms of Registers, wherein may be entered the names, ages and the attendance of pupils and their progression in learning, and may in general take such charge of all schools established under this Act as shall lead to the prevention of abuses and the promotion of a good practical education.”

XVI. And, etc., “That the sum of £1,000 shall be placed at the disposal of the Provincial Board of Education, for the purpose of providing books and apparatus for the use of Parish Schools to be placed in charge of Persons to be appointed for that purpose in the respective counties within the

Province, and sold for the use of such schools at the prices to be fixed by the Board of Education."

XVII. The above book sellers were required to report to the Board of Education by December 31, in each year, regarding books, etc., sold, those on hand, and the sums of money received during the year.

XVIII. Salary of the teachers from the Provincial aid, First Class, at the rate of £15 for six months, £30 for twelve months; Second Class, at the rate of £11 for six months, £22 for twelve months; Third Class, at the rate of £9 for six months, £18 for twelve months. "Provided that the inhabitants of the said district shall have subscribed and paid the sum of £10 for the support of such teacher for a period of six months, or provided Board and Lodging for the said period."

XIX. Trustees are to report twice a year to the justices, the form being prescribed.

XX. The Justices are to report twice a year to the Board of Education, and the above grants listed in Sec. 18 shall be allowed (£20 for each school taught by an untrained licensed teacher) the maximum grant was £260 for one parish, on the average of £180 to the parishes of the county.

XXI. Schools established under the Act now in force are to continue so until it expires.

XXII. And, etc., "That all persons duly licensed, who have not passed through a course of instruction in any Graining School, shall for the time being, be considered as Teachers, to be continued under the operation of this Act, and as such, shall be entitled to receive at and after, the rate of £10 for six months, or £20 for one year, as the case may be. Provided always that it shall be in the power of the Provincial Board of Education to reduce after a reasonable time, all such licensed teachers as may omit to avail themselves of the opportunity of acquiring such practical Training and Knowledge of the improved System of Teaching, to teachers of lowest class, and as such, to be subject to several provisions of this Act."

XXIII. Free scholars may be admitted to the number of five.

XXIV. And, etc., "That for the purpose of providing a proper building and other incidental expenses of the school to be established at Fredericton, it shall be lawful for His Excellency, the Lieutenant-Governor, etc., by and with the advice of the Executive Council, to draw from the

Provincial treasury, a sum not exceeding £100."

XXV. The Act, VII Wm IV, Cap. VIII, (1837), is hereby continued until January 1, 1848.

XXVI. This Act shall continue and be in force until May 1, 1850.

[Continued to May 1, 1852, by 13 Vic., Cap. XLVI, (1850). Repealed by XV, Vic., Cap LX. (1852).]

III. ACTS REGARDING GRAMMAR SCHOOLS PASSED FROM 1802-1847.

(1). 56 Geo. III, Cap. XXI, Act 1816.¹

An Act to establish grammar schools in the several counties of this province.

Passed March 11, 1816.

"Whereas the education of youth is of utmost importance to society."

I. "Be it therefore enacted, That His Honor, the President or Commander-in-chief for the time being, by and with the advice of His Majesty's Council shall be, and is hereby empowered to appoint during pleasure and to remove as he shall see fit, three or more fit persons in the several Counties of this Province (the counties of York, St. John and Charlotte excepted²), as Trustees and Directors respectively, for establishing Grammar Schools in each of the said Counties except as aforesaid.

II. And, etc., "That the said Trustees and directors of the said Grammar Schools in each of the said Counties, except as aforesaid, or the major part of them, shall form a Board for adjusting the business of the said Schools respectively, and they are hereby empowered to procure proper places whereon to erect a Building suited for said Schools in each County as aforesaid, and to accept and receive donations for the erection of such Buildings, and for the endowment of such schools, and to purchase and hold Lands and Real Estate, in trust for the use of such Schools, and be enabled to sue and be sued, implead and be impleaded,

¹Taken from the Acts etc. of N. B., 1817. Lugin, Fredericton.

²Grammar schools had already been provided for in these counties. York county Provincial Academy since 1786 or thereabouts, Grammar School, St. John provided for by 45 G. III, Cap. XII; St. Andrews Grammar School provided for by 56 G. III, Cap. XV.

answer and be answered unto by the name and description aforesaid."

III. And, etc., "That the Trustees or Directors, or a major part of them in each of the said Counties respectively, except as aforesaid, are hereby empowered to procure a Master or Ushers for said Schools, and to make and establish bye-laws, ordinances, regulations for the Government of said Schools, and enforce obedience to the same by moderate fines or expulsions or other public censures, as they may judge proper, fix rates of tuition in the said Schools. Provided always that no such bye-laws or regulations shall have force or effect until they shall have the approbation of His Honor, the President or Commander-in-chief for the time being."

IV. And, etc., "That no Master or Masters, Usher or Ushers, shall be employed to teach in School or Schools now established or to be established or hereafter to be established in this Province, unless such Master or Masters, Usher or Ushers shall be duly qualified and Licensed as by His Majesty's Royal Instructions is required."

V. And, etc., "That the trustees shall hold public visitations and examinations of said Schools respectively, twice each year, to wit, on the first Monday in May and the first Monday in November."

VI. And, etc., "That the scholars in the said Schools shall be taught English Grammar, the Latin and Greek Languages, Orthography and the use of Globes, and practical branches of Mathematics, or such other useful learning as may be judged necessary, and the said Trustees and Directors for the respective Counties shall be, and are hereby authorized and empowered to nominate and send to such Schools, any number of Boys not exceeding Eight to any one School, to be taught gratis, And such Boys shall be instructed in all the branches of Education taught in the said Schools respectively, or in such parts thereof as the said Directors shall direct, in the same manner as any other scholars; and on the removal of any such boys from the said schools respectively, the Trustees or Directors shall appoint and send others in their stead, so as to keep up at all times the full number of eight free scholars in each and every one of these Schools respectively; provided always, that such boys shall be poor orphans or children whose parents cannot afford to pay for their education.'

VII. And, etc., "That the sum of £100 annually be included in the estimate of the ordinary expenses of the Province, for each of the following Counties, that is to say, the counties of Northumberland, Queens, Sunbury, Kings and Westmorland, which said sum of £100 shall be granted annually, for the payment of the masters thereof respectively, the same to be drawn on certificate of such Trustees and Directors, in favor of the person or persons entitled thereto."

VIII. (Not verbatim). When the trustees and directors are able to notify His Honor, the President or Commander-in-chief of the province "That such county hath provided a grammar school building, and a Master capable to manage the said School, and that the sum of £100 hath been raised or subscribed by the inhabitants of such County, payable and to be paid to the said Trustees and Directors of such School, in aid of support and maintenance of the said Master, that then it shall be lawful for His Honor, the President or Commander-in-chief, to draw by warrant, by and with the advice of His Majesty's Council, on the Treasury of the Province for one half of the said sum of £100, in favor of the Master or Teacher of the said School, and so from time to time upon like certificate, in half-yearly payments for the use of such School. Provided always, that all sums of money which shall be borne upon the estimate as aforesaid from year to year, for the use of such schools and which shall not be drawn from the Treasury of this Province, pursuant to this Act, shall revert to the Provincial Fund to be apportioned by the Legislature."

IX. The Trustees are to be accountable to the Legislature for the use of money raised by the Parish or apportioned by the Legislature.

Section VII was repealed by 4 George IV, Cap. XXIV, of which section I, Section II provided that the sum of £175 be granted annually from the Provincial treasury to the counties of Kings, Queens, Westmorland, Sunbury and Northumberland. This Act of 1816 was again amended in 1829 by Section XVII, of 9 & 10 Geo. IV, Cap. XXIX, which read as follows:

"That from and after January 1, 1830, no beneficed Clergyman of the Established Church, or Minister of any other Sect or Denomination of Christians, having spiritual charge of any Parish or Congregation shall be eligible or be appointed

Master or Usher of any Grammar School in any of the said last mentioned Counties."

(2). 9 Vic., Cap. LX, Act 1846.¹

An Act in amendment of the Acts now in force relating to Grammar Schools.

Passed April 14, 1846.

"Whereas it appears that the benefits derived from some of the Grammar Schools are not commensurate with the large sums of money annually granted for their support.

I. Be it enacted, etc., "That from and after the passing of this Act, the Scholars of the several Grammar Schools in this Province shall be taught Orthography, Reading, Writing, Arithmetic, English Grammar, Geography, Natural Philosophy, the practical branches of Mathematics, the use of Globes, the Latin and Greek languages, and such other useful learning as may be judged necessary."

II. And, etc., "That in every such Grammar School there shall be an average number of fifteen Scholars over ten years of age in daily attendance, and that the following branches of Education shall be taught in said schools respectively, English Grammar, English Composition, Ancient and Modern History, Natural History, Natural Philosophy, Arithmetic, Geography, the use of the Globes and the practical branches of Mathematics."

III. And, etc., "That it shall be the duty of the Master of every such Grammar School to keep a true and correct Register of names and ages of the several scholars and to mark daily therein the presence or absence of each scholar as the case may be, and to furnish the Trustees and Directors of such Grammar School, semi-annually, with a true copy of the same, and also with a Return pointing out the number in daily attendance, with the several Branches of Education taught to each Scholar."

¹Taken from the Acts of New Brunswick, etc., printed 1846.

AN INGENIOUS PARAPHRASE.

"In spite of the clamour of the Noes, the Ayes won," was dictated from the history book, and the pupils were called upon to write out what the passage meant. One of the replies was: "Though he made a disagreeable noise by breathing through his nose, he had such fine eyes that he persuaded the parlyment to vote for him."—*Teachers' World*.

SUMMARY OF DR. A. H. MACKAY'S ADDRESS AT THE CENTENARY OF THE PICTOU ACADEMY.

On looking at this magnificent panorama extending to the picturesque horizon encircling the sky-blue harbor of Pictou, I am transported back for more than forty years of time, and imagine I should know, as of old, everyone in this large audience. But I am twenty-seven years out, and find that to recognize most of the multitude now before me in the prime of life I have to ask, "Who was your father, or your mother?"

I have been so overpowered by this reception due to my association with my old colleague the veteran principal of the Pictou Academy, by whose side I sat in the triumphal car on its historic procession to this platform from the old Academy which I entered as a student over forty-nine years ago, and as its principal about forty-three years ago, that I cannot express the sensations awakened in me. The hearty cheers from the crowd, among whom were recognizable many of the most distinguished men of our country, made us feel that there may be a time when the service of the erstwhile humble school master will be remembered, and he can enter into his kingdom of usefulness acknowledged.

High above these is the first principal and founder of the Pictou Academy. One hundred years ago he came to a new but goodly land, stocked with a people not rich in material wealth, but endowed with physical strength and intellectual power, strong moral consciousness and a high religious outlook. The potter had the clay without which he could do little. But the potter himself was a genius, and of a transcendent order. He not only fashioned many vessels to honor, but he created a fashion which has been reproducing itself for a hundred years, with an ever-widening circle, promising to go still widening down the ages. He is the man who made it possible to call together this large and historic home-coming of leaders of men, not only from our own province and continent, but literally from every quarter of the globe.

Think of Rev. Dr. Thomas McCulloch one hundred years ago, busy in the spiritual interests of his people as well as in their material advancement, yet able to stimulate the origination of new laws for the elementary and secondary education of his people, and at last successful

in founding the Pictou Academy of university grade, his students able to pass the M. A. degree of Glasgow University in Scotland.

He was nobly assisted by his great contemporary, Rev. Dr. MacGregor, the first of a distinguished line, a young scion of which, as a member of our Provincial Government, is responsible for a very substantial stimulus to this celebration.

He had time to utilize the press; and he did it effectively even into controversial literature. He taught all subjects when necessary — the ancient languages, logic, mental philosophy, and what was then known as natural philosophy. Chemistry and physics were expounded with a finer equipment of apparatus than is yet shown in some of our universities. Splendidly mounted collections of minerals, plants and birds were made under his own direction, excelling some in our colleges today. In fact, the great French ornithologist Audubon who then visited America found the Pictou collection the best in America. None of his successors even with more aid could do what he had done; and of his contemporaries none had either the genius or the working energy.

He could not, however, prevail over sectarian prejudice; and the Pictou Academy never became the desired undenominational university of Nova Scotia. Finally he was transplanted into the then uncongenial climate of Halifax, where he passed away, leaving behind in Dalhousie College the living roots which have since developed into the great Provincial University of today.

But his spirit was also at work in those living around the old Pictou Academy. Jotham Blanchard was a pioneer in representative and responsible government. The Mechanic Institute developed in the generation following him men like Sir John William Dawson, Rev. Dr. G. M. Grant, Rev. Principal Gordon.

Public lectures in science used to be given by laymen in the generation following, illustrated more brilliantly by experiments than most of the university extension courses of today. J. D. B. Fraser in Chemistry, Hepburn in hydraulics and acoustics, Dickson, Fogo, Ross, Primrose and Johnstone, are names I used to hear mentioned in literature, law, economics and science. In no part of the Province then or since has so learned a body of professional and laymen enjoyed such studies and their exposition to the public. Later Costley and Jack were succeeded by Bayne and

MacKenzie in the Academy, when it took a new lease of life as one of the County Academies of the Province.

When Herbert Bayne received leave of absence to complete his graduate course at Dalhousie, and Aubrey Lippincott, one of the youngest looking graduates of the University held sway, in May of 1867, I entered the Academy for a short term. When a teacher in one of the lower departments fell ill, it was the custom to ask one of the teachers from the country to take charge of the room for the day. My turn came in a room upstairs, where the highly strained discipline at last broke in my rush for a demonstrative back seat boy, who promptly evaded me by throwing up the window and dropping out two storeys to the ground. I had no desire to murder any one, and my anxiety was great until his classmates reflected from their countenances his successful accomplishment of a formerly practised stunt.

All the same I got the impression that a town school was a rather tough proposition for a gentle country teacher; so that when in 1873, as a young Dalhousie graduate in charge of the well broken-in County Academy of Annapolis Royal, I was really afraid to assume the responsibility of managing the Pictou Academy when approached.

Principal Bayne and his colleague J. J. MacKenzie, after bringing the Academy up to a high state of efficiency, had just resigned to pursue post-graduate scientific studies abroad. With the late Rev. F. W. George, M. A., we had the usual difficult task of following a popular and brilliant administration. By 1876, associated with the present venerable principal of the institution, two departments grew into three and then into four, the new Academy being built in 1880 on the present site. My colleague of 1876 remained constantly with me until in 1883 he was promoted to the Inspectorship of the County, from which position he took the principalship in 1889.

During these years I not only enjoyed the fellowship of these but of other colleagues, Sutherland, Fraser, MacInnes, Mellish, Gammell, Langille, Soloan, Shaw; men with whom association was my education, whose genius for their work was the ground of our common success, and whose influence moulded the Pictou Academy as it has and is still moulding the wider world around us.

And our students — what a fortune we had in them, in being able to start them for a few short

terms at the critical age. Never were schoolmasters more graced than we were by the reflected glory of the later success of those whom we had the privilege of aiding to start out. They are found not only in the useful but high places of our native province and of the Dominion, and around the world beyond. Men like Dr. Ross Hill, who in 1889 was our very youthful gold medallist, and now comes to speak to us from south of the border after promotion from State to State, and who at his inauguration only a few years ago as President of the great University of Missouri, was characterized by Schurman of Cornell as one of the five great University Presidents of the United States — and he was the youngest of them — men like the Chief Superintendent of Education for British Columbia, Dr. Alexander Robinson — men like Dr. C. B. Robinson, the most promising botanist ever born, equally well equipped by nature and education, who now lies beneath the sunlit waves surrounded by the gorgeous flora of the Malay Archipelago — men like Colonel George Brenton Laurie, who was among the first of us to fall while stemming the Hunnish invasion of civilization in Europe on the field of Flanders.

One word more to say how grateful we should feel to those who originated, directed, and aided to carry into successful completion this centennial celebration which is exhibiting to the country at large what the spirit of our ancestors — the passion for the discovery of truth and toleration for truth-seeking — a hundred years ago has done for us today; and how we can send down with added impetus through the ringing grooves of time the old spirit to vivify the distant posterity that is to be.

It is about forty years since Dr. Robert MacLellan became a member of the Pictou Academy staff. He had been for six years the school inspector, when he was really in authority above the principal. He has been twenty-seven years principal of the Academy. During these years the institution had to compete against the expanding High School system, and institutions manned by Pictou Academy trained teachers, such as some in the Halifax Academy, Campbell in the Truro Academy, MacInnes and Creelman in the Sydney Academy and many others in other localities. Its present standing, therefore, reflects high credit on Dr. MacLellan, whose connection with it is

also unique in reference to his long as well as successful administration.

In conclusion, therefore, I must say, that we, his associates or old students can hardly feel we have done our entire duty unless we shall at some time raise as a memorial of his uniquely distinguished career in connection with the Academy a bursary, scholarship or exhibition, for future students to compete for annually, to be known as the Dr. Robert MacLellan Scholarship.

SCHOOL EXHIBITION.

We held our exhibition in the school-house at Bayfield, September 25, 1916.

In the forenoon we arranged the tables and placed the exhibits in proper places.

One table consisted of vegetables as — beets, peas, corn, carrots, cucumbers, tomatoes, squash and beans; there were some good bunches of wheat and oats.

Another table contained cooking as — layer-cake, cookies, patty-cakes and loaf-bread, the preserves were blackberries, strawberries and apples.

The third table was covered with fancy work and knitting.

A fourth table was used for insect exhibits.

Mounted leaves, ferns and mosses were hung on the walls, also writing and various kinds of drawing.

There were several bunches of sweet-peas, asters and pansies.

There were a fair number of visitors in the afternoon, they all said the exhibits were very good and everyone enjoyed themselves.

The cooking was all sold, and some of the vegetables, to buy books for the school library.

JAMES RANDALL, VIII.

The report given above was sent us by the Director of Rural Science in Nova Scotia, to show how school gardens and exhibitions fit into ordinary school work. It is not a model in composition, nor entirely free from mistakes, but it is natural and well arranged. The writer was interested and knew what he was writing about. [EDITOR.]

Mirth is God's medicine. A man without mirth is like a wagon without springs, in which one is caused disagreeably to jolt by every pebble over which it runs.— *Beecher*.

FOR THE MONTH.

Bible Readings.

- | | |
|---------------------------------|---------------------------|
| 1. Proverbs, xvi, 1-9. | 1. Prov. xxi, 1-8. |
| 2. St. Luke, viii, 1-15. | 2. St. Luke ix, 1-11. |
| 3. Proverbs, xvi, 17-24. | 3. Prov. xxi, 23-31. |
| 4. St. Luke, viii, 16-21. | 4. St. Luke ix, 12-22. |
| 5. Psalm, xvi. | 5. Psalm cxxxix, 1-11. |
| 1. Prov. xviii, 9-19. | 1. Prov. xxii, 1-11. |
| 2. St. Luke, viii, 22-25. | 2. St. Luke ix, 23-27. |
| 3. Prov. xix, 20-29. | 3. Prov. xxii, 17-25, 29. |
| 4. St. Luke viii, 41-42, 49-56. | 4. St. Luke ix, 28-36. |
| 5. Psalm xcvi. | 5. Psalm xxxiv, 1-15. |

Corn Song.

Through vales of grass and meads of flowers,
 Our ploughs their furrows made,
 While on the hills the sun and showers
 Of changeful April played.
 We dropped the seed o'er hill and plain,
 Beneath the sun of May,
 And frightened from our sprouting grain
 The robber crows away.
 All through the long bright days of June,
 Its leaves grew green and fair
 And waved in hot midsummer's noon,
 Its soft and yellow hair.
 And now, with autumn's moonlit eyes,
 Its harvest-time has come,
 We pluck away the frosted leaves,
 And bear the treasure home

Whittier.

I have been asked to name some subjects for composition.

Write a page about: 1. How I like to spend a day at home. 2. What we do on the farm in October. 3. My favorite out of door play. 4. My favorite day of the week. 5. The best moving picture I have seen. 6. Getting ready for winter.

Write a short conversation between two boys or two girls about: 1. Going in swimming. 2. Going an errand. 3. A birthday present. 4. Is it going to rain? 5. Where to go for a walk.

Take a story in your reader. Count the paragraphs. Write down shortly what each paragraph is about. Thus: 1. Description of a little girl. 2. What the little girl said to her mother, etc.

Write ten sentences about: 1. A car-ride. 2. Your walk to school. 3. Your own room.

Copy sentences from the board, filling in conjunctions. As, Jack — I went to the picnic — Mary had to stay at home — she had a cold.

October 21 is Trafalgar Day. As it falls on Saturday this year, the afternoon before might

be given to readings, talks, and recitations about Nelson. The words "England expects that every man will do his duty," and, "Thank God, I have done my duty," said Nelson as he lay dying," may be put on the blackboard, and a portrait of Nelson, and one of the Nelson shields, wreathed with autumn leaves, or vines.

Let the children reproduce for a composition, the following story about Nelson when he was a captain.

"His ship was full of young midshipmen, of whom there were not less than 30 on board; and happy were they whose lot it was to be placed with such a captain. If he perceived that a boy was afraid at first going aloft, he would say to him in a friendly manner: 'Well, sir, I am going a race to the masthead, and beg that I may meet you there.' The poor little fellow instantly began to climb, and got up how he could — Nelson never noticed in what manner; but when they met in the top, spoke cheerfully to him, and would say how much any person was to be pitied who fancied that getting up was either dangerous or difficult."

Two mistakes in English are constantly being brought before me. Sometimes, alas!, they are made by teachers. One is the use of "real," as an adverb modifying an adjective; "real good," "real busy," "real well." Your pupils probably use the word in this way. Never let it pass. With the little ones simply correct it, substituting "very" or "quite." With children who have studied adjectives and adverbs, make them try to parse the word "real," and write sentences using it correctly.

The second mistake is in concluding a letter with the phrase "And Oblige" written with capitals, and regardless of whether or no it suits the context. For instance, a letter will end, "my present address is No. 31 — Street.

And Oblige,
 Yours truly."

It is quite correct to write "Please send my parcel to No. 31 — Street, and oblige,

Yours truly."

because here the "and oblige" is connected with the closing sentence.

In teaching children poems by English writers on birds, or flowers, or any seasonal poems,

attention should be drawn to the differences between Canadian and English conditions. For instance, if the children are learning William Allingham's pretty poem "Goodby, Goodby to Summer," tell them that the English robin, a smaller bird than ours, but much like it in colouring, is one of the commonest of the winter-birds in England.

Here is a plan for a written spelling match, recommended by the *Western School Journal*, of Winnipeg.

The pupils who were to take part were chosen in the usual way by captains, and the sides lined up in front of the two longest stretches of black-board.

When the word was called the pupil turned quickly and wrote it on the board. If it was incorrect the pupil on the opposite side wrote it as rapidly as possible. The first speller erased the word as soon as a nod from the teacher said it was incorrect, but the correct words were left on until the close of the match.

The score was kept for the month, and an unusual perfection was noticeable in the daily spelling lessons.

The teacher of a country school asks for some interesting work for primer classes, but does not say what kind of work. If you can draw, you are equipped for interesting your little pupils. When teaching new names of things draw the objects on the board. Relate them, if possible. Draw a house; have the children name the different parts; put the names on the board; make up sentences about them.

Draw a field, with grass, tree, cow, dog, fence, etc.; a table, with dishes and food; a garden bed; the top of a desk, with book, pen, paper, etc.

That excellent little book "Teaching Children to Study" (The Macmillan Co.), which we have recommended before, gives numbers of good seat work exercises for children from grades I to IV.

Appropriate reading lessons for October are: "The Death of Nelson," "Ye Mariners of England," "To the Fringed Gentian," "The Ant and the Cricket," "October's Bright Blue Weather," "How the Leaves Came Down," "Indian Summer," "Lord Nelson's Boyhood," "The Fighting Téméraire."

PROVINCIAL EDUCATIONAL ASSOCIATION.

The Provincial Educational Association which met in Halifax, August 30 to September 1, opened with an attendance of about 250 enthusiastic teachers.

Dr. A. H. MacKay in his opening speech reviewed the progress of education in the twenty-five years of his presidency. The following excellent programme of papers and addresses was carried out in the succeeding days:

Address by R. V. Harris. Subject: "Utilization of School for Social Purposes." Address by Principal Brunt: "Social and Civic Development through the School."

Paper by Principal Soloan: "A Place for Hygiene in the High School Course." Paper by Rev. Father McManus: "The Providing and Maintaining of Parental Interest in the School."

Paper by Inspector Robinson: "Shall High School Grades be allowed to attend Rural Schools." Paper by Inspector Campbell: "Short Training Courses for Teachers."

Address by Professor L. A. DeWolfe: "Science in the Rural Schools." Address by J. E. Barteaux: "Vocational Education." Address by Dr. Waddell of Queen's University: "Examination Papers in Science and How to Prepare for them."

Paper by President MacKenzie of Dalhousie: "The Spirit of a People—What Germany Forgot." (Read by Professor Stewart.) Address by President Boyle of King's University: "Possible Improvement in our System of Education"—in subject matter rather than method. Paper by F. H. Sexton of Technical College, "Some After-the-War Problems in Industrial and Educational Training." (Read by Mrs. Sexton.) Speech by Hon. G. H. Armstrong, acting Premier.

Paper by A. Roy Williams: "Teaching Music in the Schools." (Read by Mr. Vickery.) Paper by Rev. Father O'Sullivan: "The Child's Voice, and how it should be managed by the teacher." Address by Prof. Bucknell of St. Francis Xavier: "How to Teach History in Relation to the War."

Paper by E. W. Connolly: "On Teaching Arithmetic." (Read by Inspector MacDonald.)

Each paper was freely discussed and many helpful points were brought out in this way.

The Provincial Teachers' Union met for the first time since 1912, on Thursday afternoon at 3 p. m. Teachers were urged to make use of this heretofore neglected, though most important, weapon for the betterment of their own conditions, especially in rural districts. The new officers were elected:

President Creelman retired, and Principal Ford of Wolfville was elected in his place.

First vice-president, Principal Haverstock, Sydney Mines; Second vice-president, Principal

Morton, Liverpool; secretary, Mr. Smith, Windsor, re-elected.

Advisory Board: Mrs. Davidson, Amherst; Miss Hewitt, Lunenburg; Miss Mackintosh, Sydney; Miss McLennan, Windsor.

The election of Teachers' Representatives on the Advisory Board was scheduled for 4 p. m., Thursday. Successful candidates were Principal G. K. Butler of Alexandra school, Halifax, and Principal Allen of Colchester County Academy, Truro.

Following the last paper came the report of the Committee on Resolutions. Those passed were.

1. That the association endorses the principle that the school property in each community be utilized more fully for community purposes, as social and civic centres, and that teachers do all they can, both in actual school hours and in the community, to enhance the helpful social relations between school and home.

2. That the association regrets the resignation of Supervisor McKay as its secretary. For forty years he has been the mainspring of the association and it hopes that it may still have his advice in all its deliberations.

3. That the thanks of the association be expressed to the Technical College, to the railways, to the press, and in particular to The Herald and Mail for free copies sent to the Y. M. C. A.; to the Waegwoltic for privileges extended, and to the speakers at the convention.

The election of the executive resulted in the appointment of the following:— Inspectors MacDonald, Phelan, Campbell and Robinson, and Principals McKittrick, Lunenburg, and Wyman, Yarmouth.

It was suggested by several members that the next session be held in 1918 in Sydney.

This ended the business of the session.

The Rural school teacher who happens to have her school some distance from any farmhouse will find an Emergency Box a great help to her; it will also help in the Physiology class by having the children bring each an article for the box.

DIRECTIONS: Secure any good-sized box, have it very clean, place a slip on the outside which reads, "Helps for the Sick." In this box have the following articles: Peroxide, vaseline, cotton, camphor, old linen, pins and spirits of ammonia.

A teacher who once has one of these boxes in her school will never be without it. When some little one falls and cuts himself on a stone or otherwise, a little peroxide and cotton is very beneficial.—*Popular Educator.*

PRESSED FLOWER COLLECTIONS.

BY DORA M. BAKER.

Rural Science Assistant in Nova Scotia

The question: "Will you please tell me how to press and mount flowers?" comes so often through the summer and fall months, that it seemed worth while answering it in print. Here, then, are a few hints to teachers seeking information along this line.

The secret of successful preservation of natural color in the flower, lies in *quick drying*. A plant press for this purpose is made up of sections. Each section contains: (1) a sheet of corrugated paper (to allow air passage); (2) a sheet of blotting paper (to absorb moisture); (3) a sheet of absorbent cotton, on which flower is laid, face up; (4) a sheet of blotting paper, rolled on slowly over the flower after it has been placed, until the sheet is flat; (5) a sheet of corrugated paper, as before.

Several sections can be made thus and then the whole (tied together tightly to prevent warping or curling), should be placed in a warm spot to dry. The top of a kitchen stove is about as good a place as one can find.

The length of time required for thorough drying varies, of course, according to the thickness of leaves, stem and blossom. Experiments go to prove not less than a half-day, and not more than two days, should be allowed.

As soon as the plant is dry it should be removed from the press, and mounted at once. One of the very best methods is in flat, closed cases, like insect mounts. The Riker mounts for insects are well known, and quite widely used. The Riker mount for flowers is also very good, but unfortunately, very expensive as well. A good home-made mount, however, can be made for about ten cents, by copying the Riker mount. Use ordinary window glass (9' x 12''), with white absorbent cotton underneath to mount the flowers, and corrugated paper or pasteboard, for a back. Wide passepartout around the edges of the case holds the three layers together, and effectually excludes the dust.

Such a method is to be recommended for school collections, which are permanent. For a *personal* collection the teacher would probably object to the extra weight of the glass. If however, she leave in her school even a half-dozen mounts of the uncommon flowers of woods or garden, she has done good work.

CURRENT EVENTS.

The most startling thing in the recent war news is the account of the doings of a German submarine on the New England coast. Possibly there may be more than one of them at work in the neighborhood of Long Island Sound, but only one has been identified. She called at Newport, R. I., on the seventh of this month, and on the following day sank four British and two neutral vessels approaching or leaving the port of New York. The United States government sent several ships of the navy to rescue the passengers and crews of the sunken vessels. This grave interference with the commerce of the Atlantic coast of the United States will probably not be allowed to continue. Great Britain protested to the United States government some time ago against German submarines being allowed to leave United States ports, and there seems to be no need of repeating the protest.

The Roumanian invasion of Hungary, which began even before the declaration of war, has been checked. Even if the Roumanians are driven back within their own borders, their invasion will have accomplished its chief object for the present, which is to protect the Russian and Roumanian armies advancing towards Constantinople along the Black Sea coast, if the judgment of the newspaper writers is to be trusted. It seems probable that these armies, coming southward through Bulgaria, will ultimately be joined by the armies of the Allies now in Greek territory, and by the Russians coming eastward from Armenia. This is, of course, assuming that the armies of the Central Powers are unable to stop their advance. A further object of the Roumanian invasion was to take possession of Transylvania, if possible, that province being inhabited by a mixed population, three-fifths of whom are of the Bulgarian race and language.

What part Greece will take in the war remains still uncertain though it must soon be decided. The Greek government has not declared war; but the popular uprising in favor of the Allies is spreading, and practically all of the Greek islands have placed themselves under a provisional government which openly favours the cause of the Allies. The whole Greek fleet is said to have gone over to the insurgents. Although it is now said that the King is in favour of the same course, there is ample reason for his delay in the fact that there are a million Greeks in Turkey who would probably be killed if the two nations were at war. It may well be that the landing of a strong force in Asia Minor to protect these people would be made a condition of the Greek alliance.

The Dobrudja, where the Russians and Roumanians are now facing the Bulgarians and Germans, is a flat and unhealthy region lying along the Black Sea coast to the south of the Danube. Its chief value is in the fact that it gives Roumania access to the sea.

The war in Macedonia, where French, British, Russian, Serbian and Italian troops are operating, is gradually extending beyond the Greek frontier; and at more than one point the Serbians are now fighting on their own territory.

In the Carso, a barren plateau north of Trieste, the Italians are slowly pressing back the Austrians and occupying new positions. In Albania also they have been making some progress.

To us the most interesting of the battle fronts is that of the Somme, where Canadian regiments have been in the thickest of the fight and have won distinction for their bravery. Leaving their old lines in Flanders, the Canadians reached the Somme about the middle of September, and went into action immediately. On the fifteenth they were at the taking of Courcellette, where the heavily armored motor cars which the soldiers have called tanks were used for the first time. These are as large as a railway freight car, and move as fast as a man can walk. They go over the roughest ground, even crossing trenches and shell holes without difficulty; and they are so strongly protected by their steel covering that bullets have no effect upon them. They are really small moving forts which only the large guns of the enemy will injure, and they do not remain in one place long enough to make a good target.

The Turks claim victories in Persia and in Mesopotamia, where, however, only small forces are engaged. Neither the Russians nor the British in those regions have met with any serious defeat.

The battle of the Somme began on the first day of July, and continues with increasing severity. The French and British lines join here, and both are advancing and driving back the Germans. The British are moving towards Bapaume, the French towards Peronne, both of them strong German positions the loss of which would compel the Germans to fall back to their next line of defence, perhaps to begin a general retreat along their whole western front. In three months the Allies have gained more territory there than the Germans gained in six months at Verdun.

The Russians are still moving forward against Lemberg, the capital of Galicia. It should not be forgotten that this is the most important movement now going on, unless the march to Constantinople has really begun. Since the first of July the Allies have taken on all fronts about half a million prisoners, and four-fifths of these have been taken by the Russians. Another thing to remember is that the Russians are no longer largely dependent upon outside help for munitions of war. They now have factories and workmen of their own, perhaps quite sufficient for their needs.

It is expected that the Canadian Patriotic Fund will require thirteen million dollars for next year. More than ten thousand dollars has been given to the fund this year by the Indians of Canada.

The Canadian Forestry Battalion has left England for work in the French forests.

In Rheims, where they still have to fear German bombardment at times, many children attend school under ground, the classes being held in the cellars and wine vaults of the town.

I find the great thing in this world is not so much where we stand, as in what direction we are moving; to reach the port of heaven, we must sail sometimes with the wind and sometimes against it — but we must sail, and not drift nor lie at anchor.—*Oliver Wendall Holmes.*

RED ROSE TEA "is good tea."

SCHOOL AND COLLEGE.

Mr. Lenfest Ruggles, formerly Principal of Schools at Middleton, N. S., is now principal of the County Academy at Annapolis Royal.

Miss Maud Beach is teaching at Victory, Queens Co., N. B., for a second year.

Mr. Lee Beach has the school at Brookvale, Queens Co., N. B.

We are requested to add to the list of New Brunswick teachers who have enlisted the names of Robert P. Orchard of Young's Cove, N. B., and Horton Beach, of Brookvale, N. B.

Miss Gwendolyn Hallett, of Moncton, has the post on the St. Stephen, N. B., school staff formerly held by Miss Elizabeth Wilson of Rolling Dam. Miss Wilson has leave of absence for a year.

At New Glasgow, N. S., the Annual School Children's Flower Show, under the auspices of the Women's Council was held in the High School on September 8. A prize was offered in each grade of every school to the pupil showing the best collection of flowers.

Four new professors are beginning work at the University of New Brunswick. Prof. C. E. Popplestone, late of Edmonton, Alta., is the only permanent appointment to the staff, and he succeeds Prof. A. J. Upval as professor of foreign languages. Prof. A. Foster Baird takes over the chair of Mechanical Engineering, made vacant by the enlistment of Lieut. John Stephens, who is now at Partridge Island, St. John, with the artillery; Prof. E. P. Williams of Woolford, Maryland, succeeds Prof. G. S. McGinnis as professor of Electrical Engineering, the latter's sick leave having been extended for another year; and Prof. Earl A. Alrich, of Harvard University, takes over the chair of English, succeeding Lieut. W. L. McDonald, who is with an Ontario overseas battalion.

The wedding took place in St. John, N. B., on Saturday, September 23, of Miss Jessie Weyman, late principal of schools at Gagetown, and Mr. Frederick Dingee.

The number of students at the New Brunswick Normal School is as large as usual.

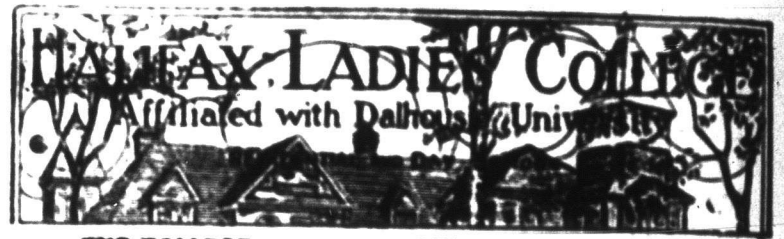
There are two new instructors on the staff in place of the two who have joined the Canadian Expeditionary Force. Mr. F. A. Dixon, former School Inspector in Kings and Albert Counties, is to be in charge of the classes formerly taught by Major F. A. Good; and Miss Alethea Wathen comes back to the staff to succeed Mr. Roland Murray in the Manual Training department.

On September 21, the pupils of the Consolidated School at Hampton, N. B., held their first school fair. Among those present were R. P. Steeves, Provincial Director of school gardening, and Assistant Director E. C. Robinson.

The exhibits included produce from school gardens, and home plots, woodwork, cardboard work, sewing, preserves, pickles, pressed plants, weed seeds, cultivated flowers, wild flowers, plasticine work, writing and drawing.

Miss Nora Homer, of the Yarmouth, N. S., teaching staff will attend the Normal College at Truro this year. During her absence on leave her place will be filled by Miss Evelyn Perry.

The Amherst, N. S., school staff held their annual picnic in September at the Experimental Farm, Nappan.



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Autumn Term opens 15th Sept. 191

For Calendars and Information apply to REV. ROBERT LAING, Halifax.

Miss May M. Gallagher, formerly of the Florenceville N. B., Consolidated School, has taken charge of grades V and VI in the Model School at Fredericton, succeeding Miss Rhoda J. MacDougall, who resigned to teach in St. John.

There are three new appointments to the staff of King's College: G. F. Kingston, M. A., Toronto University, as Fellow and Lecturer in Philosophy; Mr. R. L. Dixon, B. A., B. Sc., a graduate of King's, as Lecturer in Science, and the new Lecturer in Mathematics, W. E. Jefferson, M. A., another graduate of King's.

Owing to the war and so many recent enlistments among former students, the attendance at King's this year will be smaller than usual, but about thirty students are expected.

Mr. Walter Murray, principal last year of the Rothesay, N. B., schools, has taken a post as instructor at the Rothesay College for boys.

Mr. Lewis McLellan, of Inverness, Cape Breton, has resigned the principalship of the Inverness town school to study theology at St. Augustine's Seminary, Toronto.

Miss Mary A. Scullin of Rolling Dam, N. B., is teaching in Saskatchewan.

On Friday, September 22nd the annual presentation of prizes to the students of Lunenburg County Academy making the highest records in the Provincial High School Examination was held in the Oddfellows Hall, Lunenburg. The marks were the highest ever made by the school, 40 students, or 66 per cent of the candidates making aggregates of over 400.

THE OWL.

When cats run home and light is come,
 And dew is cold upon the ground,
 And the far-off stream is dumb,
 And the whirring sail goes round,
 And the whirring sail goes round;
 Alone and warming his five wits,
 The white owl in the belfry sits.

When merry milkmaids click the latch,
 And rarely smells the new-mown hay,
 And the cock hath sung beneath the thatch
 Twice or thrice his roundelay,
 Twice or thrice his roundelay;
 Alone and warming his five wits,
 The white owl in the belfry sits.

— Tennyson.

RECENT BOOKS.

The Life of Inland Waters is a volume just issued by the Cornstock Publishing Company, Ithaca, New York. The book is essentially an elementary text-book of fresh water biology, and its authors, Professors Needham and Lloyd, Cornell University, have spared no pains to produce an attractive and instructive scientific work. It is a book that will appeal strongly to all lovers of out-door-life; it presents the scientific aspects of fresh water biology in a strong pleasing manner, and shows the relation of this subject to the economic, civic, aesthetic and physical interests of man.

With this volume in hand the plant and animal life of our streams and lakes takes on new interest. The water plants are well illustrated, described and named; the different phases in the life cycle of many of our aquatic insects are well described and pictured. The book contains 438 pages; it has a good index, and an extensive bibliography; and is well illustrated with 244 pictures and diagrams. It is a book that should be in every school library, a book that teachers should read and study, and one that nature students should keep constantly at hand. Price per copy \$3.00, postpaid. H. G. P.

Surveying for Shoals and Scouts, by W. A. Richardson. This little book gives exact and sufficiently full directions for the carrying out of all the simpler forms of small surveys. It is very simply worded, and well illustrated, and could be used by any scout-master or teacher, even by one who has no previous knowledge of the subject. It is perhaps regrettable that only three pages are devoted to the plane-table, which is considered by surveyors of the present day to be the most accurate and satisfactory instrument for mapping small areas, and which is the simplest and cheapest of all instruments for school use. But apart from this it is a well written little book. [Geo. Philip & Son, Ltd., 32 Fleet Street, London. Price 1s. 6d.]

Miss J. B. Reynolds' new series of regional geographies, a set of five little books treating the continents of the world for real beginners, namely for children of from six to nine years of age, are some of the best text-book work she has done. We have just received the volume on Africa and Australasia. It contains twenty-eight full page illustrations, fifteen of which are coloured, and three maps. The printed matter is simple and clear, and the suggestions for seat-work are numerous and practical. [Africa and Australasia, by J. B. Reynolds. A. & C. Black, 5 Soho Square, London, 64 pp. Price 1s.]

It is often difficult to find a simple physical geography, not so advanced as Professor William Davis's text-books, and yet suitable for children in the middle grades of the High School. *Outlines of Physical Geography* by Clive Barnard will help to supply this need. It endeavours to cater to modern requirements by a fairly good and very well illustrated section on map reading and elementary surveying. Another good feature is the long section on what Mr. Barnard is pleased to call "Geological Geography." [Outlines of Physical Geography by H. Clive Barnard. Publishers A. & C. Black, 156 pp.]

In her *Junior Regional Geography of the Americas* Miss Reynolds has provided a very satisfactory text-book dealing with the New World in a manner calculated to interest

children between nine and twelve years of age. It is copiously illustrated, and has many useful maps and diagrams, as well as a page of useful questions and suggestions at the end of each section. Like all Miss Reynolds' books it aims at giving children an insight into economic cause and effect, and at omitting all unnecessary and unrelated facts and names. [The Americas, by J. B. Reynolds. Publishers A. & C. Black, London, 184 pp. Price 1s. 4d.]

Language Work in Elementary Schools, by M. A. Leiper, is a book for teachers, and should be very useful both in suggestion and material to teachers of grades one to eight.

The work is planned by grades, and a special section is devoted to Rural Schools. Exercises are suggested in conversation, observation lessons with oral and written reports, memorizing, letter-writing, dramatization, and writing simple narrative, description and exposition.

Special drills are given for correcting common grammatical mistakes. A valuable part of the book is that containing the appendices, which include a bibliography, a number of poems and quotations for memorizing, and several little plays arranged by school children for school room use.

OFFICIAL NOTICES.

CHILDREN'S DAY.

For Relief of Destitute Belgian Children
Wednesday, November 15th, 1916.

In response to an urgent appeal, made to His Honor the Lieutenant-Governor, for funds in aid of the two and one-half million children of Belgium who are destitute, the Board of Education of New Brunswick has approved of the observance of Wednesday, November 15th, as a Children's Day, on which the school children of this Province may be given an opportunity, by the proceeds of concerts, sports, or other entertainments, to co-operate with their fellows throughout the Empire.

Children's Day will be recognized as a school holiday for those teachers reporting its observance.

Printed circulars and report forms will be sent to the Secretary in each school district in so far as possible. Any omissions will be supplied on application to the Education Office, Fredericton, N. B.

The hearty co-operation of all pupils, teachers and parents is earnestly solicited.

W. S. CARTER,
Chief Superintendent of Education,
Education Office,
Fredericton, N. B.

August 24th, 1916.

ORDER OF THE BOARD OF EDUCATION.

That the day or part of school day needed in the fall term by the schools, to hold School Fairs, under the auspices of the Elementary Education Division of the Department of Agriculture, and under the local control of the trustees and teachers, in which the children are participators, shall be regarded as teaching time.

Hereafter the High School Leaving Examinations will be the Course required for admission by candidates for Engineering at the University.

OFFICIAL NOTICE.

New Brunswick School Calendar,
1916-1917.

1916. FIRST TERM.

- Dec. 19 — Exams. for Class III License begins. §
Dec. 22 — Normal and Public Schools close for Christmas Vacation.

1917. SECOND TERM.

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

The Teachers' Institutes of Westmorland, Kent and Albert Counties

will meet as a United Institute in the Assembly Hall of the New Aberdeen School, MONCTON, N. B., Thursday and Friday, October 19th and 20th. The First Session Opening at 10 A. M.

A PRACTICAL PROGRAMME made up of lessons and papers has been arranged. A part of one session will be assigned to the reading of

FIVE MINUTE PAPERS on topics of interest to teachers.

The chief superintendent, Dr. W. S. Carter, and Mr. Steeves, Director of Elementary Agriculture Education, have been asked to attend.

TEACHERS MUST ASK FOR Standard certificate when purchasing tickets.

S. W. IRONS, Secretary Westmorland County Institute.

GEO. J. OULTON, President Westmorland County Institute

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