

PAGES

MISSING



"A MAY FLOWER"

From a Painting by Sir Joshua Reynolds

Nature Study in May.

This is the month for bright skies and nature study; but April, in its genial weather, anticipated May this year. This month so far has been cool, with some frost, and plants have delayed opening their flowers and leaves, except those very early ones that children welcome every spring with all the joy of discoverers. There are no other flowers that bring such lively feelings of pleasure as these early wild flowers. Children learn to know their haunts, and long remember the places where the first may-flower or the first violet was found.

A bird observer tells the REVIEW that the migrating birds came this year few and scattering and not in such large flocks as usual. Has this been the experience of other observers throughout the Maritime Provinces? The fox sparrow, the song sparrow, the robin, thrush have been few in number compared with other seasons. The bright weather of April may have tempted them to continue their journey and seek their food and nesting places farther north; but this is only a guess. The instincts and habits of migrating birds are but little understood. Perhaps the teachers and children who love birds—the number is growing every year—and delight in observing them will help to solve some of these questions about bird life.

The first days of May this year have not been bright and warm enough to tempt one into the woods and fields. But wait. Soon there will come days of sunshine, and then the flowers will come so fast and the birds will sing so cheerily that we will not have eyes and ears enough to see and hear all that may be seen and heard. Every day will bring some new flowers, some new song. There is no rest for the nature-student this month; there will be an ever varying delight to ramble over fields and through woods which the spring has made like another world to us.

Have you this love of nature, and do all these changes interest you? Happy for the children in your school if they do. If you have no delight or interest in nature it may come to you as it has come to others by *really* seeing and hearing things in your walks or drives—some plant or bird with the sight of which you may have been familiar all your life but which you have not really known. Try to know it now; and your awakening will be an inspiration to you and to the children.

Acadia in the Coal Era.

By L. W. BAILEY, LL. D.

The Devonian era, described in a previous chapter, was a time of comparative continental elevation. During its continuance Acadia, like most of eastern America, probably stood at a higher level than now, and before its close, as the result of what has been called the Devonian or Acadian revolution, had its surface diversified by the hill ranges of which the Quaco Hills, the Nerepis Hills, and the northern Highlands are the representatives in New England, as the Cobequids and South Mountains are in Nova Scotia.

But, as has been explained, geological history, like human history, is marked by cycles of change, subsidence succeeding elevation and vice versa; and before the Devonian age, as based upon the distinctive features of its life, had reached its close, we find that a downward movement had set in, which, before its completion, had again carried most of the land now constituting the Maritime Provinces below the waters of the ocean. The proof of this is to be found in the character of the deposits then produced. These are for the most part coarse conglomerates, usually of a red or brownish-red colour, such as now constitute the peninsula of St. Andrews, the promontory of Point Lepreau, the Boar's Head and Minister's Face on Kennebecasis Bay, and much of the Kennebecasis Valley, as well as detached areas in the northern counties of New Brunswick. They indicate by their coarseness the presence of powerful currents sweeping around and among the Devonian hills, and sometimes burying these latter to their very summits. The same conditions would seem also to have prevailed far into the next succeeding era, that of the Coal period, for the earlier rocks of the latter present similar characters and a similar distribution. It is to that latter era that we have now to turn our attention.

It has been said that the earlier beds of the Coal era were marine, marking a time of submergence. This is very clearly indicated by their character, for strata exhibiting such features and so distributed could have been produced in no other way; but still more positive evidence of this is to be found in the fact that many of the strata are saliferous or salt-bearing (as found at Salt-spring

on the sea border, within which the waters, shut out from free communication with the ocean and brook and Sussex in Kings County); others are limestones containing marine forms of life, and, finally, with these occur enormous deposits of gypsum. These latter are extensively worked at such localities as Hillsboro, N. B., Windsor and Cape Breton, N. S., and the product used partly as land plaster and partly in the manufacture of plaster of Paris. The deposits probably owe their origin to the formation of isolated shallow basins subjected to evaporation beneath a tropical sun, deposited their contained salts, of which sulphate of lime or gypsum is always one. More than 352,000 tons of gypsum have been removed from the deposits of Hillsboro alone in the last ten years. They are the finest deposits in America.

But resting directly upon the gypsum beds we come to strata of quite a different character and which introduce us to a new order of things. They are again conglomerates or pebble-beds and sandstones, but they are much finer than those previously noted, and they are grey instead of red, while imbedded in them, often in large numbers, are found what are evidently the remains of old tree trunks, sometimes of large dimensions. It is from these beds and their equivalents found elsewhere in the provinces, that the fine building stones, formerly so largely exported from New Brunswick and Nova Scotia and of which many large public buildings, such as the Parliament Building in Fredericton and the building occupied by the Department of the Interior, in Ottawa, have been constructed, were obtained. They also furnish valuable millstones (Grindstone Island in the Bay of Fundy derives its name from this fact) and this portion of the coal formation is often known to geologists as that of the Millstone Grit. It is evident that these beds were formed in shallow waters, subject to shifting currents and where these could receive floating logs and other debris from adjacent land. They indicate that the latter was again rising, and through that rising we are brought to the conditions which distinguish the Coal Era proper.

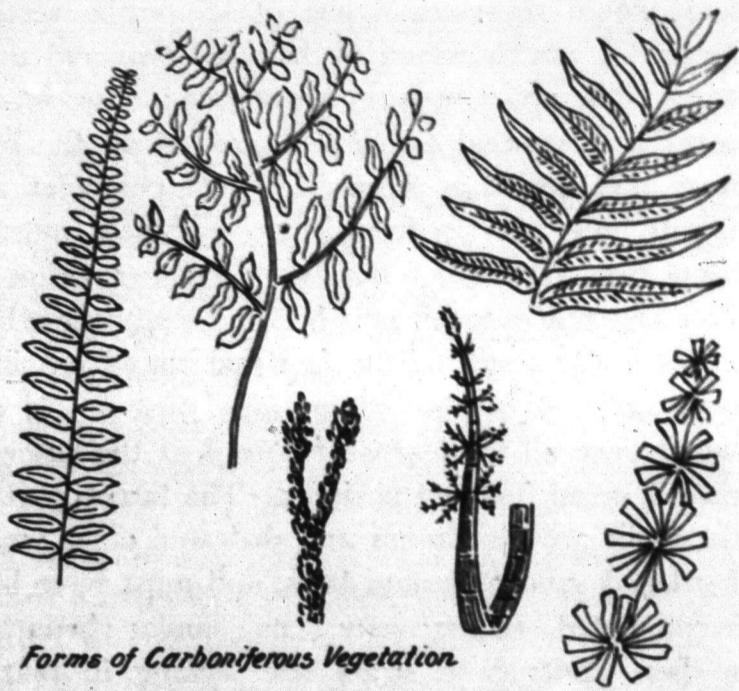
Did any of my readers ever visit the celebrated Joggins shore in Nova Scotia? If not let them take the first opportunity, for probably no more interesting section, or one in which so marvellous a

story is unfolded, is to be found in any part of the world.

The entire thickness of the beds exposed in this section is nearly 15,000 feet. That is to say, if the beds were still in their original horizontal position, they would represent a pile of strata the vertical height of which would be between two and three miles. The upper beds, moreover, would necessarily cover and conceal the lower, and as all the beds were laid down, as shown by their character and fossils, near the sea level, the lowest beds must at some time have been nearly 15,000 feet below it. The fact that we can now see and study the whole series is the result of the fact that they have since been uplifted or thrown on edge, just as we can see at once all the leaves of a book if the latter be placed in an inclined position. The larger part of the rocks are sandstones and shales, in other words hardened sand and mud beds, and must have been accumulated under water, as similar beds are to-day. But these strata are lacking in marine fossils, and there is little or no evidence of the presence of the sea. They are rather swampy or estuarine deposits and the material composing them must have been mainly or wholly due to the action of considerable rivers bringing down sand and mud from the interior and subject to periodical inundations. The only existing river competent to produce such results is the St. Lawrence, and as similar strata are upon every side of the Gulf as well as in Prince Edward Island and the Magdalen Islands, these swamps must have spread over the entire area now occupied by the Gulf.

But the most interesting features afforded by the section remain to be described. They are to be found in the coal seams which here and there lie between the other rocks, and of which in the entire section not less than seventy-six have been observed, many, it is true, of inconsiderable thickness, but in several instances large enough to be economically worked. What do these coal seams mean? Well, coal, as shown alike by its chemical constitution, by its microscopic characters and by its associations, is undoubtedly of vegetable origin, representing accumulations of vegetable matter produced somewhat after the same manner as those of modern peat. But while peat is made up mostly of mosses and is a product of cold latitudes, coal was made up largely from higher plants, such as ferns, club-

mosses, equiseta, etc., together with conifers, and flourished under conditions which must have been semi-tropical. The remains of these plants are found in large numbers in the rocks accompanying the coal seams and often beautifully preserved.



Forms of Carboniferous Vegetation.

They may readily be collected at any coal mine, as in New Brunswick at Minto and elsewhere around Grand Lake, at Coal Creek in Kent and at Stonehaven in Gloucester, or in Nova Scotia at the Joggins, Spring Hill, Pictou or Sydney.

At the Joggins, in addition to ferns and rush like plants (calamites) one can see stumps of trees still standing in their natural position at right angles to the enclosing beds, and from one of these the late Sir Wm. Dawson obtained the remains of a reptile of considerable size which probably took refuge there as the waters spread around and eventually engulfed it. In many respects the conditions prevailing were similar to those of the Great Dismal swamp in North Carolina or that of certain tropical jungles at the present day—that of great areas of low swampy lands covered with dense forests of conifers, with an undergrowth of luxuriant ferns, lycopods and equiseta, and tenanted by amphibian and other reptiles—areas subject to periodical overflow from river inundations and gradually subsiding as rock layer after rock layer was deposited and forest after forest spread over them, each in turn to be buried and stored away to serve the future uses of the human race. In the Joggins section, as has been stated, not less than seventy-six of these old forests are represented, one above another, and as each must have taken a considerable time for its growth and burial, (one foot

of coal representing from six to seven feet of vegetable matter, and some coal seams in Cape Breton being thirty feet or more in thickness) a very simple calculation will indicate how vast was the period during which these processes went on.

The rocks of the carboniferous or coal era cover a large area in New Brunswick including most of the central counties and considerable portions of the southern ones, but the formation is thin and the coal seams inconsiderable, the largest, that of the Grand Lake area, attaining a thickness of less than three feet. In Nova Scotia, with a much less superficial area, they have an enormous thickness and include coal seams of great importance. The beds of the first named Province, except along the Bay of Fundy, are nearly flat, while those of Nova Scotia are inclined and thrown into basin like form. The explanation of this difference is probably to be found in the fact that New Brunswick is a part of the mainland of the continent and therefore comparatively stable, while Nova Scotia is insular, is nearer to the Atlantic, and felt therefore more the pressure coming from the latter. This pressure and its results were a part of the great series of earth movements which in the United States resulted in the formation of the great Appalachian mountain system, stretching from New York to Alabama, and which has been styled the Appalachian Revolution. The events which followed the latter will be the subject of consideration in later chapters of this series.

I should not omit to state here that while the Coal era was in general one of quiescence, marked only by such changes as would require centuries to make them evident, its earlier portion is remarkable for the indications of volcanic activity which then prevailed. Volcanic eruptions were frequent and have left their mark in the present configuration of the country. Bald Mountain, so called, near Fredericton, and McLeod's Hill on the Royal Road are nothing but the remains of old volcanic pipes; Bald Mountain and Cranberry Hill, around the base of which run the tracks of the C. P. R. just west of Harvey Station, are of similar origin; old volcanic lavas cover considerable areas in Hampstead and at the forks of the Newcastle River in Queens, and at other localities as well. Strange, is it not, to think that volcanic fires once raged over many parts of this quiet New Brunswick of ours. Yet the evidence is indisputable and only goes to show how many and how strange are the vicissitudes which mark its early history.

Correct English in the Lower Grades.—III.

BY ELEANOR ROBINSON.

In the last article it was shown how children can be taught to reproduce short stories, with the help of questions. This help should gradually be withdrawn. Little by little, less important questions may be omitted, until only two or three leading ones are given. Then questions may be abandoned altogether, and a short analysis of the story substituted.

For instance, suppose the story is the well-known one of King Alfred and the Cakes. After it has been told, the children should tell it orally in their own words, one taking up the story at the point where another leaves off. Then some such outline as this should be put on the board:—

King Alfred fights to defend his county—he loses a battle, escapes and wanders about, hiding from his enemies.

He comes to a farm house—the farmer receives him kindly and lets him stay. The people at the farm do not know who he is.

One day the farmer's wife is baking cakes. She asks King Alfred to watch them. The King is thinking how to save his country. He forgets about the cakes. They burn.

The farmer's wife comes back and scolds him. The king's soldiers come to look for him. The farmer's wife finds that it is the king whom she has scolded and frightened. The king is kind to her and laughs about the scolding.

Each group of notes should have a separate paragraph. Show that we make a new paragraph when we begin to tell about something new. Insist upon each paragraph being properly indented. This will not be a stumbling block if children have been used to indenting their disconnected sentences.

The outlines should gradually get more and more scanty, as the questions did, until finally only a few words are given for each paragraph. The analysis will then read something like this:—

King Alfred—his wars and wanderings.

The farmhouse.

The burnt cakes.

The scolding.

The surprise—the king's kindness.

This sort of work, increasing difficulty and variety, may now go on throughout the school course, until it culminates in the historical essay written from lecture notes, of the High School.

After the early stages, it should be connected, where possible, with other work—history, geography and literature lessons, will supply stories in

plenty. But at first, and until some facility in writing has been acquired, the giving of information should not be made an object. Children will write so readily on a story that they like, that the chief aim should be to secure their interest. It is not always easy to find the right kind of story for the purpose. An excellent collection is to be found in the "Handbook of English Composition Exercises," published by Blackie & Sons, London, at one shilling. This book contains also some admirable hints on teaching composition. Another very useful set of longer stories, all on one subject, is "Favourite Greek Myths," by L. S. Hyde, D. C. Heath & Co., Boston, 50 cents. Sykes' "English Composition" also has very good stories, with outlines for reproduction.

Parallel with practice in reproduction, should run some attempts at original composition. Begin, as before, with short, simple, disconnected sentences. From writing sentences containing given words, it is an easy transition to a set of sentences on a given subject. Tell the little ones to write five or ten sentences on, *e. g.* A picnic. A pet animal. What I did yesterday. A snowstorm. The sea-shore. What you find in the woods.

Some child will be pretty sure to ask if what they write must be true. This will be a real trouble to some children, and it should not be made light of. Show them that it is a kind of game, as when they play "house" or a game that begins "Let's pretend," and that if they are writing about their own doings, they may tell what they *would have liked* to do or see, without fear of being untruthful.

Before going on to connected narrative, teach the children to try to avoid repetition. They will probably want to begin all their sentences in the same way. "Then I went to school," "Then I came home," "Then I had my tea," and so on. Give a short lesson on this point, getting them, if you can, to suggest various beginning, and it will soon become an ambition to see in how many different ways they can open their sentences.

How much time and attention should be given to original composition is a matter to be decided by the abilities and tastes of the class, and the judgment of the teacher. Some children will welcome an opportunity to express themselves and pour forth their fancies and opinions in most fluent fashion. With others—with most, I think, of our Canadian children—it is a painful and some-

times an impossible task to write anything "out of their own heads." It is a mistake, I believe, to try to force it. We are not trying to train authors, but to teach children to write intelligently and correctly when it is necessary for them to write at all. If they really have anything to say, practice in expressing other people's thoughts will help them to express their own.

Therefore, if a class persistently balks at writing original stories or description, let them work on at reproductions. Originality need not be stifled. Those who have it should be encouraged to fill out and elaborate the outlines given, as their own powers of imagination or observation will allow. For instance, in telling the story of King Alfred and the Cakes, one child may want to dwell upon the dangers the king had escaped; another, to tell what the cottage was like, or how the king answered the scolding woman. And if the stories that do have touches of invention are read aloud to the class, the slower children will often be stimulated to try their hands at expressing ideas of their own.

If, on the other hand, the children take kindly to writing original stories, and busy themselves eagerly at it, some help should still be given. At first, an easy subject should be suggested in some fulness, *e. g.* Write about a girl who was trying for a prize, but failed because she had measles; or, about a boy who wanted to go to the circus, and had to earn the money for his ticket. The chief difficulty will probably be in not knowing how to begin. It might be well, for the first few lessons, to write, with suggestions from the class, two or three different beginnings on the board, and let them use the one they like best.

Descriptions may also be practised; but do not tell the class to describe, or to write a description of a person or thing. They won't quite understand. Tell them to write down what a certain person or thing looks like. Read them one or two simple descriptions of children—there are some good ones in "Emmy Lou"—and have a description of a boy or girl in the room written on the board. With young children, there is little danger of awkward personalities. The chief things to be aimed at in writing a description are:—first, a good arrangement, which is easy; and second, distinctiveness, which is hard. They will soon learn not to say

"He has blue eyes and big feet. He wears a brown overcoat, and his hair is curly," and to arrange their details in some sort of order. But it will take longer to learn to write a description of a boy, that would not do about as well for any one of a dozen boys in the school.

Forestry and the Schools.

By CHARLES L. WOOD, Truro Manual Training School.

The question of forests is one in which every lover of Canada should be interested. The consumption of wood is greater than the normal production of the accessible forests. This situation is a very grave one. It merits the attention not only of foresters, but of economists and statesmen, and, it may be added last but not least, the teachers, whose part will be shown further on in this article.

In the first place, Canada is a field for intelligent forestry. The production and utilization of our forests is a matter that demands the serious consideration of all Canadians. Very few countries possess so large an area of forests and forest land as Canada, but she is losing her beautiful trees with which nature has so lavishly provided her. The municipalities should help to encourage the farmers to leave a portion of their farms in forests. If the farmer does this he will not only do the community good, but he will help and better his own interest, by leaving a certain portion of his farm as a reserve wood lot. Our people fail to realize the elements of reproduction and growth that are constantly going on in the forests; that they do not require to sow, yet there is a time to harvest a wood crop and that a little care in the protection of the young trees from destruction by fire or otherwise will be amply rewarded by the new growth which should take the place of those that have reached maturity.

There is also another fact regarding trees in which they differ from agricultural products, and it is this: no rotation of the forest crop is necessary. The same varieties can be grown on the same soil for an indefinite period.

Forestry is for several reasons a subject that belongs particularly to the country at large. The reason is, the far-reaching effects which forests have on the character of the country, in modifying

its climate, and in regulating the rainfall; both of which affect the community at large.

A long period from fifty to one hundred years or more is required for our forests to acquire their greatest commercial value. The farmer may say, "If I start a forest my earthly career will be ended before it comes to maturity, or before the return for my labor is realized." But we are building for a nation; and we know that the life of a nation is not measured in years only but in centuries.

We have great forest belts in the provinces of Quebec, Ontario, British Columbia, New Brunswick and Nova Scotia. This belt is also the home of many valuable fur-bearing animals, and it is scarcely necessary to say that their existence depends on the preservation of our forests, which is their home.

When all these conditions are considered, a moment's reflection will reveal what an important part the forest exerts in the country's welfare. Permit the destruction of the forest covering by fire or otherwise, and what will be the result? To say nothing of the evil effects on the climate and fertile soil of these districts, the severe winter would be made almost intolerable by the piercing winds, from which the forests now shelter them. The streams, deprived of their present reservoirs which the forest covering at their sources affords, will then be torrents in spring, and dry during the summer and winter months, causing destruction to the fish and to navigation. The wild animals would also disappear. Scientists state that if the forests were all cleared off the North Mountain in Nova Scotia, apples would not grow in the Annapolis Valley on account of the cold winds from the Bay of Fundy.

The esthetic value of forests has an influence on life, which it is well that Canadians should not neglect. The adornment of the home, of the city street, the park and the roadside with the graceful forms, the beautiful foliage, and the grateful shade of forest trees, brings to each a charm and attractiveness, which cannot but have an elevating effect on the national life by awakening the sense of beauty, and attracting the attention of the people more strongly to their homes and favourite places in their native land.

The Canadian Forestry Association has laid down certain principles of which the following is a summary: To advocate stricter measures in

dealing with our forests and woodlands; to awaken public interest to the deteriorating effects of their wholesale destruction; to encourage reforestation and planting of trees in cities and towns and villages; and to disseminate information regarding the great problem of forestry.

When the Forestry Association was first started it was composed of but a few far-seeing citizens of the Dominion. Now a large number of progressive people have identified themselves with this useful Association.

The people used to think that our forests were inexhaustible, and that Forestry was a "fad." If any interest was taken it was soon lulled by the absence of that pressure of necessity which is the greatest incentive to action. "The future may be allowed to look after itself."

(To be concluded in June.)

The Schools of Nova Scotia.

The report of Dr. A. H. MacKay, Superintendent of schools for Nova Scotia for the year ending July 31, 1909 is more than usually interesting. It is a volume of nearly 300 pages, typographically excellent, and with numerous clear illustrations showing educational buildings and classes at work in the technical schools, to the details of which a considerable portion of the report is devoted. The marked advance in technical education, with the opening during the year of the Technical College at Halifax, shows a great development in industrial training which has been elaborated in the pages of the report with a skill and care that looks to greater fulfilment in the future.

In addition to the common schools these new technical schools had an enrolment for the year of 1375 as follows: Coal Mining Schools, 566; Engineering Schools, 338; Evening Technical Schools, 471. The total cost to the provincial treasury of running these for the year was \$33,068.15.

The public school enrolment was 101,680, an advance of 1575 pupils over the previous year, and the quarterly percentage of average attendance was 70.7, the highest in the records of the province. The percentage of annual registration in attendance was 60.7, a gain of 2.5 over the previous year. The total amount expended for school purposes during the year was \$1,229,834.32—a respectable sum for

a province whose population is half a million. The school sections directly contributed \$711,428 an advance of \$44,838 over the previous year. The cost to educate each pupil in average attendance was \$19.42. There has been a large increase in the pupils in mechanic and domestic science especially in the latter. The male teachers numbered 352, an increase of two. Female teachers were 2342 in number, an increase of thirty-three. Teachers' salaries show a slight increase except in the case of third class male teachers. The number of teachers employed was 2,694, of whom 1,037 were normal trained, too few in a province possessed of such advantages for securing an excellent normal school training. Teachers' annuities increased from \$5,925 to \$6,345. The number of schools in operation was 2,577, being 61 in advance of the previous year. The number of sections without schools, 104, shows a steady decrease compared with preceding years.

There are many other features of this progressive report that call for attention.

Alberta Educational Association.

On March 29, 30 and 31, the three days following the Easter holidays, was held in Calgary the first provincial educational association in the province of Alberta. Teachers and school officers of the province showed a marked and enthusiastic interest in educational matters, and nearly three hundred registered. There were assembled teachers from every province of the Dominion, many states of the Union and different countries of Europe, representing the world-gathered population of the prairie schools.

Able and instructive addresses were given: What Teachers Should Read, by Professor Broadus of Edmonton University; Ideals of a Teacher, by Dr. McDiarmid, Principal of the Baptist College at Brandon; The Place of Nature Study and Agriculture in School Work, by Mr. Carr, with other notable addresses.

Among the resolutions passed, to be presented to the Education Department, was one to introduce manual training and domestic science into public schools; and one favoring compulsory education. Some teachers stated their experience that greater progress was made in number work by not taking

it up until the second grade; and it was decided to let some few city schools try the experiment for a year. A resolution to cancel written examinations in history, drawing and geography failed to carry. A resolution that teachers should have reduced travelling rates during summer holidays was hailed with unanimous approval.

There is evidence that the young provinces of the West are profiting educationally as well as industrially from the modified methods of the older provinces and other countries.

F. A. HOURIHAN.

Monarch, Alta, April 1st, 1910.

FOR THE EDUCATIONAL REVIEW

An Interesting School.

Up in the corner of the State of Maine, which some people think should have been included in the Dominion of Canada, is a State normal school, known as the Madawaska Training School. Its pupils are largely Acadians, the whole district there having been settled by these people after the expulsion. The course is rather long, as the pupils proceed to the training school direct from the common schools. Four years are devoted almost wholly to academic work, and one year to normal training, the pupils being in residence, excluding vacations, for five years. This residential feature is considered by the school authorities of Maine as most valuable, and results in producing a fine type of teacher. The graduates, almost without exception, return to French-speaking schools, and take up the teaching on the best and newest lines, correct and fluent English being a specialty of the work of the training school.

Three years ago, the school authorities decided to establish a department of manual training in the school and a New Brunswick girl, Miss Ethel Duffy, of Nauwigewauk, who had been trained under the Macdonald Fund scheme, was chosen to direct the work. Great success attended the department, and other lines of handwork were also taken up, similar to those now carried on in the Provincial Normal School at Fredericton and other Canadian Normal schools.

Last autumn, the authorities of the school, fully satisfied with the results of their manual training department, determined to include household science

in the programme of the school. Accordingly, plans were procured, a room provided and equipped, and a teacher engaged, Miss Mary E Sterrett, of Yarmouth, N. S., who taught the subject at the Kingston, N. B., Consolidated School, being the choice for the post of instructor. The problem confronting her was an interesting one, as the pupils in the residence were boarding themselves, and the intention was to make the instruction as real as possible, and to have it bear directly on the institutional life of the pupils, as well as on their home life later on. Nearly a year has passed since the department was opened, and it has more than fulfilled the expectations of those who were instrumental in starting it. The principal of the school, Miss Nowlan, said recently, "Household Science is doing more even than I thought it would. The girls are delighted, and are practising what they learn here at their homes in many cases."

The following naive but charming little composition, written by a pupil who was unable to speak any English a year ago, speaks for itself:

COMPOSITION ABOUT DOMESTIC SCIENCE.

I like very much to go in Domestic Science. The first class is going on Monday, the second class is going on Tuesday, and the first division of the third class are going on Wednesday, and the second division of the third are going on Thursday, and we are going on Friday. Last week we made fish balls, and it was very good. I am very anxious to know what we are going to do tomorrow. We are fifteen girls in our class. Our room is very nice and we have a desk for two girls. We are always cooking two together. When we are ready to cook the teacher makes what we are going to do, and we listen very carefully, and when she is done we make just the same as she did. When the food is cooked we divide it and we bring it down stairs for our dinner. Then each girl has her work and we make the room look very nice and clean. Then we copy the lesson on the board and we go to our dinner.

Perhaps no word of six letters concentrates so much human satisfaction as the word "garden." Not accidentally, indeed, did the inspired writer make Paradise a garden; and still to-day, where man has found all the rest of the world vanity, he retires into his garden. The word "heaven" is hardly more universally expressive of human happiness than the word "garden."—*Richard Le Gallienne.*

Children can not be forced to like school. They like it only when it is worth liking and when they like it they learn.—*L. H. Bailey.*

Memory Gems.

Sweet is the brook's soft purling,
"Peace is its whispered word,
"Joy" is the message repeated
From the throat of each caroling bird.
"Hope," say the orchards whose blossoms
Promise the harvest's cheer,
Look, listen, dear heart, and be happy
In May-time, dawn of the year.

As step by step the hill we mount;
As one by one we learn to count;
So word by word we learn to spell,
And line by line to read quite well.

The violets are opening their bright blue eyes,
We are smiling up at the sunny skies;
We nod and we dance for the children gay,
We are certainly glad we woke today.

Waste not, want not, be your motto,
Little things bring weal or woe;
Save the odds and ends, my children,
Some one wants them, if not you.

—*Mrs. E. P. Miller.*

Be useful where thou livest that they may
Both want and wish thy pleasing presence still;
Find out men's wants and will,
And meet them there. All worldly joys go less
To the one joy of doing kindnesses.

—*George Herbert.*

Work makes us cheerful and happy,
Makes us both active and strong;
Play we enjoy all the better
When we have labored so long.

He who is honest is noble,
Whatever his fortune or birth.

—*P. Cary.*

Politeness is to do and say
The kindest thing in the kindest way.

No sight can I remember,
Half so precious, half so tender,
As the apple blossoms render
In the spring!

—*William Wesley Martin.*

Look for goodness, look for gladness,
You will meet them all the while;
If you bring a smiling visage
To the glass, you meet a smile.

—*Alice Cary.*

Why does all the whole big world
Smell like a fresh bouquet
Picked from one of God's flower-beds?
Oh, I know! It's May.

—*R. M. Alden.*

When April steps aside for May,
Like diamonds all the raindrops glisten,
Fresh violets open every day,
To some new bird each hour we listen.

And then the gentle showers come down,
Showers come down, showers come down,
And then the gentle showers come down,
So early in the morning.

Lovely spring-time now is here,
Dance and sing, dance and sing;
Happiest time of all the year
Is the lovely spring.

I'm Dandelion; my yellow head
Is found on hillsides bright;
And there I stand 'till golden hair
Has turned to snowy white.

When the wind is in the east,
'Tis good for neither man nor beast;
When the wind is in the north,
The skilful fisher goes not forth;
When the wind is in the south,
It blows the bait in the fishes mouth;
When the wind is in the west,
Then 'tis at the very best.

Our Sovereign Lord, the High and Mighty Prince Edward the Seventh, by the grace of God, of the United Kingdom of Great Britain and Ireland and the British Dominions beyond the Sea, King, Emperor of India, died suddenly at Buckingham Palace at midnight on the sixth of this month, after a brief reign of a little more than nine years. He had been seriously ill for two or three days, but this was not generally known until the day before his death. He was born on the ninth of November, 1841; and was therefore in the sixty-ninth year of his age. The late King was remarkable for his tact and personal influence in affairs of state, both at home and abroad; and his death at this critical time will be a great loss to the Empire, as in him we have lost a statesman as well as a king. The burial will take place at Windsor on the 20th inst. His son and successor, who will probably be known as King George the Fifth, was born on the third of June, 1865; and has been educated for his high office since the death of his elder brother, in 1892, made him the heir presumptive to the throne. Long may he reign.

One of the last official acts of his late Majesty King Edward was to bid farewell to the Governor-General of South Africa, who was about to leave for Cape Town. The new Federation of South Africa will come into existence on the last day of this month, the thirty-first of May; and it is proposed that all the schools in Canada shall mark the occasion by some observance of the day.

Reproduction Stories.

A little bug was trying to find its way home. A big giant of a boy kept moving the rubbish with a stick, just to see the bug get lost.

"To-morrow will do," said Paul, when his mother asked him to fill the woodbox. The next day it rained and the wood was too wet to burn.

"I will never leave you," said the stamp to the letter. And it did not until the letter dropped into the water. Then the stamp floated off and said never a word.

Poor Amy cried, because she was too sick to go to school. In the afternoon a little friend came to see her and said the teacher had asked about her. Then Amy felt better.

Once upon a time a king was very ill. The doctor said nothing could save his life but wearing the shirt of the happiest man in the kingdom. But the happiest man in the kingdom had no shirt!

Florence lives in a large stone house and her father keeps an automobile. Lily lives in a small cottage and her father does not keep an automobile. Lily is just as happy as Florence, for her mother lets her have a garden bed.

Daniel's rabbits like clover and his dog likes meat. One day he thought he would teach them new ways. He gave the clover to the dog and the meat to the rabbits. Neither the dog nor the rabbits would eat what he gave them, even when they were hungry. Animals do not like to learn new ways.

A dragon-fly once flew into a schoolroom by mistake. The foolish children cried and tried to hide under the desks. The poor dragon-fly was as much frightened as they were. Soon it found its way out of the window again, and was glad to get back to the fields.

A baby woodpecker saw his mother pecking at the bark of the tree and getting nice fat grubs out of it. "I can do that," said he, and as soon as he was strong enough to struggle up on the edge of the

nest, he tried it. But he found a piece of bark instead of a grub, and it stuck in his throat and choked him.

Dean Swift was a man who wrote books. He wrote a story about some very little people. He gave them an island to live on. He called the island Liliput and the little people Liliputians.

One rainy day Frances played she was Dean Swift. She made an island on her sand board. Then she made some Liliputians with soaked peas and wires.

—*Teachers' Magazine.*

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie;
"Mother, let me fly away."
"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."
"Baby, sleep a little longer,
Till the little limbs are stronger."
If she sleeps a little longer,
Baby, too, shall fly away.

—*Alfred Tennyson.*

Teacher—"Give a sentence using the three simple tenses."

Tom—"Don't think of the future until the present is past."

A teacher writes to say how much her scholars enjoy these Reproduction Stories. She sends several written by her fourth class, which are very good, especially the one given below:

HOW THE BULRUSHES SAVED ROSE.

One day in summer Mr. Rock told his little daughter Rose that he was going to take her down the river the next day in the boat and he would likely be all day, he said as he had to see a man about getting him to work for him.

Rose was the only child of Mr. and Mrs. Rock and much thought of by them both.

She was very happy all that day, because if there was anything she enjoyed it was to go anywhere with her father.

The next morning very early Rose got out of her little bed, dressed very quickly and ran down stairs. She went into the kitchen, but nobody was up, not even the servant, who got up very early. "It must be very early," said Rose to herself. "I think I will take our luncheon out of the pantry and go down to the boat, and when Papa comes down I will 'sprise him."

Then she went into the pantry and brought out the little lunch basket. Mrs. Rock had packed it the day before, as Rose and her father intended to go early. After putting on her sun bonnet Rose ran lightly down to the river side, where the boat was tied.

She got carefully into the boat and set the lunch basket under the seat in the stern. Then she thought she would lie down, and was soon asleep. The boat swung round and round the little pole which held it, and after a while the rope gave way and the boat floated idly down the river. After a while Rose woke up with a start and saw that the boat was now rapidly going down the river.

Rose was only seven years of age and so did not know what to do. Soon she saw a big group of bulrushes and the boat steered into them. Then the boat stopped in the bulrushes. She was there quite a while, but she soon saw her father coming around the bend of the river in another boat. She was taken into it and rowed safely home.

—*GLADYS PARKER (Age 11).*

How many seconds in a minute?
Sixty, and no more in it.

How many minutes in an hour?
Sixty for sun and shower.

How many hours in a day?
Twenty-four for work and play.

How many days in a week?
Seven both to hear and speak.

How many weeks in a month?
Four, as the swift moon runn'th.

How many months in a year?
Twelve, the almanac makes clear.

How many years in an age?
One hundred, says the sage.

How many ages in time?
No one knows the rhyme.

—*Christina Rossetti.*

The most valuable result of education is the ability to make yourself do the thing you ought to do, when it ought to be done, whether you like to do it or not.—*Huxley.*

An Adopted Mother.

Arthur Allen was a very tender-hearted little boy, and there were tears in his eyes when he came into the kitchen one morning carrying in his arms a big brown hen which had been run over by a hay wagon and killed.

"What will become of Brownie's little chickens, mamma?" he asked. "They are out under a currant bush, all 'peeping' for their mother."

Mrs. Allen went out into the garden with Arthur to look at the poor little chickens. There were thirteen of the yellow, fluffy little things, and they were only three days old.

"They mustn't die," said Arthur. "I'll take care of them myself."

He brought a basket and put all the little chickens into it; then he carried them off to an empty oat-bin in the barn where there was plenty of room for them to run about.

The next morning when Mrs. Allen went out to the barn to tell Arthur to hunt for some eggs, she stopped at the oat-bin to look at the motherless little chickens. There in one corner of the bin hung the big feather duster, and gathered under it were all the little chickens!

"I thought the duster could be a mother to them, mamma," said Arthur.

So Mrs. Allen let the duster hang in the bin, and the thirteen little chickens gathered under it until they were old enough to roost on a bar.—*Youth's Companion.*

Empire Day.

To all the loyal hearts who long
 To keep our English Empire whole!
 To all our noble sons, the strong
 New England of the Southern Pole!
 To England under Indian skies,
 To those dark millions of her realm!
 To Canada whom we love and prize,
 Whate'er statesman hold the helm.
 Hands all round!
 God the traitor's hope confound!
 To this great name of England drink, my friends
 And all her glorious Empire round and round.

—Tennyson.

The Spelling Lesson.

The ability to spell and pronounce correctly the following words is worth the time necessary to acquire it. Consult the dictionary for pronunciation.

1, jugular; 2, leisure; 3, divan; 4, ghoul; 5, troche; 6, robust; 7, brooch; 8, albumen; 9, Doric; 10, vitriol; 11, bade; 12, dolorous; 13, contumely; 14, exactly; 15, isolate; 16, brogan; 17, clique; 18, obesity; 19, apparatus; 20, complaisance; 21, coadjutor; 22, lamentable; 23, mirage; 24, hymeneal; 25, debris; 26, horizon; 27, laboratory; 28, finance; 29, suffice; 30, romance; 31, museum; 32, Calliope; 33, filial; 34, patron; 35, consummate; 36, Indian; 37, vagary; 38, diamond; 39, protege; 40, ribald; 41, squalor; 42, almond; 43, falcon; 44, enervate; 45, sleek; 46, placard; 47, hearth; 48, cadaver; 49, stratum; 50, status; 51, nasal; 52, comely; 53, depot; 54, sinecure; 55, duress; 56, cleanly; 57, garrulity; 58, granary; 59, heinous; 60, homage; 61, jocund; 62, visor; 63, dromedary; 64, finale; 65, extant; 66, harassed; 67, plebeian; 68, grimace; 69, sagacious; 70, subtle; 71, courier; 72, crochet; 73, Danish; 74, cornet; 75, coupon; 76, elite; 77, epaulet; 78, alias; 79, vehement; 80, exemplary; 81, cabal; 82, juvenile; 83, pumpkin; 84, heroism; 85, oleomargarine; 86, courteous; 87, charivari; 88, acoustics; 89, crinoline; 90, apricot; 91, aspirant; 92, banana; 93, bellows; 94, truths; 95, illustrated; 96, illustration; 97, integral; 98, halibut; 99, spinach; 100, maritime.—*Inspiration.*

To Make a Paper Bird.

Take a four or six inch square of colored paper. Fold the diagonal, making a triangle. Fold each of the angles at the apex down on opposite sides of the crease which forms the base of the triangle.

These two little triangles form the wings of the bird. Spread open the wings, and throw the paper "bird" out into the air. It balances well, and will shoot out in straight lines. The children enjoy making and flying these birds after a difficult reading or writing lesson. It is a pretty little recreation, and with the transforming imagination of children the bits of colored paper will resemble birds.—*Primary Education.*

Bird Protection League.

The birds are being so rapidly and surely exterminated—and it is beyond human power to replace them—that it has become imperative that this summer every individual, whether child or adult, put forth an effort in their behalf.

The children must put away the air guns or at least turn them away from the birds. We want every child to watch his or her *pet cat* and keep it shut in at night *when the young birds are nesting*. There is so much destruction of birds by cats that the children can do in this way unmeasured good by keeping kitty away from the nests, the bird haunts and the young birds. Will the teachers speak of this and form a league among the pupils asking them to report in the fall?—*Popular Educator*.

Ten Fallacies of Teachers.

1. That mind always develops by regular steps.
2. That intellect is everything.
3. That children should be perfect in one study before taking up another.
4. That dull boys are hopeless cases.
5. That "pin-drop order" is the best.
6. That progress is estimated by pages.
7. That talk is teaching.
8. That there is no time for work outside of the text-book.
9. That the same kind of treatment is suited to all children.
10. That the teacher's work is to hear recitations all the time.—*Exchange*.

Superintendent Emerson of Buffalo says that the school session must be lengthened one hour, one-half of that time to be given to reading and the other half to silent work. In view of the fact that little work is done out of school this extension of school hours seems reasonable. Another speaker at the Syracuse meeting said that an eight-hour programme is being crowded into a five hour day. Evidently the day will have to be lengthened or the programme shortened, or both. The pressure from without and the necessities within will force some kind of a readjustment of school work in the near future.—*Exchange*.

Weather Song.

(TUNE: "This is the Way We Wash Our Clothes.")

This is the way the wind does blow, (1)

The wind does blow,

The wind does blow,

This is the way the wind does blow

All on a stormy morning.

This is the way the lightnings flash (2), etc.

This is the way the thunder roars (3), etc.

This is the way the rain comes (4) down, etc.

This is the way the snow comes (5) down, etc.

This is the way the sun shines (6) out,

The sun shines out,

The sun shines out,

This is the way the sun shines out

When all the storm is over.

(1) Children wave arms and sway like trees in the wind.

(2) Clap hands once.

(3) Roll clenched hands on desk.

(4) Imitate rain with fingers on desk.

(5) Fingers over heads, imitate snowflakes.

(6) Make circle with arms over heads.

—*Selected*.

The Laughing Brook.

Why do you laugh, little brook, little brook,

And why so dimpled and gay?

What did you hear as you came through the wood,

And what did you see on the way?

"Such fun as I've had! I saw in the wood

The violets opening their eyes,

The little ferns straightening out their curls,

And Jack-in-the-pulpit rise.

"The sunbeams, in passing, threw me a kiss;

The breezes whispered to me;

And the tiny pebbles tickled me so

I couldn't help laughing, you see."

—*Teachers' Magazine*.

My Neighbor.]

I have a new neighbor just over the way,

She was moving in on the first of May.

When she took in her household goods I saw

They were nothing but rubbish and sticks and straw;

But when I made her a call just now

I found she had furnished her house somehow

All trim and tidy and nice and neat,

The prettiest cottage in all the street.

Of thistle-down silk was her carpet fine,

A thousand times better and softer than mine;

Her curtains, to shut out the heat and light,

Were woven of blossoms pink and white;

And the dainty roof of her tiny home

Was a broad green leaf like an emerald dome.

'Tis the cosiest nook that you ever did see,

Mother Yellowbird's house in the apple tree.

—*Youth's Companion*.

Clean School Rooms.

There are few sights more pleasant than clean and attractive school rooms where, as one opens the door, there is presented to his gaze—and to his nostrils be it added—the evidence of a wholesome and happy little community. The teacher is neatly and simply dressed, the scholars are doing their work contentedly amid pure surroundings, the walls free from dust, decorated with a few good maps and pictures, and there is a clean, well swept floor.

There are many schools of this sort in our cities, towns and villages and throughout the country, and their number is rapidly increasing. Indeed it has been the good fortune of the writer to meet more of these than the other sort. But it has been brought to his notice that there are schoolrooms vile with the accumulated dust of weeks and months, altogether untidy in appearance and where it is dangerous for children to spend five or six hours a day. Who can do good work in such a place and keep the brain clear and the body healthy, where the windows are not open from morning till night, where dust adds to the nuisance of a vile atmosphere, where the water pail stands open to catch its share of germ-laden dust? Is it any wonder that teachers and scholars are affected with languor and headaches in a place like that?

The writer had long noticed that the scholars of a certain city school had the appearance of rosy health, walked or ran with that buoyant step that betokened an excellent physical condition, and were evidently enjoying their school life. He visited the rooms to find them nearly correct in their cleanliness, and with an entire absence of that sickening "schoolroom smell" which has sapped the health and ambition of many a teacher and scholar. Curious to know more he visited the rooms when the janitor alone had possession. He found him quietly at work, not amid clouds of dust that the average janitor thinks he must raise to earn his pay, but in as clear an atmosphere as if the school were in session. "How can you keep your rooms in such a condition at cleaning time?" he said to the janitor. And the answer was, "a simple matter, sir, we use these dustless brushes and the little oil that oozes through the fibres keeps down the dust. Then we open the windows only for a thorough ventilation." And he worked the brush in and out among desks and corners after the manner of an

artist who felt a pride in his work. Here was the secret. How we wish that some philanthropist of means instead of talking, talking about clean school houses would send such a missionary out as an object lesson with his brushes to clean, clean.

Canada's Great Destiny.

Gentlemen, when I reflect on the vastness of your area, on the fertility of your soil, on the unlimited wealth of your natural resources—which I rejoice you are determined scientifically to conserve as well as vigorously to develop—when I reflect upon the invigorating nature of your climate and on the strenuous character of your people; when I reflect on all these great advantages which you possess in such abundant and exceptional degree, gentlemen, I feel as convinced as I am that tomorrow's sun will rise that if you keep true to the highest ideals of duty and disinterested service, nothing can prevent you from becoming—and perhaps before the close of the present century—not only the granary, but the heart and soul and rudder of the Empire.

That excellent institution, the Halifax School for the Blind, has made sound progress during the past year. The thirty-ninth annual report, just issued, shows the good results which have attended the efforts of its devoted superintendent and the zeal and energy of its teaching staff. The successful operation of this school and what it is accomplishing in making the blind self-supporting and useful citizens, cannot fail to arouse a grateful feeling on the part of the public toward those who are devoting their talents and effort to the accomplishment of this good work.

For Victoria Day the Intercolonial Railway offers cheap fares to all stations on the line, and also to connecting points on other lines. On May 23rd and 24th tickets will be sold at first class one way fare. These will be good for return on May 26th, and afford the chance of a holiday trip at reasonable rates with the privilege of returning the two days following.

We thank those of our subscribers who have sent in back numbers of the February and March REVIEW of this year, a few copies of the March number are still needed.

A Prize List addenda for the Dominion Exhibition, St. John, is now ready for distribution.

Is Your School a clean wholesome place in which **consistently** to teach health of body and mind? No! Well, will you consider our definite suggestion that you eliminate 97% of your dust—**for dust is dirt, sometimes filth, always a menace to healthfulness.**

If you follow over six thousand others you will use in your school our **Dustless Cleaners.** They cost less than corn brooms and are guaranteed always as represented.

Read the statement below and write us at once for full particulars—that is if **your** school is **dusty** and **you** prefer to be relieved of dust. We believe that you do and that you will act accordingly.

To all whom it may concern.

*This is to certify that ~~the~~ the "Dustless Brush" has been used in the Public Schools of St. John for several years. It has proved satisfactory in every way, and I have much pleasure in recommending it— (Sept. 1909) W. S. Bridges
Superintendent City Schs.*

Our method is the only perfect and economical method of dustless cleaning. You may prove this at our expense.

WRITE OR SEE

THE WORLD'S ONLY DUSTLESS BRUSH CO.

P. O. BOX 73

ST. JOHN, N. B.



The Play Hour.**An Arboreal Puzzle.**

Now that spring has really come and all the trees are budding out, it is just as well to test the arboreal knowledge of our young folks. Here, then, are some questions about the trees that will make us all put on our thinking-caps:

1. What tree is Father Neptune's?
2. What is the saddest tree?
3. What one should humanity fear?
4. What one represents a woeful lover's state?
5. What one is represented by two letters?
6. What one is the school-boy's dread?
7. What tree signifies victory?
8. What one is an animal?
9. What one reminds us of twins?
10. What one means level?
11. What is the favourite tree?
12. What tree is the college freshman like?
13. What tree does the cat wear?
14. What tree do we take from the furnace?
15. What tree do we like to chew?
16. What tree is an oft-repeated tale?
17. What tree might Cleopatra have been interested in?
18. What tree is a troublesome insect?
19. What tree is like a well-dressed man?

Woman's Home Companion.

Sometimes I'm fast,
 Sometimes I'm slow.
 I have a round face,
 And two hands—and so
 You'll guess I'm a watch,
 With a key to lock it.
 But I'm not. I'm a b-y
 With two hands in my po—et.
 —*The Youth's Companion.*

Planting a Garden.

1. I planted a product of the dairy and a dish with a handle. What came up? *Buttercup.*
2. I planted a happy facial expression and a tool used for chopping wood. What came up? *Smilax.*
3. I planted a lot of sheep. What came up? *Phlox.*
4. I planted a dude and a very ferocious animal. What came up? *Dandelion.*
5. I planted a man's name and a feather. What came up? *Jonquil.*
6. I planted a song-bird and something worn by a horseman on the heel of his boot. What came up? *Larkspur.*
7. I planted a sly little animal and something worn in boxing. What came up? *Foxglove.*
8. I planted something that wants to be

remembered. What came up? *Forget-me-not.*
 9. I planted a part of a railroad train and all the people in America. What came up. *Carnation.*
 10. I planted an animal of the bovine genus and a cutting from a vine. What came up? *Cowslip.*—
Woman's Home Companion.

The pupils at a certain school were asked to write original compositions on "Kings." The prize was won by a bright youth who perpetrated the following:

- The most powerful king on earth is Wor-king.
 The laziest king—Shir-king.
 A very doubtful king—Smo-king.
 The wittiest king—Jo-king.
 The leanest king—Thin-king.
 The thirstiest king—Drin-king.
 The slyest king—Win-king.
 The most garrulous king—Tal-king.

Place the same word twice to each puzzle, so as to make the sentence read properly.

1. The _____ to Fingal's cave would _____ the visitor.
 2. The Arabs sometimes _____ travelers in the _____.
 3. To select _____ sometimes _____ authors to annoyance.
 4. To excuse donating they _____ to the _____.
- Woman's Home Companion.*
 (Answers to above in a later number).

**Key to Dining-Room Conundrums
 In April Review.**

- 1, glass; 2, sugar; 3, oranges; 4, plate or table;
- 5, fork; 6, saucer; 7, cup; 8, tea or mat; 9, chair;
- 10, knife; 11, linen; 12, bread; 13, pies; 14, bowl or fowl;
- 15, lobsters; 16, olives; 17, cream; 18, tumbler;
- 19, maid; 20, cod; 21, roast or toast; 22, beans;
- 23, goose; 24, maple syrup; 25, oatmeal; 26, vinegar;
- 27, macaroni; 28, pears; 29, apples or plates; 30, china;
- 31, cakes; 32, soup or cups; 33, wafers; 34, water;
- 35, parsley; 36, capers or saucers; 37, fruit;
- 38, salad; 39, salmon; 40, cruet; 41, pickles;
- 42, steak; 43, stew; 44, grapes; 45, salt; 46, dishes;
- 47, turnips; 48, mincemeat; 49, tea pot; 50, candies.

EDUCATIONAL INSTITUTE of NEW BRUNSWICK

TWENTY-THIRD MEETING

HIGH SCHOOL BUILDING, ST. JOHN, N. B.
Tuesday, Wednesday, Thursday, June 28, 29, 30, 1910

Programme

TUESDAY, JUNE 28.
FIRST SESSION.

- 9 a. m.—Meeting of Executive Committee.
 10 a. m.—Enrolment, Report of Executive Committee, Election of Secretaries and Nominating Committee, Appointment of Committee on Resolutions, etc.
 11.30 a. m.—Address by the President, W. S. Carter, M. A., Chief Supt. of Education.

SECOND SESSION.

- 2.30 p. m.—Address: "The Cultivation of the Power of Oral Expression." (N. B.—Name of speaker will be announced later).
 3.30 p. m.—"English Composition in the High School," by Miss Eleanor Robinson, St. John, N. B.

PUBLIC MEETING.

- 8.30 p. m.—Chief Supt. W. S. Carter, Chairman.
 Address: "School Sanitation;" "Medical Inspection of Schools." Dr. G. H. Grey, Dr. J. P. McInerney, Dr. G. G. Melvin.

WEDNESDAY, JUNE 29.
THIRD SESSION.

- 9.30 a. m.—Address: "A Four Years' Course for High Schools," by Dr. A. H. MacKay, Chief Supt. of Education for Nova Scotia.
 11.00 a. m.—Address: "Commercial Training in Our High Schools," by R. B. Emerson, Esq., Chairman of School Board, St. John, N. B.

FOURTH SESSION.

- 2.30 p. m.—Address: "Physical and Military Training," by Capt. A. H. Borden, Halifax, N. S.
 3.30 p. m.—Address: "Public School Music," with demonstrations, by Professor Frank Harrison, Fredericton, N. B.

THURSDAY, June 30.
FIFTH SESSION.

- 9.30 a. m.—Election of Executive Committee, Election of a Representative to the University Senate, and General Business.
 11.00 a. m.—Address: "Agricultural Education," by Dr. John Brittain, Professor of Nature Study, Macdonald College, P. Q.

SIXTH SESSION.

- 2.30 p. m.—Address: "How the School Trustees May Promote the Educational Interests of a District," by Geo. Raymond, Esq., School Trustee, Bloomfield, Kings Co., N. B.
 4.00 p. m.—Unfinished Business.

The usual transportation arrangements will be made. Teachers must obtain from the ticket agent, with each first-class ticket purchased, a standard certificate, in order to secure reduced rates for the return trip. The standard certificate must be signed by the secretary of the Educational Institute.

For information about rooms, board, etc., write to Dr. H. S. Bridges, Chairman of the Local Committee, St. John, N. B.

D. W. HAMILTON,

Secretary.

W. S. CARTER,

Chairman.

Empire Day Programme.

1. Responsive Scripture Readings—Psalms 24 and 95.
2. Song—Fair Canada, or The Maple Leaf.
3. Essays—The British Empire in the 18th Century.
The British Empire in the 19th Century.
Canada in the Beginning of the 20th Century.
4. Recitations—Tennyson's Ode to the Queen.
To the Queen—by Joseph Howe.
5. Address on Canada and the Empire, by one specially invited for the occasion.
6. Song—The Red, White and Blue.
7. Recitations.
8. Chorus—Rule Britannia.
9. God Save the Queen.

CURRENT EVENTS.

On the night of the eighteenth of this month the earth will pass through the tail of Halley's comet, if the astronomers are not astray in their calculations. Observers in the South Pacific may see the comet pass across the face of the sun, if comet matter is dense enough to make an impression on the sun's face. After that date we shall see the comet as a conspicuous object in the evening sky. On the night of the twenty-third and the early morning hours of the twenty-fourth we may see both the comet and a total eclipse of the moon.

Louis Paulhan, a French aviator, has made a remarkable flight with his aeroplane, going from London to Manchester in twelve hours, and stopping for a night's sleep on the way. He could not safely fly at night, because of the danger of colliding with trees or other obstructions if he should fly too low. He intends trying to make a trip from Paris to London.

The German Emperor has reviewed a fleet of airships. True, there were only three great airships in the fleet, and two of these were wrecked in a storm that followed; but a review of military airships will hereafter be no new thing. The German airships are not aeroplanes, but dirigible balloons. Count Zeppelin, who made the first successful use of such a machine, is preparing for an Arctic exploration in airships in 1912.

Sir John Murray, who is a Canadian, is at the head of an expedition which has just set out to explore the depths of the Atlantic.

The largest lens ever made is for the Mount Wilson observatory in California. It is one hundred inches in diameter and weighs five tons. To bring from France, where it was made, and set it up in California on the top of a mountain a mile high will involve great expense; but there is no other way as yet of getting such work done in perfection than to send to Europe for it. The great telescope in which the lens is to be used will give an image of the sun sixteen inches in diameter.

A Norwegian apparatus for the use of ships sends a wave of sound to the bottom of the sea, in comparatively shallow water, and receives it in another part of the same apparatus on its being reflected back to the vessel. The

velocity of sound in water being known, the depth is thus ascertained; and the machine may be so constructed as to give an alarm when the water shallows to a certain depth.

A wireless telegraph station in Germany claims to have kept in communication with a ship during her entire voyage from Hamburg to the Kamaruns, German West Africa. To reach her at her final destination the message must have travelled over the Alps and the Algerian tableland, a distance of over four thousand miles.

The wireless telegraph from here to Great Britain is at last in practical working order, and wireless messages may be sent at much less than the old cable rates.

The opening of the new railway tunnel through the Andes, between Chile and Argentina, will shorten the journey from Buenos Ayres to Valparaiso to thirty-six hours.

Japan has a new law restricting the ownership of land in that country to natives and such foreigners as come from a country which extends similar privileges to Japanese residents.

A recent attack upon two American women in a mosque in Jerusalem is explained as an act of resentment against disturbing worship. The women profaned the mosque with their street shoes, talked loudly and took photographs, the latter offence being regarded as a violation of the commandment against image making.

A German chemist has perfected a process of making artificial rubber indistinguishable from the natural article.

Recent experiments have proved that very fine coal dust will explode from contact with a naked flame or the electric arc.

Zinc is proving unfit for use on city roofs because of the increasing amount of sulphuric acid in the air.

Experiments are being made in Cuba in manufacturing paper from the fibre of sugar cane. The paper thus obtained is of good quality, and cheaper than it can be made from wood pulp.

Spruce wood pulp has been used in making an imitation of cotton cloth. The new fabric promises to be of value, and our vanishing forests will still more quickly vanish if they are to be used for this material as well as for paper.

It is expected that before the close of this year the white population of the Dominion of New Zealand will reach one million. The Maoris number less than fifty thousand.

A wild pigeon's nest with a pigeon sitting on it is reported to have been found in Ontario.

Samuel L. Clemens, better known as Mark Twain, died at his home in Connecticut on the twenty-first of April. His humorous writings are known wherever the English language is read, and have in them something more than humor.

Warships of foreign nations have been sent to Han Kow, a thousand miles up the Yang-tze-Kiang, to protect missionaries who were threatened by Chinese mobs. The uprisings are not wholly religious, but might be called bread riots but for the fact that the Chinese use little

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.

All the Physical Sciences required in the Schools of the Maritime Provinces are taught at the Summer School. Special prominence is given to Nature Study. Candidates can easily qualify for the Elementary Certificate for Physical Culture and Military Drill during one session of the School.

EIGHTEEN SCHOLARSHIPS OF FROM \$10 TO \$20 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.

bread. The people in the district are poor, and are driven to desperation by the high cost of food.

The mysterious mountains in the centre of Papua have been explored, and glaciers have been found at a height of fifteen thousand feet.

Harry Whitney, the first white man met by Dr. Cook on his return from the north, is planning another Arctic expedition to bring back specimens of big game, and incidentally to get Dr. Cook's instruments, which were intrusted to his care, but which Commander Peary required him to leave behind.

The southern terminus of the Hudson Bay Railway will be at Saskatoon. The work of construction will begin next month.

Lord Kitchener has been made a field marshal and commander-in-chief in the Mediterranean, with his headquarters at Malta.

The rush of immigrants to Canada from both the United States and Europe is greater than ever. It is predicted that our population will be doubled in the next ten years.

It is now positively known that iron ore abounds in every province of Canada, with the possible exception of the prairie provinces. Steel making will be one of our leading industries when the mines are developed.

Four thousand voices will compose the choir at the great Festival of Empire, which is to open in London on the 24th. The pageants at this festival will be on a magnificent scale, and will represent the principal events in the history of London from the earliest times.

The United States battleship Indiana has recently tested a ship-brake, a Canadian invention, which, it is claimed, will stop a ship within her own length, though she were going full speed ahead when the brake is applied. The result of the test is not yet known.

A Mohammedan missionary has been sent from Turkey to the United States, where there are already two thousand people of that faith.

Serious uprisings are reported in northern Albania, where a body of Turkish troops was attacked and driven back with considerable loss. The Albanians have long been turbulent subjects of the Sultan, and have frequently been in open rebellion.

Norway has lost her great poet and novelist, Bjoernson (pronounced byurn-sun), who died recently in Paris. A Norwegian warship was detailed to take the body home.

St. Isaac's cathedral, the finest building in St. Petersburg, has been reported in a dangerous condition. The centre of the church will be partitioned off, lest a piece of stucco work should fall during a service and produce a panic among the congregation, which on great festivals numbers sixteen thousand persons.

Summer School of Science.

Those who have not yet notified the secretary of their intention to attend the Summer School of Science at Liverpool, N. S., should do so at their earliest convenience, so that arrangements for extra teachers and classes may be made in time. The number of applications that are being received indicate that additional instructors will be necessary. A very attractive course in paper and card-board cutting, and raffia work, is being provided for. Application for enrolment in these classes must be made at once, as only a limited number can be accommodated.

To secure accommodation in tents, application must be made to the local secretary, I. V. Dexter, Liverpool, N. S., at once.

Teachers who desire to qualify for the military drill and physical culture certificate can do so by attending the session of the Summer School and taking the course that is provided there.

Information on all matters relating to the school can be had on application to the secretary, Mr. J. D. Seaman, Charlottetown, P. E. I.

School and College.

Mr. M. R. Tuttle, principal of the Florenceville, N. B., Consolidated School, was the winner of one of the fine gold medals offered by the International Bible Study Club for short weekly papers based on questions relating to Sunday school lessons.

The forty-eighth annual meeting of the National Education Association of the United States will be held in Boston July 2-8. The old Art Museum, Copley Square, will be the headquarters for the convention. President Taft is expected to be present and deliver an address on the afternoon of Monday, July 4. There will be excursion rates from different parts of Canada.

Chief Superintendent of Education Carter visited the schools at Hampton, Sussex and Penobscus. The Chief Superintendent was delighted with the work being done in the Kings County schools. He is a strong advocate of elementary agricultural education in the school, and in the near future changes in the curriculum are contemplated which will enable teachers to give more attention to this important branch of study. Mr. Carter is to be congratulated on this progressive policy. It is much needed in New Brunswick and should accomplish much in developing the province. In making the change he will have behind him a very large percentage of those who aim at a bigger and better New Brunswick.—*Record*.

Mr. Lint, recently of the Provincial Normal School, Fredericton, is now successfully directing a course of manual training in the Calgary schools.

The executive of the York and Sunbury Counties, N. B., Teachers' Institute has decided not to have the meeting of the Teachers' Institute this year, owing to the Provincial Education Institute which meets in St. John during the last three days of June.

The University of New Brunswick will graduate four students in forestry, the first to complete that course in the University. Thursday, June 2, has been selected as Encœnia day, and Hon. J. V. Ellis will deliver an address to the graduating class, which numbers thirty-six, the largest in the history of the University.

Professor A. S. McKenzie, a brilliant graduate of Dalhousie, has resigned the chair of physics in that university to join the staff of the Stevens Institute, New York.

At a recent meeting of the Truro School Board, D. G. Davis, M. A., Dal., was appointed vice-principal of the Colchester Academy.—*News*.

Dr. Murray MacNeill, professor of mathematics in Dalhousie University, has gone to Europe with Mrs. MacNeill for an extended trip.

Mr. Maurice D. Coll, for the past eight years principal of St. Peter's Boys' School, St. John, N. B., is to enter into the automobile business. Miss Ida A. Keagin will act as principal during the remainder of the term.

The government of British Columbia has left the decision regarding a site for the university of that province to the heads of five educational institutions of other provinces—Dr. Weldon of the Dalhousie Law School, Dr. Jones of the University of New Brunswick, Dr. Falconer

of Toronto University, Dr. Murray of the Saskatchewan University, and the principal of Laval University, Quebec.

Professor Frank P. Day of the University of New Brunswick, who was a Rhodes scholar at Oxford, will receive from that institution at its approaching encœnia the degree of bachelor of literature.

Prof. Upphall of the University of New Brunswick, who has been filling the chair of modern languages at the University of New Brunswick during the past year in the absence of Prof. Geoghan in Ireland, has been appointed professor of French in the University of Pennsylvania and will take up his duties at that institution at the beginning of the next college year.—*Gleaner*.

RECENT BOOKS.

The Elements of English Versification (cloth, 166 pages, 80 cents) is a book that will prove useful to the general reader of poetry as well as to the high school and college student, for whom it is particularly intended. The book is simple in design and gives with adequate fulness all that is essential to the arts of versification. Part one treats of the metrical forms of poetry, while part two is concerned with the grouping of verses into paragraphs, stanzas, and complete poems. An exhaustive index of topics and authors increases the value of the book as a manual of reference. Ginn & Company, Boston.

Two recent additions to Ginn's Standard English Classic series have appeared, Bunyan's *Grace Abounding* (cloth, pages xx+148, price 35 cents), and Goldsmith's *Deserted Village* and Gray's *Elegy* (cloth, pages xxvii+64, 25 cents). These well known classics are carefully edited, with introductions that give some idea of contemporary conditions and the life, work and style of the authors.

Two texts in Black's Reform French Course have been published, an elementary course in Readings and Exercises followed by a middle course, price 2 shillings each. The object of these has been to combine variety of vocabulary with information of educational value, mainly about France and its people. This is given in the form of short chapters on its history, legends, accounts of French modern life and letters written specially by French children, these being carefully revised so as to insure correct French, without, however, spoiling the savour of the original. Special attention is given to the practice of grammatical forms. (Adam and Charles Black, Soho Square, London, W.)

Black's *Diagrammatical Atlas of the British Empire* (price 1s.) is an excellent book for giving facility in making rough outline maps. These are so plainly and simply drawn that everything can be seen at a glance. (Adam and Chas. Black, Soho Square, London, W.)

The First Course in Algebra (cloth, pages 334, price \$1.00) is designed to cover a year's work. The exercises are new, varied and graded with care. The many helpful suggestions are the result of the progressive teaching of this subject for the past ten years. Variety and interest are secured by frequent changes from technical to problem work. Graphs are used freely and are always incorporated

N B. School Calendar, 1910

- 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 Inspector are authorized to receive applications for Departmental Examinations.
- June 10th—Normal School Closing.
- June 14th—Final Examinations for License begin.
- June 30th—Schools close for the Year.
- July 11th—Annual School Meetings.

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in the work of the topic they are intended to illustrate. Historical and biographical notes add a touch of human interest to the subject, and several portraits of famous mathematicians are included at points in the text where their work has contributed to the development of the subject. The book is clearly printed and is from the press of Messrs. Ginn and Company, Boston.

The 40-page treatise on *Mental Arithmetic* published by Inspector O'Blenes, Moncton, N. B., is a model of conciseness in computation, and the opinion may be ventured that the scholars who have mastered its contents will have a readiness in calculation that will prove of inestimable service to them. The "Hints to Teachers" in the introduction to this valuable little work is a "much in little" epitome on the art of mastering arithmetic. (Barnes & Co., St. John, N. B.)

In the *Letters of a Physician to His Daughter* (board, price 50 cents), there is much judicious information and plain truth given to young women on vital subjects. The counsel given is couched in terms of the utmost delicacy. (Wm. Briggs, Toronto).

The Howell Primer (cloth, price 25 cents) is well printed in large type and with illustrations. It is constructed on a phonic principle. At first only one sound of any letter is used, and sufficient drill is given for the pupil to learn that sound before any other is taken. After the first twelve letters only one new thing is taught at a time; this makes the grading of the book uniform and easy. (Hinds, Noble and Eldredge, New York).

Gregg's *Handbook of Parliamentary Law* (cloth XII+112 pages, price 60 cents) is a complete manual of parliamentary law and practice. It aims to provide in readily accessible form and understandable terms the rules of order by which popular assemblies are governed. (Ginn & Co., Boston).

LATE MAGAZINES.

Sir Gilbert Parker, the Canadian novelist and member of the British House of Commons, has a proposal in the May Canadian Magazine on how to solve the land question in Britain. Miss Agnes Deanes Cameron, author of "The New North," relates some of her experience as the guest of Eskimos and Clayton M. Jones writes on The Great Silent Force of Canadian Development.

The May *Century* in an important article on College Men and the Bible notes the widespread revival of interest among intellectual young men in the text and teachings of the Scriptures. The future of secure and swift intercourse by aerial transit is confidently set forth in an article entitled *Over Sea by Airship*. W. Albert Hickman's three-part story *Compensated* begins in this number.

The *Edinburgh Review* article on The Tercentenary of the Telescope which *The Living Age* for May 14 reprints, is of interest to both the scientific and the unscientific reader in its review of the progress of astronomy and its instruments for three hundred years.

OFFICIAL NOTICES.

Province of New Brunswick.

TEACHERS' PENSION ACT.

Any person who shall have reached the full age of 60 years if a male, or of 55 years if a female, and who has been a teacher in the public schools of the Province for a period of not less than 35 years, and who has retired from the service, shall, upon making application to the Board of Education, be entitled for the remainder of his or her life, to an annual pension equal to one-half of the average total salary of such teacher during the last five years before retiring, but in no case shall such pension be more than four hundred dollars.

REGULATIONS ADOPTED BY BOARD OF EDUCATION.

RE TEACHERS' PENSIONS.

- (1) All pensions under Chapter 17, Edward VII., 1910, shall be payable half-yearly, at the end of the school terms.
- (2) Every applicant for a pension under this Act must lodge with the Chief Superintendent of Education satisfactory proof by affidavit or solemn declaration of having taught 35 years in the public schools of New Brunswick before the time at which such pension is claimed, under a regular and valid license issued by the Board of Education.
- (3) With each application for a pension must be filed a copy of the registry of birth of the applicant, certified by a clergyman, or in the absence of such church record, a certificate signed by a clergyman and a magistrate, or by two responsible persons, giving the date of birth of the applicant, or such other proof as may be satisfactory to the Board of Education. (Form of certificate will be supplied by the Education Department).
- (4) Each person entitled to a pension must write to the Chief Superintendent at the close of each school term, in June and in December, over his or her own signature, which signature must be witnessed by a clergyman or by the local postmaster officially, giving the post office address to which draft should be mailed.
- (5) In order to entitle an applicant to a pension, no greater deduction for loss of time shall be allowed in any one year for which a claim is made than 60 teaching days, nor an aggregate deduction of more than 225 teaching days for the full period of 35 years.
- (6) The first pensions under this Act shall be paid at the close of the school term ending December 31st, 1910. Applications for pensions must be made not later than three months before the end of any school term, to entitle the applicant to a pension for that half-year.

TEACHERS ATTENDING PROVINCIAL INSTITUTE.

Teachers who attend the Provincial Institute and who do not require to take the whole or part of Monday, June 27, for travelling to St. John, may teach on Saturday, June 25, instead of the Monday following.



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ANNUAL SCHOOL MEETING.

Notice is hereby given that the date of the Annual School Meeting has been changed to the second Monday in July. The next Annual School Meeting will accordingly be held on Monday, July 11th, 1910.

Instead of two weeks, the time given for auditing the accounts before the Annual Meeting heretofore, the time has been changed to *six days*.

Upon application to the Inspector at least one month before the date of any school meeting, he may grant permission to hold it in the evening at half past seven of the same day.

(For full text of amendment see Royal Gazette.)

SCHOOL TEXTS.

At the beginning of the next school year, July 1st, 1910 a small text on Elementary Composition by W. J. Alexander, Ph. D., has been prescribed by the Board of Education for use in the schools of New Brunswick.

After the above date it will be published as a supplement to Goggins' Grammar, now in use. For those having Goggins' Grammar in its present form it will be supplied separately by the vendors at a cost of 5 cents.

The cost of Goggins' Grammar with supplement will be 30 cents. It will be on sale July 1st, 1910.

Notice is hereby given that "Educational Handwork," by T. B. Kidner, has been prescribed by the Board of Education as a teachers' text book.

W. S. CARTER,
Chief Supt. of Education.

Fredericton, May 4, 1910.

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