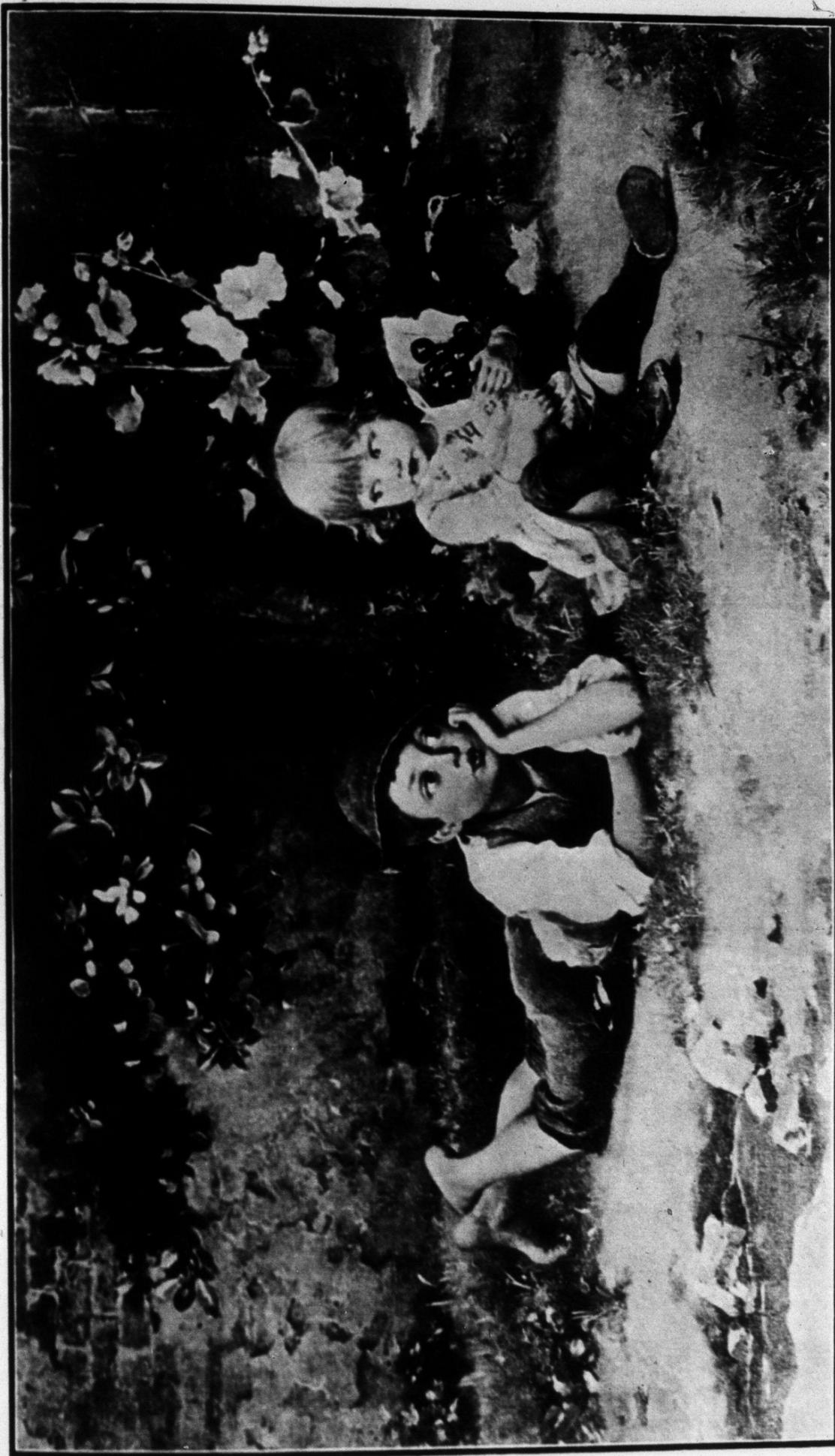


PAGES

MISSING



"ON THE ALERT"

—From a Painting by M. Wunsch.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JANUARY, 1910.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

Office, 51 Leinster Street, St. John, N. B.

PRINTED BY BARNES & Co., St. John, N. B.

CONTENTS:

Editorial Notes	181
Nature in Winter	182
Winter in Victoria, B. C.	196
The Beginnings of Acadia	183
The Boy and the Sparrow	185
Nature Tragedies	186
Sir Walter Raleigh	187
Teachers' Meetings	189
Opening of New School Building	191
Memory Gems for January	192
The First Snow-Fall	193
School Discipline	194
Education's Weak Link	195
Three Little Kittens	195
Making Passe-Partout Frames	196
Valentines	197
Wasting Time	197
Tree Autographs	198
Did You Meet Them?	199
Current Events	200
Review's Question Box	201
School and College	201
Recent Books	202
N. B. Official Notices	202

THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the new and the old address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "271" shows that the subscription is paid to January 10, 1909.

Address all correspondence to

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

The REVIEW has received many warm New Year's Greetings from its friends throughout the Dominion, from Victoria to Sydney. These it reciprocates with the liveliest feelings of satisfaction and thankfulness—satisfaction that its friends are constantly increasing, and thankfulness for the many hearty wishes for the future of the REVIEW. For these good friends and many others, far and near, we hope the year that has just dawned may have many blessings in store with increasing powers

of usefulness in the great work to which they are devoting themselves.

"On the Alert," our January supplement picture, will please the young folk. The eyes of the little fellow, clasping his toys, are noting every movement of his larger companion who covets the treasures of the other, so carefully shielded from prying glances and hands.

A letter to the REVIEW from Principal Everett W. Sawyer of the Okanagan College, Summerland, B. C., speaks encouragingly of the work of that new institution of learning in the face of minor difficulties, incident to a new country. "Our work here is progressive," he says, "although we find a good many things that make the advance arduous. However, I am learning something of what Browning meant when he said,"

Then, welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids, nor sit nor stand but go!

One of the best known men in British Columbia, and one who has travelled over it more extensively, perhaps, than any man in the province, is Mr. David Wilson, who for the past twenty-one years has been Inspector of Schools. He has recently resigned that office to be placed in charge of the Free Text-book Branch, recently established for British Columbia. Mr. Wilson is a native of New Brunswick and a graduate of the provincial University. It will please Mr. Wilson's friends in the east to know that he has been very successful, both educationally and financially, and that there is no man whose geniality and good humour is more appreciated by visitors to the Sunset Province. The beautiful little souvenir programme which members of the recent Dominion Educational Association, at Victoria, were delighted to carry home with them was a product of his invention.

There are at least two provinces of the Dominion which supply free text-books to the pupils of the public schools, Alberta, where the books become the property of the pupils who use them, and British Columbia, where the books are loaned to the pupils under certain conditions, to be returned when the pupils have done with them. The provinces of New Brunswick and Ontario have taken steps to furnish text-books as nearly as possible at cost price to the parents. In British Columbia the initial cost of supplying text-books for the first six months, ending December 31st, 1908, was a little over \$20,000. It is estimated that the outlay for every succeeding six months will not exceed \$7,000.

No Canadian editor in daily journalism can rise to dispute the right of Senator Ellis, the editor of the St. John, N. B., *Globe*, to claim the longest unbroken period of service on one paper. There are not many journals to consider in determining such a question. . . . The Halifax Recorder is a very old paper and though it has been in the control of one family between two score and three score years, the editorial seat has had many occupants. But the *Globe* has had one editor, and has always expressed the views he desired to utter. More than most journals, it has been a personal organ. The *Globe* has been, and is, a Liberal journal. The editor is himself a Liberal. But neither has felt obliged to sanction everything that is done or said in the name of liberalism. The editor of the *Globe* seems to be as well able to do his day's work as other newspaper men, and it is reasonable to expect that two years hence he may celebrate the half century of steady service.—*Standard*, Dec. 15th, 1909.

At the public meeting held in connection with the Kings County Teachers' Institute, at Sussex, N. B., Superintendent Carter said:

I am sure this meeting will pardon a personal reminiscence. A number of years ago—I do not care to say how many—three young men, two of whom were teaching in the vicinity of Sussex, were desirous of preparing for college, and one of them had to drive there every Saturday for the purpose of receiving the necessary instruction from two young men then teaching at the Upper Corner and at the Station, Angus Sillars and George Carson. Neither of these men nor the farmers who let this young man have their horses to travel back and

forth to his lessons would accept any remuneration for the service rendered.

Both Messrs. Sillars and Carson are now eminent and honoured members of the ministry, and of the three young students at that time, one, Geo. W. Fowler, is one of the brightest public men in Canadian public life. Another, Alex. Robinson, is Chief Superintendent of Education in British Columbia, and acknowledged to be one of the ablest educationists in the Dominion. The third has done nothing worthy of mention, but he remembers gratefully the helping hands extended to him at that time and would say to all young men with ambitions that they who desire to help themselves will always find willing helpers.

Nature in Winter.

What a charm is there about a winter sunset, with its rose-tinted clouds contrasting with the fresh fallen snow, never so attractive as that first dainty coverlet which spreads over the brown earth in December. What bits of out-door study come in to view as the train on a certain winter afternoon winds along the upper St. John approaching Woodstock. All trees but the evergreens are leafless, except for the neglected leaves which still cling to the oaks and beeches. Each tree seems to have its own personality; but how few can compare with the slender white birches. Their creamy bark rivals in purity of colour the flakes of snow caught and held prisoners on every twig and branch, protecting next year's leaves in their winter buds. And how the faded asters, goldenrods, and other plants by the wayside poise themselves gracefully under just as much snow as each can bear. Will the fiercer storms of winter be as kind to them? No, indeed; else we would have too many brown stalks amid next summer's green.

Rabbits, squirrels and mice have been abroad while the human folk slept, because we can see on the snow their wandering footsteps to and from leafy coverts. Who can tell of the nightly revels these children of the woods have been indulging in? What a bit of woodland history would be unfolded could we but read these telltale traces on the snow and know the longings (perhaps only of gaunt hunger) of the animals who made them!

One of the most picturesque spots of New Brunswick is the Grand Falls of the St. John

River. In early winter the scene after a light fall of snow is one of remarkable beauty. The falls are not then the object of first attention. The gorge, lined on both sides with icicles, pendent from dark overhanging rock masses, the tall spruces and firs on the banks above silhouetted against the wintry sky, that graceful drooping of branches from the weight of snow which makes these trees so attractive in winter, the lighter tracing of snow on the more delicate branches of smaller deciduous trees and shrubs that line both sides of the gorge, give a picturesqueness to the whole scenery that probably nothing in summer can equal.

What different climatic conditions one meets with in a railway journey from, say, Grand Falls in Northern New Brunswick to the extreme east of Nova Scotia, to Sydney. In mid-December, snow covers the ground in varying depths except about St. John and Sydney. At the latter place one encounters for two days a mild drizzle of rain and fog, while elsewhere there is a comfortable winter temperature.

New Brunswick is the "country of spruces," and the same may be said, although in a lesser degree, of Nova Scotia. Our Lady of the Snows, the spruce might be so called after one of those mild December snow storms which gently usher in our winter. Our waysides at this season afford no more beautiful objects to the traveller than the spruces and firs, large and small, with their branches bending with the weight of snow. The beautiful symmetry of these cone-shaped trees is even more effectively shown in winter than in summer. How bountiful is nature to us in giving this beautiful and protecting winter mantle, which makes the contrast of our summer green all the more welcome when it comes!

But why do the spruces and firs catch more of this wintry snow than the pines or the hemlocks? Perhaps some of our boy and girl nature-students can answer easily this question. Perhaps they can guess why the beech holds many of its leaves throughout the winter; but it's going to puzzle most of them to tell us to which of the little wood folk belong those tracks that they see on the fresh fallen snow.

The Beginnings of Acadia.

By L. W. BAILEY, LL. D.

When and under what conditions did that part of the Earth's surface which we now call Acadia first come into existence? What was its extent and the nature of its surface? And what were the agents or circumstances which brought it into being? Is it possible for us to look back through millions of years and learn anything of events, the operation of which laid the foundations of all which has since transpired in this region and which will control also its future destiny? Let us see—

All dwellers and most visitors in the city of St. John are familiar with Rockwood Park. Occupying a large tract on the elevated ridges which lie to the northward of the city, but separated from the latter by the deep valley through which runs the line of the Intercolonial Railway, it presents features quite peculiar to itself, whether these be the numerous rocky ledges among which wind the foot and drive-ways which make it so attractive, the numerous ponds and lakelets which determine such a variety of picturesque vistas, or the grand views which it affords over the valley and the city to the distant waters of the Bay of Fundy. Still largely in its natural condition, except that the original covering of trees has been almost entirely replaced by a smaller growth, it affords opportunities for delightful rambles, affording varieties of landscapes, including bare rocky knolls, precipitous bluffs, shady retreats, natural and artificial waterfalls, fishing and skating ponds and ever-varying landscapes, which very few places of similar resort can afford. Will it not add interest to those who visit it to know that it is also a part of the oldest American land, and that as we traverse its rocky ridges we are walking upon a portion of the continent which was among the first to rear its head above the waters of the primeval ocean?

Some one will ask at once what is the ground for this belief? Well, in every part of the world, between land and sea, there is, where these come into contact, an easily recognizable belt, narrow or broad, which we call *the Beach*. It is composed of materials, gravel, sand or mud, derived by the ever restless action of waves and tides and currents from the adjacent land, varying in its coarseness with the degree of exposure and the greater or less force with which the agents of destruction are able to

carry on their battle. On such beaches, when not too coarse, little ridges may be seen marking the limits reached by the breakers; little rills are furrowed in the sand or mud by the waters as they recede; irregular cracks, if the shore be muddy, are determined when such shores, during the retreat of the tide, are exposed to the drying action of the sun; even the pattering of drops of rain may leave their impress upon the surface to be overlaid and preserved by the deposits of the next tide: masses of floating seaweed may accumulate here and there, the borings and trailings of marine worms may be recognized, often in great numbers, or a shell may be found now and then, half buried in the sand. Such features are familiar characteristics of all beaches. They can be determined in no other way; and therefore when we meet them, we at once recognize their origin even though the locality where they are found be now quite above or it may be far removed from the action of the sea. Examples of this are to be seen in the immediate vicinity of St. John, where shell-fish and star-fishes may be gathered from the clays used in brick-making, though these are never now submerged, while both east and west of St. John are old elevated beaches two hundred feet or more above the level of the tide. But these are comparatively modern. We have yet to point out our *primeval* beach and to ascertain what it may reveal.

To reach it we have only to descend from the Park or from Mt. Pleasant into the valley already referred to as separating these from the main body of the city. In doing so we shall find, as along the Lily Lake road, that the crystalline rocks and limestones which meet the eye on every side in the park itself, are followed by rocks of quite a different character, viz., (1) a narrow band of somewhat ash-like and in reality semi-volcanic beds, and (2) a series of dark grey to black slates and sandstones. These are but hardened beds of sand and mud—therefore formed like all other beds of sand or mud—and in them or the similar beds which underlie most of the city, may be found all the evidences of beach origin which have been described above. We may note where beds of sand have been heaped up by winds or shifting currents; we may find rain prints, rill marks, shrinkage cracks, etc., just as on a modern beach. We can recognize the trailings of worms and we can gather, as on a

recent shore, fragments of seaweeds or of stranded shells and other animals.

Now the presence of a beach argues adjacent land, and, if the beds in question are what we have claimed them to be, there must have been some source near at hand from which their materials could be derived. We naturally suppose that source to have been the ridge against which they rest and which they partly cover, *i. e.*, the ridge now adorned by the Park, and proof of this is not wanting, as rolled but easily recognized fragments of its crystalline rocks are contained in the conglomerates or pebble beds which at some points mark the junction of the two formations. What was the extent of that land and what was the condition of America as a whole in that remote period?

Before proceeding to answer these questions I may first observe that a study of the organisms found in the ancient beach last referred to, and which we shall presently consider more fully, shows that their character is essentially the same as that of a group of rocks found in Wales, the Cambria of the early Britons, and for that reason known among geologists as the Cambrian period. Evidently everything which can clearly be shown to antedate this period may therefore be appropriately designated as *Pre-Cambrian*, and by that name we may conveniently continue our study of the *Pre-Cambrian* rocks of Acadia and of the continent.

So far as New Brunswick is concerned the only rocks clearly referable to a period so remote—estimated by geologists anywhere from ten millions to twenty-four millions of years,—are confined to the southern counties, now forming a series of low parallel ridges near the coast, of which the Portland ridge, including the Park and Mt. Pleasant is one, the Kingston peninsula a second, and portions of the region north of the Long Reach of the St. John river a third. They are now separated by the troughs of Loch Lomond, the Kennebecasis and the Long Reach, and in each of these troughs fossil bearing Cambrian rocks are to be found. In Nova Scotia the rocks of the *Pre-Cambrian* system are still less extensive, being apparently confined to the island of Cape Breton, including there the bold and picturesque bluffs which overlook the sea just north of the entrance of Bras d'Or Lake. In Quebec and Ontario, however, they occupy vast areas, forming an extensive V-shaped tract extending from Labra-

dor to Lake Ontario and from there past Winnipeg to the Arctic Ocean, Hudson Bay being included between the two arms of the V. This is generally believed to have been the starting point in the development of America, fixing not only its position but its form and mode of growth, and the Pre-Cambrian belts of New Brunswick and Nova Scotia would seem to have played a part of similar importance in the determination of the future Acadia. In other parts of the continent more or less considerable areas of Pre-Cambrian rocks are now disclosed, in the Adirondacks, the city of New York, the Appalachian Mountains and the Rockies, but they are small compared with the finished continent, only just enough to indicate the form and position of the latter. The time was one of almost universal oceans, and the lands were too small for the development of lakes or rivers of any magnitude. So far as we know, no vegetation clothed the land, and there were no forms of life except such as were confined to the ocean. Acadia and America were both in embryo, with great potentialities, but as yet with little that was definite and fixed. Among the potentialities may be included, perhaps, the great mineral wealth with which many of the Pre-Cambrian districts are endowed, including enormous iron deposits, the nickle ores of Sudbury, Ont., yielding in five years more than \$10,000,000, the silver and arsenic of the Cobalt region of Ontario, where a single car load, of thirty tons, was estimated at \$80,000, the asbestos beds of Quebec, etc., and possibly the gold of Nova Scotia.

Just how the Pre-Cambrian rocks themselves came to be produced is a matter largely of conjecture. Many of them, including gneisses, slates, quartzites and limestones, are clearly stratified, and therefore originally sedimentary in origin, though now highly crystalline; others are as evidently volcanic. In the upper portion of the group in particular, sometimes known as Huronian, we find evidences of volcanic activity upon a large scale. Rocks thus produced are conspicuous in Carleton, (St. John), where they constitute the hill supporting the Martello Tower, they form the hills about Coldbrook and Loch Lomond, and to the south of the latter along the road to St. Martins cover large tracts. Indeed from some points in this region, the only rocks visible for miles, are old volcanic lavas and the like, with a thickness of thousands of feet,

while, if a visit be made to any of the limestone quarries about St. John, especially the Green Head quarry or Stetson's quarry near Indiantown, one can see where the great dykes of once molten rock came up through the associated strata, often altering the latter and developing crystalline minerals, garnets, etc., along the lines of contact. It is not yet certain by what means or from what source the great limestone beds which form the basis of an important industry were derived, but their distinct stratification and relations to other beds seems to indicate that they are aqueous sediments, and the presence therein of a few though obscure organic forms tends to confirm this conclusion. The occurrence of graphite, such as was formerly mined within a few rods of the railway bridge at the Falls, near St. John, suggests vegetable accumulations, but may have been of purely mineral origin. I should add that the Pre-Cambrian rocks though originally horizontal, and now everywhere folded and crumpled, as may also be well seen in the sections around St. John, showing the extensive disturbances to which they have been subjected, and in connection with which, no doubt, the volcanic materials gained access to the surface.

Having now, I trust, obtained a solid foundation upon which to build, I shall in a later article, endeavour to give some account of the process of building, first inviting my readers to take with me a walk on the Cambrian beach.

The Boy and the Sparrow.

Once a sweet boy sat and swung on a limb,
On the ground stood a sparrow-bird looking at him;
Now the boy he was good, but the sparrow was bad,
So it shied a big stone at the head of the lad,
And it killed the poor boy, and the sparrow was glad.
Then the little boy's mother flew over the trees—
"Tell me, where is my little boy, sparrow-bird, please?"
"He is safe in my pocket, the sparrow-bird said,
And another stone shied at the fond mother's head,
And she fell at the feet of the wicked bird, dead.
You imagine, no doubt, that the tale I have mixed,
But it wasn't by me that the story was fixed;
'Twas a dream a boy had after killing a bird,
And he dreamed so loud that I heard every word,
And I jotted it down as it really occurred.

—Good Words.

Nature Tragedies.

By W. M. H. MOORE.

Tragedies in nature are common, but we occasionally come across one that is uncommon, and when we do find such a one it is liable to make a deep impression upon our minds.

We look upon the killing of birds, beasts and fishes with an easy mind if those lives are taken that the bodies may go to sustain the life of some useful creature. But when we find birds or other animals that have come to their death through their own acts, we should certainly have our curiosity aroused and seek to solve the facts of the case.

The settling of these mysteries go to make up some of the pleasures and interesting parts of nature-study. The solving of one of these tragedies has left such an impression upon the mind of the writer that it seems others should know of the case.

A trapper of this province found upon visiting one of his traps, that a red-backed mouse (*Evotomys gapperii*) had come to an untimely death through its own self-will. The trap in question was set for mink in a spring, the water of which stayed open through cold weather. The bait for the mink was placed upon the end of a stick and tied to it with a cotton string. The other end of the stick was thrust into the soil at the bottom of the water in a way to hold the stick in an oblique position over the trap.

Mouseie came along in quest of a good meal to allay the pangs of hunger. Perhaps this same mouse had been in the habit of visiting this bait for a meal and perhaps conditions had not been right for tragedies; but the time had come when *Evotomys* should not return home.

The night was cold; it was zero in the low places. The mouse had to swim a short distance in order to reach the stick and so climb to the bait. In swimming to the stick its fur got wet, and, while eating, its tail lay along an end of the aforementioned twine string, and string and tail froze tightly together. So solidly were they joined that when the little mammal was about to retrace its steps and return from its banquet hall it could not get away, and in struggling lost footing upon the stick and dangled tail upward in air unable to regain a foothold upon the bait stick. It was soon frozen to death, and so was found by the observant trapper, who after some study solved the mystery of

this tragedy. Three certain conditions in close communion were the cause; a wet mouse's tail, a cotton string and a cold night.

Another tragedy brought to the notice of the writer occurred some years ago. Across a brook that flowed through the old homestead, was a dam of two logs, one above the other with a space of about an inch and a half between. In May and June certain fish come down from a lake above and deposit their spawn along the brook. One of these fish, a goodly sized sucker, came along with many others and in seeking a place to get through the dam was drawn into the crevice, between the logs, by the force of the water. The fishes forward parts being too large to pass between the logs the tail end was swept through and the fish was so securely held in this position that extrication by its own means was impossible. In this position it was found after the spring freshet had subsided. A true fish story.

Again in visiting a heronry at a time when the young are being reared and before they are able to fly, one is impressed with the loss of life that falls to the lot of these birds. Many young fall to the ground and without doubt are seriously injured or probably killed upon striking the earth. Others that fall are not so lucky. Instances have come to notice where the birds in falling have caught in upright crotches of limbs and become suspended with their head on one side, the body on the other side of the forked limb, and in other instances they have been caught just behind the wings in such places, and in this position slowly starve to death.

This last spring during the nesting season of the robins, two of these birds were found that had struck against telephone wires and were killed. In each of the two cases the robins were females and were carrying nesting material. The nest material being carried in the mouth evidently obscured the vision and so wrought death to the worker by concussion with the wire.

Other birds, and oftentimes those not engaged in carrying nest material, are found under telephone and telegraph wires. Nature tragedies just the same, and there are many others of which we know nothing.

Chill airs and wintry winds, my ear
Has grown familiar with your song.
I hear it in the opening year,
I listen, and it cheers me long.

—H. W. Longfellow.

Sir Walter Raleigh.

BY ELEANOR ROBINSON.

In the first book of the "Faerie Queen," Spenser introduces his hero, Arthur, the great soul, and with him, "a gentle youth, his dearly loved squire." Arthur stands for the great Earl of Leicester, Queen Elizabeth's favourite courtier, and the gentle squire, who bears the name of Timias, is none other than Sir Walter Raleigh, the famous soldier, sailor, colonizer, adventurer, courtier and poet.

Raleigh was born in Devon, the land of sailors, in 1552, of gentle parentage. He was a younger half-brother of Sir Humphrey Gilbert, and probably went with that famous sea-captain on expeditions when he was still a boy. It is certain that he crossed the Atlantic in one of Gilbert's ships on the expedition to the St. Lawrence in 1578, and that he had visited the West Indies before that time. He was educated at Oxford.

Raleigh had attached himself to the Earl of Leicester, under whose protection he was presented at court, where almost at once he became a favourite of the Queen. We are told that at this time he was very handsome; tall and strongly built, with dark hair and a bright colour, a look of alertness and brilliance, and a ready, witty tongue. He dressed very splendidly and gorgeously, even for those days. Everyone knows the story of how he pleased the queen by spreading his gay cloak for her to walk on:

"Her Majesty, meeting with a plashy place, made some scruple to go on; when Raleigh (dressed in the gay and genteel habit of those times) presently cast off and spread his new plush cloak on the ground, whereon the Queen trod gently over, rewarding him afterwards with many suits for his so free and seasonable tender of so fair a foot-cloth."

The same writer also tells us that once, when Raleigh was high in the Queen's favour, he wrote on a pane of glass with a diamond, where the Queen could see:

"Fain would I climb, but that I fear to fall,"

and that Elizabeth wrote underneath,

"If thy heart fail thee, then climb not at all."

Whether these tales are true or not, it is a fact that the Queen granted Raleigh valuable estates, and privileges which made him a very rich man. He was made Vice-Admiral of the counties of Cornwall and Devon, and Lord Warden of the

Devonshire tin mines. He was a Member of Parliament for Devon in 1585, and was knighted in the same year. He was greatly beloved and trusted by his own west country people, and he deserved it, for he worked for their welfare, saw that they had justice, and, in particular, he had reforms made in working the mines that made life easier for the miners.

But Raleigh's interest was by no means confined to England. On the death of Sir Humphrey Gilbert, he took up the plans that Gilbert had failed in, and made great efforts to establish an English colony in America. He got the Queen to renew in his own name the charter which she had granted to his half-brother, and this charter gave him power to inhabit and fortify any remote lands that were yet unoccupied by any Christian power. In April, 1584, he sent out his first fleet, whose leaders landed in a country to which they gave the name Virginia, in honour of the Virgin Queen. Raleigh was styled "Lord and Governor of Virginia." In 1585, the second expedition, under Sir Richard Grenville, went out to settle in the country, and for nearly a year one hundred and eight persons in Raleigh's service lived at Roanoke. Raleigh never set foot in Virginia himself, but he sent out, in all, six expeditions, and spent a large fortune in his efforts to colonize it. Finally he gave up the attempt, and leased his rights to a company of merchants. His name was afterwards given to the capital of North Carolina in gratitude for what he tried to do. For Raleigh's aims were wider and more unselfish than those of most of the explorers and colonizers of the time. He did seek wealth and fame for himself, but not these alone. He desired to benefit both the new land and the old by communication and settling. In Ireland, where he was given a large tract of land, he introduced the potato. The spot where he planted the first potato is still pointed out, as are also the descendants of the wallflowers that he brought from the Azores, and the cedars that he planted near Cork.

In 1592, Raleigh fell into disgrace with Queen Elizabeth, chiefly through his secret marriage with Elizabeth Throckmorton, one of the Queen's maids of honour. The Queen, who could not endure that her courtiers should love any woman but herself, threw Sir Walter into the Tower where he spent two months most unhappily. He was much too fond of action and of fresh air to bear being shut

up, and he wrote urgent letters to his friends, begging them to get him released. In one of these he says "I live to trouble you at this time, being become like a fish cast on dry land, gasping for breath, with lame legs and lamer lungs." But before long he had to be set free from the Tower to go down into Devon. A fleet that he had sent out to fight the Spanish ships had returned, bringing a mighty Spanish treasure ship loaded with silks, carpets, rubies, pearls, porcelain, ivory and spices. This prize was brought into Dartmouth, and such was the excitement, and so many London merchants hurried down to try to get a share of the spoils, that it was clear that no one but Raleigh could keep order and preside over the division of the treasure. So he was sent down to Dartmouth, but still, as he said to his brother, "the Queen's poor captive." However, the Queen was prevailed upon to pardon him.

Almost at once he began to prepare for a new adventure, and in 1595, he sailed with five ships for Trinidad. He wanted to explore Guiana (a country including much more than the Guiana of our days), and, if possible, prevent it and its rich mines from becoming a possession of the King of Spain. He sailed up the Orinoco, enduring great hardships, but learning many facts about the country and its products. He brought back to England some gold bearing ore, and intended to go back in the following year. But when 1596 came he was called on to command a squadron in the expedition sent against Spain under the command of Lord Howard of Effingham and the Earl of Essex. It was largely owing to Raleigh's judgment and courage that the Spanish fleet was defeated and the town of Cadiz taken by the English. No less praiseworthy are the tact and courtesy by which Raleigh succeeded in persuading his bitter rival, Essex, to work in harmony with him. Besides the admiral's consistent hatred of Spain, as an enemy of England, he had a particular wrong to avenge. The story of the fight at Flores, in the Azores, of Sir Richard Grenville in the little "Revenge" against the Spanish fleet, and Sir Richard's brave and joyful death, is too well known to need telling here. But perhaps it is not so well known that the "Revenge" was one of Raleigh's ships, and Sir Richard Grenville one of his best friends and truest servants. Therefore, when Raleigh saw, in front of Cadiz, the great

"St. Philip" and the "St. Andrew," the two Spanish ships that had been foremost in destroying the "Revenge," he swore to have vengeance for his friend. The "St. Philip" was burned and the "St. Andrew" taken.

The Queen had now taken Sir Walter back into favour, and in 1600 he was made Governor of Jersey, where he ruled well and wisely for three years. But when James I came to the throne, Raleigh's days of prosperity were over. He had many enemies who used their influence against him with the King, and James was not inclined to think well of Raleigh on account of the difference in their feelings about Spain. Raleigh, as has been said, was a relentless enemy of Spain, while the King wished to be at peace, and thought that he could persuade the Spaniards to be friendly. Raleigh was deprived of all his offices, and finally accused of treason. He was tried at Winchester in 1603, and condemned to death. He steadily maintained his innocence, and although he may have spoken violently and rashly against the King there is no proof that he was really guilty of treason. Many persons, including the Spanish ambassador, pleaded for his life, and three days before the time set for his execution, he was told that it was granted him. For twelve years he was imprisoned in the Tower. The Queen, Anne of Denmark, and the Prince of Wales, were his firm friends. The King of Denmark asked for his pardon, but was refused. Prince Henry often visited him, and used to say, "No man but my father would keep such a bird in a cage." At last he persuaded the King to promise that Sir Walter should be set free at Christmas, 1612. But six weeks before that date, the kind young prince died, and King James forgot his promise.

In 1616, however, Raleigh was released, on the understanding that he was to go to Guiana, find the gold mines that he believed to be there, and take possession of them for the King. But there was a condition that he was not to attack the Spaniards, nor to trespass upon their lands. It seems likely that Raleigh did not mean to keep to this. He believed that Spain was such a dangerous enemy that she ought to be attacked and weakened whenever it was possible, and he probably thought that if he brought home a great treasure, as he fully hoped to do, King James would forgive any breaking of the peace. But the expedition was an

utter failure. Raleigh's men did attack a Spanish settlement on the Orinoco. They failed to find the mine, and finally mutinied. The ships came back one by one, with no treasure; the Spanish ambassador had spies who reported to him, and when Raleigh got home he was arrested and sent back to the Tower. The King of Spain wrote to King James desiring him to save him the trouble of hanging Raleigh in Madrid by executing him promptly in London. The judges condemned him to death on the sentence passed at Winchester in 1603, and he was beheaded at Westminster on October 29th, 1618. He met his death with the highest courage, proclaiming on the scaffold his innocence of treason and his devotion to his country. His friends lingered so long to hear his last words that he had to send them away, saying, "I have a long journey to go, therefore I must take my leave of you." After his prayers, he felt the axe, and said "Tis a sharp medicine, but one that will cure me of all my ills." When he gave the signal for the headsman to strike, the man was so unnerved that he could not stir, until Raleigh cried, "What dost thou fear? Strike, man, strike!"

He was sixty-seven when he died, but though still vigorous, looked much older because of his long imprisonment, his travels and his sorrows. The night before his death, after parting from his wife, he wrote the well-known lines:

Even such is time, that takes on trust
Our youth, our joys, our all we have,
And pays us but with earth and dust;
Who in the dark and silent grave,
When we have wandered all our ways,
Shuts up the story of our days;
But from this earth, this grave, this dust,
My God shall raise me up, I trust.

Venus, the bright evening star in the west after sunset, is now only 26,000,000 miles from our earth, the nearest it will be to us for a long time. For the next week or two it will be visible to sharp eyes in the day time. Notice its distance from the sun and its arc just after sunset, and trace back from the sun on the next following clear day about noon or after and there will be little difficulty in picking it up.

TEACHERS' MEETINGS.

The Carleton and Victoria Institute.

A united institute meeting of the Carleton and Victoria County, N. B. teachers was held at Woodstock, December 16th and 17th. Nearly one hundred teachers were present, the great majority of whom were from the first named county. A varied and interesting programme was very successfully carried out, the president, Principal Draper, keeping the business well in hand. The new Broadway school in which the meetings were held is a substantial concrete structure of two stories, with a basement, six classrooms and a fine audience room capable of accommodating 400 people.

Chief Superintendent Carter, on his first visit to the Carleton and Victoria teachers, won their favourable regard by the readiness with which he discussed educational questions, and his desire to become acquainted with the needs of schools, especially those in rural districts. Probably in no section of the Maritime Provinces are there more prosperous rural communities than on the banks of the St. John River in Carleton County. These with the intelligent supervision of Inspector F. B. Meagher have realized and endeavored to meet the demands of an education adapted to rural conditions. Possessing in a marked degree the confidence and esteem of a loyal body of teachers, Mr. Meagher has established an *esprit de corps* among them and a desire to excel, which augurs well for the future educational prosperity of this fine county.

President Draper's opening address referred to the need of better sanitary conditions which seem easy of realization in the fine new Broadway building of which he is principal. Miss Bessie M. Fraser, of Grand Falls, spoke from experience of the influence of environment on the pupil. Miss Uarda M. Burt read a paper on "How to Procure Home Study," which gave rise to an interesting discussion, and Mr. L. H. Baldwin a paper on "Discipline," which is published in this number of the REVIEW. Principal H. V. B. Bridges, who was given a cordial reception by the teachers, opened an interesting discussion on "How to Secure Attention in the School-room," and Rev. T. Hunter Boyd speaking on "Tuberculosis," dealt with the pleasanter features of healthful surroundings, the love of nature and her ways, an abundance of pure air, as preventives. Principal C. D. Richards read a suggestive paper

giving a few criticisms, on "Methods of Teaching."

Among others who were present and gave addresses and took part in the discussions were Mr. T. B. Kidner, Director of Manual Training; G. U. Hay, Editor of the REVIEW; Principal M. R. Tuttle-Mayor Jones, Chairman Belyea of the School Board, and R. E. Estabrooks, the Secretary.

The following are the officers for the ensuing year: President, C. D. Richards, B. A., of Woodstock; Vice-President, Miss Lulu Murray, Hartland; Secretary, R. E. Estabrooks, Woodstock; Additional members of the Executive, Miss Annie Wetmore, of Florenceville, and Miss Uarda M. Burt, of Jacksonville.

Educational Institute at Sydney.

Nearly five hundred teachers met in Sydney at the Normal Institute of the six eastern counties of Nova Scotia from December 20th to the 24th. This was the fourth meeting of an institute which is designed to afford a better professional equipment to teachers, many of whom have not received normal school training. Well known teachers of experience who have won success in special subjects are engaged and small classes drawn—at this institute from the Sydney schools—from grades one to eight, are taught.

The teachers assembled formed deeply interested groups in four classrooms and took notes, while the few, who "knew it all" or caught inspiration from occasional contact, walked the halls. The subjects taught were nature, drawing, reading, language, writing, arithmetic, history and geography. A few minutes at the close of each period and a portion of the last afternoon of the meeting were devoted to criticism of the manner and methods of those who gave the lessons. There is no space in this number to give details, but the REVIEW was an interested spectator, and hopes in the future to give something of profit to its readers from the experiences that characterized this great educational gathering.

The previous meetings of this biennial institute have been held at Port Hawkesbury (1903), North Sydney (1905), and Antigonish (1907). The one just held at Sydney was the most largely attended and in many respects the most interesting of the group. The men who have aroused and maintained

an interest in these gatherings are the president of the Association, Inspector A. G. Macdonald, of Antigonish, to whose tact and untiring industry much of the success of the meetings has been due; Inspector T. M. Phalen, of North Sydney, the efficient secretary, and Inspectors M. J. T. Macneil, of River Bourgeois, and Jas. McKinnon of Whycomagh. Mayor Richardson and members of the school board of Sydney were present at many meetings and gave their enthusiastic support to the institute; the well known Sydney hotel accommodated its teacher guests at little more than half rates, and the *Daily Post* gave very full reports of the meetings and addresses delivered.

The public meeting held on the evening of the 21st was a notable gathering of teachers and citizens. The addresses of the various speakers were thoughtful presentations of local educational conditions, relieved toward the close by little pleasantries which kept the audience in good humour. The speech of Dr. A. H. MacKay dealt effectively with the teacher's relations to the community and the necessity of more adequate remuneration of services, too often slightly and imperfectly acknowledged. Dr. MacKay's interest in the meetings during the three days they continued and the unreserved way in which he placed himself at the disposal of the teachers won their lively appreciation.

By the courtesy of the Dominion Steel Company, the members of the institute were invited to go through the works and inspect the operations carried on from the dumping of the iron ore, dolomite and coke into the furnaces to the turning out of the finished product of the steel rail, rods and wire. Guides accompanied the party and explained the various processes of manufacturing steel and the bye-products—there are seventeen in all—which are carried on in connection with these great works. The visitors were impressed with the immense power and vastness of this industry, of which no pen description can give an adequate idea.

The executive committee for the ensuing year are: The Inspectors for the four divisions of the six county district, Principal Jos. Bingay, Glace Bay, and Supervisor McKenzie, Sydney, for Cape Breton; Miss T. O. McLean, principal at Baddeck, for Victoria County; Miss Ida Tompkins, principal at Port Hood, for Inverness County; Miss Catherine McKay, principal at St. Peter's, for Richmond County; Miss Mary C. McDonald, Antigonish, for

Antigonish County, and Principal F. H. Beattie, Guysboro, for Guysboro County.

The next place of meeting will be Baddeck, and the date will probably be in September and will be fixed by the executive.

Teachers' Institute at Stewiacke.

Some forty teachers of South Colchester, met at Stewiacke Thursday and Friday, December 2nd and 3rd, and formed an institute. Inspector W. R. Campbell presided and throughout the sessions were both interesting and instructive. Miss Drysdale taught a lesson in drawing, and Mr. McCleave, principal of the Stewiacke school, gave a lesson in military drill. Mr. W. K. Tybert, principal of the Londonderry schools, taught a lesson in history and commercial geography. Mr. McCleave also taught a lesson in nature study, while Inspector Campbell gave a very interesting address on that subject. A most interesting round table talk was held on Thursday evening and was taken part in by almost all the teachers present.—*Truro Sun*.

Opening of New School Building.

The opening of the new superior school building at Grand Falls, N. B., on the 14th December, was an event of considerable importance to the people of that village. The weather was pleasant and mild, the fresh fallen snow and the jingling of sleigh bells giving all the enjoyment of winter without its rigours. The new school building stands on a level piece of ground near the falls. It is a handsome and well appointed structure, two storeys in height, with a basement, and having six well lighted classrooms, all of which are now occupied. The principal is Mr. J. C. Carruthers, and with him are associated the Misses Mary T. Hughes, Anna A. Hanabry, Bessie M. Fraser, Mrs. J. C. Carruthers and Mrs. M. Carrol. The people of Grand Falls are to be congratulated on having a fine school building with an excellent staff of teachers.

Among those who were present and took part in the opening ceremonies were Chief Superintendent W. S. Carter, Inspector J. F. Doucet and F. B. Meagher and G. U. Hay.

One of the most interesting features of the public educational meeting in the evening was the presentation of an address both in English and

French to Chief Superintendent Carter, by the staff of the superior school, expressing in the warmest terms their pleasure at his elevation to the position so long and ably filled by Dr. J. R. Inch.

Morals and Manners.

FIRST YEAR.—Enforce habits of cleanliness, neatness, and obedience. Tell simple stories to illustrate honesty, truthfulness, and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, and have pupils repeat them in concert.

SECOND YEAR.—Same as first year. Insist upon neatness in work as well as in person. Encourage politeness to teachers and schoolmates. Teach table manners. Teach a few more maxims. Make use of little incidents that occur in the schoolroom and upon the playground, involving the question of right and wrong, to impress the moral virtues.

THIRD YEAR.—Illustrate, when possible, by incident or story, the evil effects of deceit, lying, stealing, tattling, idleness, whining. Teach forms of greeting; care for others' property; kindness; respect for age; prompt obedience; politeness; courage in doing right and defending the weak.

FOURTH YEAR.—Tell suitable stories, repeat maxims, insist upon general neatness, and pure and chaste language.

FIFTH YEAR.—Give conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Neatness in person, desk, books, papers, etc., should be insisted upon at all times.

SIXTH YEAR.—Teach energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose.—*Los Angeles Course of Study*.

Among the many handsome and useful calendars issued this season mention may be made of that from the St. John Business College, the Bank of New Brunswick, the E. R. Machum Company, the latter being a fine map of Canada in colours.

Memory Gems for January.

Here's a New Year's wish for all,
May we keep growing, you and I,
Learning sweet truths in sweetest way,
Living in sunshine every day.

—Susan Coolidge.

I cannot begin to tell you
Of the lovely things to be
In the wonderful year-book waiting,
A gift for you and me.

—Margaret Sangster.—

Come, white-winged snows, and over all
Like shreds of floating feathers fall,
And lightly lie!
So, by and by,
—Ah, by and by!—
Like blue flakes from an azure sky,
The April birds will fly.

Under the snowdrifts the blossoms are sleeping,
Dreaming their dreams of sunshine and June.

H. P. Spofford.

These winter nights against my window-pane
Nature, with busy pencil, draws designs
Of ferns and blossoms and fine sprigs of pine,
Oak leaf and acorns, and fantastic vines,—
Which she will make when summer comes again.

—T. B. Aldrich.

"Help one another," the snowflakes said,
As they cuddled down in their fleecy bed.
"One of us here would quickly melt,
But I'll help you and you help me,
And then what a splendid drift there'll be."

It is pleasant to think, just under the snow,
That stretches so bleak and blank and cold,
Are beauty and warmth that we cannot know,
Green fields and leaves and blossoms of gold.

I watch the snowflakes as they fall
On bank and brier and broken wall;
Over the orchard waste and brown,
All noiselessly they settle down.

—J. T. Trowbridge.

This is the way the snow comes down,
Softly, softly falling;
So "He giveth His snow like wool,"
Fair and white and beautiful.
This is the way the snow comes down,
Softly, softly falling.

Here's a New Year wish for all,
May we keep GROWING, you and I,
Learning sweet truths in sweetest way,
Living in sunshine every day,
Having fresh love for God, for good;
With child-like hearts which ripen still
To moderate wish and temperate will;
To conquest over self and mood.

—Susan Coolidge.

Is the road very dreary?

Patience yet!

Rest will be sweeter if thou art weary,
And after night cometh the morning cheery—
Just bide a wee and dinna fret!

The clouds have silver lining,

Don't forget!

And though he's hidden, still the sun is shining,
Courage instead of tears and vain repining,
Just bide a wee and dinna fret!

—Anna Shipton.

When trees are hung with lace,
And the rough winds chide,
And snowflakes hide
Each bleak, unsheltered place;
When birds and brooks are dumb—what then?
Oh, round we go to the green again!

Somebody did a golden deed;
Somebody proved a friend in need;
Somebody sang a beautiful song;
Somebody smiled the whole day long;
Somebody thought, "'Tis sweet to live";
Somebody said, "I'm glad to give";
Somebody fought a valiant fight;
Somebody lived to shield the right;
Was that somebody you?

—Selected.

The Will and the Way.

There's something I'll have you remember, boys,
To help in the battle of life;
'Twill give you strength in the time of need,
And help in the hour of strife.
Whenever there's something that should be done,
Don't be faint-hearted and say,
"What's the use to try?" Remember, then,
That where there's a will there's a way.

There's many a failure for those who win:
But though at first they fail,
They try again, and the earnest heart
Is sure at last to prevail.
Though the hill is rugged and hard to climb,
You can win the heights, I say,
If you make up your mind to reach the top;
For where there's a will there's a way.

The men who stand at the top are those
Who never could bear defeat;
Their failures only made them strong
For the work they had to meet.
The will to do and the will to dare
Is what we want to-day;
What has been done can be done again,
For the will finds out the way.

The First Snow-Fall.

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl.

I stood and watched by the window
The noiseless work of the sky,
And the sudden flurries of snow-birds,
Like brown leaves whirling by.

I thought of a mound in sweet Auburn
Where a little headstone stood;
How the flakes were folding it gently,
As did robins the babes in the wood.

Up spake our own little Mabel,
Saying, "Father, who made it snow?"
And I told of the good All-Father
Who cares for us here below.

Again I looked at the snow-fall,
And thought of the leaden sky
That arched o'er our first great sorrow
When that mound was heaped so high.

I remember the gradual patience
That fell from that cloud like snow,
Flake by flake, healing and hiding
The scar of our deep-plunged woe.

And again to the child I whispered,
"The snow that husheth all,
Darling, the merciful Father
Alone can make it fall!"

Then, with eyes that saw not, I kissed her;
And she, kissing back, could not know
That my kiss was given to her sister,
Folded close under deepening snow.

—James Russell Lowell.

School Discipline.

Paper By L. H. BALDWIN, read before the Carleton Co.,
N. B., Teachers' Institute, Woodstock, Dec. 16.

We have been told that school discipline is the securing of the right mental attitude on the part of the pupils towards the teacher, the school and its work. The pupils should respect their teacher, they should have confidence in him; they should feel that the work done in their school is of a high order, and should try to keep it always to the front.

I think at this stage it will be well to ask ourselves, how may such a condition be attained. I believe that the teacher's own personality, his life, his example both in school and out of it will count

for much. He should be to a great extent what he wishes his pupils to be. He should be kind, just, thoughtful, sympathetic; he should be able to govern himself. Above all, a teacher should be consistent. I do not believe in teaching the children that a thing is wrong unless my example is in accord with my teaching.

A teacher should possess good health and be endowed with an abundance of energy and resourcefulness. He should be able to detect mischief and check it with a glance, so that the majority of the pupils need know nothing of what has been going on. He should control his school more with the eye than with the voice. If the teacher speaks to a pupil for every offence, the whole school is interrupted; and it requires a greater amount of energy and skill to re-establish order than it does to keep it when once established.

However, when the teacher does speak he should speak clearly and to the point. For my own part, I prefer to say little, but to act vigorously when occasion arises. But if the work is well planned, if the time table is well thought out, and followed, the pupils will be too busy to indulge in much mischief.

Now I believe, that to get the best results from a pupil requires some little time and considerable study on the part of the teacher. In order to handle pupils properly the teacher must know them. By this I do not mean merely to know them as they appear in the school, nor as they are on the play ground, though it is well for the teacher to study them in both of these places. The teacher should study his pupils wherever he meets them, both in school and out of doors, on the streets and at public gatherings. I have gained much valuable information as to the characteristics of my pupils by observing their actions at a play, or at a public meeting of some sort.

In spite of all his skill the teacher encounters many difficulties. It is his duty to meet these as they occur and to overcome them. If he does not it will soon be known far and near, and the verdict goes out—"he is no good." As I have said before the difficulties are numerous. Among the pupils are to be found, if the school is large, the boy or the girl with a strong will, who is master at home, and determined to have his own way in school. With this pupil, firmness will be necessary, and it may even be necessary to take him by the coat

collar, to impress upon his mind the fact that he must be obedient. Then there is the mischievous boy. A well arranged programme will suffice here. He will expend his superfluous energy on his work. There is the pupil who would like to make trouble, but who is cowardly. If he has witnessed the punishment meted out to the first, all he will require is a glance. There is the sly chap, who imagines that his deeds are hidden from the teacher's eye. I have found that a good shaking, with little said, the shaking to be given when the pupil is engaged in some underhanded act will work wonders. Again there is the sullen boy or girl upon whom the teacher must exercise a great deal of tact, unless he wishes to appear partial. And last but not least, there are a few straightforward boys and girls, who really wish to be taught and who prove a source of help when help is most needed.

The teacher should get acquainted with the parents. And if he cannot find time to visit all of the homes, he should make the parents feel, whenever he meets them, that he wishes to be friendly, and has the welfare of the children at heart. I have found that when parents and teacher are in sympathy, half the battle is won. But where this is impossible, in a very few cases, the pupils must conduct themselves according to my will.

A teacher should profit by his own mistakes. The errors made in one district should not be repeated in the next. By being watchful we can detect many of our failings, and when we know what our weaknesses are, it is necessary only to think out a cure.

I do not believe it is wise, at the beginning of one's career in a district, to tell the pupils that they must not do a number of things. I open school and go about my work as if the pupils know what is right and are going to do it. And I have not yet been disappointed in the result.

If anything unusual occurs, I think we should ask ourselves—Why did this happen?—Whose fault was it?—How could I have prevented it?

And yet, after doing our best, there are some days when the pupils will get restless. The teacher's resourcefulness will come into play now. A change of work, a talk on current events, a few minutes at mental arithmetic, or perhaps best of all physical exercises or singing with a change of air will restore the school to its normal condition.

Education's Weak Link.

We presume that a perfect schoolhouse, with perfect appointments, presided over by a perfect teacher, attended by perfect pupils, and controlled by perfect machinery, would constitute a perfect school. To contend that such an institution exists outside of Utopia would be, we might add, perfect nonsense. . . . Hence, when the shortcomings of a number of pupils of the public schools are pointed out, it by no means is synonymous with a condemnation of the whole system. The question would be whether any other system affecting such a vast number of children of all grades of intellect and capacity will show better results. The public school cannot pick its pupils, but must accept all comers. The point then naturally occurs to know whether there are great and ineradicable defects in all systems of education hitherto devised; and whether the trouble is with the system, the teachers or the pupils. We, ourselves, are inclined to think that the ideal system is yet to be devised, and even if it were, neither ideal teachers nor ideal pupils would be found in ideal profusion. In short, like all other human institutions, our public schools must fall short of perfection. The stupid and the inattentive scholar will be always in evidence. There is, however, ample room for improvement in every school system now extant.—*Halifax Recorder*.

"Don't," said Lady Lacland to the American heiresses she was about to launch in London—"don't say clerk when you mean shop assistant. A clerk is a writer, not a salesman. Pronounce it 'clark,' by the way.

"Don't say 'mad' when you mean 'angry.' Madness is insanity.

"Don't say 'on' a street, but 'in' a street.

"Don't say 'it is claimed that So-and-so.' Say 'it is declared,' or 'it is stated.' Why? Oh, because 'it is claimed' is an Americanism. In good Oxford English the expression is neither written nor spoken.

"Don't say 'pat-ent.' Say pay-tent.'"

To belittle teachers is national suicide, for belittling them means belittling the children of the nation which is its hope.—*Principal J. W. Robertson*.

It is proposed to deepen the canal through Loch Lomond, so that ships of war can pass through it. This will cost over a hundred million dollars.

Three Little Kittens. (A Fact.)

Three little kittens, so downy and soft,
 Were cuddled up by the fire,
 And two little children were sleeping aloft,
 As cosy as heart could desire;
 Dreaming of something ever so nice—
 Dolls and sugar-plums, rats and mice.

The night wore on, and the mistress said,
 "I'm sleepy, I must confess,
 And as kitties and babies are safe in bed,
 I'll go to bed, too, I guess."
 She went upstairs, just a story higher,
 While the kittens slept by the kitchen fire.

"What noise can that be?" the mistress said.
 "Meow! meow!" "I'm afraid
 A poor kitty-cat's fallen out of bed!
 The nice little nest I made!"
 "Meow! meow!" "Dear me! dear me!
 I wonder what can the matter be."

The mistress paused on an upper stair,
 For what did she see below?
 But three little kittens, with frightened air,
 Standing up in a row!
 With six little paws on the step above
 And no mother cat to caress or love!

Through the kitchen door came a cloud of smoke!
 The mistress, in great alarm,
 To a sense of danger straightway awoke:
 Her babies might come to harm.
 On the kitchen hearth, to her great amaze,
 Was a basket of shavings beginning to blaze.

The three little kittens were hugged and kissed,
 And promised many a mouse;
 While their names were put upon honour's list,
 For hadn't they saved a house?
 And two little children were gathered tight
 To their mother's heart ere she slept that night.

—*House and School Visitor.*

It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils in our schools. This is the direct result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some states as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible, as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed.—*Recommendation of Nat. Educ. Association, 1908.*

Making Passe-Partout Frames.

The art shops now have on sale the materials for making passe-partouts, in the way of coloured cardboard for the mat, and granulated paper, corresponding in tint, for the binding. The glass may be purchased for a few cents at a glazier's or paint shop, where it will be cut to any required size.

Measure the size of the picture selected, and calculate an appropriate size for the mat, making the measurements all around equal, drawing the lines by a correct rule, and allowing the inside edges of the mat slightly to overlap the edges of the print, so that it will be well covered. Cut out the mat, carefully following the pencil lines with a specially sharpened knife or the point of an ink-eraser. Trim off any ragged or uneven edges with sharp scissors, and fasten the mat to the print with paste at the outer edges, laying it under a weight to dry. It is rather a difficult matter to cut the mat accurately, and it is better to have it done at a shop where pictures are framed.

For the back, cut a piece of heavy pasteboard the exact size, and mark off one or two tiny slits, according to the size of the picture, two-thirds of the distance from the top. Small brass rings are used for hangers and are strung on narrow ribbon about two inches long. The ribbon, doubled over the rings, is passed through the slits and gummed down on the inner side of the back. Now glue the mat to the back, bringing all edges evenly together, and again lay it under weights to dry. In the meantime cut strips from the binding paper about seven-eighths of an inch wide, no less. Lay all parts evenly together, and bind them lengthwise with strong cord to hold them firmly. Gum the binding strips, and press smoothly and evenly along each side of the glass at about a quarter-inch width, then bind the edges over on the back, and smooth them down as firmly as possible. Remove the cord, bind the top and bottom in the same manner, and carefully mitre the corners.

The cardboard may be bought for twenty cents a sheet and the binding paper for five cents, and five or six prints of moderate size may be framed from one sheet. Library paste is the best to use, as it dries quickly and the paper never loosens afterward.—*N. Y. Tribune.*

Valentines.

Such valentines as appeal to children's love of the mysterious will be most acceptable. Here are a few, known perhaps to many:

1. Fold the shawl pattern three times over. Then, with the centre considered as the apex of a right-angled triangle, begin at the base to cut lines horizontal to that base one-eighth inch apart, beginning alternately first at one side, then at the other. The result is what in our childhood we called a spider-web. In the centre of a square of equal size paste a flower or white dove (sheets of scrap pictures can be bought for a few cents each, and one or two sheets serve for an entire kindergarten). Then paste the cut paper upon the square and the child will lift the centre and peer through the slits at the half-concealed picture with the greatest delight. Silver or gilt paper is pretty for this. A circle can be used instead of a square.

The younger children can make a similar valentine, but a simpler one, by folding and cutting out openings of various shapes according to the regular school of such work, and then pasting pictures in the spaces between.

Decalcomanies can also be used for decoration.

A valentine never seems to us a really truly valentine (such is the force of memory and custom) unless it is made of the lace paper characteristic of the valentines of my childhood. Are there others who feel the same way? Lace paper can be secured by stripping cardboard soap-boxes or by buying the paper doilies found in bakeries.

Heart Triptych.—Fold a square of paper once; open and fold the right and left edges respectively till each meets the middle crease. With the two last folds still in position, fold in the first crease once more. Hold the paper by the bottom of the lower crease and cut a long slanting line to the right hand edge. A short distance from the top begin to cut the curve which, when opened, will make one-half of the top of a heart. The resulting form will be a heart having a folding door on each side. A picture pasted inside will be revealed when the doors are opened. Show the children the necessary folds and cuts and let them experiment till they can make the right ones themselves.

Cut a series of hearts and string them together with pretty ribbon.

Cut two hearts, one somewhat larger than the other, and attach the smaller to the larger by a narrow paper folded several times so that one will be raised a short space above the other.

If hearts are cut of comparatively good size there will be good opportunity for broad movements in making surface washes with water-colours.

Wall paper, with pretty flower designs.—Cut the flowers out and use as fancy and taste suggest.

Valentine Game.—One kindergartner evolved the following game for the valentine week: A valentine must come from some unknown friend. Therefore the giver must conceal his identity. The children stand in circle, each representing a door of a house. Eyes are closed. The giver of the imaginary valentine steals softly up to one of the circle, tapping lightly on the outstretched hands and skimming quickly away to be chased by the one touched. It is only a modification of a well-known game, but the children thoroughly enjoy it with its mystery and surprise.

A post-office sequence involving the home, the street, the lamp-post with mail box, the mail-cart, the large post-office, can be worked out with gifts. A mail-cart can be made of cardboard modeling. The postman's large bag can be made of cardboard.

There is a good postman song in *Holiday Songs*, by Miss Poulsson.—*Kindergarten Magazine*.

Winter in Victoria, B. C.

Here is no sharp extreme of biting cold;
No deluge drear from lowering cloud outpours;
No boisterous, rasping wind his fury roars;
Nor is the land gripped in the Frost King's hold.
The sky is blue; dull green the grassy wold;
The sable crow calls loudly as he soars
From the dark festooned fir, to where in scores
His mates the gnarled oak's writhing arms enfold.

The rose still shows late hips of yesteryear;
The glistening holly flaunts her berries red;
Afar, through purple mists the hills appear;
While smiles the warm, benignant sun o'erhead.
Nature's not dead; she does but gently sleep;
List, Spring's sweet call; the bud's begin to peep.
Donald A. Fraser, in the January Canadian Magazine.

The friends of the REVIEW helped to swell its subscription list in December by more than one hundred new subscribers—a very welcome Christmas gift.

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

THE TWENTY - FOURTH ANNUAL SESSION WILL BE HELD AT
Liverpool, N. S., July 13th to August 3rd, 1910.

In the school prominence is given to Nature Study and Physical Culture. All the Physical Sciences required in the schools of the Maritime Provinces are taught at the Summer School.

Ten (10) scholarships of from \$5.00 to \$20.00 are offered for competition. Liverpool offers many attractions of climate and scenery for a Summer School. The school is an inexpensive one.

Calendars of the school can be had on application to the Secretary,

J. D. SEAMAN,
63 Bayfield Street, Charlottetown, P. E. I.

Wasting Time.

Teachers have frequently abused the caution to be thorough. Keeping at a thing is not thoroughness. Psychology and common sense have demonstrated that there is a point where the pursuit of a particular activity becomes fruitless. Technically it is known as the fatigue point. Disregard of it leads to listlessness, carelessness and superficiality. Hence it is the opposite of thoroughness. The teacher who trains pupils in habits of honesty and responsibility keeps within the limits marked by fatigue conditions.

If Dr. Rice is right in saying that fifteen minutes is a reasonable time-allowance for spelling, the holding on to spelling for an hour at a time cannot be excused on the plea of thoroughness. There are more fitting words to characterize this waste.

In order that the pupils may do the best work they are able to do, the conditions must be right. An exhausted mind is not a responsible one.—
School Journal.

Tree Autographs.

Each tree in winter writes its autograph upon the sky. Sometimes the page upon which it is recorded is blue; again it may be white, or even assume the red or golden tinge of sunset. The sign-manual of every tree is individual and peculiar. The expert reads it as he would the handwriting of a friend. Rarely is he in doubt.

The American elm, one of our noblest trees and especially characteristic of New England, writes its name with a flourish. All sorts of ornamental lines

and even illumination adorn its sign manual. One never doubts its high birth and association.

Contrast the writing of the English elm. It has a business-like, sturdy, practical hand; our own a more graceful, even imaginative one. Again, the oaks as a rule show signs of a mercantile education. The letters are clear, decisive, and bold. On the other hand, we fancy the honey-locust is a military or at least a militia fellow, whose swords and bayonets intrude even upon his writing. Note his many exclamation points. See how zig-zag are his characters like the "parallels" of a siege.

. . . The maples show even a boarding-school kind of composition. The sentences are well arranged and punctuated; the letters rounded and erect. The beech is a self-contained writer, very proper and pointed in style. . . .

We cannot continue to record the individualities of the many different trees. The catalogue would be as heavy as the list of ships in the Iliad. We can, however, well believe that character, habit, disposition, temper, inherited traits are recorded in these various autographs. The tree, like the man cannot escape himself or his foibles. All the more necessary is the personal struggle for salvation.—
William Whitman Bailey.

Prof. Jenks in a lecture at Cornell University, U. S. A., said that it had been demonstrated by investigations carried on for nine years that school-boys and students who did not use cigarettes gained in physical development 25 per cent more than cigarette smokers.

Did You Meet Them?

Two little Tempers went their way
Through town and country, one winter day.
One, like a queen, wore a golden crown,
And the fairy Sunshine, had spun her gown:
And she gaily tossed, as she danced along,
A largess of smiles, good cheer and song.

The other one wore on her brow a cloud,
And her voice was fretful, and cross and loud;
And said, 'There's an east wind passing by.'
And she scattered about, in the frosty air,
Quarrels and bickerings, everywhere.

Both had followers in their train,
Earning their wages, pleasure and pain.
And Time took snapshots of each and all.
And hung the pictures on Memory's wall.
Sunshine and shadow, gloom and cheer;
Which will you walk with today, my dear?

—*Congregationalist and Christian World.*

CURRENT EVENTS.

The death of Leopold II., King of the Belgians, which occurred on the 17th of last month, has placed his nephew on the throne of Belgium, with the title of King Albert I. The new king will rule over a population in the home land as large as that of Canada, and about twice as many in the Congo State. The late king, during his lifetime, was much abused by the foreign newspapers, both for his private life and for his rule in the Congo; but the Belgians regarded him as a good king, and it is certain that the little kingdom was very prosperous during his reign.

Zelaya has resigned his office as President of Nicaragua, and has been succeeded by Dr. Jose Madriz, who is elected president by the unanimous vote of Congress. Meanwhile, the insurgents have defeated the government troops in battle, and the ex-president has fled to Mexico. The contending parties are trying to come to terms of agreement, lest the United States intervene and take possession of the country.

The laws for the protection of birds have been so well enforced in Massachusetts that only eleven cases of their violation were reported in the past year. One result of "bird day" in the schools of the state of Victoria, Australia, is the enrolment of fifty thousand children as members of a society for the protection of birds.

The customs revenue of Canada last year reached nearly sixty million dollars, and the amount collected in December was greater than in any previous month in the history of the Dominion.

The new anæsthetic, stovaine, is said to have been in use in the Montreal General Hospital for the last four

years, though its wonderful results were not widely known until the recent visit of its discoverer to the United States.

It is estimated that twenty-eight million dollars were expended in railway construction last year in Western Canada.

The population of British Columbia has doubled within the last ten years, and is now nearly three hundred and fifty thousand. Here, as in the prairie provinces, a large proportion of the new arrivals are immigrants from the United States.

The number of post offices in Canada increased five per cent last year, and the postal revenue four per cent.

The Canadian canal system affords a minimum depth of fourteen feet from Lake Superior to the head of ocean navigation at Montreal. The expenditure on these canals since Confederation aggregates nearly one hundred and twenty-four million dollars.

The second class cruiser "Rainbow" has been purchased from the British admiralty to be used as a training ship for the new Canadian navy. She will be sent to the Pacific coast.

Grain shipments from Canada in 1909 were much larger than in previous years; and, owing to the improved railway facilities, the grain was moved much more rapidly.

It will surprise many to learn that Argentina exports more wheat than Canada; and it is stated that in wheat alone our South American rival's output is about double that of our country. Siberia is another rival of Canada in this respect; but, while the Argentine winter is shorter and milder than ours, that of Siberia in some parts is more severe.

In its forests Canada is unrivalled, and there are immense forest tracts still unexplored. It is proposed that a department of forestry should be established by the Canadian government for the better protection and development of this great natural source of wealth.

The great viaduct at Lethbridge, in southern British Columbia, where the Canadian Pacific crosses the Belly River, is over a mile in length, and is three hundred and fourteen feet above the bed of the stream. The bridge over the Zambesi River, at Victoria Falls, is higher, but not so long; the Tay bridge is twice as long, but only fifty feet above the tide.

An interesting story of white men coming in a "house from the sky," is brought from the far north by a returning missionary priest, who had heard of it among the Eskimos. It is thought that this house may have been the Andre balloon, of which nothing was known after it disappeared from view at Spitzbergen some years ago.

The results of the London conference respecting maritime rules of war, in which ten leading powers took part, are now made public. Among the things settled are the rights of neutral vessels, the laws of blockade, and what constitutes contraband of war. Disputes are to be settled by the International prize court provided for by the last Hague conference.

FIRE INSURANCE.

INSURE WITH

THE SPRINGFIELD FIRE AND MARINE INSURANCE COMPANY

Established 1849. Cash Assets Eight Million Dollars.

KNOWLTON & GILCHRIST, 132 Prince Wm. Street, ST. JOHN, N. B.

Applications for Agencies invited from Teachers.

Gen. Agents Maritime Provinces

Show your friends this copy of

**The
Educational
Review**

Ask them to subscribe for their home paper. It will help them.

The great gold mines of the Rand district in South Africa are said to have reached the limit of their development, and the output is beginning to decline.

A wind turbine, mounted on a steel tower, is in successful operation in England, supplying a farm house with light and power. It may not be long before all farm houses can be so supplied.

The United States and Chile have agreed to refer a long-standing dispute to King Edward as arbitrator. The dispute involves certain mining rights in Chile.

The dryness of the South African climate is favorable to the growth of maize, and that country will shortly take its place as one of the leading grain exporting lands of the world.

The street railway fare in some parts of England is now only a farthing; and the farthing coin, which had almost gone out of use, will thus become current again.

The Danish scientists, to whom Dr. Frederick A. Cook, the American explorer, at length submitted his supposed proofs of his discovery of the North Pole, have decided that Dr. Cook has failed to prove his claim. In the meantime, the National Geographical Society of the United States has decided that Commander Robert E. Peary has given satisfactory proofs that he has reached that spot, and he is triumphantly hailed as the discoverer of the North Pole, while Dr. Cook is denounced as an imposter.

How Dr. Cook's description of the place happens to agree so well with Commander Peary's is something yet to be explained. Captain Amundsen, who was well acquainted with Dr. Cook, says that if he is a swindler, he must have changed his character in the past ten years. Whether either of the hardy explorers really reached the Pole is a matter of little consequence, as they took no scientist with them to bring back records worth the risk.

The Royal Society and the Royal Geographical Society will contribute funds for Captain Scott's Antarctic expedition. Conditions at the South Pole, as found by Sir Ernest Shackleton, are more favorable to scientific exploration than at the North Pole; as there is a land surface there, instead of a frozen sea.

Next to the reported discovery of the North Pole, the greatest event in polar exploration last year was Lieutenant (now Sir Ernest) Shackleton's unsuccessful attempt to reach the South Pole, an account of which has just been published in book form. On the 9th of January, when within a little more than a hundred miles of the Pole, they were obliged to turn back for want of food, and face the dangers and hardships of the long return journey. They were then on a plateau over ten thousand feet high—the

highest in the world—and they judged that the Pole itself lies somewhere on this plain. Several chains of mountains were found; and on the plateau there were traces of coal. The book is full of interesting descriptions and illustrations, and includes an account of the ascent of Mount Erebus by some of the members of the party, and the valuable scientific results of the expedition.

The Celtic Association, a union of Irish, Scotch, Welch, Breton, Manx and Cornish folk who are interested in the language and history of the ancient race, will hold a congress and exhibition at Brussels this year, which promises to be an important meeting. Excavations at Tara, the ancient capital of the Irish kings, will by that time probably have brought to light many relics of the early days.

Neon, a newly discovered gas in our atmosphere, is thought to be the cause of the aurora borealis.

Schools have been established in every part of the Chinese Empire, under teachers who have studied in Japan, Europe or America. Popular education is a strong feature of the new movement in China. Among the latest reforms proposed by the Prince Regent is said to be the adoption of European costume and the abolition of the queue.

A Tennessee inventor claims to have solved the secret of perpetual motion. An English inventor, though he does not make this claim, has constructed a machine that works in an exhausted glass tube, under the influence of a fraction of a grain of radium, which, it is calculated, will continue to give out sufficient energy to keep the machine in motion for ten thousand years.

It is expected that by a new electrolytic process iron objects can be made by iron taken directly from the ore bed, without mining.

Much of the illuminating power used in lighting our dwellings is wasted by the use of wall coverings that absorb light. Someone has figured out that the people of the United States waste millions of dollars a year in this way. A clean yellow painted wall is found to have the greatest reflecting power.

It is believed that trawl fishing in deep waters would be profitable, and that some species of fish not now used for food might be taken in that way. The Norwegian government has sent a steamer to engage in deep-sea exploration from the Canary Islands to the Faroes with this matter in view.

The success of turbine steamers is assured. Japan has now the fastest steamship on the Pacific. It uses turbine engines and oil fuel, and has a speed of twenty-three knots an hour.

REVIEW'S QUESTION BOX.

A correspondent asks for the history of the origin of the maple leaf as Canada's national emblem. The following note has been sent us:

The French Canadians early in the history of the country, accustomed to extracting the sap of the maple tree, felt very kindly towards the tree itself. Early French travellers among the Indians, spoke of maple sugar as manna. Perhaps this honest affection for the maple caused the habitants to adopt the leaf as the floral emblem of the Jean Baptiste Society, founded in 1834. On the monument raised to Duverney, the founder of that Anti-English society, is sculptured a wreath of maple leaves. After the rebellion of 1837, the students of history and literature in Upper Canada, in a time of comparative leisure and peace found time to cast about for an emblem like the rose, shamrock, thistle and lily, and thought they showed both good taste and astuteness in seizing upon the maple leaf. A work of Canadian miscellany of several volumes published at Toronto, in 1847, and edited by Dr. McCaul, flames with the maple leaf. Its title is "Maple Leaves." Scrolls of maple leaves adorn the cover, there is a graceful reference to the maple leaf as Canada's emblem in the preface, and the third volume contains the following verse:

Hurrah for the leaf, the Maple Leaf!
Up, Foresters, heart and hand,
High in Heaven's free air waves your emblem fair,
The pride of the forest land.

The College of Heralds in preparing the arms of the Dominion of Canada, blazoned the maple leaf on those of both Ontario and Quebec.

It is said that the wearing of the maple leaf on an "occasion" was first noticed in Toronto at the time of the visit of the Prince of Wales (King Edward) in 1860.

Another correspondent asks a question relative to the title of Queen, as borne by the wife of the King of England. He says: "I claim that the wife of the heir to the throne of England does not take the title of Queen by right of marriage. . . . I do not remember that the wives of any of the Kings were called Queens."

The Century Dictionary gives as the first meaning of "Queen,"—"The Consort of a King." Blackstone, the great legal authority, says: "The Queen of England is either queen-regnant, queen-consort, or queen-dowager. A queen-consort, (as regards taxation) in all cases where the law does not declare her exempt, is upon the same footing

with other subjects of the King. In point of security of life and person, she is on the same footing with the King. It is equally treason to compass or imagine the death of our lady the King's companion as of the King himself."

Notes and Queries, Series 8, vol. 1., has the following note: "The Queens Consort of England, commencing with Matilda of Flanders, wife of William the Conqueror, and ending with Adelaide of Saxe-Meningen, wife of William IV, number thirty-five in all."

Queen Alexandra, then, makes the thirty-sixth in the line, all of whom had the right to the title of Queen, and most of whom were crowned. As to the wives of Henry VIII, to whom our correspondent refers, Catherine of Aragon and Anne Boleyn were anointed and crowned. So careful was the King, we are told, to have all honour done to Queen Ann, that he did not appear by her side on her coronation day, that she alone might be the recipient of honours. Jane Seymour was "formally introduced as queen, on May 29th or 30th, 1536." The date for her coronation was set, but deferred on account of her health, and she died during her confinement (she was not "put to death") without having been crowned. There are extant two documents signed by her "Jane the Quene." Catherine Howard and Catherine Parr appear not to have been crowned, but they had "the name and dignity of Queen." The latter acted as regent during the King's absence in France, signing herself, "Kateryn the Quene Regente." As for the wives of the Kings not being called "Queen" in English histories, that is largely a matter of their respective importance. Some queens are rarely mentioned at all; but we are all familiar with the names of Queen Philippa, Queen Charlotte and Queen Caroline, and there are doubtless people living who can remember hearing Queen Adelaide prayed for in church, as we now pray for our gracious Queen Alexandra.

C. Z. E.—Can you, or any of your correspondents, tell me where I will find a poem in which this line occurs:

"It was Horace, he who won the College Cup."
It is a temperance poem.

E. J. M.—Would you kindly publish in the REVIEW the names of the members in the cabinet of Sir Wilfrid Laurier?

Prime Minister—The Right Hon. Sir Wilfrid Laurier, G. C. M. G., P. C.

Minister of Trade and Commerce—The Right Hon. Sir Richard J. Cartwright, G. C. M. G., P. C.
Secretary of State—Hon. Chas. Murphy.

Minister of Justice—Hon. A. B. Aylesworth, K. C.

Minister of Marine and Fisheries—Hon. Louis P. Brodeur.

Minister of Militia and Defence—Hon. Sir Frederick W. Borden, K. C. M. G.

Postmaster General—Hon. Rudolphe Lemieux, K. C.

Minister of Labour—Hon. W. L. Mackenzie King.

Minister of Agriculture—Hon. Sydney A. Fisher, B. A.

Minister of Public Works—Hon. Wm. Pugsley, D. C. L.

Minister of Finance—Hon. William S. Fielding.

Minister of Railways and Canals—Hon. George P. Graham.

Minister of Interior and Superintendent General of Indian Affairs—Hon. Frank Oliver.

Minister of Customs—Hon. William Peterson.

Minister of Inland Revenue—Hon. W. Templeman.

Not in the Cabinet: Solicitor General of Canada—Hon. Jacques Bureau.

Inquirer: Henry Frowde, Oxford University Press, Amen Corner, London, E. C., is the publisher of Palgrave's Golden Treasury and Selected English Essays, price, one shilling net. Every book from the Clarendon press is well bound, well printed and on good quality of paper.

SCHOOL AND COLLEGE.

The Executive of the Provincial Teachers' Association of Prince Edward Island is petitioning the legislature of that province to provide for the better training of teachers and pupils in subjects bearing on agricultural pursuits.

Rev. Dr. Trotter, formerly president of Acadia college, has been appointed professor of homilectics and systematic theology in McMaster University, Toronto.

Physical and military training will be taught in the Kings county, N. S., Academy, this winter by an instructor from the military headquarters at Halifax, if negotiations now in progress are satisfactorily completed. This will enable students who intend to teach to obtain the certificate which is now necessary for all who seek a license higher than third class, and will save them the expense of a three weeks' course at Truro next summer.—*Kentville Advertiser*.

The resignation of Miss May McDonald as a teacher in

the Chatham public schools has been accepted. Miss McDonald is one of Chatham's best teachers, and has been a favorite with pupils, trustees and parents. If she is taking a class of one, it is to be hoped that she will find it prompt, agreeable and—obedient. — *Chatham, N. B., World*.

Writing to the *Port Hood Greetings*, a former Nova Scotia minister, Rev. R. S. Stevens, has the following reference to a brother of Dr. A. D. Smith of Mount Allison: "At Moosomin is Mr. E. B. Smith, formerly principal of the Port Hood Academy, but now principal of a splendid provincial institute. He is doing excellent work. He is a good contribution to western citizenship.—*Sackville Tribune*."

Mr. J. A. Bannister, of the Sackville high school, has taken up special work in manual training at the Normal School at Fredericton.

Rev. Dr. Boulden, M. A., D. C. L., the beloved president of Kings College, Windsor, died on the 9th December, after a long illness. He had been president of Kings for nearly four years, and during that time had greatly endeared himself to the students and friends of the institution. His last message to the young men of Kings was: "Be strong; live clean lives." The writer well remembers when a little more than a year ago, Dr. Boulden returned from the hospital at Montreal, his devoted students gathered around him and bore him to his home, hoping that he had been cured of his disease. Dr. Boulden was born in England in 1858, and he first came to Canada twenty-eight years ago. His excellent work in Kings revived the old college, and tended to give it a foremost place in educational work in the Maritime Provinces.

The Educational Institute of New Brunswick will meet in St. John on the last three days of June next.

Mr. H. G. Hartman, for the last year and a half professor of philosophy and ethics at Acadia University, has resigned. It is expected that his subjects will be taken by President Cutten, who will begin his duties in February.

Mr. H. F. Perkins, Ph. B., who has been principal of the Prince Albert, Sask., school of three departments, for more than two years, is well known in New Brunswick as a successful teacher. Last year over eighty per cent. of his class passed the high school entrance examination in July.

RECENT BOOKS.

Weaving for Little Children is a happily conceived and useful book for those teachers who would adopt some inexpensive form of manual training for the lower grades of schools. The book is clearly illustrated, well printed and bound. Price 2s. Geo. Philip & Son, 32 Fleet Street, London.

Tales of Wonder and *Folk-Stories* are two little paper covered books in "Black's Supplementary Readers." The first contains stories selected from Hawthorne's *Wonder Book* and *Tanglewood Tales*, and the latter from Grimm's *Fairy Tales*. These are favourite stories, perhaps more fascinating than those now prepared for children. Price 6d. each. Adam and Chas. Back, Soho Square, London.

N. B. School Calendar, 1910.

March 24th—Schools Close for Easter Vacation.

March 30th—Schools open after Easter Vacation.

May 18th—Loyalist Day, (Holiday in St. John City.)

May 24th—Victoria Day.

May 25th—Examinations for Teachers' License, (French Department.)

May 31st—Last day on which Inspectors are authorized to receive applications for Departmental Examinations.

June 10th—Normal School Closing.

June 14th—Final Examinations for License begin.

June 18th—Annual School Meetings.

June 30th—Schools close for the Year.

OFFICIAL NOTICES.**THE USE AND SALUTATION OF SCHOOL FLAGS.**

(Approved by The Board of Education.)

(a) The use of the flag:—

(1) That the flag be displayed over the school building throughout the day (except in case of a severe storm) on: Dominion Day, July 1st; Labor Day, First Monday in September; The King's Birthday, November 9th; St. Patrick's Day, March 17th; St. George's Day, April 23rd; St. Andrew's Day, November 30th; Victoria Day, May 24th; Empire Day.

On any day specially proclaimed by authority as a day of national rejoicing.

On the anniversary of the Landing of the Loyalists in St. John, or in any town, parish, or district where that event is celebrated.

(2) To be raised during school hours, or displayed in the school room: On the first day of each school term; on public examination day; on Arbor Day, and other school festivals.

(3) To be raised at play hour, by the pupils, and remain flying until close of session: On any day after the first day of the term when every pupil enrolled is present; on the occasion of an official visit by the Chief Superintendent or other members of the Board of Education, or the Inspector.

(4) To fly during school hours in fair weather on the anniversary of battles in which British or Canadian forces were

MAPS, GLOBES, BLACKBOARDS, SCHOOL DESKS

E. N. MOYER CO., LIMITED.
TORONTO, ONT.

FIRE INSURANCE.

Western Assurance Company of Toronto. London Assurance Corporation of London, Eng
Incorporated 1851 Established 1720

Capital paid up \$2,500,000.00

Capital \$4,000,000.00

Insure with these strong, reliable Companies. Represented by

R. W. W. FRINK, - 96 Prince Wm. Street, - ST. JOHN, N. B.

Agencies throughout the Maritime Provinces.

SHORT ROUTE

BETWEEN

HALIFAX

Maritime Province Points

AND

MONTREAL

W. B. HOWARD, D.P.A. C.P.R. ST. JOHN, N. B.

CANADIAN PACIFIC

BETWEEN

MONTREAL & VANCOUVER

"IMPERIAL LIMITED"

Leaves Montreal Daily at 10.10 a. m. Coaches and Palace Sleepers to Vancouver.

"PACIFIC EXPRESS"

Leaves Montreal Daily at 10.30 p. m. Coaches Palace Sleepers and Tourist Sleepers to Vancouver.

victorious in the defence of Canadian territory, such as the repulse of Arnold at Quebec, the battles of Queenston Heights, Stony Creek, Chrysler's Farm, Chateauguay, Lundy's Lane, and Ridgeway.

(5) To fly at half-mast: On receipt of news of the death of the Sovereign or an Heir to the Throne; on the death or burial of a Governor General of Canada, Lieutenant Governor of the Province, or Premier of the Dominion or Provincial Government; during the funeral of the Warden of the county, the Mayor of the town, a member of the Board of School Trustees, or any member of the school.

(6) With the approval of the School Trustees, to be placed at half-mast as a token of sympathy: Upon the death of the sovereign or chief magistrate of any people with whom our country is at peace.

(b) Salutation of the Flag:

(1) The pupils being assembled in the school room or school yard, the flag to be held aloft by the teacher or senior pupil in a prominent position, the military salute shall be given (bring the right hand, palm to the front, smartly to the right side of the forehead, the elbow kept well back, eyes looking to the flag, then all drop the arms together) and the pupils shall repeat "Emblem of Liberty, Truth and Justice—Flag of my Country, to thee I bow" (all bow to the flag). Then the National Anthem shall be sung. In fine weather where there are suitable school grounds, the flag may be saluted when being hoisted.

It is recommended that where new

flags are required, that the Union Jack shall be procured.

That the flag shall be saluted at least once a week.

HIGH SCHOOL LITERATURE COURSE.

(Beginning July 1st, 1910.)

GRADE IX.—Gray's and Cowper's poems (omitting critical study of the "Task"); Tom Brown's School Days at Rugby, (Hughes).

GRADE X.—Palgrave's Golden Treasury, Book IV.; Macaulay's Essay on Clive; Quentin Durward (Scott).

GRADE XI.—Shakespeare's "As You Like It"; Palgrave's Golden Treasury, Book II. (omitting Lycidas, L'Allegro and Il Penseroso); Addison's de Coverly Papers; Blackmore's Lorna Doone.

Theme and Essay work in all grades.

Nearly all the above literature may be obtained in MacMillan's Pocket Classics Series, price twenty-five cents, with notes.

HISTORY COURSE FOR HIGH SCHOOLS.

(To take effect July 1st, 1910.)

GRADE IX.—Modern—(special oral lectures upon Constitutional History of Great Britain and Canada).

GRADE X.—Mediaeval.

GRADE XI.—Ancient.

TEXT—Myers' General History.

W. S. CARTER,
Chief Supt. Education.

F'ton, N. B., Jan. 5, 1910.

Raffia and Reeds

These materials are being used more extensively than ever before. Our business for these lines has increased remarkably. This is no doubt partly due to the fact that we carry a large supply of No. 1 quality Raffia, selected stock, both plain and colored. Eight colors to choose from, all clean and bright. Our Reeds are of best quality. Put up in $\frac{1}{2}$ lb. and 1 lb. bundles. Prices f. o. b. Toronto.

RAFFIA, Plain.....	Per lb. \$.25
“ Colored.....	“ .50
REEDS—No. 1, Fine.....	“ 1.00
“ No. 2, Medium.....	“ .85
“ No. 3, Medium Coarse.....	“ .70
“ No. 4, Coarse.....	“ .60
“ No. 5, Coarse for Frames.....	“ .55
“ No. 6, Coarse for Frames.....	“ .50
Card Board Raffia Frames (two parts).....	Per doz. .15

Postage, .04

Write for Price List of Basketry and Construction Work Books and Supplies.

THE GEO. M. HENDRY CO., LTD., TORONTO, ONT.

CHAPMAN'S LOOSE LEAF BOOKS

The Standard Note Books for Canadian Schools

THE SERIES INCLUDES:

THE COLLEGIATE SCIENCE NOTE BOOK, THE COLLEGIATE DRAWING PORTFOLIO,
 THE COLLEGIATE BOOK-KEEPING PORTFOLIO, THE COLLEGIATE NATURE STUDY PORTFOLIO,
 THE COLLEGIATE COMPOSITION BOOK, THE MATHEMATICAL NOTE BOOK
 AND BOOKS FOR GENERAL EXERCISES.

Hundreds of Schools are now using our Books. That they give satisfaction is evidenced by the many enthusiastic testimonials we receive, and by the rapidly increasing demand. They are not an experiment, but after over six years of use, are now regarded as a necessary part of a student's equipment. Highly recommended and endorsed by leading educationalists. Arrange for their introduction in your classes in January.

FOR FULL PARTICULARS ADDRESS

A. & W. MacKinlay, Ltd., **The Chas. Chapman Co.,**
 Halifax, Wholesale Agents. London, Canada.

Concerning his early education, the Bishop of Manchester makes an interesting confession. It cost his father nothing, for the simple reason that he attended a free school. But the mathematics were taught by masters who had never studied the subject. "Consequently," says the bishop, "when I could not understand a rule I went to the master and asked him to explain it to me, and I remember to this day how he put on his black cap and his blackest frown, and said, 'Can Knox read?' I trembled and said, 'Yes, sir.' 'Then,' said the master, 'let him read the rule.' I proceeded to read it aloud to the whole class, and then he said, 'Let Knox go and do the rule.' That was all the explanation I got, and that led to a certain originality in my mathematics which, I am sorry

to say, has not been appreciated by eminent mathematicians."

An enterprising Scotch liquor dealer offered a prize for the best answer to a conundrum: "Why is my whisky like the bridge of Ayr?" A boy sent in, "Because it leads to the poorhouse," and the unprejudiced umpires gave him the prize. With even readier wit a Yankee saw the connection in a kindred case.

At a certain railway station an anxious man came to the door of the baggage-car, and said, "Is there anything for me?"

After some search among boxes and trunks, the baggage-master dragged out a demi-john of whisky.

"Anything more?" asked the man.

"Yes," said the baggage-man, "here's a gravestone. There's no name on it, but it ought to go with that liquor."

**Card Systems,
Loose Leaf Systems,
Duplicating Systems,
Self Balancing Ledgers.**

Modern methods of sifting out results.
Latest edition of Pitman's Shorthand.
These are some of our specialties.
Send for catalogue.



**S. KERR
& SON,**

Odd Fellow's Hall.

A CONTRACT FOR TEACHERS

"To Provide for Old Age."

This is one of the most important objects which you have to accomplish. You should at once make such arrangements that when you are advanced in years you will not be absolutely dependent on your own exertions for the necessities of life.

You can make these Arrangements in a Certain and Economical manner.

It will be to your advantage to secure particulars of a form of contract issued by the CONFEDERATION LIFE ASSOCIATION which will guarantee you an annual income for a term of years or for life, commencing at a fixed time in the future.

This contract also provides insurance protection, and should you die before the date the annuity commences, the payments will be made to your heirs.

Full particulars sent on application.

Confederation Life Association.

GEO. W. PARKER,
PROV. MANAGER
ST. JOHN, N. B.



**Everything
that is right
in
Stationery.**

BARNES & CO., ST. JOHN, N. B.

SLATE BLACKBOARDS.

CHALK CRAYONS, SCHOOL SLATES,
SLATE PENCILS, LEAD PENCILS,
SCHOLARS' COMPANIONS.

W. H. THORNE & CO., Limited,
HARDWARE MERCHANTS,
Market Square, SAINT JOHN, N. B.

EDGEHILL,

CHURCH SCHOOL
FOR GIRLS

WINDSOR, NOVA SCOTIA

INCORPORATED 1891.

The Bishop of Nova Scotia, Chairman Board of Trustees *ex officio*. The Bishop of Fredericton member of Board of Trustees

Lady Principal, Miss Gena Smith (late Lady Principal of King's Hall, Compton, P. Q.) formerly Headmistress of St. Stephen's High School Windsor, England, assisted by Eleven Resident Experienced Mistresses from England, three of whom are specialists in the Music and Arts Departments) Housekeeper, Matron and Nurse.

Extensive Buildings, with capacity for 100 Residents; Heated by Hot Water; Lighted by Electricity. Grounds covering eight acres, with Lawns for Tennis, Croquet, Basket Ball, Hockey, etc School Dairy and Laundry.

Preparation for the Universities

For Calendar apply to REV. H. A. HARLEY, M. A.

The Standard of the World

IN the manufacture of School Furniture we are many laps ahead of our competitors. For durability, honesty of construction, and superior points of merit, our goods **EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE**. Our New Patent "Ball Bearing" School Desks and all others. They are absolutely the ONLY School Desks ever made having a Permanently Noiseless Ball Bearing Seat Hinge.

This device is NOT an experiment, but has been thoroughly tested, and its practicality proved. Our combination "Ball Bearing" Adjustable School Desks is the greatest success ever achieved in School Furniture construction.

The time has passed when students must adjust themselves to the desks. Health and comfort demand that the desks should adjust themselves to fit the students.

That is why our Adjustable Desk should be in every school room in the land.

Write for Catalogue.

Canadian Office and School Furniture Co., Ltd.
PRESTON, ONTARIO, CANADA.