

Convention At Mount Stewart

The local convention of the teachers of Inscrutable No. 4 was held in the hall at Mt. Stewart on Monday, Aug. 30th. The weather being ideal there was a splendid attendance. The meeting was honored by the presence of the Supt. of Education, Mr. H. H. Shaw, B.Sc.

In the absence of the local president, Mr. Cecil Devereaux, the office of chairman was capably filled by Mr. E. J. H. Morrissy.

After a few preliminary remarks and the appointing of the different committees the local inspector Mrs. Doyle, gave a short address dealing with School Fair work, Leaving Certificates, etc.

Inspector Hynes spoke briefly on Education in general. Inspector Shaw was called upon but owing to the shortness of time he decided not to speak.

An excellent paper given here with on the teaching of Geography was read by Miss Mary C. MacDonald, Donaldson, followed by a hearty vote of thanks to Miss MacDonald.

A very interesting feature of the Convention was the "Question Box" many interesting questions were asked by the teachers, and were very capably and satisfactorily answered.

The Superintendent then gave a short address, on Supplementary Readers, Text Books, etc.

The officers appointed for the current year are as follows.

President—Raymond Hughes, Mt. Stewart.

Secretary—Hannah MacIsaac, Fort Augustus.

The meeting was brought to a close by the singing of the National Anthem.

The following is Miss MacDonald's paper.

Mr. Chairman, Inspectors, and Fellow Teachers.

Geography, we are told, in the science which describe the earth in its present condition including the distribution of plants and animals on its surface, and treats of it as the home of man; another definition is "writings about the earth," for "geo" comes from a Greek word meaning earth and "graphy" from the word "to write."

For purposes of study it is usually divided into three general departments, namely physical, mathematical and political Geography. The first is known also by the name of Physiography. Some authorities add a fourth economic for commercial Geography.

The subject in all its parts is one of the most important branches taught in the public schools, for it is closely related to various other branches of natural science. In determining the form measurements, and motions of the earth, it depends upon principles and laws discovered by astronomy.

In describing the earth's surface and the material of which it is formed it touches upon geology, and it draws upon botany and zoology in its discussion of vegetable and animal life; while in treating of man it depends for many of its facts upon ethnology, and it is also the foundation upon which history rests.

In physical Geography we have a study of the external appearance of the earth, and the changes wrought in land, water and air; the cause of the seasons and of the tides, the cause of great earth quakes and of other off-recurring phenomena.

Under the term mathematical Geography we study the earth as to its shape and its motions, the scheme of its measurement, the changing of its seasons and their length, the alternate rise and fall of the tides, and make graphic representations of all these which we call maps and charts.

A part of Geography is man made. It is an interesting study to learn what part and why and how. In this sense Geography and History are united and must be viewed together. The divisions of political Geography result from the social and economic activity of the human race, influenced here and there materially by physical conditions. Political Geography then is that branch of the subject outlining human governments, the boundaries of states and nations, and the locations of cities, and pictorially preserving the present day results of the great events of History.

Some authorities take from political Geography some of its features and shape them into economic or commercial Geography, which treats of commodities, their places

of origin, the world wide demand for them, means of transportation, trade routes, etc.

The purpose of Geographical study should be: (1) To give the pupil a knowledge of the most common facts of Geography which are found in his immediate surroundings such as plants, animals, living in his locality, and the occupations with which he meets from day to day.

(2) To lead him to become familiar with the fundamental principles and laws of Geography, such as those governing climate and the distribution of life.

(3) To lead him to apply these laws and principles in determining Geographical conditions.

(4) To lead him to see how these conditions control human activities at the present and how they have affected these activities in the past, in order to accomplish these ends the teacher must be thoroughly prepared for her work. This preparation should include:

(1) A knowledge of the fundamental principles and laws of the science and ability to apply them to the conditions of her environment.

(2) A knowledge of the great facts of Geography such as the climatic conditions of the different parts of the various continents, the effect of mountains upon climate and the characteristic animal and vegetable life of the different regions of the earth.

(3) A knowledge of the more minute facts of her own country, state and town.

(4) A knowledge of the principles of teaching.

This preparation can be obtained by the study of standard works on Geography, the elementary marks of the different branches of natural science, the reading of books of travel, and articles of a Geographical nature which are found in newspapers and other periodicals. In addition to this the teacher should be a good observer, as by careful observation she will be able to verify in her own experience many of the facts gleaned in her teaching.

The teacher should be provided with such material as will assist in the presentation of the subject in such a manner as to make it both interesting and of practical value to her class. To this end she should make collections of pictures, catalogues, circulars of the great railway and steamship lines of the country. She should also collect and arrange a scrap cabinet consisting of articles cut from newspapers and magazines and of references to articles in periodicals and books from which articles cannot be clipped. All this matter should be systematically arranged and catalogued. As in other subjects the local news and interests of the children must be considered.

The teaching of Geography should begin in the contrast with Nature as found in the schoolyard, the farm and the district, that is in Nature Study. The study of the brooks, the hills, the rocks, the sun and the weather usually called Nature Study is Geography for beginners.

The work of the second year should be a continuation of that of the first year but now the pupils should be led to discover many of the important facts by themselves. This should be done largely by way of door excursions by which pupils may come into personal contact with nature and its phenomena.

The work in Geography for the third year should be largely home Geography. The pupil should study the various occupations in the town or nearby city and should be led to see the reason for each of these and something of their relation to one another. This naturally leads to the study of transportation. Map drawing should begin this year and should be of the simplest sort, consisting first of a map of the school room, then of the school building and grounds. This line of work should be carefully planned and supervised by the teacher. The idea of scale should be thoroughly fixed in the minds of the pupils and they should be led to see what a map is and what it represents. The ideas gained from travel can also be profitably introduced in this grade. Some pupils may have taken journeys to neighbouring cities and towns and can relate to the teacher what they saw. Suitable books of travel can be read by the pupils themselves or by the teacher at stated times during the day or on a certain day in the week.

A sand table is very useful in teaching Geography, especially in the lower grades; or even a large shallow tin baking pan or very large plate partially filled with sand. In this one can make real islands, capes and isthmuses. The coast line that is the line between the sand and water can be made to have gulfs, bays and islands. A lake can be made by pouring a little water into a river and letting it run into a little depression in the sand, which overflows and is drained off into the main body of water or "ocean". A canal can be made through one of the isthmuses. In developing the work of the second and third grades care should be taken to cover the fundamental facts of Geography, giving the pupils the necessary vocabulary for expressing himself in proper terms. The divisions of political study of text book. During the fourth grade classes map drawing should be carried on and should be

extended to include sketches of the natural divisions studied, and in the latter part of the year, the countries. Maps drawn by the pupils should be as simple as possible and should never include more than the important features. Sketch maps are very important for pupils in the higher grades. The work of the upper grades is simply a continuation of that begun in the fourth.

In the study of new countries teachers may find the following plan very useful and practical. First of all the teacher sketches on the board an outline map of the new country and requires the pupils to do likewise. She then takes up the surface of the country noting the mountains, lakes, rivers, etc., and marking the same thereon. This the pupils must do also. The cities and towns may be dealt with in like manner and also sections showing natural resources and industries may be marked off. Probably more than one day may be required to be spent in acquiring this knowledge. Then as a test the teacher may require the pupils to draw from memory the map of the new country marking thereon all the information gained. In this way the pupils have formed a mental picture of the country and the information gained will be more deeply imprinted on the memory than if such were acquired from text book study.

A very good method of having a geographical review is by having a pupil draw an outline map on the board of the country to be reviewed. Another pupil is sent to the board to mark the boundaries, and the rivers, lakes, mountains, products and in fact all that can be seen things grow. If teachers would do at the home of Mr. Mackenzie located on the map is taken up by shape their methods of instruction and the pupils each in turn. The criterion that they would feel sure that

may be located by means of a star. With the same map journals may be traced from different points, carrying the staple products of that region on their backs to require them, and taking back the things that are likely to be sent from this place. Geography matches stimulate interest and are popular in the schoolroom, even simple little games may be used to advantage. Here is one that may be found helpful.

Have the pupils choose sides. One of the leaders gives a geographical name, and the teacher counts "ten" very moderately. The leader in the second side, must by the time ten is called give a geographical name beginning with the last letter of the one just given. Then one from the first side must do the same, alternating sides as in a spelling match. For example Leader No. 1 "Yukon," the second "Yukon," the next "Naples," etc. Failure to give a word correctly entitles the leader on the opposite side to choose one pupil from the side making the failure.

Many devices, schemes and games for teaching Geography may be found in the "Canadian Teacher" and other books useful in the teaching of this subject are "Corn- Nelson's Royal Atlas for Canada and "Highroads to Geography." We teachers need not impart to the pupils all the knowledge we possess. Rather let us be the guide, the director, the superintendent of their mental activities. Rev. Canon A.M. Barber, pastor of St. Joseph's Catholic church and gardener he would tell us that he loves his work because he loves to see things grow. If teachers would do at the home of Mr. Mackenzie located on the map is taken up by shape their methods of instruction and the pupils each in turn. The criterion that they would feel sure that

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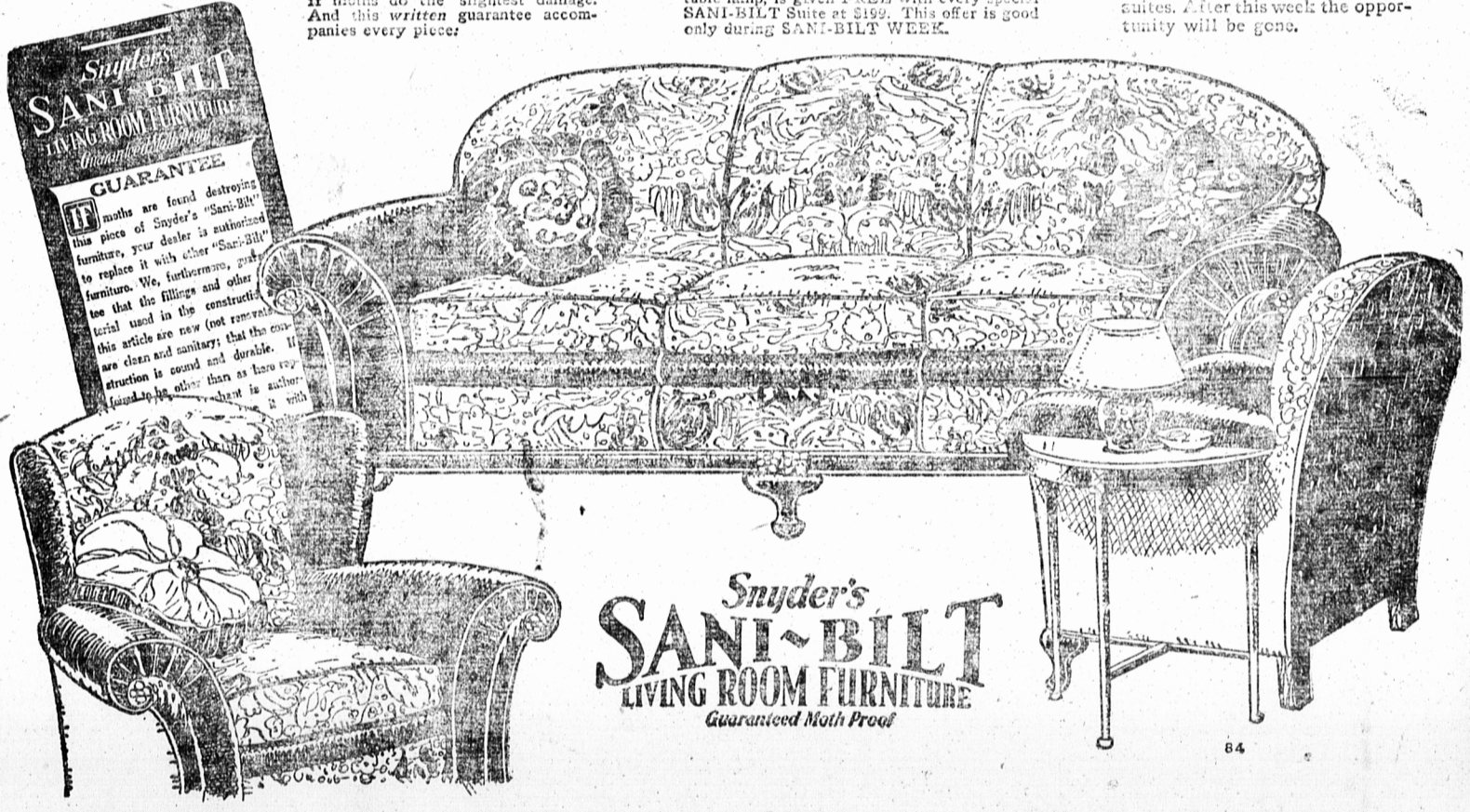
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SMILES



He: What would your mother say if she saw you flirting like that in a one-piece bathing suit?
She: She'd ask to borrow the suit probably.



JUST A LITTLE TEAR
Wife: Your clothes are nothing but rags! Where have you been?
Hubby: Just—hic!—on a little tear.



LOOKED IMMENSE
"Why is Miss Stout so angry with George? Thought she was delighted to see him back again?"
"She asked him how he thought she was looking now and he said, 'Immense!'"



WELL THAT'S DIFFERENT
"I think every man should pay his honest debts."
"I know but this was a golf bet."



WHEN ITS NINETY IN THE SHADE
"Bah! Who said cool as a cucumber!"

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Thibodaux Mourn Episcopal Rector
CONGRESSMAN MARTIN IS ONE OF PALLBEARERS AS FUNERAL IS HELD

THIBODAUX, La., Sept. 15—The business places in Thibodaux closed today at 11 a.m., during the funeral of Dr. A.A. Mackenzie, rector of St. John's Episcopal church here since 1911, who died at 6.30 a.m. Tuesday but whose funeral was delayed to await the arrival from Boston of his only son, Maurice Mackenzie. The service at St. John's church was conducted by Rev. Dr. Tucker of Houma, Rev. Presley K. Ewing of Napoleonville, Rev. W.S. Black of Alexandria and Rev. E.A. Ford of the local Presbyterian mission.

The pall bearers were: Congressman W.P. Martin, Preston Pugh, C. P. Shaver, W.H. Miller, Judge W.E. Howell and P.R. Percy. The service was assisted by members of St. Joseph's Catholic church choir, Misses Pauline and Clothilde Choi, P. J. Auzon and Charles Delas, the latter singing a solo, "Abide With Me."

for the repose of the deceased, thus Edward Island, in Canada. He purchasing that the local Catholics as well as the Protestant congregation here, but a large portion of his life he led Dr. Mackenzie in high esteem was spent in America. Besides the Mackenzie, who was an Episcopalian, he is survived by his wife, a fish subject, was born on Prince and one daughter, Mrs. Walter English of Grange, Tex.

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