

**PAGES**

**MISSING**



# Educational Review.

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## CONTENTS:

Editorial Notes.....	81
Nature Study of Animals.....	82
Centennial Anniversaries of the War of 1812.....	84
Summer School of Science.....	85
High School Literature.....	85
Apple Picking and Nature Lessons.....	86
Oral Drill in Percentage.....	87
For the Primary Grades.....	88
World Wide on the War.....	89
For the Children.....	90
Suggestions for English Composition in the Lower Grades.....	91
Thanksgiving.....	91
Who, What and Where?.....	92
A Common Difficulty.....	92
The Empire Lies in This.....	93
The King's Highway.....	93
Teacher's Institute.....	94
Stories for Reproduction.....	94
The Weather.....	95
The Comic Supplement.....	95
Bible Readings.....	96
Errors in Pronunciation.....	96
Dipping the Flag.....	96
Work Means Effort.....	96
Current Events.....	97
School and College.....	98
October Magazines.....	99
NEW ADVERTISEMENTS:—L'Academie De Brisay, p. 78; E. G. Nelson p. 100.	

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We hope to get many letters in answer to the "Who, When, and Where" questions on page 92. The correct answers will be given in the November issue.

Many teachers will no doubt be glad to have a picture of the King to hang in their schoolrooms at this time, and we are presenting one as a supplement with this issue.

Now is a good time to see that the National Anthem is sung with due reverence and intelligence. "The King — I do feel vexed for he," said an old farm laborer in England, speaking of the war; and

indeed a heavy burden of anxiety and sorrow must rest upon the "man who serveth men by right of birth." "God save the King" should be more than a mere form of words.

The war is of course a daily topic in the school-room, and the responsibility for the tone in which it is discussed lies with the teacher. Discourage all tendency to boastfulness, vainglory, hatred, or desire for revenge. Not so should the children of a great nation look upon the awful task which that nation has undertaken. Nobler feelings will rise in response to teaching in the spirit of Henry Newbolt's words:

"The Sea-Kings loved not boasting, they cursed not him  
that cursed  
They honoured all men duly, and him that faced them  
first;  
They strove and knew not hatred, they smote and toiled to  
save,  
They tended whom they vanquished, they praised the fallen  
brave."

With the thought of the harvest fields laid waste in France and Belgium will come deeper thankfulness for our own plentiful harvests, peacefully gathered in. There is special cause, too, for thanksgiving in that we have both the will and the power to give of our abundance to the suffering people of those countries.

There is a duty upon non-combatants as high as any duty in this war; and that is that we do not allow ourselves to suffer any spiritual defeat, whatever the national issue may be. In that way we shall fight for England, the England of our souls, against the baser part of ourselves, even though we are not fighting against the enemy. Hatred is the easiest and the most worthless part of patriotism; it is the stimulant by which the coward persuades himself that he is brave; and the worse he thinks of his enemy the more he will fear him in his disaster. The brave man knows that his task is to defeat the enemy, not to hate him, and he knows, too, that those who hate cannot understand.—*The Times*.



## NATURE-STUDY OF ANIMALS.

H. G. PERRY.

[ERRATA We regret the occurrence of the mistakes indicated below in Professor Perry's article in the September REVIEW. P. 58 for "H. E. Perry" read "H. G. Perry." P. 58, l. 21, and elsewhere where the word occurs for "neutral" read "ventral". P. 59, l. 20, for "knob" read "knot." P. 60, l. 10, for "progency" read "progeny." P. 58, Fig. 1, the cut is placed upside down, as inspection of the letters will show.]

Meadows, gardens, orchards, woods, ponds and streams abound with insect life at this time of year, and each supplies a good variety for nature-study work.

Among other forms the large green sphinx caterpillars are found along roads and foot paths, the stout polyphemus larva in similar situations and near dwellings, the tussock—moth larva, with its brush-like tufts on its first four abdominal segments, on our shrubbery, and the cabbage butterfly larva (cabbage-worm) on its favorite food plants. These and similar forms should be collected and placed in suitable cages with food for further development. All cages for insects that burrow in the ground in their resting stage should be supplied with three or four inches of loose damp earth.

When collecting cabbage-worms note its butterfly as it flits gaily over nasturtium, cabbage, or turnips. What is it doing? Search the leaves for eggs. They are small, elongated and yellow in color, and always placed singly and on end. Capture some of these butterflies, and spread and dry according to directions to be found in any good insect book, and afterwards keep in an insect box. An empty cigar box, with a suitable bottom for pinning specimens to, answers this purpose very well. Preserve several specimens of each kind of larva you find in 90% alcohol, or 4% formalin.

Watch for changes in the cages, and keep records. If the sphinx larva is nowhere to be seen some morning, do not be anxious; wait a few days and then carefully dig up the mud; a surprise is in store for you. Note how different the resting stage of this larva is from that of other larvæ. Which does it more closely resemble—that of the cabbage butterfly or the polyphemus?

Sphinx caterpillars are often found with the body adorned with little projecting bodies, like those in Fig. 1. These protruding portions are not eggs, but the cocoons of a little four-winged

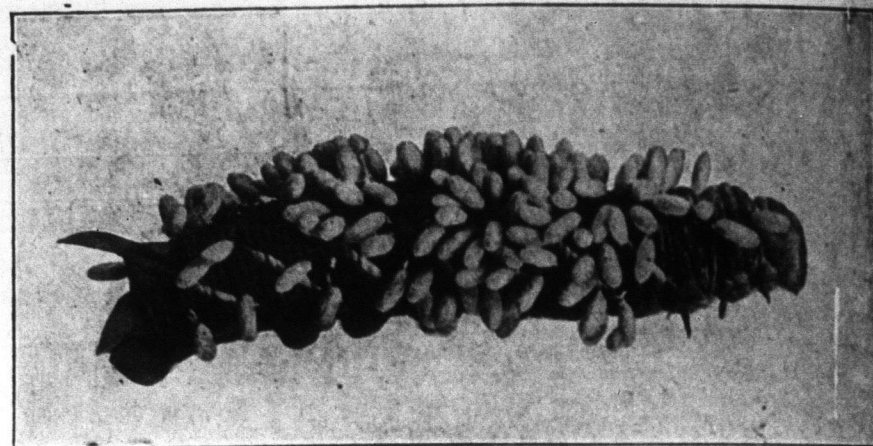


Fig. 1. Sphinx caterpillar with cocoons of braconid parasites.

fly, that somewhat earlier stung the larva and left eggs in its flesh. These eggs soon hatched and the larvae of the fly fed upon the tissues and juices of the sphinx, and then in due time passed into the resting forms we now have before us. Such, in brief, is the wonderful life history of this little fly.

When one animal lives upon another in this or in a similar way it is said to be a parasite, while the one upon which the parasite lives is called the host. These terms are also applied to plants. Name several parasitic animals and the host of each. What is the general effect of parasites upon hosts, e. g. ticks on sheep, and lice on poultry, etc., etc? Keep several parasitized larvae sphinx and note the effect on this particular host.

Fig. 2, shows the winged form of a similar insect which is parasitic upon the tent caterpillar.

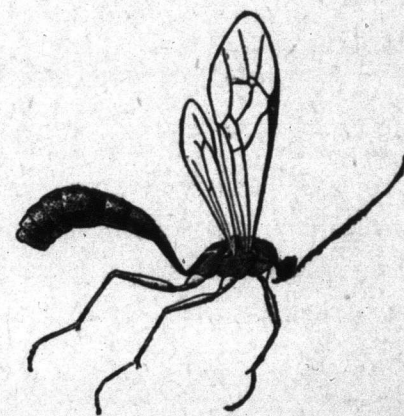


Fig. 2. Limneria, an ichneumon parasite of the tent caterpillar. (Twice natural size)

As these flies are four-winged forms, they are not true flies, diptera, but belong to a family called ichneumon-flies. The small ichneumon-flies have of late years been called braconid-flies. The sphinx parasite is a braconid-fly.



Several braconid-flies are parasitic upon plant lice, aphids. Search for aphids and collect them from a variety of plants, as lamb's quarters, nasturtium, fruit trees, hop vines, and from garden plants on which they are often found in abundance. Take them upon pieces of plants placed in fruit jars to school for study. How many kinds can you find? Note that there are usually winged and wingless forms in each kind. On alder twigs you will find a white woolly species; examine them closely.

Make yourself familiar with their interesting life history as told in any good work on zoology. (*Life Histories of American Insects*, Weed. Macmillan Company, is especially good as a teacher's book.)

Examine aphids under a hand lens, and note their markings, and the projecting tubes or cornicles from the posterior and dorsal region of the abdomen. What insect is usually found associated with aphids? Ants are attracted by a sweet secretion from these little animals called honeydew, but the ladybird beetle and its larva are there for other reasons. For what reason? Isolate a few aphids with the ladybird and its larva, count them every day, and you will find your answer.

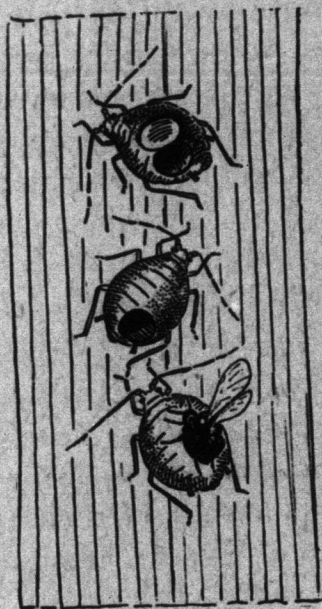


Fig. 3. Dead green aphids, showing holes from which parasites emerge. (Much enlarged)

Look for parasitized aphids; they are readily distinguished by their enlarged abdomen and lighter color. Keep several in a well covered fruit jar, and in a few days the small flies will appear. Where did the flies come from? Examine the aphids closely for your answer.

See Fig. 3 for braconid parasites and aphid hosts.

A similar little four-winged form, the chalcis-fly, is parasitic on the cabbage-worm and many other injurious insects. A single chrysalis of the cabbage-worm will often yield dozens of these little flies.

The parasitic forms mentioned are among our most beneficial insects, since they tend to keep in check many injurious forms. Here are subjects for composition exercises, which can easily have some basis in personal observation.

These parasitic forms, along with wasps, bees, and ants, belong to the order hymenoptera.

Observing proper care, capture several wasps and bees in glass tumblers, and carefully cover and use for school purposes. Note that they have four wings, all of the same texture, and that in flying they are not used separately but are joined together on each side. The wings are held together by small hooks which may be seen when enlarged under the microscope. Look for them. Are the hooks on the fore, or the hind wing?

In a study of wasps we may roughly divide them into two groups,—the solitary wasps, which live alone, and use mud in building their nests, and the social wasps, which live in communities, and build their nests of wood pulp, paper, which they prepare by chewing shreds of weathered wood, collected from buildings, fences and stumps, and mixing with it a gelatinous secretion to make it tenacious and waterproof.

Solitary wasps are known as miners, carpenters, or masons, according as they respectively make their nests in tunnels in the earth, in excavated cavities in wood, or locate them in suitable places around the walls of buildings, fences, etc.

The masons or mud-daubers are common. Search for their nests, open them, and examine the contents. These nests are provisioned with paralyzed spiders. The mother wasp seems to know that her baby wasp thrives best on fresh living food, and she possesses the secret art by stinging her victims just enough in a certain ganglion to paralyze without killing them, so that they remain alive till devoured by the young larva. After filling the nest with such food, she deposits an egg, then seals up the mud house and departs, giving no further attention to the young.

Social wasps live in colonies containing females,



males, and workers, the latter being undeveloped females. They do not leave their young to live upon stored food, but give them constant care.

Our two most common social wasps are the white-faced wasp or hornet, and the yellow-jackets. These forms and their nests are well known to all country boys.

Procure an empty nest and use it as a subject for a lesson. In fact it is a good introduction to the study of wasps. Note its general shape, means of attachment, position of the entrance, and composition. Test the waterproofing of the paper. Wasps were the first paper makers, and man no doubt obtained initial hints for paper manufacture from these little creatures. Remove one side of the nest so as to expose the several sections of comb, and ask your pupils to diagram the nest, showing its internal structure, and also use it as a subject for descriptive composition.

One may learn many interesting things about wasps by procuring an occupied nest and watching them at their work. The nest is easily taken on cool evenings. As a special precaution plug the entrance with cotton before cutting the twig to which the nest is attached. Next place it in an upright position in a glass covered box, arranged in a window so as to allow the wasps freedom to come and go with their supplies. But such an experiment is obviously better fitted for private study than for school work.

Expose a dish of honey or molasses outside the window, and note for a day or two the visiting insects. Do wasps like sweets? They are also fond of various insects, the white-faced wasp being an inveterate fly catcher.

Of the other two well known families of the hymenoptera, bees and ants, and of their great social development we hope to write something at some future time. In closing we commend to all the great open book of nature,—study nature more than books.

[The cuts in this article are copied from Elementary Entomology through the kindness of the publishers, Ginn & Company, Boston, Mass.]

I really think my sister May Is stupider than me,  
Because she said the other day There wasn't any "b"  
In honeycomb, and spelt it just  
C-double o-m-e!  
Of course she's wrong; I told her so!  
There's got to be a "bee"  
Somewhere in honeycomb, because  
He makes it: don't you see!

— *Our Little One*

## CENTENNIAL ANNIVERSARIES OF THE WAR OF 1812

J. VROOM.

### XXVI.—The Close of the War on the Niagara Frontier.

November 5.—The battle of Lundy's Lane was followed by the siege of Fort Erie. The fort had been enlarged and strengthened by the invaders; and when the British troops attempted in August to take it by assault they were repulsed with heavy loss. A month later, on the seventeenth of September, Brown ordered a sortie from the fort to drive the British from their line of batteries. There was a fierce struggle all along the line, with the results for a time in his favour; but in the end his whole force was driven back by the British, the losses on both sides being very heavy. A few days later, General Drummond raised the siege, falling back a short distance and establishing his headquarters at Niagara Falls.

Brown was relieved of his command early in October, by the arrival of his superior officer, General Izard. Izard saw at once that to gain any advantage he must attack Drummond's position, and he advanced to do so; but after a heavy skirmish he withdrew, finding Drummond too strongly intrenched. It was his final effort. Sir James Yeo, with another new ship added to his fleet, again had the supremacy on Lake Ontario, and was bringing up reinforcements. Izard, therefore, decided to abandon Fort Erie; and accordingly, on the fifth of November, his whole army having been withdrawn to their own side of the river, the fort was blown up and left in ruins.

And so the war on the Niagara frontier came to an end, leaving the British in possession of everything on the Canadian side of the river, and of Fort Niagara on the opposite side. To the invaders, the net results of their three campaigns for the conquest of Upper Canada were the possession of Amherstburg, which they had held since Procter's retreat, and the loss of their strongest fort.

The series of articles on the War of 1812 will be continued until it ends with the anniversary of the peace. These notes are not a history of the war. Deriving their chief interest from the dates of occurrence, the articles have necessarily been detached and disconnected. They have not pictured horrid war, nor glorious war, but the



stern facts of war; and their object has been that indicated by the heading — to take up in the order of their occurrence certain selected incidents, and thus to teach in a general way what the war meant to Canada. They had a deeper purpose, which may be admitted now, though it could not very well have been avowed at the beginning. By keeping before teachers and pupils the thought of war, they were to be a reminder that war is an ever present possibility for which we should be prepared. They were to counteract in some measure the false teaching that the way to avoid war is to be unready, and to teach instead that to be unready is to invite attack. This lesson has been more convincingly taught by the terrific war in which we are now involved. It will be many years before we can again be misled by the argument that because war is an evil it is wrong to make any preparation for it. As long as war is an evil which may or may not come upon us, so long will armament be an evil which we shall have to bear. We can only hope for a time in the far distant future when there will be an end of both.

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**HIGH SCHOOL LITERATURE**

**MISCELLANEOUS QUESTIONS ON THE LAY OF THE LAST MINSTREL.**

1. What do we learn from the "Lay" of the manners and customs of the Border in the sixteenth century? Of the arms? Dress? Music? Feasts? Hours for meals? Food? Amusements? Learning? Religion? What virtues were honoured?
2. "They talked of feats of arms of old." Who did? Scott seems to lose no opportunity of referring to such feats. Collect instances.
3. Had the Minstrel ever seen a battle? A tournament? Canto V, 19. Compare the challenges in Shakspeare's Richard II, Act I, Sc. 3. Canto V, 22. Compare the tournament in "Ivanhoe," and Canto VI, 32, in "Marmion."
4. What is an ultimatum? By whom was one delivered in the "Lay." Give it, and the answer to it, in your own words.
5. How long a time does the story cover? Make a list of the events of each day.
6. Scott avoids monotony in three ways: 1. By variation of metre; 2. by varying the arrangement of rhymes; 3. by introducing songs. Illustrate this from the "Lay". Name any songs from his other long poems.
7. Collect all the references to Douglas. Is this the Douglas who appears in Marmion? Prove your answer.
8. Discuss: Did Scott prefer to write of love or of war?
9. How did the Buccleughs get their name? What was the Thirlestane motto? Lord Cranstoun's crest?
10. Make a list of the war cries quoted in the poem, and add any others that you have read of.
11. "All the pearls Queen Mary wears." What Queen Mary? Was she reigning at this time?
12. Scott is very fond of the adjective "fair." To what localities does he apply it? How does he use it as a noun? What do you gather from the poem as to the characteristics of Scottish rivers?
13. Did the Ladye accomplish anything by her magical powers? Why did the English accept her offer? Did she know why they did so? Did Margaret know that Cranstoun was going to fight in Deloraine's place?
14. What was "lost and won for a bonny white horse?" "would not yield to unchristened



hand?" "Dissolved the spell" laid by the dwarf?  
"Waved in gales of Galilee?"

15. Who:—a. Was called "Belted Will?" b.  
"Was always for ill and never for good?" c.  
Had been outlawed five times? d. "Had fought  
in Spain and Italy?" e. Had five sons who  
were stately warriors? f. "Never twanged the  
yew in vain?" g. Knighted William of Deloraine,  
and where? h. "Whoever lost, were sure to  
win?" i. "Hated Henry's name as death?"  
What Henry? And why did they hate him?

16. "Last St. Barnabright," when was that?  
Collect other phrases fixing dates, or times of day.  
At what day and hour, and in what exact spot  
was the Wizard buried, and why?

17. "The lances waving in his train  
Clothe the dun heath like autumn grain."  
In what point is the likeness? Pick out three other  
similes or metaphors and show the point of com-  
parison in each.

18. Give the context and explain:—a. The  
scrolls that teach thee to live and die. (cf. a line  
in Gray's Elegy.) b. Had gifted the shrine for  
their soul's repose. c. When the Red Cross spied  
he, the boy strove long and furiously. (What other  
red cross is mentioned in the poem? What does  
the "Red Cross" stand for today?) d. Fell by  
the side of great Dundee. e. "They were not  
armed like England's sons, But bore the levin-  
darting guns." f. "Acre's conquered wall." g.  
"Soon the *hated heath* was past." h. "They  
'gan to reckon kin and rent." i. Lothian heard  
the Regent's order.

19. Where else in poetry are Yarrow stream  
and St. Mary's Lake mentioned?

20. Sketch the life of the old Minstrel. Write  
a character sketch of William of Deloraine; a  
description of Melrose Abbey by moonlight.  
Write in your own words the story that the Monk  
told to William of Deloraine; the conversation in  
Harold's song, verses 2-5. Compare the ballads  
sung by Harold and Albert Graeme, and note the  
different ways of telling a story.

Autumn day, fruitful day,  
See what God hath given away:  
Orchard trees with fruit are bending,  
Harvest wains are homeward wending,  
And the Lord o'er all the land  
Opens wide His bounteous hand,  
Children gathering fruits that fall  
Think of God, who gives them all.

## APPLE PICKING AND NATURE LESSONS.

L. A. DEWOLFE.

The only nature lessons that appeal to children  
are the informal ones suggested by something in  
their daily experience. The month of October is  
rich in such experiences. Every child is interested  
in the gathering of the crops, whether he helped  
grow them or not.

Shall we see if there are any nature lessons  
suggested by apple picking? How old are trees  
before they bear apples? How long will they  
continue bearing? Do the trees planted half a  
century ago bear the same kind of apples as those  
planted ten years ago? What are the names of  
some of the older variety of apples? What are  
some of the more modern ones? Where do new  
varieties come from? How are they perpetuated?  
Could we ordinary people originate a new variety  
of apple? How? If you wanted to start a new  
orchard, where would you get your trees? If you  
got them from a nursery, where did the nurseryman  
get them? If he grew them, how did he grow  
them?

But, some reader will prefer that I answer these  
questions before I ask others. Why not set your  
children at work looking for the answers? They  
can learn something from the intelligent men of  
the community — though part of the information  
they get in this way will be false. Would it not  
be interesting, however, in any section, to see how  
many views are held regarding some of the questions  
already asked?

You, as a teacher, would be wise to get your  
information from government bulletins or reliable  
books rather than from some local source. This,  
of course, applies only to cases where you can't  
make your own observations first hand.

It is interesting to note that new varieties of  
apples are appearing on the market. Only last  
week, I had the privilege of seeing the parent tree  
of a new variety recently named Evangeline.  
Evangeline apples are likely to be on the market  
ten years from now. Yet, at present, only one  
Evangeline apple tree exists. It is in an orchard  
owned by Mr. Hunt, South Williamston, Annapolis  
County. If you ask Mr. Hunt how the tree got  
there, he will tell you it is a seedling. Well, is that  
remarkable? Aren't the nurseryman's trees that  
you were going to buy seedlings? Perhaps not.  
If not, what are they?



Though it seems rather cruel of me to raise all these questions and then leave them unanswered, I am going to do so. If any one wishes a month later to know the answer, take the trouble to ask me and I'll tell you. In the meantime, make sure that your own conclusions are right. I shall venture only one statement. If there should ever be an orchard of Evangeline apples, it will *not* come from seeds taken from that Evangeline tree now growing in Annapolis County. Then, where will it come from?

Let us go back and pick another basket of apples! Where does the apple grow? Is it on the *end* of a twig or not? Did all twigs on the tree grow an equal amount last year? Notice that next apple. Is it on a twig that grew more or less than an inch last year. See, there's a twig that grew eight inches last year. How do I know? I know by looking at it. You look. Is it bearing any apples? No? Have none of the fast-growing twigs borne apples? That is interesting. Can we account for it?

The short, stout wrinkled twigs that bear apples are called "fruit spurs." I used to be told that for every spur I broke off when picking apples, there would be one apple less next year. Is that true? Look at next year's fruit buds. That will tell you. What? You don't know which are fruit buds? Then, the pleasure of finding out is still ahead of you.

Why are some of these apples more deeply colored than others on the same tree? Why are some larger than others? Did they all have an equal start in life? Cut open a large one and a small one. Are the seeds the same size in each? Might the size of the apple be influenced by the seed, or is the size of the seed influenced by the apple? Which is cause and which, effect?

It takes so much less time to ask questions than to answer them that I believe I'll ask some more. Even if you, teachers, don't know the answers yourselves, you should not refrain from asking your pupils. Search together for the answer. Let your pupils win occasionally in this game of "Hunt the answer."

Some of these apples are scabby. What is apple scab? How does it spread? How can it be controlled?

Perhaps we have picked enough apples for today. Let us sort them into No. 1, No. 2 and No. 3, according to law. Have you read the Act govern-

ing fruit marking? What shall we do with these wormy apples? What is that "worm" anyway? [Look up Codling Moth.]

Shall we pack in barrels or boxes? What is the legal size of each? Measure a barrel and find approximately its cubic contents. How much will a barrel of apples retail for at 30 cents a peck?

Of what kind of wood is an apple barrel made? What does a barrel cost? What kind of wood is used for hoops? What are pulp-heads? Find out all you can about these.

What other industries depend on the apple industry? Do you know about the manufacture of vinegar?

To what places are our apples shipped? Over what railways and steamship lines are they carried? What is the probable yearly revenue from our apples? How much do the transportation companies collect in freight on this one item? [I shall leave other questions for the teacher.]

Assign a few of these questions each week for the children to find out. If you yourself don't know where to find helpful literature, ask someone who does know. Above all things, use these everyday commonplace things to keep the children human and interested in human affairs.

#### ORAL DRILL IN PERCENTAGE.

1. What is 1% of:— a 100? b. 300? c. 150? d. 840? e. 780? f. 75? g. 80.50? h. 101.65? i. 1.63? j. .50?
2. What is 10% of:—a. \$40? b. \$200? c. \$150? d. \$360? e. \$19.35? f. \$13,046? g. \$8? h. \$76? i. \$150.50? j. .65?
3. What is 25% of:—a \$400? b. 160 days? c. 240 weeks? d. 56 bushels? e. 5.6 pounds? f. 14.4 T? g. .4A? h. .25 barrels? i. 1000 feet? j.\$1.25?
4. What is 75% of:—a. \$16? b. 72 sheep? c. 80? d. \$240.80? e. \$25? g. \$320? h. \$ $\frac{1}{2}$ ? i. \$8 $\frac{1}{2}$ ? j. \$16 $\frac{3}{4}$ ?
5. What is 12 $\frac{1}{2}$ % of:—a. 24 quarts? b. \$500 c. \$0.72? d. \$7.60? e. \$140 miles? f. 600 rods? g. 320.08 A? h. 48 $\frac{1}{2}$ ? i. 4.86 yards?
6. Find 20% of each number given in Exercise 1.
7. Find 50% of each number given in Exercise 40.
8. Find 30% of each number given in Exercise 2.



For the REVIEW.]

### FOR THE PRIMARY GRADES.

#### CORRELATION OF SUBJECTS.

The Correlation of Subjects—the title sounds imposing, but the idea in the mind of the writer is simply to show how one lesson in the day's work naturally links itself with another entirely different lesson, and not only opens up new ideas on that subject but strengthens and supplements the truths already taught.

Reading is a subject which must be taught in all grades, and as this paper has to do with the lower grades particularly, let us take some of the lessons contained in—say the First and Second Readers—and try to bring out the thought of correlation from these.

But here let me strike a note of warning:

The reading lesson should be a reading lesson, and the suggested lessons should not encroach on the reading period, but should have their own allotted time. I have seen a so-called reading lesson which was really a lesson in general information.

Vacation is over, and Grade III with crisp, new readers begin to read "About Mr. Crab." In the first sentence "queer things" are promised, and surely these queer things must be in the line of a nature lesson. I must confess that it took me some time to find those interesting things as narrated in the aforesaid book. But we made a determined attempt to look for them; we procured a real crab—a good drawing or picture is the next best thing—and these are some of the interesting things we found out:

Mr. Crab is a relative of the lobster (this had to be accepted without proof).

He has five pairs of legs—four pairs of walking legs and one pair of claws—(uses of claws pointed out). We noticed the feelers in front, and the position of the eyes and mouth. Attention was called to his armour or shell—dark green before boiling and red after. The fact that Mr. Crab outgrows his shell and that empty shells may often be picked up was discovered.

The peculiar manner of carrying the eggs until hatched was emphasized and some different kinds of crabs named. Children will find the story of the "Fiddler Crab" and how he gets his name most interesting, as also the "Spider Crab."

The story of the crabs found on the Island of Ceylon, which live in holes and, being good run-

ners, are in the habit of carrying off birds and rabbits and taking them into their holes, proved most interesting, so that when we finished our first story, we did really know a little "About Mr. Crab."

In the same Reader are stories about the cat, fly, lion, dog, pig, bee, donkey and cow, and these may all be treated in somewhat similar manner. What child is not interested in the cow and its peculiar process of digestion, and in the donkey as compared with the horse?

I will confess that the story of the "Bee Babies" I approached for many terms with exceeding dislike. There is something peculiarly unhappy in the composition of this story which makes it, in spite of its one-syllabled words, most difficult to read intelligently. But could anything be more interesting than the story of Bee life? That particular reading lesson may have failed to make the subject interesting; it remains, then, for the teacher to supplement from her own fund of information and bring to light some of the interesting things which are only hinted at in the text. Under this treatment, the dislike to the "Bee Babies" as a reading lesson will disappear.

"The Butterfly's Baby" is a lesson that almost any teacher will seize upon for a nature lesson or a talk upon the production of silk, satin, velvet, etc.

The Chickadee-dee and the parrot suggest a lesson on birds.

The "Story of a Snowflake" gives one the opportunity to talk about steam and the invention of the steam engine. When reading "The Hailstone's Story" the subjects of evaporation and condensation are naturally suggested.

The wise teacher will have discovered that the most effective method of impressing lessons on morals and manners is by stories and illustrations, and so will not fail to emphasize the thought of kindness to playmates in "Harry's Sled," courtesy to others in "Being Obliging," and the thought of manliness and honesty in the "The Broken Window." I have seen the lesson taught in that story bear fruit in a class of boys, when a window was broken under somewhat similar conditions.

But if there is one lesson more than another that I like to utilize in this way, it is "The Rainbow Fairies." I think it quite possible that many a class has read this story and never discovered



what a fascinating colour lesson it contains. Here are your original three fairies—the three Primary colors—three children with three bright sticks of chalk. Next comes the mixing and rubbing which produces the three new colors for the three dyed dresses—the Secondary colors. I remember well the boy who looked in the most puzzled manner at the brilliant green color that materialized, and assured me that “We didn’t have no green.”

Then comes the beautiful rainbow when the fairies join hands. Each of the six children puts in a color, noticing how the colors blend. I have yet to find the class who will not respond with the keenest interest to the “Rainbow Fairies” as a color lesson.

In the Grade IV Reader, we find such animals as the bee, squirrel, donkey, fox, cow, bear, elephant, lion, wolf and goat mentioned, and such birds as the crow, humming-bird, white-throated sparrow, etc. These all furnish subjects for most interesting talks.

We find a chance to discuss Longfellow and Tennyson when we read such lessons as “The Children’s Hour,” “The Arrow and the Song,” and the “Lullaby,” and one has only to work with children of the lower grades to find how thoroughly they appreciate the beautiful thoughts of the poets.

A lesson on direction is suggested by “The Winds.” “The Signs of the Seasons” will appeal to all children as an opportunity to tell you some of the outward changes which they have noticed as accompanying the changing seasons.

Two of England’s heroes—Nelson and Wellington—figure in “Lord Nelson’s Boyhood” and the “Courageous Boy,” and afford a splendid chance for a talk on national heroes and patriotism.

Respect for the aged is suggested by “Somebody’s Mother,” and people who have thought out inventions by “Rob and his Shadow.”

Great battles in Canadian History are suggested by “My Own Canadian Home” and “The Maple Leaf Forever.”

There is also a model letter in this book, and when reading this, we naturally think it a good time to test the proficiency of the class in the subject of letter writing; and so, in various ways this idea of correlation works itself out. If, at the beginning of the year, it were suggested to

the teacher that she should give lessons on all these subjects, it would seem almost like asking the impossible, but with the story for the day suggesting the lesson for the day, there is little difficulty in getting in short lessons on these and many other subjects.

It goes without saying that every lesson is a lesson in English, and can be utilized as such. Especially is this true of New Brunswick history as related to composition.

I have found it a good plan to tell the children a story from history and then let them reproduce it in their own words, with perhaps a catch-word here and there to help. These exercises are read and the mistakes marked, then they are rewritten. Again, they are read and marked and, being again rewritten, can be kept as permanent notes if the children so desire.

Some lessons can be illustrated, and used as drawing lessons. The required chapters in the Health Reader serve the purpose of supplementary reading—in fact there is no end to the ways in which the subjects in the course, even in the Primary grades, may, with a little ingenuity on the part of the teacher, be made to supplement and strengthen one another and give variety to the day’s work.

#### WORLD WIDE, ON THE WAR.

This splendid weekly publication is performing an unusually important service to Canada during the greatest of all international wars of the world’s history. “World Wide” selects and presents to its readers every Saturday the ablest articles by the ablest writers in Britain and America on the war situation and its consequences. It thus reflects the current thought of both hemispheres in these critical times.

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## INDIAN SUMMER.

Along the lines of smoky hills,  
The crimson forest stands.  
And all the day the blue-jay calls  
Throughout the Autumn lands.

Now by the brook the maple leans  
With all his glory spread,  
And all the sumacs on the hills  
Have turned their green to red.

Now by great marshes wrapped in mist  
Or past some river's mouth,  
Throughout the long, still Autumn day  
Wild birds are flying south.  
— *W. Wilfred Campbell.*

All good gifts around us  
Are sent by Heaven above;  
Then thank the Lord, oh thank the Lord,  
For all His love.

## A STORY OF SHEAVES.

The Bishop of London told a beautiful story in one of his mission sermons: "All the children were coming up with their sheaves to be let into the great harvest home. An angel was standing at the door and one of the children had no sheaves at all. The angel said no one could come without sheaves. Then the other children, one by one, began to plead for this child, "Let him in," said one; "do let him in, dear angel. He had several sheaves earlier in the day, but I was tired and he gave me one of his sheaves, one of these belongs to him." Another said; "Do let him in, dear angel. I was thirsty as I passed along and he went and filled me a cup of cold water to refresh me." One said this, and another said that. Finally the angel stretched his arm around the door and took out a bundle of sheaves. "There are his sheaves," he said. "Yes, I know all about it; he thought of others more than himself." And turning to the child, he said: "Lead the way in."  
— *Evangelical Messenger.*

## THE "PIGGIEST" PIG.

By C. P.

When the children went down to the farm there was nothing they liked better than to visit the pigs. There were many pigs of all sizes in different pens, and whether they rooted or slept, or stood with their snouts up over the edge of the pen, the children never tired of watching them.

The "piggie" pig of them all, as Tommy soon called him, was a big fellow in a pen by himself. He earned his name one day in a funny manner. Grandpa brought him a big pail of milk, which completely filled the wooden

trough in the pen, and yet after he had eaten every drop of it, he crawled into the trough, stretched out, and went to sleep.

Tommy puzzled hard, but could not understand it. It was not so much that the greedy pig had eaten a troughful of milk, and it was not surprising that the pig should sleep in the trough, but how could it be possible to get both pig and milk into a space which the milk alone had filled but a moment before? — *Youth's Companion.*

Then came the Autumn all in yellow clad,  
As though he joyed in his plenteous store,  
Laden with fruits that made him laugh, full glad  
That he had banished hunger.

Upon his head a wreath that was enrolled,  
With ears of corn of every sort, he bore;  
And in his hand a sickle he did hold  
To reap the ripening fruits, the earth had yold.\*  
\*Yold—Yielded. — *Edmund Spenser.*

## AUTUMN FIRES.

In the other gardens,  
And all up the vale,  
From the autumn bonfires  
See the smoke trail!

Pleasant summer over  
And all the summer flowers,  
The red fire blazes,  
The gray smoke towers.

Sing a song of seasons!  
Something bright in all;  
Flowers in the summer,  
Fires in the fall!

— *R. L. Stevenson.*

## THE SWALLOW.

Fly away, fly away, over the sea,  
Sun-loving swallow, for summer is done,  
Come again, come again, come back to me,  
Bringing the summer and bringing the sun.

When you come hurrying o'er the sea,  
Then we are certain that winter is past;  
Cloudy and cold though your pathway may be,  
Sunshine and summer will follow you fast.

— *Christina Rossetti.*

"O Trinity of Love and Power,  
Our brothers shield in danger's hour;  
From rock and tempest, fire and foe,  
Protect them wheresoe'er they go,  
And ever let there rise to thee  
Glad hymns of praise from land and sea."

"O God of Love, O King of Peace,  
Make wars throughout the world to cease;  
The wrath of sinful man restrain,  
Give peace, O God, give peace again."



### SUGGESTIONS FOR ENGLISH COMPOSITION IN THE LOWER GRADES

1. Write a complete sentence in answer to each of these questions. Begin each sentence with a capital letter, and on a new line, and end it with a full stop.

What is your name?

What is your father's name?

What is the name of the boy or girl next you?

What is the King's name?

What is the Queen's name?

2. Write five sentences in which you use the names of persons whom you know.

3. Copy from the board the names of the days of the week. Notice that each begins with a capital. Write seven sentences, telling something that you do on each day, like this:—On Sunday I go to church. I go to school on Monday. Be sure to put the word "on" before the day of the week.

4. Write seven questions asking permission to do something on each day of the week, like this:—May I wear my new hat on Sunday? May I go to the picnic on Saturday?

5. Copy the names of the months. Write twelve sentences, telling about something that we cannot do in each month of the year, like this:—We cannot mow the grass in January. We cannot make snowballs in July.

6. Copy the short way of writing the names of some of the months:—Jan.=January, Feb.=February, Mar.=March, Apr.=April, Aug.=August, Sept.=September, Oct.=October, Nov.=November, Dec.=December. May, June and July are always written in full. Write in sentences, answers to these questions:—Punctuate carefully, and put "on" before each date.

When were you born? (I was born on May 28, 1904.) On what date does Christmas Day come? On what date did school begin? When do we celebrate Victoria Day? When do we keep Thanksgiving Day?

7. (The teacher puts the abbreviations "a.m." and "p.m." on the board, and explains them.) Write in sentences answers to the questions:

What does a.m. mean? What does p.m. mean? At what time does morning school begin? At what time does afternoon school begin? When did you get up this morning? When do you go to bed? At what time does school close?

8. Write down in figures and letters — A quarter past nine in the morning; and at night; half-past ten at night; and in the morning? A quarter before eight in the morning; and in the evening.

9. Write five sentences about what you can see from your bedroom window?

10. Tell in ten short sentences what the following things are used for: ink, flour, button, axe, string, ball, fork, water, glass, purse.

11. Copy and learn by heart:

The child that is born on the Sabbath day

Is blithe and bonny, and good and gay,

Monday's child is fair of face,

Tuesday's child is full of grace;

Wednesday's child is loving and giving

Thursday's child works hard for his living,

Friday's child is full of woe;

Saturday's child has far to go.

12. Write sentences telling what you like best to do: 1. At recess; 2. After school; 3. After supper; 4. On Saturday morning; 5. On Sunday evening.

### THANKSGIVING.

Canada's first annual Thanksgiving was that proclaimed by the people of Halifax in 1763 for the conclusion of the peace that gave Canada to Great Britain. Throughout the colonies of British North America days of Thanksgiving were frequently proclaimed, but these were on special occasions and not as an annual observance. The first Thanksgiving Day in Lower Canada was proclaimed on the 22nd of December, 1798, and observed on the 10th of January, 1799, "In signal victory over our enemy and for the manifold and inestimable blessings which our Kingdoms and Provinces have received and daily continue to receive." The first proclamation of a day of Thanksgiving in Upper Canada appears to be dated the 17th of May, 1816, and was observed on the 18th of June, 1816, for the end of the war between Great Britain and France. After Confederation the first proclamation was issued on the 1st of March, 1872, for the restoration of the health of the Prince of Wales. The first of the annual Thanksgiving Days, which are now observed, was proclaimed on the 9th of October, 1879, and observed on the 6th of November, 1879. Since that time proclamations have been issued every year.—*Exchange.*



## WHO, WHAT AND WHERE?

## SEARCH QUESTIONS FOR COMPETITION.

[Questions on various subjects will appear in each issue from October to March. Marks will be given for correct answers, and in April a small prize will be awarded for the highest marks. Answers to each month's questions will be given in the following issue.]

The competition is open to all readers of the REVIEW. All answers must reach REVIEW office before the first of the month. Write on only one side of your paper. Number your answers. Sign with a pseudonym or initials

## WARS AND HEROES.

1. What is the last battle in which an English king fought in person?
2. What king was killed in a battle to which he went in disguise?
3. What great general of ancient times wished that his foes might fight in the air?
4. What is a Pyrrhic victory?
5. What famous university was founded as a reward for a city's brave resistance to a siege?
6. What poem represents the German fleet surrendering to the English for a ridiculous reason?
7. What line in the conclusion to Tennyson's "Princess" is peculiarly applicable to the present crisis?
8. By whom and of whom were the following words said:—
  - (a) One that sought but duty's iron crown.
  - (b) To him, as to the burning levin  
Short, bright resistless course was given.
  - (c) How fit he is to sway  
That can so well obey.
  - (d) He does not advertise.
  - (e) Joint heirs with Christ because they bled  
to save  
His weak ones, not in vain.
  - (f) Again their ravening eagle rose in anger,  
wheeled on Europe-shadowing wings.
  - (g) For — never comes but to conquer or  
to fall.
  - (h) The Prince of all the land led them on.

## A COMMON DIFFICULTY.

Rachel was greatly distressed because her teacher had been saying to her, "Cigarette." She puzzled and puzzled her little brain over it—what could she mean? Finally, one night she said to her mamma, "I do not know what Miss G. means. She tells me to 'Cigarette' every day."

The next day Rachel's mamma was a visitor at the school to see if she could unravel the mystery. She had not been in the room long before the teacher began a writing lesson. She said to the children in a rapid voice, "Sit erect." Rachel gave one glance at her mamma. The mystery was solved.

That evening when Rachel came home her mamma explained what Miss G. had been saying to her, and what it meant. After that Rachel was considered a more obedient child.

How many little folks like Rachel wonder and wonder what we mean, and how many teachers mistake misunderstanding for disobedience, no one knows. We often speak so rapidly, forgetting that the little untrained ears fail to grasp the meaning. Then we think our children disobedient.

Years ago a visitor came to a Nova Scotia school to introduce the tonic Sol Fa system. After a brisk and all too one-sided explanation, he called upon the children to sing the notes after him, pointing at different pupils in turn. One little girl sat gazing at him fascinated, but utterly mystified. "Sol-Sol-Sol," sang the teacher, and suddenly his finger darted straight at her with an explosive "You." With eyes growing rounder, and rounder, the frightened child rose and pointing her small finger at her instructor, obediently quavered out "Salt—salt—salt you."—*Exchange*.

## CHARADE.

'T was not on Alpine ice or snow,  
But purely British ground,  
"Excelsior" was their device,  
But sad the fate they found.

They clattered, not for love of fame,  
But followed duty's call;  
United were they in their aim,  
Divided in their fall.

Two child characters, very famous in poetical history,  
Who can they be?



**"TRUE EMPIRE LIES IN THIS."**

When the British Lion strikes  
In a righteous cause and just,  
Count on the Lion's brood  
Reckon with them you must!

Count on the loyal sons,  
True sons of the Motherland —  
Who though the seas divide  
Are with her, heart and hand!

Count on such times as these  
To bury petty strife;  
Count that we stand or fall  
One with the Empire's life!

Striking a blow for Right;  
Helping a brother's need;  
These are the things that count  
In a true Briton's creed.

So shall we fight this fight;  
So shall we fight this wrong;  
Judge thou, oh Lord of Hosts,  
Make thou Thy people strong!

—Emma Veazey.

[The following poem appeared in The "Times" of August 24.]

**THE KING'S HIGHWAY.**

When moonlight flecks the cruiser's decks  
And engines rumble slow,  
When Drake's own star is bright above  
And Time has gone below,  
They may hear who list the far-off sound  
Of a long-dead, never-dead mirth,  
In the mid watch still they may hear who will  
The song of the Larboard Berth.

*In a dandy frigate or a well-found brig,  
In a sloop or a seventy-four,  
In a great First-rate with an Admiral's flag,  
And a hundred guns or more,  
In a fair light air, in a dead foul wind,  
At midnight or midday,  
Till the good ship sink her mids shall drink  
To the King and the King's Highway!*

The mids they hear — no fear, no fear!  
They know their own ship's ghost:  
Their young blood beats to the same old song  
And roars to the same old toast.  
So long as the sea-wind blows unbound  
And the sea-wave breaks in spray,  
For the Island's sons the word still runs  
"The King, and the King's Highway!"

August, 1914

—Henry Newbolt.

In this dire calamity which has befallen our Empire, it is well to recognize the true source of our inspiration comfort and strength. Pierre Bernard has written few things more beautiful than the following:—

Our Father —

By right of creation,  
By bountiful provision,  
By gracious adoption;

Who art in Heaven —

The throne of thy glory,  
The portion of thy children,  
The temple of thy angels;

Hallowed be thy name —

By the thoughts of our hearts,  
By the words of our lips,  
By the works of our hands;

Thy kingdom come —

Of Providence to defend us,  
Of grace to refine us,  
Of glory to crown us;

Thy will be done on earth as it is in Heaven —

Toward us without resistance,  
By us without compulsion,  
Eternally without declension;

Give us this day our daily bread —

Of necessities for our bodies,  
Of eternal life for our souls;

And forgive us our trespasses —

Against the commands of thy law,  
Against the grace of thy gospel;

As we forgive them that trespass against us —

By defaming our characters,  
By embezzling our property,  
By abusing our persons;

And lead us not into temptation, but deliver us from evil —

Of overwhelming afflictions,  
Of worldly enticements,  
Of Satan's devices,  
Of error's seductions,  
Of sinful affections;

For thine is the kingdom, the power, and the glory,  
forever —

Thy kingdom governs all,  
Thy power subdues all,  
Thy glory is above all;

Amen. —

As it is in thy purposes,  
So it is in thy promises,  
So be it in our prayers,  
So it shall be to thy praise.

—Toronto Mail and Empire.

If teachers fail, whether in quantity or in quality, or in both, it will not be *wholly* because of poor salaries or hard conditions — men and women have thriven on both before now — but for want of vision, want of faith, and want of hope. — *Selected.*



**TEACHERS' INSTITUTE.**

Northumberland County sent 110 teachers, a record number, to attend the Institute in Chatham, September 24th to 25th. The meeting was opened by addresses from the Chief Superintendent of Education, Dr. W. S. Carter, and Inspector G. W. Mersereau; the President, Mr. L. R. Hetherington in the chair. Lessons were then given in the different grades of the Central School, by the respective teachers, and these, as well as the demonstration lessons in manual training and domestic science given in the afternoon, were of much interest to the visiting teachers. Mr. H. H. Stuart, secretary of the Institute, read a paper on The Teaching of Canadian Civics, and the discussion that followed was taken part in by Dr. Carter, Director Steeves, Inspector Mersereau and Miss Eleanor Robinson, Editor of the REVIEW. At the public meeting on Thursday evening, Inspector Mersereau presided, and addresses were given by Mayor Tweedie, Mr. W. B. Snowball, Chairman of the School Board, Dr. Carter, and Mr. R. P. Steeves, Director of Elementary Agricultural Education. A chorus was sung by the pupils of the school, and piano selections given by the Misses Babineau.

On Friday morning, Dr. Melvin of St. John read an excellent paper on Medical Inspection of schools, and was followed by Dr. Marven of Chatham and Mr. H. H. Stuart of Douglstown. It was agreed that the backwardness of New Brunswick in introducing Medical Inspection is due to the fact that the matter is left to local option, and the following resolution, moved by Mr. H. H. Stuart, and seconded by Inspector Mersereau was unanimously carried:—Resolved, that in the opinion of this Institute it is desirable that the Board of Education enact a regulation making compulsory the medical inspection of all school buildings and pupils. Miss Robinson, editor of the REVIEW, gave an address on the use of books, and the teaching of literature in the lower grades. Director Steeves spoke on the importance of school gardening, and gave some valuable directions as to the use of the Nature Study Manual. At the final session, everyone enjoyed the clear and instructive lesson on, How to teach Elementary Astronomy, by Mr. F. A. Good, of the Provincial Normal School.

The officers elected were: President, G. H. Harrison, Chatham; vice-president, Miss Jennie

Gremly, Newcastle; secretary-treasurer, H. H. Stuart, Newcastle; additional members of executive, W. C. Haines, Loggieville; G. A. Walhen, Doaktown; L. R. Hetherington, Newcastle.

**STORIES FOR REPRODUCTION.**

This is a story that I read in a newspaper about a brave and merciful man. He is the Mayor of a little French town near the German border. Soon after the war began, the German soldiers came to this town, and it could not be defended against them, for all the strong young men had gone to the war. The people ran and hid in their cellars, but the Germans broke down and burned the houses and killed many people, even women and little children. One of the women who was killed was the wife of the Mayor; her husband could not save her. When the Germans had taken all the money and food that they could find they marched on, leaving the little town in ruins. The Mayor worked hard to comfort and encourage his poor people to help them repair the houses and make the town fit to live in. While they were doing this, a band of French soldiers came, bringing some German prisoners. The people wanted to kill the prisoners, but the Mayor forbade them, and after a great deal of trouble, succeeded in saving the lives of his enemies. When the authorities in Paris heard of it, they sent him the Cross of the Legion of Honor, for being faithful to his duty when he was in great trouble, and for showing mercy to those who had injured him.

**SAVING THE FLAG.**

The white ensign is the flag of the Royal Navy. A newspaper correspondent, writing about the men who had been rescued from the British cruisers that were blown up by a German submarine, says: "I saw one bluejacket asleep covered with a white ensign. He snatched it up before diving overboard. He held it in his teeth while in the water and refused to part with it when rescued. He is now prepared to fight anyone who may attempt to steal this last relic of his ship."

**DOGS OF WAR.**

In some countries dogs are trained to work with Red Cross and Ambulance Societies. After a battle, the dogs are sent over the field to find the wounded. Each dog wears a white blanket



with a red cross upon it, so when a poor wounded soldier feels a dog licking his face, if he can open his eyes and see the Red Cross, he knows that help has come. Sometimes a dog wears a bell that rings as he runs about in his search. When the bell stops ringing, his master follows its last direction and comes upon the dog waiting beside the wounded man. Other dogs have been trained to bark as soon as they find a man who needs help. Others are taught to take a man's cap, or something from his pocket, and take it to their masters.

The Belgians have a club of Ambulance dogs, and they have contests where prizes are given to the best trained dogs. This year there was to have been a contest of this kind in Holland, but now the clever creatures, instead of winning honors in shows, are hard at work upon the battlefields, helping to rescue the wounded.—*Adapted from Our Dumb Animals.*

#### CLEVER CROWS.

In Ceylon, crows are everywhere to be seen. They meet you at the wharf, skip in front of you up the street, hop on the veranda, and swing from the cocoanut palm trees. They will steal spoons, and even cups, from the tea-table, carrying them off in their strong beaks. They know when lunch time comes at school, and will sit in a row waiting for the children to open their baskets. Then every cake and banana has to be held tight, or Mr. Crow will snatch it.

Once there was a small white woolly puppy. His dinner was put in a saucer, and set down for him on the garden path. How hungry the puppy was, and how good the dinner tasted! But he had hardly begun when two crows appeared. They looked at the white puppy for a minute, and seemed to be thinking. Then one crow hopped behind him and pulled his tail, hard. Puppy howled, and turned, and twisted, and struggled, and crow No. 2 ate the dinner.

#### THE WEATHER.

If the evening's red and the morning's gray,  
It is the sign of a bonnie day;  
If the evening's gray and the morning's red,  
The lamb and the ewe will go wet to bed.

The South wind brings wet weather,  
The North wind wet and cold together;  
The East wind always brings us rain,  
The West wind blows it back again.

#### THE COMIC SUPPLEMENT.

There are a number of influences operating against what is best in the work of our schools. Some of these, such as the street, the saloon, and the pool-room, are recognized by everybody; but we refer now to others, less noticeable but scarcely less pernicious, which take form in the low moving-picture exhibition, the coarse entertainment at cheap theatres, the vulgar song, the sensational newspaper, and the so-called comic supplement. Perhaps that hideous thing, the comic supplement, is the most insidious and the most pernicious. Cheap theatres and moving pictures are confined to cities and small towns; but the colored supplement goes everywhere.

Our teachers spend time and energy in the schools to give their pupils some appreciation of the beauty which lies in artistic forms and harmonious colors; and the pupils go home to gloat over the horrible caricatures and execrable coloring of the pictures in the illustrated supplement of the newspaper. In school, teachers try to foster children's taste for good literature through the media of the best selections from poetry and prose; but at home the children are allowed to pore over the coarse stories and crude humor of the illustrated supplement. The saving power of humor is something to be judiciously cultivated by teachers and pupils, but not that travesty of humor which finds expression in the comic supplement. Our schools stand for refinement of thought and speech, for politeness, kindness, fair play, and obedience to lawful authority. The illustrated supplement stands for coarse tastes, rude manners, and slang; it impairs the fine sense of fair play; and it encourages lawlessness. The whole tendency of the illustrated supplement is toward hooliganism.—*Western School Journal, Winnipeg.*

With the word temptation link three other words beginning with t. For every temptation can be so endured as to transform it into a *test*, *i. e.* a proof of what you have done in the past; into a *trial*, *i. e.* a proof of what you are in the present; and into a *training* for the future. Temptation—it is a hard word; who can bear it? But we can rejoice over a test of our past, we can exult in a trial of what we are, and can eagerly accept our training for a future which we are determined to have better than the times that are gone.—*Selected.*



## BIBLE READINGS.

1. I Kings viii, 54-62.
2. Psalm xx.
3. Luke xi, 5-13.
4. Isaiah lxiii, 7-16.
5. Matthew viii, 23-27.
6. Psalm xxvii, 1-7.
7. II Kings vi, 1-23.
8. I Timothy ii, 1-8.
9. Matthew ix, 33-38.
10. Psalm lxxii.
11. Isaiah xliii, 1-7.
12. Ruth Iii, 1-12.
13. Ruth ii, 15-20.
14. Genesis ix, 8-17; x, 22.
15. Phil. iv, 4-9.
16. Deut. xxiv, 19-22.
17. Psalm civ, 1-14.
18. Matthew xii, 46-50.
19. I Peter v, 5-11.
20. I Chronicles xi, 15-19.
21. I Chronicles xvi, 23-36.
22. II Chronicles xx, 20-24, 26-30.

## ERRORS IN PRONUNCIATION.

A class of fifty pupils, having had their attention called to frequent errors in pronunciation, decided to keep a careful record for one week of words mispronounced by themselves and their teacher. The result was that five hundred words were listed before the end of the week.

What would be the result of such an effort in your class? Try it.

The following words appeared in the list of five hundred: picture, asphalt, geometry, usually, deaf, engine, been, surprised, easily, difference, separate, ruse, elastic, listening, length, drowned; library, peculiarity, address, suite, were, barrel, illustrate, blouse, encore, accurate, dew, perspire, kettle, pudding, aunt, clerk, calm, towards, perfume, progress, tremendous, ask, mischievous, arctic, resin, duke, government, education, chimney, poem, business, pulpit, suggest, popular, recipe, tomato, says, recognize, hospital, primary, service, peerless, evil, catch, notice, electric, problem, assume, history, Canadian, clothes, collegiate, children, February, often, geography, interest, pupil, literature, elementary, figure, advertisement, eleven, piano, probably, violin, slough, counterfeit.

## DIPPING THE FLAG.

## ONE OF THE OLDEST OF ALL METHODS OF MARINE GREETING.

The salutation given when a vessel lowers or "dips" its flag is one of the oldest and most honorable of all forms of marine greeting.

This form of salute has always been demanded by English speaking seamen, and its exaction has burned the hearts and the powder of generations of naval commanders.

In the old days, for a foreign ship, whether merchant or naval, to enter an English port without veiling top-sails or dipping its national flag was to run the risk of war, although the profoundest peace existed.

Without warning or argument the shore defenses or a man of war would send a round shot across the bows or between the masts of the foreigner, and if the offending flag did not instantly come down the insolent intruder was brought to her senses by being raked through and through.

Such was the reception accorded by Sir John Hawkins in the sixteenth century to the Spanish admiral who, in time of peace, sailed into Portsmouth Sound without veiling his topsails or lowering his flag.

Salutes are essential matters of naval etiquette and are exchanged on an elaborate code fixed by the maritime powers. The number of guns to be fired under all circumstances is minutely stipulated.—*Harper's Weekly*.

## WORK MEANS EFFORT.

The likings of children are many; their duty is, after all, only one. It is not the task of the school to entertain the children; the true task of the school is to teach them to do their best. Thousandfold is the material which different men have to master if they are to fulfil their life tasks and yet all this will be learned swiftly and gladly as soon as school has taught them the one great common lesson, that the best of life is work, and that work means effort. Nowadays too many leave the school with a smattering of rainbow-colored information; and yet they have not learned what they most need for their true life.



## CURRENT EVENTS.

The strict censorship makes it difficult to follow the course of the war from day to day; but there is not much uncertainty about the general results up to the present time. All Belgium except Antwerp and a narrow strip along the coast remains in the hands of the German invaders. In France, after getting within a few miles of Paris, the invaders have been driven half-way back to the Belgian frontier. In East Prussia, the Russians have been driven back beyond the boundary line, and the Germans have followed them into Russian territory; but the Russians are again advancing and recovering the lost territory. Nearly all the Austrian territory north of the Carpathians is occupied by the Russians, who are still advancing towards Cracow. The Servians and Montenegrins have invaded Bosnia and are approaching the capital. The British have seized all the German islands of the Ladrões; the French have taken the German colony of Kamerun, on the Gulf of Guinea; and, following the example of New Zealand in sending its expedition to Samoa, the Australians captured the German possessions in the Caroline Islands, the Solomon Islands, the Bismarck Archipelago, formerly New Britain, and the German part of New Guinea. Kaio-chau, the Chinese territory leased by Germany, is being attacked by the Japanese and British; German East Africa is invaded on the north and on the south from the adjacent British colonies; and the British have taken possession of German South-west Africa. Thus the few German cruisers that were threatening British commerce are shut out from their home ports by the British fleet in the North Sea, and have no colonial ports of refuge.

But while British ships are comparatively safe at sea, and German commerce is stopped, at least for the present, there has been no decisive action on land, even though fiercer battles have raged, and are raging, than the world has ever seen before. The great battle of the Marne, which checked the German advance upon Paris, was followed immediately by the still greater battle of the Aisne (Ayn), which has now lasted for more than three weeks and is still undecided. The fall of Antwerp, which is now feared, would complete the German conquest of Belgium, and enable the Germans to threaten the coast of England; but it is not expected that they can recover their lost ground in France, and at the same time check the Russian advance on their eastern frontiers.

Thirty thousand Canadian troops have crossed the ocean, and are now probably in England. Seventy thousand troops from India have landed in France, and for the first time our Indian fellow subjects are fighting the battles of the Empire in Europe. More will come from India if needed, more will go from Canada; more will come from other British colonies, and from the French colonies in Africa which have already sent men to the front. A regiment composed exclusively of French Canadians is to be raised in the Province of Quebec.

On the twenty-second of September, three British cruisers on patrol duty in the North Sea were sunk by a German submarine. The loss was not very serious in itself; but the event was of great importance in naval warfare, as it shows the vulnerability of great battleships with no protection under water, and the possibility of successful submarine attack.

The Germans have bombarded and partly demolished the famous cathedral at Rheims. One of the excuses given is

that its high towers were used as places of observation, to direct the fire of French guns, or that they might be so used if they were not destroyed.

General Botha, Premier of the Union of South Africa, and a former leader of the Boers, has taken command of the British operations against German Southwest Africa.

Home Rule for Ireland has at last become the law of the land, but it is not to come into effect for a year.

Eleven survivors of the Stefansson Canadian exploring party have been rescued from Wrangell Island, where they reached land in March last, after the wreck of the *Karluk*. Twelve of the original party are dead or missing. Besides these, Stefansson himself, who was not on the ship when she was crushed in the ice, started on an expedition to Banks Land five months ago, and has not been heard of since.

There is another insurrection in Mexico, Villa having declared war upon Carranza. There seems to be some force at work to keep up the disturbance until the United States shall be obliged to intervene, or until Mexico is divided, and the northern states, which are now said to favour Villa, become a separate republic.

The disturbance of trade caused by the war in Europe has compelled the United States to impose special taxes to make up for the loss of customs revenue.

By request of President Wilson, Sunday, the fourth of October, was observed in the United States as a day of intercession for peace.

An oil well in Mexico, said to be the largest in the world, is burning, and the money loss is estimated at seventy-five thousand dollars a day. All efforts to put out the fire have failed, and there is nothing to do but to let it burn. It is near the place where another oil well caught fire, some years ago, and continued to burn for three months.

A plea for the press of the world to work for the removal of misunderstandings and suspicions between the nations was recently made by the premier of Japan in addressing a gathering of journalists.

Because of the clear atmospheric conditions which prevail on Vancouver Island, the great seventy-two inch telescope purchased by the Dominion Government is to be erected at the summit of Little Cannich Mountain, seven miles from Victoria, B. C.

By means of long and short puffs of smoke, which remain visible in the air for a long time, French military aeronauts can write Morse dots and dashes in the air. These signals may be read with a field glass several miles away.

Marconi predicts that wireless telephone service between England and France will be established within a year. He has now an apparatus with which he can telephone a hundred miles without wires. It has been adopted by the Italian navy. As is true of the wireless telegraph, it works better at night than in the day time.

The proposed exploration of New Guinea by airship has been abandoned for the present, partly for lack of funds, and partly because the frequency of thunder storms in New Guinea would make such an expedition extremely hazardous.



## SCHOOL AND COLLEGE.

At a meeting of the Halifax Teachers' Union on September 11th, Dr. Howard Brunt, who has lately spent some time in Germany, gave a very interesting address on some phases of the war, dealing especially with the attitude of educated Germans in regard to it.

On Friday, September 25, the annual presentation of prizes to students of the Lunenburg County Academy took place in the Opera House, Lunenburg, with Mayor Hall, chairman of the School Board, in the chair. Principal McKittrick gave a very satisfactory report of the year's work. Fifty-five students received high school certificates.

Colchester Academy has an attendance of very nearly 300. The "A" class numbers forty-one. Of the teachers, who resigned from the staff in June, Mr. England, former vice-principal, is now superior of Dufferin Street School, Montreal; Mr. Lockhart is an assistant master in the same school; Mr. Caldwell will take the Arts Course at Acadia College, and Miss Lawrence will teach in Baltimore.

The new school building in Willow Street, Truro, is to be begun shortly.

Rev. W. Judd, curate of Christ Church Cathedral, Hamilton, Ont., has been appointed headmaster of the Collegiate School, Windsor, N. S., as successor to Mr. Handsombody, who has resigned after seventeen years of service as headmaster.

Mr. L. C. Harlow, of the N. S. Normal College has been transferred to the staff of the College of Agriculture. He is succeeded in the department of nature study, chemistry and mineralogy by Mr. J. M. Scott, M. Sc. (McGill), who has held posts on the staff of the Central Experimental Farm, Ottawa and at MacDonald College.

Miss Elizabeth Ellis, of Truro has succeeded Miss Florence Walker, as head of the Domestic Science Department in Windsor.

The new dean of the Law School, Dalhousie College, succeeding Dr. Weldon, is Dr. Donald A. MacRae, of Prince Edward Island. Dr. MacRae graduated from Dalhousie with honours in classics in 1898. He is a Ph. D. of Cornell University, where he was for a time an instructor. He has been assistant professor in Greek at Princeton University, and is a member of the Bar of Ontario.

The September number of the "Canadian Municipal Journal" contains a strong plea for the "Teachings of Civics in the Public Schools." By Principal Sexton of the Technical College, Halifax.

Twenty-five schools in Nova Scotia will have local school fairs this Autumn. Over 800 school children have home gardens, from which products will be exhibited. Most successful exhibitions have been held in Truro and New Glasgow.

The staff of the Amherst schools had a picnic at the Nappan Experimental Farm on Thursday, August 24th.

Mr. B. J. Lawson, School Commissioner, Amherst, and formerly chairman of the Amherst School Board, read a very interesting paper before the Municipalities Convention on August 31. The subject was the use of the public school buildings as centres for educational uses, recreation, social gatherings, and meetings for civic and municipal improvement. Mr. Lawson dealt with his subject under these four heads, and gave a brief report of

what different school sections are doing, showing that Amherst is leading in the work. He urged the advantage to the community of fuller use of the school plant and that the matter should receive the attention of the Union of Municipalities of Nova Scotia.

St. Francis Xavier University, Antigonish, has received a donation of ten thousand dollars from Captain P. Mockler of Colchester County. Three new professors have joined the staff of this Institution.

Miss Georgia Lent, of Freeport, N. S., is principal of the schools at Port Greville.

The University of New Brunswick has re-opened with twenty-nine new students. The Chancellor expects the total number attending this year to be about 150. There are no changes in the faculty.

A very interesting department at the St. John Exhibition was that devoted to child welfare. There were exhibits of work from the kindergartens and from the supervised playgrounds, and at certain hours each day the children might be seen at this work, or giving folk dances, learned in the playgrounds. There were also on exhibition a set of Montessori materials, loaned by Mrs. F. A. Foster, of Rothesay. In the Health Department, an exhibit from Montreal was shown and nurses from the Anti-Tuberculosis Society and the Victorian Order were present for an hour every afternoon to give advice and explain precautions for children's health.

Miss Ruby Bishop, who taught last year in Dorchester, N. B., is now teaching in the King George School in Calgary, Alberta. Miss Bishop writes in high praise of the Calgary schools. "People here seem to put education above everything else".

"Several changes have been made in the staff of the Sackville schools. E. D. MacPhee has been appointed principal, to succeed A. D. Jonah, who has accepted a similar position at Florenceville, N. B. Miss Florence Morton has been appointed vice-principal and teacher of Grade VIII. Miss Hattie Milner succeeds Miss Knapp, as teacher in Grades V-VI. Mr. Roy Crossman of Dorchester succeeds Mr. Roy Stephens, in the Advanced Department of the Upper Main St. School.

Two of the town schools are being rebuilt — the Salem St. and Upper Main St. schools. The new buildings, which are not yet quite ready for occupation will be provided with modern equipments.

The teaching of music has been introduced into the town schools. The work is being done by the staff teachers. Encouraging results are expected."

Mr. H. Irving, of Moncton, Rhodes Scholar from Mount Allison, was entertained at a farewell banquet by the Canadian Club of Moncton, before he left for Oxford.

Miss Edna Giberson, of Bath, who has been teaching in British Columbia, has taken charge of the Grammar School at St. Andrews.

The many friends of two successful teachers, Mr. Allan Cole, late principal of Kensington High School, and Miss Nellie Green, who taught in Spring Valley for three years will be glad to know that each has secured a good school in Saskatchewan. Mr. Cole is teaching in Greenside and Miss Green at Brisaylor, near Battleford. — *Charlottetown Guardian*.



The death of Dr. William Saunders, formerly Chief of Staff of the great experimental farm maintained by the Dominion Government near Ottawa, will cause deep regret throughout a wide circle of personal and scientific friends. For more than a quarter of a century until he was invalided two years ago, he was the controlling mind of an establishment which he did his best to develop as a great humanitarian institution. — *Halifax Chronicle*.

At the suggestion of Mr. T. B. Kidner, the school children of the Calgary public schools will knit, in their regular hours for needlework, caps and socks for our soldiers at the front.

The Annual Convention of the teachers of P. E. I., opened in Charlottetown on September 23, with an unusually large attendance.

### OCTOBER MAGAZINES.

Since the war began, the selections in "World Wide" have been chosen with more than ordinary judgment. The issue of September 26 has extracts from articles in the London "Spectator," "Westminster Gazette," "Nation," and "Daily Telegraph," from the Manchester "Guardian," and from the New York "Times" and "Outlook." Most of these relate to the war more or less directly. Colonel Roosevelt's warning to the United States, called "Lessons of the War," and the report of Lord Rosebery's speech at Broxburn are of special interest. Canadians who have not access to many magazines and papers of the highest class will find the cream of them in "World Wide," and we are glad to draw the attention of our readers to the special offer of the publishers given in another column.

The fact that Canada is actually in a state of war is vividly impressed by Newton MacTavish in an article entitled "War Time in Canada," which appears in the October issue of *The Canadian Magazine*. Mr. MacTavish reviews what has taken place in Canada as a result of the war, bringing together into compact, comprehensible form all the various activities of the Government; in brief, he visualizes the operation of the Canadian governmental machinery which the war has set in motion. From the time of the summoning of the Governor-General and the Prime Minister to Ottawa to the call for further volunteers to go to the front a vast amount of preparation and precaution is here outlined.

Major John Gigelow contributes to the October *Century* a clear and timely analysis of "The Call to Arms in Europe" and Olive Schreiner furnishes several pages on "War." These head the list for timeliness and general interest.

Other articles include an intimate and delightful one by John D. Williams on that elusive quality of charm that makes the character of the great novelist and playwright, James Matthew Barrie; the second of Hilaire Belloc's illuminating studies of the French Revolution, "The Flight to Varennes;" Arnold Bennett's continued "From the Log of the Velsa," now speaking of French and Flemish waters.

Short stories are contributed by Mary Heaton Vorse,

Lawrence Perry, George Bronson-Howard, L. Frank Tooker, William Holloway and Dana Gatlin. Arthur Christopher Benson, the famous essayist, furnishes an essay on "Charm," and Arthur Rackman has painted the beautiful frontispiece.

We have just received a copy of the valuable little pamphlet "Why Britain is at War," in which the causes and the issues of the great war are set out in brief form and simple language from the diplomatic correspondence and speeches of His Majesty's Ministers. The Victoria League prepared this pamphlet for circulation in the United Kingdom and in the Dominion, as part of their campaign for distributing information about the war. It is now offered for sale to the general public and should be widely distributed. [The Macmillan Company of Canada, 70 Bond Street, Toronto. Post paid 10 cents.]

The September number of "The Round Table" is a special war number, reviewing the origins of the war and the great issues raised by it. The causes assigned are two, Austro-Hungarian politics and the aims of modern Germany. A good map shows the distribution of races in central and eastern Europe. It indicates in a general way the fact that Austria and Hungary are more divided by race differences than any other country; and one is not surprised to learn that it is no simple matter to keep peace between these races. In Austria, the Germans, who comprise about one-third of the inhabitants, and in Hungary, the Magyars, who are about half the population, have the political ascendancy over the other races; and especially in Hungary this power is used to tyrannize over the subject peoples. The first article in the magazine deals with the struggles of the last twenty years against the predominance of the German and Magyar races, and the plans for a new constitution for the Empire, in which all races should be represented. This plan of reconciliation, it appears, was favored by the Archduke Francis Ferdinand, whose murder was the immediate cause of the present war. But the rise of Serbia to a leading position as a result of the late Balkan wars had led the Serbs, who with the addition of their kindred the Croats are twice as numerous in Austria-Hungary as they are in independent Serbia, to look for political union and a revival of the ancient glories of their race; which would mean a breaking up of the dual monarchy. The Austrian rulers, therefore, as a matter of self preservation, felt it necessary to seize the first opportunity of crushing Serbia. As to the second cause, the aims of Germany, the writer argues convincingly that modern Germany has inherited from Prussia a belief that her way in the world is to be won by the sword. Hence he suggests that the real issue which is being determined in this war is whether the ideas of Britain or the ideas of Prussia are to extend their dominion over the world. The aim of modern Germany is shown to consist in dominion over everything and everybody not German. The aim of the British Empire is shown to be the combination union with liberty of other races and other communities to develop within it. There is also a careful summary of the diplomatic correspondence immediately preceding the war, and a reprint of Sir Edward Grey's speech in the House of Commons on the day before war was declared. [Published by the Macmillan Co.; price, 60 cents.]



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