

THE EDUCATIONAL REVIEW

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ST. JOHN, N. B., NOVEMBER, 1907.

WHOLE NUMBER, 246.

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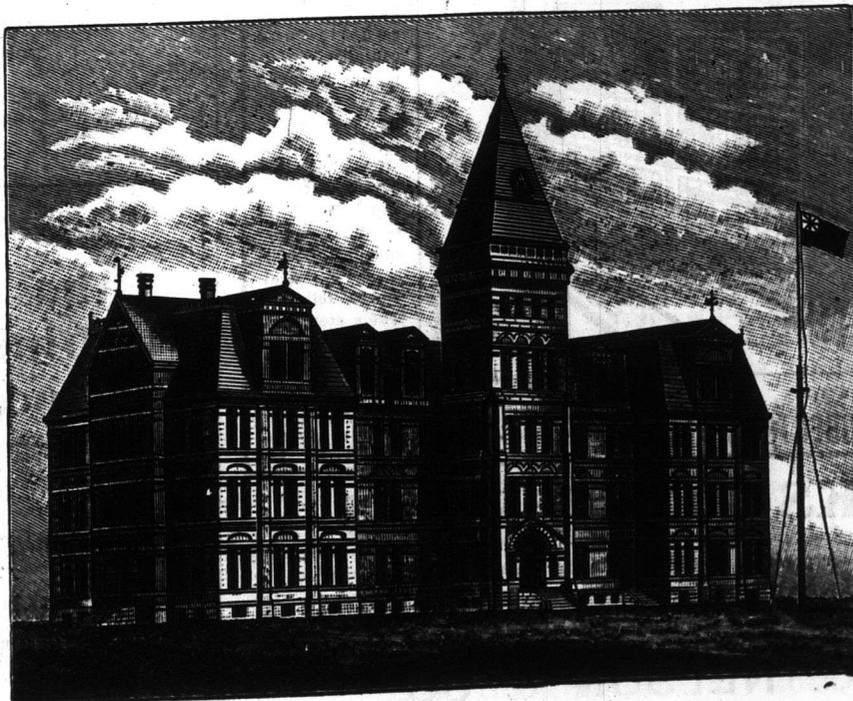
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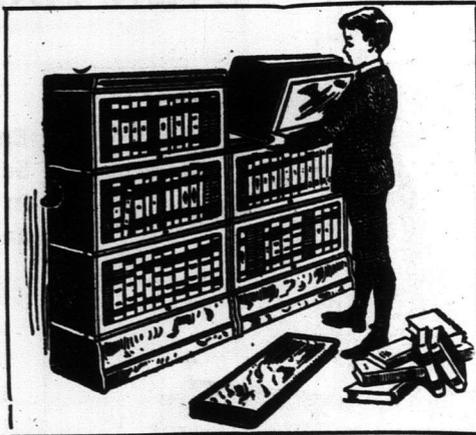
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Editor for Nova Scotia.

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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

Reference is made in our advertising columns to Augsburg's drawing books, to courses of manual training in the normal school, and other matters of interest to teachers.

Considerable space is given up in this number to the reports of local teachers' institutes. Although these reports are mere outlines, they serve to show what our teachers are thinking about and what they are doing. The fact that hundreds of schools have been vacant and many thousands of children taking holiday during the past month while their teachers have been absent at institutes serves to direct the attention of the parent and rate-payer to them, and the enquiry is often heard, What benefit are these institutes to the schools?

No teacher really interested in the work of the schools and desirous of improving it can visit an institute without receiving benefit. The reading of papers, the outlines given of the methods of other teachers, the discussion and questioning that seeks a fuller light on these methods, are all helpful. The public meeting where persons of experience give their views earnestly and pleasantly on educational problems are stimulating to parents and teachers. The conversation and exchange of ideas between times at these meetings give the opportunity for those teachers who are shy and retiring to help their fellow-teachers to many practical plans and suggestions. Very often a little coterie of teachers at a boarding house will discuss questions and methods with greater freedom and sometimes with far more effectiveness than is done at the public meetings. The writer has often heard saner and more practical ideas expressed at these private conventicles than on institute platforms, but if such teachers are asked to express themselves in public without restraint they shrink from the task.

A speaker at the Antigonish, N. S., meeting made the suggestion that teachers while at their work during the weeks and months before an institute should make a record of their difficulties and the points in methods in teaching which they wished to have cleared up. This is a good suggestion; and if a committee be appointed at the opening of an institute to arrange these topics in order and present them to the institute at stated times, the results would be beneficial to those who receive least advantage from these gatherings—the diffident and inexperienced teachers. The question-box in some institutes is a plan to the same end; and the columns of the REVIEW are always open to the teacher who needs such help and will ask for it.

The work of the institutes at Antigonish and in Colchester County is of a character which may well enlist the attention of institute leaders in other places. Some of the teaching lessons which the writer heard at Antigonish and the discussions upon them afterwards were such as to appeal directly to inexperienced—and many experienced—teachers. No one could go from a gathering of this kind with-

out feeling that the teaching power of several hundred school sections would be materially improved by a week of such practical normal work. It was a meeting well fitted to awaken teachers and inspire them to do better teaching.

Here a word generally about institutes and speakers: If one has anything to say to teachers, let him say it in a manner that is worthy of his best effort, not in a careless or slipshod way, or plainly indicating that he is merely speaking to put in the time. If the latter, the audience recognizes the fact at once, generally follow his lead, become careless or inattentive, and perhaps get up and leave the room. This may explain why there is much whispering at some institute gatherings, why teachers get up and leave the room during the proceedings, or act in a manner they would not tolerate on the part of their pupils. Why is it? Let speakers and hearers examine themselves on this point and decide the matter.

Dr. A. H. MacKay, Superintendent of Education, Nova Scotia.

We present to the readers of the REVIEW in this number the portrait of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia. Not only will the teachers of that province be glad to have this portrait for their schoolrooms, but hundreds of others—former schoolmates, college friends and the host of boys and girls whom, as a teacher, he sent forth with noble aims—will be glad to see the face of a friend whom they love, and whose generous and kindly nature will always serve to awaken a thrill of pleasant recollections. The face is rather sedate, the repose of a man of many activities, now verging on toward three-score. Those who know him best will miss the smile of genial good-humour which lightens up his features during his waking hours—which are many.

It is not necessary here to enter into a detailed account of Dr. MacKay's busy life. That has been done in past numbers of the REVIEW and in current periodicals. He has explored many branches of knowledge—mathematics, science, literature, philosophy. In mathematics he had in his student days few superiors; he has a good working knowledge of several branches of natural science which he keeps up, especially botany and zoology, being lecturer in these subjects in Dalhousie University; he is widely read in history and literature; and philosophy has been to him a subject of ardent enquiry, especially suited to his reflective mind. He is a profound observer and diligent student of current

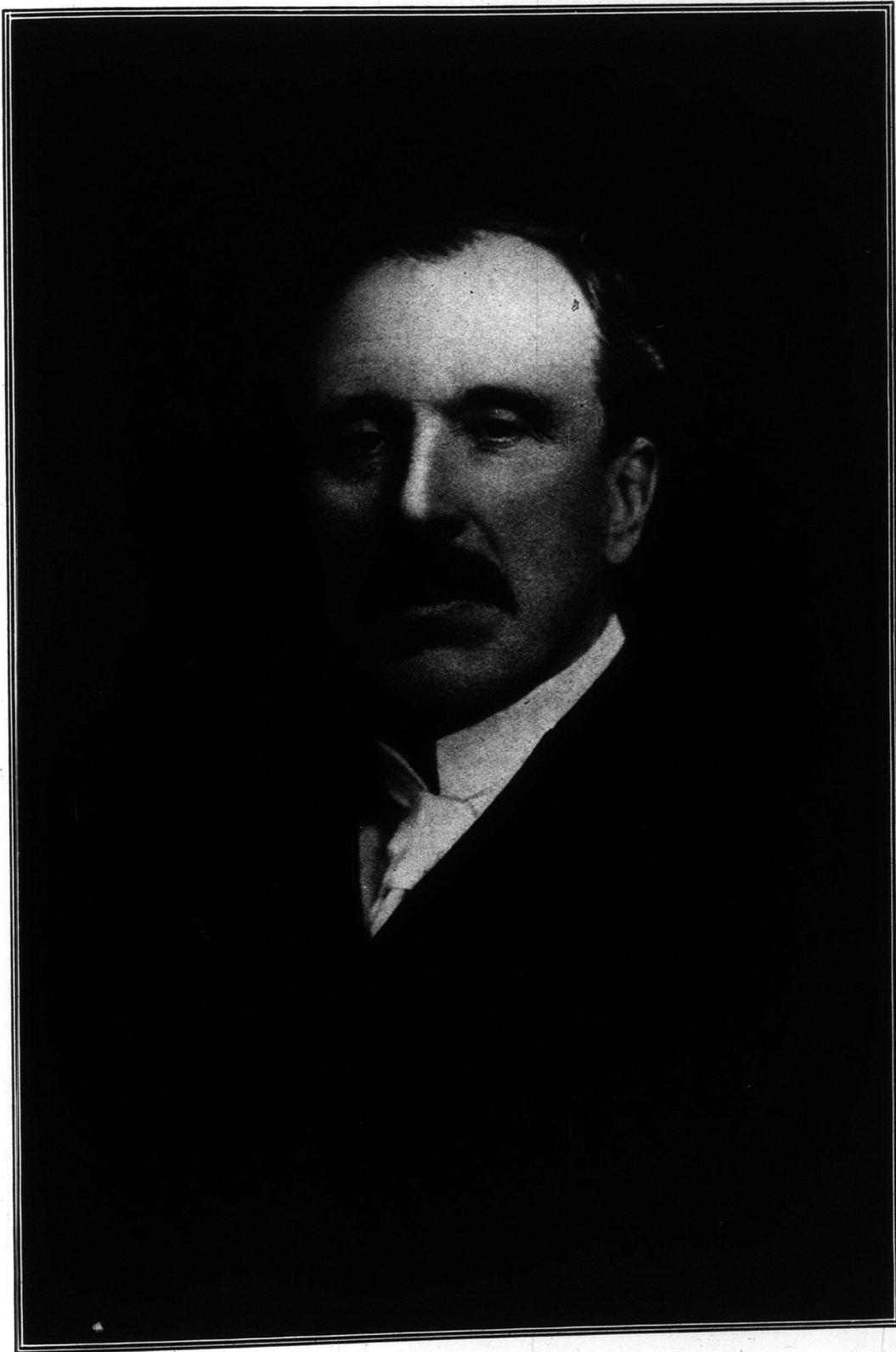
topics. Very few have taken a wider grasp of educational questions, not only those of his native province, but of conditions prevailing in almost every civilized country. Before and during his recent visit to the great educational conference in London, his papers and addresses on education in Nova Scotia attracted much attention. While in Europe he visited many educational institutions, chiefly technical, gaining some practical insight into their workings which he may be expected to utilize as occasion requires in the progressive steps that Nova Scotia is making in technical education.

To every man there comes a time in his life when it becomes necessary to slacken toil and take life less arduously. To a man of Dr. MacKay's varied and incessant activities it is difficult to follow the paths of ease and to prosecute less vigorously cherished plans. But he should yield to the wishes of his friends and enjoy a little of that leisure that he has deservedly won.

Dr. MacKay's connection with the REVIEW has been referred to before in these columns. On an afternoon twenty-one years ago a conference was held in Pictou Academy, of which Dr. MacKay was then principal, and the result was the foundation of an educational journal for these provinces, with an editor for each—Alexander Anderson for Prince Edward Island, A. H. MacKay for Nova Scotia, and the present editor for New Brunswick. Mr. MacKay threw himself into the work with his accustomed energy and enthusiasm, which he kept up until his appointment of superintendent of education for Nova Scotia compelled him to resign. His "Ferndale School Series" and other articles on nature study created great interest among teachers and led to a systematic study of nature in the schools of these provinces. Dr. MacKay has never ceased, with voice and pen, to urge the importance of this work. As a result nature study has had a prominent place in Nova Scotia schools. Among other practical results, observations are regularly made on the flowering plants and similar phenomena, and these observations are tabulated and published yearly in the proceedings of the Royal Society. School gardens, manual training, and every means that could make education more useful to the masses have felt the effects of his fostering influence.

In future numbers will be given other portraits of well known educational people of these provinces. These will appear alternately with the reproductions of art pictures.

Educational Review Supplement, November, 1907.



DR. A. H. MACKAY,
SUPERINTENDENT OF EDUCATION, NOVA SCOTIA.

Visits to English Schools. IV.

By G. U. HAY.

Reference has been made in these notes to the good manners everywhere observable in the English schools. Courtesy in dealing with others seems to come natural to the boys and girls, whether belonging to the richer or poorer classes, and with it there is obedience and respect for authority. This in some degree may be due to the fine system of physical and military drill which is everywhere practised in the schools. In a school that I visited in West Kent, the first ten minutes of the outdoor recess were devoted to drill, the girls taking part in it as well as the boys, and going through the movements with equal ease and readiness. With the drill were combined exercises to secure freedom of arms and body with habits of proper breathing. The boys were practised in their drill and in target shooting at stated intervals after school hours during the week. The principal of the school, Mr. Baker, is the leader in all the sports and exercises of the scholars, and seems to enjoy them as much as his pupils. "Mr. Biker, you're ite," shouted a boy gleefully as the master laid down his bat in a game of cricket. "What does the boy say," I asked. "Oh," said the master, smiling, "we can't rid them of the dialect here. He tells me that I have made eight—Mr. Baker, you're eight."

An incident occurred in the schoolroom a few minutes after which was characteristic of the teacher and the school. A boy was reading a story where a western cowboy shot his foe before the latter could "get in on him." "That shows the advantage," the master explained, "of learning how to shoot and of being always ready to act on the instant." Few teachers would care to make use of such an illustration as this. The results of military training, however, and the ability to use a rifle need not imply that boys are taught to shoot indiscriminately at every living thing in sight. Accidents from the use of firearms or from careless shooting are far more common in this country than in England. The killing of song birds or other harmless animals in the woods would not be tolerated in that country. There is no doubt that teaching a boy how to shoot, as was done in this school, with incidentally the use and abuse of firearms, is an accomplishment which is of service to him. And teaching him military drill does not imply that he is being trained for a soldier, but rather for an athletic upright citizen who has

learned valuable lessons of obedience and self-restraint from the exercise.

The pupils sang two songs while I was in the room—Spring has Come and The Lark (in parts)—the teacher playing the accompaniment on a small cabinet organ. The voices were well tuned, without those harsh discordant notes so frequently heard in schools. The teacher was rather proud of his skill in music, and had some reputation as a song writer. He showed me a piece of music for which he had written the words, entitled, "The Men of Kent." The design on the title page represented some of the famous names in English history—Sir Philip Sidney (the ancient castle of the Sidneys was scarcely more than a stone's throw from the school-house), General Wolfe, whose father was a clergyman in one of the parishes of this county, the younger Pitt, Sir Francis Walsingham, one of the secretaries of Queen Elizabeth, Wat Tyler, leader of the peasants' revolt in the reign of Richard II, and other names scarcely less illustrious. The words of the song were spirited as became a theme dealing with such patriots. I thought how happy should be the children whose lot was cast in this pretty village of Penshurst, where that gallant soldier, Sir Philip Sidney, played as a child, and perhaps drew poetic inspiration from the noble and beautiful scenery around him. And the children were happy, singing with innocent enthusiasm of the great deeds of the "men of Kent," even though childish fancy could not comprehend their far-off greatness. They were being trained by one who entered into their sports and exercises, sympathized with them in their longings and taught them to love their country and home.

One evening in my rambles along the road in this part of Kent I fell in with a middle-aged farmer who was interested in what I had to tell him of Canada. As I turned to bid him good evening, he said: "Well, I doan't think there be such a place in the wide woarld as Kent; I've lived 'ere vorty year, and I'm well pleased, God willin', to live 'ere all my days."

The school at Penshurst was a clerical, not a board school, so the headmaster told me. Religious instruction was given during the first hour of the morning, as in other country or village schools I had visited. About fifty or sixty scholars were in the room, with a monitress to assist in overlooking the work. The pupils were engaged in arithmetic when I entered, shortly after ten o'clock. The

master had placed two problems on the board: £461 16s. 7½d, divided by 79 and 85, and £269 15s. 6d. multiplied by 275. This type of problem was very common in other schools I had seen, the object being to keep the pupils employed for some time and to be a test of accuracy in continued operations. I heard no explanation of rules, nor did I see any examination of the work in arithmetic during my stay in this or the other schools. The pupils' writing was neat and in a legible roundhand; and I was shown some excellent drawings from objects, chiefly flowers and their parts. The master told me he had accomplished some good results in nature study by following out Ruskin's idea of taking pupils through the life history or development of certain plants. The drawings and descriptions shown of the tulip and others were good. The attempts at colouring were very natural, and the master said the pupils mixed their own colours after he had explained the process and made the desired colour as a pattern for them.

A curious floral shower occurred while I was in the schoolroom. The petals of the may (hawthorne) under the influence of a strong north wind fell in such abundance that the yard and neighboring roofs were whitened with them, reminding one of a fall of hail or snow. Although it was the first week in June, the weather this morning was cold enough for snow; but in curious contrast the country everywhere had the appearance of a great flower garden, with rhododendrons, the may, blue bells and other flowers in the greatest profusion.

Johnnie and Jimmie missed the word *hundreds* in the spelling lesson two days in succession.

The teacher gave them this poem to write twice before they went home. The next day Johnnie and Jimmie did not miss *hundreds*, and there was no scolding or fussing about the bad lesson, and two little hearts were g'addened by the beautiful thoughts expressed in the poem:

Hundreds of stars in the pretty sky;
 Hundreds of shells on the shore together;
 Hundreds of birds go singing by,
 Hundreds of bees in the sunny weather;
 Hundreds of dewdrops to greet the morn,
 Hundreds of lambs in the crimson clover;
 Hundreds of butterflies on the lawn;
 But only one mother the world wide over.

—School Education.

[A better way than to write *hundreds* fifty or a hundred times.]

November Days.

BY ELEANOR ROBINSON.

November's sky is chill and drear,
 November's leaf is red and sear.

This month received its present name—November, the *ninth* month—at the time when the Roman calendar had but ten months in its year. By the Anglo Saxons it was known as *Wind-Monāt*, the windy month.

The first day of the month, called All Saints' Day, is not one of the most ancient of church festivals; but ever since the first of November, 608, when the Pantheon, the famous heathen temple at Rome, which was devoted to the worship of *all* the gods, was dedicated as a Christian church under the name of the Church of the Blessed Virgin Mary and *all* the Martyrs, this day has been kept in memory of all the saintly men and women, known or unknown, who have passed away from earth.

The poet Lowell says of this day:

One feast, of holy days the crest,
 I, though no churchman, love to keep,
 All-Saints,—the unknown good that rest
 In God's still memory folded deep.

The fifth of November is the anniversary of the discovery of the famous Gunpowder Plot in the reign of James I. The parliament had shown itself unfriendly towards the Roman Catholics, and some of the more desperate men of that religion formed a plan to blow up the House of Lords on the day when the king and the members of the house of commons would be assembled there for the opening of parliament. They hired a cellar under the House of Lords and stored the gunpowder there; but the secret of the plot leaked out, and on the evening of the fourth of November, 1605, the cellars were searched, and Guy Fawkes, one of the conspirators, was discovered, with a lantern in his hand. He and others of his party were put to death with great cruelty, and it is his name that has always been remembered in connection with the plot. The anniversary is often called Guy Fawkes' Day, and used to be celebrated very generally by the carrying in procession of a scarecrow figure with a lantern in one hand and a bundle of matches in the other. The "Guy" was finally burned in a bonfire, towards which the bystanders were asked to contribute. In London, this burning was done in Lincoln's Inn Fields, where as many as twelve or fourteen Guys were sometimes consumed in a huge fire. The

rhymes that were sung on the occasion are very well known. One version runs as follows:

Pray to remember
The fifth of November
Gunpowder, Treason and Plot;
When the king and his train
Had nearly been slain,
Therefore it shall not be forgot.
Guy Fawkes, Guy Fawkes,
And his companions
Strove to blow all England up;
But God's mercy did prevent
And saved our king and parliament.
Happy was the man,
And happy was the day,
That caught Guy
Going to his play,
With a dark lanthorn,
And a brimstone match,
Ready for the prime to touch.

Put your hand in your pocket
And give us some money
To kindle our bonfire.
Huzza, Huzza.

Guy Fawkes' lantern may still be seen in the Ashmolean Museum at Oxford.

Until 1859 the English Book of Common Prayer contained a form of service for thanksgiving for this deliverance of the nation from the plot, which was to be said in the churches on the fifth of November. But this form, together with other "state services," as they were called, has been removed from the Prayer Book, and its use discontinued in later years.

Martinmas, November 11th, is one of the Scottish greater days. St. Martin is sometimes called the Soldier Saint. He lived in the fourth century at Pavia. His father was a Roman military tribune, and a heathen, and Martin was brought up to be a soldier. When he was a young boy he used to go to Christian churches and receive instruction, so that he might be baptized. He entered the army when he was fifteen, and he was said to be full of good works and free from vices. Once at Amiens on a cold winter day, as he rode out of the gate of the city, he saw a poor beggar shivering in his rags. Martin took his sword and cut his own military cloak in two, giving half to the beggar. That night he saw a vision of the Lord Jesus Christ, who was clad in the half of the cloak, and who said to the angels standing by: "Martin, though yet unbaptized, hath covered Me with this garment." After this Martin was baptized, and served in the army for five years longer. Then he asked to be

discharged, saying: "I am Christ's soldier." But he was taunted with being a coward; so he offered to stand in the front line of the army unarmed, and to march into the enemy's ranks in the name of Christ. The next day the enemy surrendered, and Martin obtained his discharge. In 371 he was made the first bishop of Tours, and held this office until his death, thirty years after. The picture of the saint dividing his cloak with the beggar is very well known.

The word *chapel* is said to be derived from *cappa*, a cloak; because St. Martin's cloak, and later a blue banner divided in two to represent it, used to be carried into battle, and kept in the tent where the mass was said. This blue banner was carried until its place was taken by the oriflamme or banner of St. Denys, which was mentioned last month.

We read in English history that on St. Brice's Day, the 13th of November, 1002, Ethelred the Unready ordered a massacre of all the Danes who had settled in England. This St. Brice was instructed and ordained by St. Martin, and gave the good bishop a great deal of trouble by his disorderly and unruly ways. But St. Martin said: "If Christ endured Judas, why not I Brice?" And in the end Brice himself became a bishop, and succeeded St. Martin in the bishopric of Tours.

St. Hugh was one of the most popular of English saints. He was bishop of Lincoln and re-built the cathedral. He died in London, November 17th, 1200, and his body was solemnly borne to Lincoln to be buried in the minster. King John of England and King William of Scotland helped to carry his bier, and many great men came to do him honour at his burial, for he was famed for his great and good works.

The 22nd of November is St. Cecilia's Day. This saint was a Roman lady who suffered as a martyr in the third century. As a child she was devoted to religion, and the legend says: "As she excelled in music, she turned her good gift to the glory of God and composed hymns, which she sang with such ravishing sweetness that even the angels descended from heaven to listen to her, or to join their voices to hers. She played on all instruments, but none sufficed to breathe forth that flood of harmony with which her whole soul was filled; therefore she invented the organ, consecrating it to the service of God." She has always been the patron saint of music, and is generally represented in paintings with musical instruments. The most famous picture of her is that by Raphael in a church near Bologna: the saint is standing holding a small organ, which,

however, she has let fall to her side, while she is looking up with a rapt expression as if listening to the music of heaven. Some modern pictures represent her seated at a modern instrument, which she plays while angels listen to her music. She has been celebrated in poetry also. Dryden wrote a song for St. Cecilia's Day, 1687, which closes with the lines:

Orpheus could lead the savage race;
And trees uprooted left their place,
Sequacious of the Lyre;
But bright Cecilia raised the wonder higher:
When to her organ vocal breath was given,
An angel heard, and straight appeared,
Mistaking earth for heaven.

Also in "Alexander's Feast," an ode for St. Cecilia's Day, he sings the praises of "divine Cecilia." Pope was the poet of her day in 1708, and from his ode we quote the following:

Music the fiercest grief can charm,
And fate's severest rage disarm;
Music can soften pain to ease,
And make despair and madness please;
Our joy below it can improve,
And antedate the bliss above.
This the divine Cecilia found,
And to her Maker's praise confined the sound.
When the full organ joins the tuneful choir,
The immortal powers incline their ear,
Borne on the swelling notes our souls aspire,
While solemn airs improve the sacred fire;
And angels lean from heaven to hear.
Of Orpheus now no more let poets tell,
To bright Cecilia greater power is given;
His numbers raised a shade from hell,*
Her's lift the soul to heaven.

In the "Palace of Art," Tennyson describes a picture of St. Cecilia, which exists only in his imagination:

Or in a clear-walled city on the sea,
Near gilded organ-pipes, her hair
Wound with white roses, slept St. Cecily,
An angel looked at her.

The 25th of November is the day assigned to the memory of St. Catharine, of whom very little is really known, but a great deal has been told. She is said to have been a lady of great learning and piety, who was put to death by the Emperor Maximin because she would not worship the gods, and because by her earnest faith and moving words she

* Orpheus is fabled to have played so sweetly that not only human beings, but beasts, and even rocks and trees, would follow the sound of his music. By the charm of his playing he induced Pluto, the king of the world to the dead, to restore to him his lost wife, Eurydice.

persuaded others to become Christians. She was ordered to be killed in a horrible way by being bound on a wheel with sharp blades, but in answer to her prayers the wheel was broken, and she was afterwards beheaded. She is generally represented with her wheel, and a certain kind of circular window is called a Catharine wheel window. She is the patron saint of Venice, and of unmarried women. "To braid St. Catharine's tresses" was to live and die unmarried.

St. Andrew's Day comes on November 30th. St. Andrew was the first to be called to be an apostle. Then, we are told by St. John, "he first findeth his own brother Simon, and saith unto him, 'We have found the Messiah,' which is, being interpreted, the Christ; and he brought him to Jesus." Tradition tells that he taught and worked around the borders of the Black Sea, and was the founder of the Russian church. At the time of his death he was in Greece, and when bidden to leave off preaching to the Greeks, instead of consenting, he proclaimed the message of the gospel before his judge. He was then fastened to a cross by cords and left to die. The cross on which he suffered was of the form of the letter X, and now bears his name. Since the fourth century he has been the patron saint of Scotland, and his cross forms a part of the national banner of Great Britain.

At a recent meeting of teachers, the question of history in the seventh and eighth grades was discussed, and the consensus of opinion was that any pupil in the eighth grade who cannot stand on his feet and discuss a topic in history at least five minutes has not been well taught. Too many teachers, it was held, suggest the answer by the form of question and leave the pupil nothing to do that serves to give him self-reliance and a broad grasp of the subject.—*Sel.*

The wise teacher will say to himself, "I must know the lesson I teach. I must do reading outside. I must take an interest in my individual scholars. I must keep myself strong and happy and well. These are essential, and for the sake of these things I stand ready to sacrifice all mere red tape. I stand ready to be misunderstood by good people who know nothing of the strain I am under. I stand ready to shrink and to slight minor matters when it is necessary to do so in order to do the main things well."—*President Hyde, of Bowdoin.*

Spelling in the High School.

By J. VROOM.

A boy or girl who enters the high school has been pretty well drilled in spelling in the lower grades, and therefore is, or should be, able to spell correctly nearly all the English words in common use. There will be difficult or unfamiliar words still to learn—words unfamiliar in his or her vocabulary. They will not greatly increase in number as the vocabulary grows. New words seldom give much trouble, for the spelling is learned as the word is acquired; but there will always be old uncertainties to overcome, and unexpected difficulties with words that were once thought to have been thoroughly mastered. No one knows better than the high school teacher how many things are possible in the way of forgetting.

A boy, when he has reached the high school age—I will not venture to say how it is with the girls—has developed a pardonable pride which gives him a new incentive to memory in this as in other matters. The same self-respect which leads him to think of his personal appearance and good behavior will make him ashamed to be a poor speller—for it really is a social disgrace to be ignorant of the correct spelling of the ordinary words of our mother tongue, and no amount of other knowledge will at all make up for this ignorance. Let a boy once realize this, and he will not fail to resort to his dictionary for the correct spelling of a word until he has firmly fixed it in his memory.

But the high school boy or high school girl, having begun the study of words and their derivations, no longer needs to depend upon unaided memory of their visible forms, or of those successions of sounds which tell off the names of their letters in oral spelling. The history of a word is often a key to its spelling, and the spelling a key to its history. The pupil has learned how to spell some word in another language, and finds some English word related to it in sound and meaning. It is the same word in a different form. The pleasure of this discovery, and a comparison of the two forms, will help to fix them both in memory. The teacher can now be sure of a new interest in those very useful lists of words that sound alike, but are different in spelling; or that are spelled alike, but differ in pronunciation; and should add to these a list of words both spelled and pronounced alike, but different in their derivation and meaning.

What is a word? Gradually or suddenly, a new answer to this question has reached the mind of the

high school pupil. It was something written or printed—usually printed in a book for him to read—that is, to recognize at sight and to pronounce—to interpret by vocal sounds. The high school way of looking at the matter has made a wonderful change. Now, the spoken word is the thing itself, and the written or printed form is its representation. And words have changed form in passing from one language to another, and still remained the same words. And the words in our own language have changed greatly in the course of time—often changed more in sound than in spelling, and that is how we come to have so many silent letters. Now, too, these silent letters are interesting. He would like to find out what they mean. They were never put there in the first place for nothing. What are the lost sounds, if any, which in such and such a word they represent?

This leads to an interest in the letters of our alphabet and of other alphabets, and opens up a wide subject. Here, by the way, a newly-adopted pronunciation of Latin, much as it may be ridiculed by old-fashioned Latin scholars, in making *c* always hard, removes a little difficulty that has puzzled many a boy. Who ever learned the Greek alphabet in old days without wondering how Latin scholars came to put the *c* in the third place, instead of *g*? But now, when the pupil is told that in ancient days *c* had always a guttural and not a sibilant sound, he finds that those first letters of the alphabet were not so badly mixed until we did it in modern times; and perhaps he can even dimly see how that came about, though this belongs to college days rather than to high school work.

If the same letter in different combinations does not represent always the same sound, it may be that the different sounds were more alike at some earlier time. If the same sound in different words is represented by different letters, it may be that the sound was not always the same. This much the high school pupil will have learned; and he may even have guessed that there must have been some sounds in our language now quite lost, and that some of our curious spellings originated when those sounds were still in use. The teacher who is fond of language may help him to recover some of these lost sounds—supplying, for instance, the lost sound of *gh*, which has hardened in *seek*, and died out in *sought*, or is but faintly heard; has softened and changed so as to be hardly recognizable in *teach*, and grown silent in *taught*; is so completely hidden in *slay* that no one but a grammarian would think of looking for it in the last letter, while its visible

symbol remains in *slaughter*; has found a substitute in *laugh*, and seems to be trying to escape in at least three directions in the proper name *McLaughlin*, in which the *ugh* takes the force of *ck*, *f* or *w*, according to family tradition or individual fancy. He will easily understand that the vowel sounds are even more unstable than those of the consonants, and will learn with interest that some of the vowels in our English alphabet have almost ceased to represent their original sounds.

We have some English words of varied spelling. This means that there are two or more forms equally right—not that there is no right way; and the high school student, when he finds that there were more cases of unsettled orthography in olden times, should not forget that this was, nevertheless, in some measure always true. There always was, as there is now, some one or more than one right way of spelling a word. That was, and that is, according to good usage. It so happened that our earliest printed books were put in type by foreign workmen who did not understand English, and who merely did the best they could with the words of an unknown tongue. The results must have seemed quite as wildly erratic to English scholars of that day as they do to us; though incorrect spelling was more pardonable then than now, as usage was not so well established. Since the work of these men was more or less received as standard authority by later printers, they have been accused of giving us all the irregularities of spelling that belonged to us at that time, and a few more. They are held responsible for some few silent letters which never had any meaning where they stand. From them we get *oz.* for *ounce*, and *viz.* for *videlicet*, because the *z* was much like the abbreviation mark in manuscript; and also, perhaps, because they were accustomed to making use of it in the abbreviation of patronymics in their own language, as *Corsz* for *Corssen*. We have also from them *ye* for *the*, because the peculiar English character nearly resembling *y* in form, but equivalent to *th*, was wanting in the fonts of type which they had brought with them. It is, of course, because of this typographical makeshift that ignorant people to-day, when they see *ye* for *the*, suppose the work should be pronounced as if *y* were the right letter.

But the written word is a word after all, and as such is subject to the changes which words undergo in all living languages. The high school pupil's discovery, that the written word stands for the word spoken, like many another discovery he will make,

is only half right. We have to some extent a double language, of which our silent letters and other irregularities of spelling are sufficient evidence. However firmly we may hold to old forms, we can, in the end, no more successfully resist changes in the written word than in the spoken word. When either a new pronunciation or a new spelling has come to be generally adopted by the best speakers or the best writers, then it is right, and we must so accept it. Shall we, then, listen to the suggestion that we abolish at once all the old and long approved irregularities in the spelling of familiar words—the polite language of books—and hereafter spell by sound; or that we adopt the half-way measures of the advocates of simplified spelling? This is a matter which we cannot settle in the schools. We can only give our pupils the old, safe rule:

Be not the first by whom the new is tried,
Nor yet the last to lay the old aside.

For myself, without wishing to urge my opinion upon others, I think we should as much as possible resist the change, except in cases where a simplified spelling means a return to an older form. Then, perhaps, the old is better. But the teacher should in all cases be the judge of what is right, or of what is permissible. Individual liberty does not begin in the high school grades, as pupils are too ready to assume. A standard form, a strict requirement of adherence to that standard, and very frequent reminders of the great importance of knowing how to spell correctly, are the chief requisites in the teaching of spelling in the high school.

Punctuality.

The most obvious method of teaching punctuality is sometimes ignored. That is, let the teacher set the example by being punctual herself. We do not mean that she should come to school at the proper time—of course, she does that—but that every recitation begins exactly on time, that change of classes be managed quickly and promptly, that time from one recitation be not stolen from another. When the programme for the day has once been arranged, see that the work begins promptly, not five or six minutes after the schedule time. Let each recitation begin on the minute, insist upon instant obedience to signals, and do not take time from the intermission for recitations or reproofing the class. You will soon find that your pupils are unconsciously growing more prompt and attentive, and also that there is time for everything to the teacher who knows how to economize the minutes. —*Exchange.*

Macdonald Institute, Guelph.

BY MISS GEORGINA G. L. DICKSON.

In January of 1902, Sir Wm. Macdonald, of Montreal, assisted by Prof. James Robertson, of Ottawa, made an offer of assistance to carry out a plan for the improvement of education in rural schools, and for the establishment of courses of instruction and training in domestic science and nature study at the Ontario Agricultural College, Guelph. The plan included the establishment of a model consolidated school in Ontario, and one in each of the other four provinces of the Dominion, the providing of courses of study and training in nature study for teachers of rural schools and for instruction and training in domestic science.

To give effect to the plan, the sum of \$175,000 was offered to the province of Ontario, and accepted. As a result of this gift there was erected as a part of the Ontario Agricultural College at Guelph, Macdonald Hall, a residence for lady students, and Macdonald Institute to give instruction in different branches of domestic science, nature study and manual training.

Domestic science in all its branches is thoroughly taught both as a preparation for house-keeping and teaching; but it is of the nature study department that I wish to speak more particularly.

Nature study is now engaging the attention of educators everywhere, both as a necessary part of a general education and as a preparation for intelligent agriculture. To equip Canadian teachers with the necessary knowledge and skill for the teaching of nature study was one of the aims of the Macdonald Institute.

The department aimed especially to prepare teachers for taking up the nature study in connection with school gardening. The classes were under the control of the professor of nature study, assisted by the different professors of the college, and as often as possible the services of special lecturers along nature study lines were engaged.

In regard to school gardening, each student was required to plan and keep a school garden plot, to keep a garden record, to study the growth of different plants, the control of weeds, insects, etc. As opportunity offered, any school gardens in operation within reach were visited and methods of work among the children observed. For this purpose the school garden of the Macdonald consolidated school was most convenient.

Besides the school gardening proper, the other branches of nature study were taken up, through the medium of field excursions, lectures, observation, and class and individual experiments.

Part of each day was devoted to a field excursion, aiming at a practical acquaintance with the common birds, trees and shrubs, wild flowers, insects, weeds, rocks, etc.

Besides the field work, courses of lectures were given by the college professors along particular lines of nature study, as botany, chemistry of soils, entomology, astronomy, etc., while all spare time was taken up in laboratory work.

Each student was required to prepare a small nature study collection, including wild flowers, grasses, leaves and fruits of trees, noxious weed seeds, groups of insects to illustrate the principal orders, etc. The necessary apparatus for this purpose was prepared by the students under the direction of the teacher in manual training.

Outside of the regular line of work, each student was supposed to be carrying on experiments in any line which possessed particular interest, and such as could be made use of in teaching the subject in a rural school. In addition, each student took full and accurate notes on all lectures, field excursions and experiments, illustrated as fully as possible by drawings.

Visits were made to the various departments of the college, and the work of each observed. Visits were also made to any schools within reach, which gave an excellent opportunity for students from the various provinces to compare teaching methods and to exchange ideas. From time to time visits were made to the manufactories of the city.

One morning each week was devoted to manual training, one to art, and an hour to literary work.

The work was interspersed with very pleasant outings, which gave an opportunity of acquiring a knowledge of the surrounding country. These outings, under the direction of the professor, were really a part of the course. In this connection the most interesting trip was a visit to Niagara Falls and the surrounding country, taking in such historic places as Queenston Heights and the battlefield of Lundy's Lane.

The informality of the course served to make it more beneficial to teachers, as the interchange of ideas along all lines was encouraged, while the shortness of the course made it mainly suggestive. Ideas were given as to how the teacher could study with the pupil making use of the material at hand.

For Friday Afternoons.**HOW MANY CLAWS HAS A CAT?**

"How many claws has our old cat?"
 Asked Eddie. "Who can tell me that?"
 "Oh! that," said Harry, "everyone knows—
 As many as you have fingers and toes."
 "Yeth," lisped Ethel, "she'th jutht got twenty;
 Five on each foot, and I think it-th a plenty,"
 "Yes," said Bertie, "just five times four;
 That makes twenty—no less, no more."
 "Wrong," said Eddie. "That's easily seen;
 Catch her and count 'em—she has eighteen!
 Cats on each of her two hind paws
 Have only four and not five claws."

—*St. Nicholas.*

The littlest girl in the class was reading laboriously. "See Mary and the lamb," she read, slowly. "Does Mary love the lamb, buttonhook?"

"Why do you say buttonhook?" asked the teacher.

"Picture of a buttonhook here," replied the child, pointing triumphantly to the interrogation mark.—*Woman's Home Companion.*

THE WONDERFUL WEAVER.

There's a wonderful weaver^o high up in the air,
 And he weaves a white mantle for cold earth to wear,
 With the wind for his shuttle, the cloud for his loom.
 How he weaves, in the light, in the gloom!
 Oh, with finest of laces he decks bush and tree;
 On the bare, flinty meadows a cover lays he.
 Then a quaint cap he places on pillar and post,
 And changes the pump to a grim, silent ghost.
 But this wonderful weaver grows weary at last,
 And the shuttle lies idle that once flew so fast.
 Then the sun peeps abroad on the work that is done.
 And he smiles; "I'll unravel it all, just for fun."

—*Cooper.*

A little girl went counting on
 To one—two hundred say.

"Is there no end to it?" she asked,
 In quite a puzzled way.

I told her no—she had begun,
 She might go on all day.

"There is no end to it—this end,"
 She cried with laughter gay;

And back she counted, back to one—
 And ended so her play.

—*Little Folks.*

"I'd like that tooth, please," said the small boy after the dentist had extracted the small torment.

"Certainly, my little man; but why do you want it?" queried the dentist, handing it over.

"Well, sir," responded the gratified boy, "I'm going to take it home, and I'm going to stuff it full of sugar. Then I'm going to put it on a plate, and" (with a triumphant grin) "watch it ache."—*Pick Me Up.*

THE CHILD IN THE GLASS.

The child who lives in the looking-glass
 Is always waiting to see me pass;
 She never seems to run and play,
 But watches for me there all day;
 For every time I go and see,
 I find her peeping round at me.
 One day when I was cross and cried,
 She stretched her mouth so very wide,
 I had to laugh—then she did, too;
 She tries to do just what I do.

—*Mary Sigsbee Kerr.***TWO BROTHERS.**

One little brother is short and slow;
 The other is tall and he can run,
 For he takes twelve steps with his longer leg
 While his brother is taking one.
 One little brother a bell must ring,
 With every step that he slowly makes;
 But the other runs gaily from morn till night
 Nor cares to notice the steps he takes.
 He who loves riddles may guess me this one,
 Who are the brothers and where do they run?

—*St. Nicholas.***A MORNING THANKSGIVING.**

For this new morning with its light,
 For rest and shelter of the night,
 For health and food, for love and friends,
 For everything His goodness sends,
 We thank the Heavenly Father.

—*M. J. Garland.***EARLY AND LATE.**

Go to bed early—wake up with joy;
 Go to bed late—cross girl or boy.
 Go to bed early—ready for play;
 Go to bed late—moping all day.
 Go to bed early—no pains or ills.
 Go to bed late—doctors and pills.
 Go to bed early—grow very tall;
 Go to bed late—stay very small.

—*W. S. Reed, in November St. Nicholas.***For Reproduction.****THE STORY OF A FLOWER.**

Some little brown flowers grew by the wayside. They were not at all beautiful. But they tried to be contented. A good fairy noticed their behavior. She felt sorry for their ugliness. One morning she placed them on a cushion. Then she turned them into one tall flower. And she gave this flower a golden crown. The flower is very happy now. It looks at the sun all day long. Can you guess its name?

JACK THE MONKEY.

Did you ever hear of a monkey that went to war? Jack was a monkey who belonged to a company of English soldiers. They were very fond of him, but

he sometimes gave them a great deal of trouble. He used to tear their papers and break things. When the winter weather came poor Jack shivered with the cold. The soldiers said: "Jack must have a coat like us." So the tailor who made the soldiers' coats made one for Jack, too. But Jack tore it off. At last the tailor sewed it on up and down the back, and Jack could not reach the stitches to tear them out. Jack went with the soldiers to the war and carried the flag. He always marched in front of the regiment.

THE FOX AND THE GRAPES.

A hungry fox saw some grapes. They were high up on a vine. He tried to reach them, but could not. So he walked away, saying: "I would not eat those grapes even if I could reach them. They are sour grapes."

THE CROW AND THE PITCHER.

A thirsty crow found a pitcher of water. But the water was very low. The crow could not reach it. Looking about she spied some pebbles. She dropped them into the pitcher, one by one. Soon the water began to rise. Then the thirsty crow got her drink.—*New York Teachers' Monographs.*

MIXED LETTER BIRD PUZZLE.

1. Obnir; 2. Btrida; 3. Kbladribc; 4. Cwor; 5. Wihliwiprpo; 6. Leroio; 7. Rieov; 8. Tkon; 9. Dilacnar; 10. Leidurbb; 11. Hsutr; 12. Klra; 13. Gnl nahitgie; 14. Lsolwwa; 15. Ybriedir; 16. Doecrekpow; 17. Dfhcilog; 18. Rsowrap; 19. Metiosut; 20. Keehiadcc; 21. Nrwe; 22. Rehrwlab; 23. Gepima; 24. Yja; 25. Esnip; 26. Narec; 27. Lorpve; 28. Eousrg; 29. Liuqa; 30. Geale; 31. Kwaha; 32. Xiagwnw; 33. Norhe; 34. Tegre; 35. Siib; 36. Cjanaa; 37. Oeigpn; 38. Veod; 39. Low; 40. Tifws; 41. Recyfatch; 42. Bagorkes; 43. Iskreh; 44. Rcepere; 45. Cimogibkdnr; 46. Pindasepr; 47. Tistl; 48. Kowcodoc; 49. Lafnoc; 50. Tuvleru.

ANSWERS.

1. Robin; 2. Catbird; 3. Blackbird; 4. Crow; 5. Whip-poor-will; 6. Oriole; 7. Vireo; 8. Knot; 9. Cardinal; 10. Bluebird; 11. Thrush; 12. Lark; 13. Nightingale; 14. Swallow; 15. Lyrebird; 16. Woodpecker; 17. Goldfinch; 18. Sparrow; 19. Titmouse; 20. Chickadee; 21. Wren; 22. Warbler; 23. Magpie; 24. Jay; 25. Snipe; 26. Crane; 27. Plover; 28. Grouse; 29. Quail; 30. Eagle; 31. Hawk; 32. Waxwing; 33. Heron; 34. Egret; 35. Ibis; 36. Jacana; 37. Pigeon; 38. Dove; 39. Owl; 40. Swift; 41. Fly-

catcher; 42. Grosbeak; 43. Shrike; 44. Creeper; 45. Mocking Bird; 46. Sandpiper; 47. Stilt; 48. Woodcock; 49. Falcon; 50. Vulture.—*Teachers' Advance.*

TO TELL A PERSON'S AGE.

This method is the easiest and best one known. Let the person whose age is to be discovered do the figuring. Suppose for example, a girl is 13 and was born in November, put down the number of the month. (November is the eleventh month).

Put down 11, multiply by 2, equals 22; add 5, equals 27; multiply by 50, equals 1,350; add age (13), equals 1,363; subtract 365, equals 998; add 115, equals 1113.

As she answers 1113, tell her her age is 13 and November is her birth month. This test never fails up to 100. In computing ages under 10 a cipher will appear prefixed in the result, but no notice is taken of it.

How we Spent a Saturday.

MISS JANE BROWN.

On a recent Saturday, that we had school to make up for a lost day, we devoted part of the morning session to finding out various ways by which electricity can be generated, as by rubbing a bar of ceiling-wax, or glass, or india-rubber; or by combing the hair with a guttapercha comb. We suspended dry pith balls by silk threads and found how they were attracted or repelled by presenting to them the electrified sealing-wax, or glass, etc.

And we heated limestone, chalk, marble over the spirit-lamp, and found out how they all effervesced when treated with hydrochloric acid; and how lime is made from limestone. Much of the work was done by the pupils, nearly all taking some part in it.

During the first hour of the afternoon we all went to the beach of the St. John river (which is quite near) and saw how rocks are formed by the deposits of gravel, sand and clay. The pupils learned some ways of distinguishing aqueous from igneous rocks, how each is formed. They learned to name many of the kinds of mineral matter seen on our walk. On our way back to the schoolhouse the children found eight cocoons attached to oak leaves. These we now have in a small box, with a hole in the middle of the lid to admit air. The children are hoping to see some living things come out of the cocoons in the warm days toward spring.

Upper Queensbury, N. B.

Picture Competition.

Twenty stories have been sent from pupils under ten years in competition for the prize offered for the best story descriptive of what is seen in the picture of "The Connoisseurs" which appeared in the July-August number of the REVIEW. The competitors represent the schools of Kouchibouguac, Kent County; Clifton and New Brandon, Gloucester County; Upperton and Lime Hill, Kings County; West Leicester, Cumberland County; and three from a school without date or address.

The best is that written by a little lad eight years of age, which is given below. It is simply told, and does not refer to facts that were given in the short paragraph in the REVIEW describing the picture. Nearly all the stories, strange to say, missed the main fact, that the dogs are acting as judges:

"THE CONNOISSEURS."

In the picture I see a man and two dogs. The man is painting a picture which he sees before him. He has his painting board on his knee. The dogs are the two judges.

The dogs look very bright. The dogs are called Carlo and Pinnie. They are out doors. There are some branches over their heads. The dogs are looking over the man's shoulders at the picture. One dog has curly hair. The dogs look pleased with the picture.

CECIL HORNIBROOK (age 8).

New Brandon School, N. B.

A school is known by its spirit more than its scholarship. Indeed, if the spirit of the school is right, the scholarship will come as a natural sequence. It is never easy to define what is meant by the spirit of the school, but the visitor is conscious of it almost at once. Freedom without license, naturalness, exuberance within proper bounds, good fellowship, these are some of the indications that the spirit is right. Given a school in which this spirit obtains and work will be so much the rule that discipline is reduced to the minimum. Moreover, the work will be joyous both to teacher and pupils, and when this is the case the work is well done.—*Ohio Educational Monthly*.

Chalk dust, did you say? Chalk dust is caused by quick erasing; by the upward stroke of the eraser. The remedy is to *erase slowly downward*. There is no excuse for chalk dust in the room if the teacher cares to stop it.—*D. R. Augsburg*.

The very best schools of the future will be based on the plan of alternate work and study.

An Excellent Plan.

A period, say half an hour, is set apart each day as the period for special help. Most children get on all right with the class work and class instruction; not a large proportion are, on any day, likely to need special help. If the period for that purpose is fixed just before the hour for dismissal, those pupils who do not need special attention or help may be excused at the beginning of the special help period, and the teacher left free to devote all her time and attention to those who need her care. This period, then, is free; in it the teacher may inquire into individual difficulties and meet individual needs; individual touch may be had with pupils whom, in the usual ways, she has not reached; courage may be put into the faint-hearted; aspiration into the pupil who is disposed to lag; the boy who is likely to fail of promotion may get his difficulties cleared up so he can keep his place in the class. And not least, the boy who is older, stronger, more industrious and capable, may often, by the help the teacher can give during this period, fit himself for special promotion to the next higher class. Here, by the aid of the new teacher at the special help period, the pupil may soon find himself abreast of the work in the higher class, and a half year saved.

This special help period is practicable in any school, under any system of organization or classification. Its intelligent use will remove a multitude of small causes for trouble; it is not unusual that a laggard, the boy who is behind in his lessons, who does not understand his work, who is out of touch with his teacher, is a trouble-maker in the room.—*A Superintendent*.

It is important to teach children to be watchful about the little errors in speech which it is so hard to correct in school, because the children constantly hear the same errors made at home or among their playmates. The most effective way to correct such errors is for the children to help one another. Ask each child to keep a record each day of all the mistakes in grammar which he may hear from his classmates. Devote five minutes at the beginning of each day to having these errors read and corrected. If the work is done in the right spirit the children will become interested in having a good record, and if the names of those making the mistakes are recorded, each one will have an additional incentive.—*Popular Educator*.

The Rhyming Nines.

"Oh, dear, mamma, my memory is so poor when I come to 9×8 , I say it over fifty times pretty nearly, then the next time I have to say it I can't tell how much it is," said Mildred, coming to the kitchen table where her mother was peeling apples for sauce.

"As sure as apples are good to stew 9×8 are 72," said mamma, playfully.

"Oh-o-o, that makes it easy; I'll never forget 9×8 again," cried Mildred. "Please, mamma, rhyme all the nines for me?"

"Very well, dear, if it will help you to remember. I will have them ready for you when you come home from school."

Mildred went skipping to school, swinging her arithmetic by the straps, singing the rhyme and feeling she had conquered a very troublesome enemy. When she returned home her mother read her the following, which she readily committed to memory:

It takes no time or thinking fine
When 9 times 1 are only 9.
Neither are we long in stating
9 times 2 are only 18.
Nice light bread is made with leaven,
9 times 3 are 27.
Are you fond of candy sticks?
9 times 4 are 36.
Bees make honey in the hive,
9 times 5 are 45.
Please come in and close the door,
9 times 6 are 54.
Wash your hands and come to tea,
9 times 7 are 63.
As sure as apples are good to stew,
9 times 8 are 72.
The nines this way are real good fun,
9 times 9 are 81.
9 times 10 are 90.
9 times 11 are 99.
The nines are done, let's go and skate,
9 times 12 are 108.

Conjugation of the word "buss," "to kiss:"
Buss—A kiss; Rebus—To kiss again; Pluribus—
To kiss many times; Syllabus—To kiss a homely
girl; Blunderbus—To kiss the wrong person; Omni-
bus—To kiss everybody; Erebus—To kiss in the
dark.—*The Saturday Evening Post.*

"All one's life is music, if one touch the notes
right and in time."—*Ruskin.*

A Geography Party.

Two very distinguished people (islands west of Canada and an island in the Gulf of St. Lawrence), once gave a party to three girls. (A river of Asia and a river of B. C., a cape east of N. A. and a harbour of Australia, and a lake in Africa and a river flowing into Hudson Bay); and three boys (capital of Fairyland Island and river of Eastern Canada, Bay south of Hudson Bay and river of North America, and a lake in Africa and city in Yukon).

As the weather was rather (Boundary lake of Canada and Arm in B. C.), they did not do any (town in Eastern States) as they had intended, but spent the time very pleasantly in games (town on Thames).

Towards evening they sat down to a dinner of:
(Islands west of South America) Soup; baked
(Cape east of U. S.); (Boundary River of Canada)
Pie; Roast (Country of Europe); (River of Africa)
Pudding.

After which their hostess kindly read them the story of (Island west of S. A.)

On the way home, having to pass through thick (lake of Canada), they were attacked by a large (lake in Canada) and a smaller (lake in Canada), but were fortunately rescued by their good friend, Mr. (Boundary Lake of Canada) and arrived home safe and sound.

Rev. J. G. Wood, in an article on "The Wonders of the Spring," says that the volume of sound produced by the skylark is most wonderful. "The lark ascends until it looks no larger than a midge, and can with difficulty be seen by the unaided eye, and yet every note will be clearly audible to persons who are fully half a mile from the nest over which the bird utters its song. Yet the bird will pour out a continuous song of nearly twenty minutes in length, and all the time has to support itself in the air by the constant use of its wings.

"Our whitest pearl we never find;
Our ripest fruit we never reach;
The flowering moments of the mind
Lose half their petals in our speech."

—*Holmes.*

Although I am now teaching in the West, I still
wish to receive your valuable paper.
Claresholm, Alta. LILLIE M. BOAK.

The Flight of Birds,

The course of flight is a distinguishing character of many birds. The grouse rises gradually while flying in a straight course; the woodcock rises to a height of several feet, or even yards, then flies straight away; the cuckoo's flight is also in a straight line, but peculiarly arrow-like, being graceful and silent, the long slender tail and body of the bird still further suggesting an arrow. A number of the birds, notably the brown thrasher, and the song sparrow, progress in short flights, as from bush to bush, with a queer eccentric or bobbing motion as if their flapping tails were a great hindrance. A Wilson snipe flies in a zig-zag line; a goldfinch in long undulations or bounds. All of these and many other ways of flying can be indicated by dotted lines in the notebook, supplemented by such words as "sailing," "rapid," "slow," "heavy," or "graceful" flight, and "rapid," "slow," "silent" or "clattering" wing-beats; the wings of the grouse hum, those of the woodcock and the mourning dove whistle.—*From Nature and Science in June St. Nicholas.*

In most human brains there seems to be one black corner, like the blind spot on the retina of the eye. There are words that one never can spell aright, numbers that are blundered over, items of knowledge, familiar to most, which some peculiar idiosyncrasy can never attain. An old schoolfellow once suffered constant punishment and degradation because he never could remember how much nine times seven made. Universal sympathy would be felt for the poor lad—except on the part of the dominie—when after hours of "keeping in," he would stammer in reply to the fatal arithmetical question: "Nine times seven's fifty-six." One of our present-day writers confessed recently that from his earliest boyhood he has never been able to count anything in threes. All mental calculations he makes either in twos or fours, and he experiences the greatest difficulty in repeating the three-times multiplication table correctly from memory.—*Household Words.*

President Schurman, of Cornell University, suggesting how to induce men of ability to enter and remain in the profession of teaching, lays down five principles as follows: 1. Appointment upon merit alone; 2. Appointment without limit as to time; 3. Freedom from meddlesome interference; 4. Increased remuneration; 5. Pensions for old age.

CURRENT EVENTS.

The inquiry into the cause of the collapse of the Quebec bridge is not yet finished, but it appears that the accident was due to the attempt to build the bridge as cheaply as possible. The light and flexible plates of which it was built are being contrasted with the great rigid tubes used in the construction of the Forth bridge in Scotland, where no cost was spared to ensure strength and durability.

While airships of different sorts have been claiming the attention of everybody who reads the newspapers, and their comparative merits were discussed freely on both sides the Atlantic, the British government has had one built in secret which is said to put Great Britain well ahead of other powers in the matter of dirigible balloons. This new army airship, on a recent trial, moved rapidly under complete control. If it will do all that is reported of it, the war balloon is now a dread reality for other purposes than those of observation.

The population of London now exceeds seven million.

More than twenty thousand immigrants came into Canada in August, and the total immigration for this year to date is upwards of two hundred and thirty thousand. The revenue of the dominion for the six months ending with September was over fifty million dollars.

Two and a half million cords of pulp wood, it is estimated, go to the United States to be made into pulp every year; yet our spruce, it is said, would be six times as valuable to us if it were made into paper here. The Ontario government has decided to require, in all future pulpwood concessions made by them, that the product be made into paper in the province.

The Marconi wireless telegraph across the ocean came into actual use for the general public on the seventeenth of October—a date that the schoolboy of the future may be expected to memorize. As yet, the service, though cheaper, is not so reliable as the submarine cable service.

It is announced that the Canadian government will have the largest and most powerful ice breaker in the world for the winter service on Northumberland Straits. Tenders for her construction will be called for.

The deputy minister of labor, after studying the question on the spot, says that Orientals are employed in British Columbia not because their work is cheaper, but because they are more sober and reliable than whites.

The Japanese claims for damages during the riot in Vancouver amount to something over thirteen thousand dollars, and are accompanied by a remarkably careful statement of the details of losses. The dominion government will pay the claims as speedily as possible. In the meantime, the premier has expressed to the Japanese government the deep regret of our government for the occurrence, with an assurance that every effort will be made to pre-

vent a like occurrence in the future, and this ample apology and assurance have been frankly accepted by the Japanese.

The wish to exclude Hindoos from Vancouver is quite as strong as the desire for the exclusion of the Japanese. A number of Hindoo immigrants who recently landed there were very plainly shown that they were unwelcome visitors, and still more unwelcome as permanent residents; yet Kipling, who was passing through Canada and happened to be there at the time, has well explained the situation by saying that our fellow-subjects from India were needed for unskilled labor which white men could not be found to do, and most of them found employment in a few hours after their landing; and that there was evidence of the existence of an organization or organizations with a desire to exclude, or regulate to the point of exclusion, all labor except what labor was lucky enough to be on the spot at the time.

The apple crop of the Annapolis Valley this year is estimated to be over half a million bushels.

The great British turbine steamers "Lusitania" and "Mauretania," the largest and swiftest mail steamers afloat, which can make the trip from Queenstown to New York in less than five days, are to be outdone, in size, at least, by a new German steamer of greater tonnage, the "Europa."

Japan has again the largest war vessel in the world, the latest addition to her navy exceeding in size the British vessels of the "Dreadnought" class.

Among new inventions in marine motive power are a turbine engine that can be easily reversed, a plan of using turbines to generate electricity, and applying the electricity thus produced to drive the propellers, and a plan of propulsion by a series of plates under the bottom of the ship. The first is to overcome one of the chief objections to the turbines at present in use—that they move only in one direction; the other two are said to give far greater speed than at present attainable.

At least one-third of all the ships in active service in the British navy are now equipped for using liquid fuel, either as the only fuel or as supplementary to coal. The admiralty is erecting near Plymouth great reservoirs capable of storing four million gallons of petroleum.

The Hague Conference has ended its labors. If its immediate outcome is less than was expected, it is not without important results. It has established the inviolability of neutral territory, and the right of asylum in that territory for prisoners of war; it has forbidden belligerents to establish wireless telegraph stations in neutral territory, and forbidden to belligerent ships the use of neutral ports except for certain definite purposes; it has provided that there must be a declaration of war before hostilities begin, and that neutral powers must be notified of a state of war without delay; it has regulated the use of floating mines, forbidden the bombardment of defenceless places, and provided that fishing vessels and vessels carrying mails shall not be molested;

and it has established an international prize court, and provided for the re-assembling of the Conference within eight years—all of these subject to the ratification of the powers represented at the Conference.

It is now possible to travel by rail from Cape Town to a point in Rhodesia some distance north of Victoria Falls, a journey of two thousand miles. From Cairo southward, by rail and boat, the traveller can journey to Lake Albert Nyanza, a distance of over two thousand five hundred miles. Between this point and the point where the railway from Cape Town ends lies Lake Tanganyika, which is navigable for four hundred miles, and at either end of it a distance of less than five hundred miles is yet to be spanned before the unbroken journey from Cape to Cairo by rail and steamboat can be made.

Morocco is still disturbed by the attempt of the Moorish pretender to drive his brother from the throne; and the French forces, in their efforts to preserve order, have again had serious fighting.

In Southern Brazil, where German colonists were the most numerous of foreigners a few years ago, they are now greatly outnumbered by Italians.

Events move rapidly in China, as far as imperial proclamations are concerned. China is declared to be a constitutional monarchy, a national parliament is to be assembled, and local authorities are instructed to see that the people are taught the principles of constitutional government, so that they can elect representatives. All these and other recent reforms are attributed to the Empress Dowager; though both she and the Emperor are said to be in failing health, and the question of appointing an heir to the throne has become a matter of public concern.

The Philippine Assembly began its first session at Manila on the 16th of October, the United States Secretary of War being present and expressing confidence in the Filipinos in the matter of local self-government.

The manufacture of cotton is increasing in Russia. Much of the raw material now comes from America and Egypt, but the mills will soon be supplied with cotton grown in Turkestan.

The German government finds it necessary to enlarge the Kiel canal, so that it may give passage to the latest German battleships. The plans of the Panama canal, also, will probably be changed to accommodate larger ships. The "Lusitania" and "Mauretania," and the proposed new German liner "Europa," could not pass through the locks as at present planned.

A railway motor weed burner in use on the Union Pacific, with three men to manage it, does the work of three hundred men.

Excavators in Colorado and Utah have made some remarkable discoveries during the current year. North of Santa Fe was found a building originally four stories high, and said to have contained about one thousand two hundred rooms; and many ancient ruins of great interest were found in other places.

Dr. Cooke, a Brooklyn explorer who quietly set out for a hunting trip in Greenland as his ostensible

purpose, has remained there, and will make an attempt to reach the North Pole. He has with him one companion, a Norwegian, who, with a few Eskimos and dogs, will accompany him. The attempt, if successful, will not be of much scientific value to the world; for he will go with as little as possible in the form of baggage, his desire being merely to get there. Very different are the plans of Captain Amundsen, who navigated the northwest passage in 1904, and who is said to be training four big polar bears to haul sleds for him on his next Arctic expedition.

Captain Dernier, of the Canadian government steamer "Arctic," has not discovered the North Pole and annexed to it the Dominion, but he has annexed many Arctic islands during the cruise from which he has just returned.

The November number of *Acadiensis*, David Russell Jack, editor, has just been issued. Its appearance and contents are fully equal to other numbers of this excellent periodical, which is almost unique in character among the publications of Canada. In the last two numbers the history of the Judges of New Brunswick and their Times, begun by the late A. A. Stockton, M. P., has been continued by Rev. Dr. Raymond, F. R. S. C., whose work in many departments of local history is held in just and deserved appreciation. Professor W. F. Ganong continues his valuable series of articles on the history of the north shore of New Brunswick, dealing in this number with the history of Tabusintac. Let us hope that Professor Ganong's explorations and writings, which aim to rescue and preserve original facts concerning the origin, history and geography of settlements, may stimulate a similar spirit of inquiry in others. A suggestive article on the bestowal of Private Libraries, by the editor, and an appreciative poem on Annapolis Royal by Mr. A. W. L. Smith, are other contributions to this number.

Inspector L. S. Morse, of Digby, N. S., who has recently undergone a serious surgical operation at the Royal Victoria Hospital, Montreal, is so far recovered that he hopes to be able to return home the first of this month. His many friends will be greatly relieved to hear that the operation was entirely successful, and that he is rapidly regaining his accustomed strength.

I would like if I could to express my appreciation for the help and inspiration that I have received from the pages of the REVIEW, and to wish it the success that it deserves.

SUBSCRIBER.

Teacher's Conventions.

RESTIGOUCHE COUNTY INSTITUTE.

The Restigouche County Teachers' Institute met June 6th and 7th at Dalhousie, N. B. The Dalhousie schools were in session from 10 to 11 a. m. to give the members of the institute an opportunity to observe the work.

During the sessions of the Institute some very interesting and instructive lessons were given. Miss Lena Miller taught a nature lesson to Grade VI; Mr. L. D. Jones, a lesson in chemistry to Grade X; Miss Sarah Duffy, a lesson in reading to Grade I; and Miss Mahjorie Mair a lesson in cardboard work. Papers were read on Nature Study by Miss M. A. Reid; the Macdonald Institute, Guelph, by Miss G. G. L. Dickson; and Discipline in Schools by Miss K. Girdwood. Inspector Mersereau was present and did much towards making the Institute a success.

The following are the officers for the ensuing year: President, L. D. Jones, Dalhousie; vice-president, Miss M. A. Reid, Campbellton; secretary-treasurer, Miss M. A. Firth, Tide Head; additional members of executive, Miss S. B. McPherson, Dalhousie; Miss S. G. Duffy, Campbellton.

VICTORIA, N. B. COUNTY INSTITUTE.

The Victoria County Teachers' Institute met in the superior schoolroom, Grand Falls, on the 12th and 13th September. Inspector Meagher was present at all the sessions and added much to the pleasure and profit of the Institute. In his opening remarks, he urged the teachers to be vigilant in regard to the language used by the pupils at play. He also requested teachers to report to him where improvements recommended had not been carried out by the trustees. A talk on mathematical geography was given by J. C. Carruthers, principal of the Grand Falls superior school, which was followed by a discussion. Miss Bessie Fraser gave a lesson in reading and observation to Grade II. This was followed by a paper on Practical Mathematics, read by G. J. McAdam, principal of the Andover grammar school. Mr. McAdam showed models and drawings illustrating his method of teaching mathematics. It was decided to hold the next meeting of the Institute in conjunction with the Carleton County Institute if satisfactory arrangements can be made.

On the evening of the 12th a largely attended public meeting was held. The following are the officers for the year: G. J. McAdam, A. B., president; Mary T. Hughes, vice-president; Bessie M. Fraser, secretary-treasurer; additional members of the executive, Janet M. Curry, Mary G. Paul, Millie I. Goodine.

WEST COLCHESTER INSTITUTE.

A very successful Teachers' Institute was held at Great Village, N. S., last week. Almost the entire teaching force of that district was present, and the

work of the different sessions was instructive and profitable. Lessons in singing were conducted by Mrs. Morrison, of the primary department of Five Islands schools, and in drawing by Miss Ethel Dickson, of Truro. In both of these the teachers were the students, and the interest which they took in the work was most gratifying.

In drawing the teachers did their work partly on the board and partly at their desks. Miss Spencer, the principal of the Great Village schools, gave a series of lessons in nature work. This school is equipped with a garden, laboratories, and everything necessary to make school work a success. The excellent way in which Miss Spencer conducted her lessons was a revelation to most of the teachers. Principal Tibert, of Acadia Mines, gave lessons on the commercial geography of the dominion, and Miss Atwater, Miss Smith and Miss Clarke, of the Londonderry schools, conducted lessons in reading in different grades.

Inspector Campbell led the evening discussions and round table talks. On the whole, the session was one of which the teachers of West Colchester may justly be proud.—*Truro Sun, October 10.*

P. E. ISLAND TEACHERS' ASSOCIATION.

The annual meeting of the Prince Edward Island Teachers' Association was held at Charlottetown the 10th and 11th of October. The enrolment of teachers was large, upwards of 200 being in attendance. A feature of the proceedings was the awarding of prizes on Suggested Improvements in the School System of the province. The following teachers were successful: First prize, Principal R. H. Campbell, Charlottetown; second, Principal Annie Clarke, Malpeque; third, Principal J. D. Seaman, Charlottetown. Prizes were also awarded for the best essays on Improvements to School Surroundings, the winners of first and second prizes in the foregoing competition being successful, and the third prize going to Master Neil Rattee, of the Malpeque school.

W. W. Stetson, superintendent of schools for the State of Maine, was present and delivered three inspiring addresses. Chief Superintendent Dr. Anderson, Hon. Mr. Peters, president of the Board of Education, and others addressed the Association. The following are the officers for the ensuing year: President, Inspector C. W. Kielly; vice-presidents, Garfield Bennett, Miss Annie Clark, B. A., J. L. Kennedy; secretary-treasurer, Miss A. Noonan; recording secretary, Chas. McDuff; additional members of the executive committee, R. H. Campbell, Theo. Ross, B. A., J. D. Seaman, Jas. Landrigan, Miss McGrath.

CARLETON COUNTY INSTITUTE.

The Carleton County Teachers' Institute met in the fine new Consolidated school building at Florenceville, N. B., October 10th and 11th, the president, C. D. Richards, B. A., in the chair. He gave an excellent opening paper on Efficient Teaching,

which was followed by addresses from Inspector Meagher and Rev. J. H. A. Anderson. F. C. Squires, B. A., principal of the Florenceville school, gave a stimulating address on How to Manage the Boy, the gist of which was that there must be a bond of union and good fellowship between the teacher and the pupil. After Mr. B. R. Armstrong had explained the Annuity scheme, a committee was appointed to deal with it, who later brought in a report that, even with the government alone contributing, the scheme does not promise adequate returns for the money invested. A better investment would be to distribute the money yearly among those teachers who have taught for fifteen years and upwards.

The members of the Institute, who numbered about seventy, visited the manual training and domestic science departments of the new school and were favourably impressed with the work they saw. An address was given by Dr. D. W. Ross and a paper on History read by J. H. Barnett. A largely attended public meeting was held on the evening of the 10th, and a fine programme of addresses and music was carried out.

The officers elected for the ensuing year are: F. C. Squires, B. A., president; L. H. Baldwin, vice-president; R. E. Estabrooks, secretary; Miss Minnie S. Carmen and Miss Nellie Harmon, additional members of the executive.

WESTMORLAND AND ALBERT INSTITUTE.

Nearly one hundred and seventy teachers gathered in the beautiful hall of the Aberdeen school, Moncton, in the united Institute of Westmorland and Albert Counties, N. B., Thursday and Friday, October 10th and 11th. Inspector O'Brien and Principal Geo. J. Trueman, presidents of the respective institutes, amicably divided the honours of presiding. The opening address of the former was on How to Secure and Maintain Attention, and his earnest and practical hints were closely followed by the teachers. Different, though not less important in their application, was the address of Principal Trueman on Some Present Day Educational Questions.

An excellent paper on the Teaching of English Composition was read by Mr. W. A. Cowperthwaite, M. A., and practical suggestions given on how to get pupils interested and how best to correct their compositions. The Institute then divided into three sections, for the discussion of subjects referring to high, miscellaneous and primary schools.

In the evening a public meeting was held, at which addresses were given by Principal Trueman, Inspector O'Brien and Dr. Inch. A musical programme was carried out and refreshments were served by the Moncton teachers.

The second day's session was devoted to papers on Physical Culture and Manual Training in the Lower Grades by Mr. Jos. F. Alexander and Miss F. B. Hoar, a paper on Grammar by Inspector O'Brien. Addresses were given by Dr. Inch and

others. A resolution expressed gratification that the government has in view the establishment of a pension fund, and appointed a committee to consider the matter.

The Albert Institute elected the following officers: G. J. Trueman, president; Miss Edna Floyd, vice-president; Warren R. Atkinson, secretary; additional members of the executive, Frank Blake and Miss Avard.

The officers elected for Westmorland are: Geo. J. Oulton, Moncton, president; Henrietta Ruel, Sackville, vice-president; S. W. Irons, Moncton, secretary; Jos. Comeau, Cape Bauld, T. T. Goodwin, Salisbury, Miss Minnie Fisher, Dorchester, additional members of the executive.

ST. JOHN COUNTY INSTITUTE.

The St. John County Teachers' Institute was held in St. John, October 10th and 11th, A. Lindsay Dykeman, the president, in the chair. In his opening address, the president dealt instructively with the Factors of Teaching, followed by Principal Joseph Harrington, who outlined his methods for teaching history. He held that if pupils are taught the proper method of analysis of history, the teacher should have little else to do but assign the lesson. Then followed a series of papers: Miss K. R. Bartlett, teacher of domestic science, showed what is being done throughout Canada in this useful subject; Miss M. A. Nannary made a strong plea for Proper Articulation in Pronunciation; Miss M. I. Morrow showed the importance of constant Physical Training in all school work, so that correct attitudes would become unconscious habits; Miss A. B. McLeod referred to the cultivation of the will as a strong force in the teaching of Morals and Manners; and Miss Jean Scott spoke of the tact, patience and other qualities required in the distribution of Awards and Punishments.

On the second day Miss Harriet F. Smith read a discriminating paper on the life and literary work of Dr. Theodore H. Rand, and Mr. H. H. Hagerman, of the normal school, illustrated the teaching of Drawing, and for nearly two hours this important subject held the attention of the Institute.

The Pension scheme for teachers was discussed by Principal Myles, Mr. B. R. Armstrong and Principal McLean. Principal Myles held that a pension fund for teachers could be established and maintained by government more efficiently and economically than by any other means. A resolution to this effect, moved by him and seconded by Dr. Bridges, was heartily endorsed by the Institute. Mr. T. B. Kidner, director of manual training, gave a short address, after which the following officers were elected: W. L. McDiarmid, president; Miss A. B. McLeod, vice-president; Miss Ida Keegan, secretary-treasurer; Miss Morrell and Miss J. Scott, additional members of the executive.

A visit to the Natural History Society's museum and a reception given by the city Teachers' Association followed the close of the Institute.

NORTH COLCHESTER INSTITUTE.

A most successful normal institute for the teachers of North Colchester was held at Tatamagouche on Thursday and Friday of last week. Almost the entire teaching staff of the district was present, and excellent work was done. Lessons were conducted in singing by Miss Dickson, of Truro, and part of each session was devoted to music.

A series of lessons on nature study work was conducted by Miss Spencer, of Great Village, and the eagerness with which the children entered upon this branch of the work, and the thoroughly practical nature of the lessons, was one of the gratifying features.

The lessons in drawing, conducted by Miss Ethel Dickson, appealed most strongly to the large number of teachers present, and created a great deal of enthusiasm. To many of them the work was almost entirely new, and presented, as it was, from the standpoint of practical drawing, gave the teachers many new and valuable suggestions for carrying on the work in their own schoolrooms.

Miss Drysdale, of Tatamagouche, who is in charge of the school at Balfour, conducted the lesson in geography, bearing chiefly on the industrial and commercial resources of the dominion. These lessons brought before the teachers in a new way the splendid work which they can do in geography by interesting their classes in the commercial side of Canadian life, and the interest which the pupils took in the lessons was an inspiration to the whole Institute.

Excellent lessons were conducted in reading by Miss Deeming, of Central New Annan, and Miss Roache, of Tatamagouche. The former emphasized how reading lessons may form the basis of talks on nature, and the latter brought out the use of phonetics as a means of teaching correctness of pronunciation.

Inspector Campbell led the evening classes, and conducted a series of discussions in methods of work in the schoolroom. The teachers of North Colchester are justly proud of the success of their institute. —*Truro Sun, October 17.*

GLOUCESTER COUNTY INSTITUTE.

The Gloucester County, N. B., Teachers' Institute met at Bathurst on Thursday and Friday, October 17th and 18th, Principal Girdwood, the president, in the chair. Miss Helene DeGrace read a well-prepared paper on Composition, and Mr. D. L. Mitchell, principal of the grammar school, one on the Inculcation of Patriotism. After both papers had been freely discussed, Mr. T. B. Kidner, director of manual training, instructed the members of the Institute on what could be done without any elaborate equipment in some easy and profitable manual work.

During the second day's sessions Mr. Daigle showed his method of teaching decimals, Inspector Doucet gave an address on Educational Progress

in the County, Mr. B. R. Armstrong advocated the pension scheme, and Miss Eddy illustrated her method of teaching French to English-speaking pupils. Discussions followed these addresses, and a resolution was passed urging the government to establish a pension system on an equitable basis. The following officers were elected for the ensuing year: Mr. Robichaud, president; Miss Agnes Nicol, vice-president; J. E. DeGrace, secretary.

NORMAL INSTITUTE AT ANTIGONISH, N. S.

A teachers' normal institute for the four counties of Cape Breton and the Counties of Antigonish, N. S., was held at Antigonish from Monday, October 21st, to Friday, October 25th. Over two hundred teachers were present, the largest representation being from the two last named counties. The actual teaching of classes of grades one to nine, drawn from the public schools of Antigonish, occupied the attention of the Institute during the forenoons, while the afternoons were spent in discussing the methods of teaching. Classes in physics, chemistry, botany and algebra of grade nine were conducted in the laboratory of St. Francis Xavier College, and classes of the first eight grades in Celtic hall and the hall of the convent. The latter was beautifully decorated, and its excellent acoustic properties were more conducive to effective teaching than the public hall afforded.

The teachers of classes were drafted chiefly from the schools of the six counties before named, but the subjects of grade nine were taught by Professors Benoit and Connolly, of the normal school, and by Principal Robinson, of the Dartmouth public schools. A lively interest was taken in the Institute by the people of Antigonish and the neighboring towns, and there were prominent representative people from other parts of the province, including Dr. MacKay, Superintendent of Education; Dr. McGill, of Pine Hill College; Dr. Soloan, of the Provincial Normal School; Inspector MacIntosh, of Lunenburg, and others. Among the visitors was Mr. Vincent P. Burke, Superintendent of Schools of St. John's, Nfld., who devoted himself zealously to gathering up the best results of such a practical educational gathering.

The chairman of the committee on arrangements was Inspector A. G. Macdonald, the mayor of Antigonish, to whose tact, resources and excellent business management of the success of the Institute is largely due. He was greatly aided by Inspectors Phalen and Macneil, of Cape Breton, although the latter was able to be present only at a part of the meeting.

A large and enthusiastic public meeting was held in Celtic hall on Wednesday evening, October 23rd. Addresses were given by Supt. MacKay, Principal Soloan, Dr. McGill, and others.

The features of some of the excellent lessons given at the Institute will appear in future numbers of the REVIEW.

NORTHUMBERLAND INSTITUTE.

The Northumberland County Teachers' Institute met at Newcastle on Thursday and Friday, October 24th and 25th. About seventy teachers were present. Mr. H. H. Stuart, editor of the *Advocate*, read a paper on pensions, the cost of which, he thought, should be sustained by government. A paper was read on the Study of History by Mr. John Keough, which called for a spirited discussion, Principal R. D. Hanson urging that teachers should know more history than was contained in the textbook. Mr. T. B. Kidner gave an excellent practical address on Educational Handwork in Schools. Dr. Inch and Inspector Mersereau were present during the first day, and joined in the discussions. In the evening a public meeting was held, at which the president, Mr. Jas. McIntosh, presided. Dr. Inch and Mr. Kidner were the principal speakers. Dr. Inch said that 2,000 pupils took the high school course in New Brunswick last year, against 504 in 1891. Mr. Kidner urged Newcastle and Chatham to unite in the introduction of manual training and jointly employ an expert teacher.

On the second day President McIntosh gave a talk on Birds, and, by means of a manual and his fine private collection, showed how they might be identified; Miss V. C. Wright read a paper filled with excellent suggestions on the reading of Longfellow's "Children's Hour." This will be published in a future number of the REVIEW; a paper written by Sister O'Keefe was read on the Palmer System of Writing, illustrated by examples from convent pupils who had practised it for three years. The neat, flowing style called forth much favorable comment. Principal Hanson and others said they were practising the system in the Chatham schools with good results. A paper on Medical Inspection by Dr. Baxter, of Chatham, gave many excellent hints on preserving the health and eyesight of pupils. Mr. B. R. Armstrong explained the pension scheme, the principle of which was endorsed in a resolution of the Institute.

The following officers were elected for the ensuing year: President, Jas. McIntosh; vice-president, Miss Helen McLeod; secretary, R. D. Hanson; additional members of executive, Misses V. C. Wright and A. G. Russell.

A teacher in remitting for the REVIEW, says: I am not teaching, but I enjoy the REVIEW so much, I did not wish to discontinue it. Every page contains something useful and interesting. I enjoy your "Visit to English Schools," very much. I had such a pleasant trip to parts of England, Ireland and Scotland this summer. I enjoyed it all, especially Liverpool, Chester, London, Edinburgh, and the Lake Districts. With best wishes for a successful year,

E. R. B.

SCHOOL AND COLLEGE.

Mr. R. G. D. Richardson, M. A., Ph. D., having made a brilliant record at Yale, where, during the past three years he has been at once instructor and post-graduate student, has been appointed professor of mathematics in Brown University, at which institution his studies will begin next week. Mr. Richardson is a brother of Mr. Ralph Richardson, principal of the Liverpool, N. S., academy.—*Halifax Chronicle*.

The Nova Scotia normal school at Truro opened the first week in October. Over one hundred students are in attendance.

From the colleges of the maritime provinces come most favourable reports of the opening and prospects for the year. All report an attendance in the Freshman class, which exceeds all previous records.

Misses Myrtle and Leora Harmon and their brother, Burdette Harmon, have gone to the University of New Brunswick. This is a pretty good contingent from one family.—*Woodstock, N. B., Dispatch*.

The school at Upper Queensbury, York County, N. B., Miss Jane Brown, teacher, recently ordered a fully mounted globe and hyloplate blackboards. This term thirty books have been procured as a commencement of a school library. Lumber has just been hauled to put some repairs upon the outside of the school buildings, and to construct a proper receptacle for the globe, chemicals, apparatus, minerals, and for the books.

A "measuring party" was held at Mahone N. S., 23rd September, in the interest of the public school of the town. Under the efficient management of Principal Smeltzer, it was a decided success. The proceeds are intended for the purchase of an encyclopedia.

Mr. Aaron Perry, M. A., has resigned from the Victoria, B. C., high school and accepted the position of teacher of English in the Okanagan College—the Acadia of the West. The outlook for the college, of which Professor Sawyer, of Wolfville, is the principal, is excellent. Two brothers, James and Rev. Thos. Ritchie, have put up a fine \$30,000 building, and donated it, with a twenty acre lot, for a campus, to the Baptists of British Columbia. The school opened on the 10th of October with a large attendance.

A teachers' institute for South Colchester will be held at Lower Stewiacke on Thursday and Friday, November 14th and 15th.

RECENT BOOKS.

We have received from Messrs. A. and W. MacKinlay, Halifax, a set of the three new French readers for use in Acadian schools (*Syllabaire et Premier Livre de Lecture, Deuxième Livre de Lecture, et Troisième Livre de Lecture*). The mechanical work has been done by Messrs. Thos. Nelson & Son, Edinburgh, and the result is three well printed and strongly bound volumes in large clear type, and abundantly illustrated, a great many of the illustrations being in colours. The selections, which are the work of a committee appointed by the boards of education of the three provinces, have been made with great taste and judgment. They embrace stories, fables, poems, interwoven with frequent references to Canada and descriptive

of its scenery, history and products. Especial care seems to have been taken to make the reading lessons lead to a better understanding of what comes into the daily life of the child, and to inculcate obedience, love of parents, kindness to animals, and the practice of the virtues of everyday life.

Messrs. Ginn & Company, of Boston, are publishing two language readers, a *Fourth Reader* (cloth, 304 pages, illustrated; mailing price, 70 cents), and a *Fifth Reader* in press. The purpose of these two books, the material of which has been selected by two New York principals of schools, is to direct and develop a correct literary taste. The selections exhibit a wide range of subject, touching every phase of experience, adventure, folk tale, fairy tale, hero story, nature, science, and patriotic tale. (The selections have a distinct ethical influence, and aim to broaden the child's range of experience. The original material consists principally of lessons on nature, history and the useful arts. These lessons have been presented in a form to interest the child, and in language within his understanding. The letter press and illustrations will be a delight to the eyes of children.)

The *Selections from Byron* (cloth, 101 pages, mailing price, 30 cents), and *Select Poems and Tales of Edgar Allan Poe* (cloth, pages xxxii+200; mailing price, 35 cents), are published in two neat little pocket volumes by Messrs. Ginn & Company, Boston. Both volumes have frontispiece portraits of the authors, and introductions, which treat discriminatingly of the life and works of each. The books are intended for college entrance requirements, but they are of interest to the general reader and student.

A book that will give rare pleasure to children—and grown people will not be proof against the spell of its attraction—is that on *Scotland*, published by Adam and Charles Black, Soho Square, London, W. (cloth, illustrated in colour, price, post free, 1s. 10d.) It forms one of a series, "Peeps at Many Lands," designed to give children a glimpse at the scenes and customs of their own and other lands. A strong feature is made of the work and play of children in the land under description, and the general ways of life among the people form another special point.

The *Dale Reader*, Book II, from Messrs. Geo. Philip and Son, London, (cloth, illustrated, price 1s. 3d.) is one of a series of primers and readers, the aim of which is to train children at the outset to use their own powers and observe for themselves. They contain suggestions that our primary teachers might use with advantage.

Das Fähnlein der Sieben Aufrechten, a story by Gottfried Keller, is published with note and vocabulary Acadian schools (*Syllabaire et Premier Livre de Lecture* Co, Boston. The author is one of the most skilful of German novelists, and this story, the Banner of the Seven Just Men, is a picture of Swiss life with an admirable blending of humor and naturalness.

ENGLISH HISTORY from Original Sources, by Norman L. Fraser, M. A., is the first of a series of volumes intended for supplementary reading. The first volume which includes the period from 1216 to 1307, A. D., is beautifully printed and illustrated, and the extracts are chiefly translations of the Latin annals of that period (cloth, pages 247, price 2s. 6d). Adam and Charles Black, Soho Square, London.

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RECENT MAGAZINES.

There are several educational articles of interest in the October *Atlantic Monthly*. The Rev. C. C. Hall writes on The Ideal Minister, this being the third of a series of which The Ideal Lawyer and the Ideal Teacher are the others. The Child of the Imaginative Life, by Louisa Lane McCrady, is a valuable addition to modern child study, while George M. Stratton's thoughtful article on Externalism in American Universities deals with problems of government and administrative policy in the college world. The *Atlantic* will celebrate its semi-centennial birthday by the publication of a special number November 1st, which will be looked for with great interest.

The part that Lord and Lady Dufferin took in Canadian affairs during the time that His Excellency was Governor-General here should be familiar to all Canadians, and therefore an article entitled "The Dufferin Family," by Margaret Eadie Henderson, in the October *Canadian Magazine*, is of unusual interest. Miss Henderson tells about incidents in the life of this distinguished Irish family quite apart from what might be regarded as their purely public affairs. The October number contains other important contributions.

The *Living Age* for October 5th re-prints from the London *Outlook* a very sane and suggestive article upon Canada and Japan, which treats of the general question of the competition of Asiatic labour on the Pacific coast. The *Age's* new serial story, The Return of the Emigrant, by Lydia Miller Mackay, if one may judge from the opening instalments, has a decided flavour of Ian Maclaren, though without any suggestion of imitation. The picture of the enforced emigration from Boronach is very strongly drawn.

The *Delineator* for November is a number replete with fashions, stories and other literature for the home. There are several appropriate stories and articles for Thanksgiving, and Chas. G. D. Roberts contributes an illustrated story called The Gentling of Red McWha.

The *Canadian Magazine* for November, contains interesting contributions, including Shakespeare and the Latter Day Drama by Wilfred Campbell; an introduction to the narrative of Col. David Fanning, by Judge Savary, and the first of what promises to be a delightful series of articles on French-Canadian folklore by Dr. Louis Frechette.

Lord Meath Empire Day Challenge Cups and League of the Empire Prizes.

ESSAY COMPETITION FOR EMPIRE DAY, 1908.

The following are the subjects and conditions for the Essay Competition inter-all-Secondary Schools and inter-all-Primary Schools of the Empire for Empire Day, 1908.

A. SECONDARY SCHOOLS.

Subject.—State and criticise the relation between Great Britain and any Country or Crown Colony with which you are acquainted.

Conditions.—(Secondary Schools). A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a personal prize of £5. 5s., given by the League of the Empire, is offered for competition, inter-all-Secondary Schools of the Empire, for an Empire Day Essay not exceeding 2,000 words. Age limit, 14 to 18 years old.

B. PRIMARY SCHOOLS.

Subject.—(a) Write a letter to a friend desiring to emigrate, and point out the advantages of any Country, State, Province, or Crown Colony with which you are acquainted; (b) or to a friend living in any other part of the Empire, and point out the advantages of coming to settle in the United Kingdom.

Conditions.—(Primary Schools). A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., and a personal prize of £3. 3s., given by the League of the Empire, is offered for Competition, inter-Elementary Schools of the Empire, for an Empire Day Essay, not exceeding 1,000 words. Age limit, under 14 years old.

All essays must first be judged in the schools, and afterwards by the authorities kindly co-operating with the League in the different countries of the Empire.

Only those Essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the League in London.

The Essays which are entered for the final judging in London, must reach the Central Office by the 1st of February next, and New Brunswick Essays must be sent to Education Office, Fredericton, not later than Jan. 1st, 1908.

The names of the winning schools will each year be engraved upon Cups, which are replicas of the Warwick Vase.

The Cups and Prizes will be dispatched in time to reach the winning schools before the 24th of May each year.

J. R. Inch, Chief Supt. Education.

Normal School Manual Training Courses.

Training courses for teachers desirous of qualifying as licensed Manual Training instructors will be held at the Provincial Normal School during the session of 1907-8 as follows:

Short course.—January 7 to April 3.

Full course.—January 7 to June 26, 1908.

The short course is intended to qualify teachers for the license to teach Manual Training in rural schools. Candidates for admission must hold at least a second class Provincial license, and be prepared to furnish evidence of their teaching ability.

The full course is intended to qualify teachers for the license to teach Manual Training in town schools. Candidates for admission should hold a first class license, but teachers holding a second class license, and having a good teaching record, may be admitted on their merits.

In each course, students showing little aptitude for the work will be advised to discontinue at the end of one month from the date of entrance.

Tuition is free, and the usual travelling allowance made to Normal students will be given to teachers who complete their course and proceed to the teaching of the subject in the Public Schools of the Province.

Full particulars of the courses outlined above may be obtained from the Director of Manual Training, T. B. Kidner, Fredericton, N. B.

J. R. INCH,
Chief Supt. of Education.

Education Office,
Fredericton, Oct. 25th, 1907.

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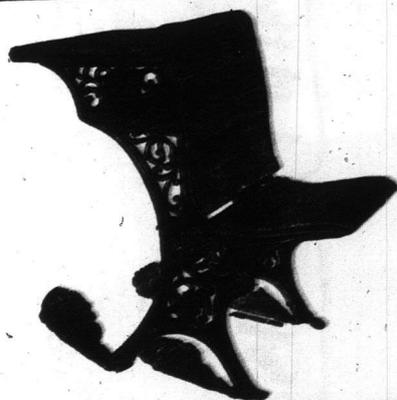
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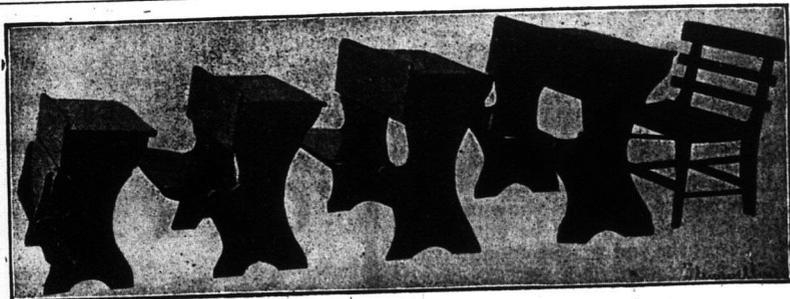
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