

publish a High School paper called, "The Tantramar." Mr. Earle D. McPhee, Principal of the Sackville schools is President of the Association.

Mr. Pierson V. Curtis, member of the Mount Allison class of 1912, and Rhodes Scholar from Newfoundland, is enrolled in the Fourth Royal Border Regiment.

The Canadian Pacific Railway is offering to apprentices and others enrolled on the permanent staff of the company, and under twenty-one years of age, and to minor sons of employees, a free scholarship, covering four years tuition in applied science at McGill University. The scholarship is subject to competitive examination, which will be the regular matriculation examinations held in June 1915.

The New Wesleyan Theological College building in Montreal, has been officially opened.

The Dominion Militia Department has authorized McGill University to raise a regiment of graduates and undergraduates, or failing a complete regiment, to furnish part of a regiment to be made up from the various Canadian Universities.

The students of the Nova Scotia Normal College, with the staff, had an excursion to Londonderry on October 6th.

At a public meeting in New Glasgow, N. S., upon the re-opening of the Technical evening schools for the winter, Principal F. H. Sexton, of the Technical College, Halifax, reported that last year in all, 2,500 students attended Technical classes in the province. Short courses are to be conducted at the college this winter, similar to those at the Agricultural College, Truro. Mr. E. M. Macdonald, M. P., announced that he had been commissioned by a Colchester county man now in Vancouver to offer two bursaries in connection with the Technical classes, to be competed for by the sons of railway men in Colchester and Pictou counties. Mr. Macdonald on his own behalf offered two bursaries, one open to sons of men working in or about coal mines of Pictou county, and one open to sons of men employed in industrial work in New Glasgow or Trenton.

Amherst also has re-opened Technical classes for the winter.

Rural Science exhibitions throughout the country have continued well into October. An excellent one was held in Acadia Hall, Amherst, on Saturday, October 17th.

At the first meeting for the season of the St. John City Teachers' Association, officers were elected as follows:—President, Mr. Wm. Shea; Vice-President, Miss Bertie McLeod; Secretary-Treasurer, Miss Mason. Miss Clara Hay read a paper on a trip to England.

BOOKS RECEIVED.

The Lives of the Poets is admittedly the best of Johnson's works, and the *Life of Dryden* is one of the best, if not the best of them, largely because Johnson's limitations did not interfere with his appreciation of Dryden, as they did with his judgment of some greater poets. Mr. A. J. F. Collins, in his edition of the *Life of Dryden*, for school use, draws attention to the fact that the views, which Johnson expresses in this work, are the views of his time and hence that we have here not duly a revelation of the author, but also "of the general thought of the period on literary matters." That this

general thought differs so widely from that of our own day makes the "Lives" all the more valuable for careful study. [Johnson's *Life of Dryden*, with introduction and notes, paper, 135 pages, 2s. University Tutorial Press].

In *The Edgeworths, a Study of Later Eighteenth Century Education*, Miss Alice Patterson presents us with a very readable account of the educational theories and practice of Richard Lovell Edgeworth and his gifted daughter. She points out that in the eighteenth century, the Edgeworths identified themselves with those movements which best exemplify the modern spirit in education. In proof of this she reviews their writings — "Essays on Practical Education," "Professional Education," written by the father, and Miss Edgeworth's "Letters for Literary Ladies," "The Parent Assistant," "Early Lessons" and "Moral Tales." Miss Patterson decides that Mr. Edgeworth to some extent anticipates the conception of Herbert Spencer, that education should be a preparation for complete living. "The boy or girl having acquired a stock of intellectual interests and having learned habits of self-reliance and application, is to be turned out capable of undertaking any new study or any piece of practical work successfully, and ready to decide on any question of morals that may arise." The place given to manual work and elementary science is quite in agreement with the theories of today. Nor are the methods used what can be dismissed as old fashioned. *E. g.*, in elementary science, the method urged is the experimental, and as for the order in which subjects are presented, "the proper time to instruct the child, is when he begins to inquire." This has a modern ring, but have we yet reached the time when education stimulates curiosity? One warning given by Mr. Edgeworth is more needed, one would think, in our own day than in his. "If to entice the child to enter the paths of knowledge, we strew them with flowers, how will he feel when he must force his way through thorns and briars?" We wish we had more space to give to this interesting little book, and we commend it to the attention of our readers. [University Tutorial Press, 120 pages, 1s. 6d.]

Last September, we noticed Miss Agnes Nightingale's books on *Visual Geography* and recommended them to teachers of small children. We have just received a set of handwork models to accompany these little books. A background page to be coloured according to directions has outlined, suitable objects to be cut out, coloured and put in place. An Indian village, with a background of forest, has tents, canoe, tripod, deer and Indians in different positions and costumes. A river mouth has lighthouse, buoy, docks, steamers and boats of different kinds. The use of these models carries out the aim of the books, which is to stimulate the geographical imagination. [Adam and Charles Black, London, 6d.]

Clark's *Graded Writing Text-books* are really what the name implies, *i. e.*, not copy books to be written in, but books with full instructions how to use the copies that they give, which are to be taken out and used as models. The principles on which the instruction is based we believe to be sound, and the practice work is admirable. The copies proceed from a very large script to a smaller one and practice is given in figures, abbreviations, addresses and other applications of writing. Even where the books are not used in the school room, they would be very valuable to any inexperienced teacher of writing, who would study and apply the directions. [Ginn & Company, Boston].