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THE EDUCATIONAL REVIEW,

St. John, N. B.

The REVIEW is twenty-three years of age! This number begins its twenty-fourth year, full of hope for the future, with a larger subscription list than ever before, and with many new friends added to the old friends who have stood by it for so many years.

Following the custom of former years no REVIEW will be issued during the month of July. The July-August double number will be published about the tenth of August. As it will be full of good things for the opening of school, teachers should see that this office is notified of any change in address.

The supplement picture which goes out with this REVIEW was intended for the May number, but was set aside at the last moment to make room for the picture of the late King Edward VII.

The extract on the "Destiny of Canada" in last month's REVIEW should have been credited to Earl Grey, the Governor General,—a part of an address given at the prorogation of the late session of the Canadian Parliament.

Through the courtesy of Dr. Alexander Robinson, Superintendent of Education for British Columbia, the REVIEW has received a sporting pamphlet written in German for distribution at the Game Exhibition in Vienna. The sporting pictures and scenery are admirable as specimens of the photographer's and printer's art.

In a neat little pamphlet of twenty-three pages Mr. J. Castell Hopkins of Toronto, has published *The Origin and History of Empire Day* with directions for its observance which are clearly and briefly stated. In his introduction Mr. Hopkins states that Empire Day in 1909 was observed throughout the British world by 55,000 schools with an attendance of 7,500,000 scholars.

The attention of New Brunswick teachers is called to the official announcement on another page, of the courses of training for those wishing to become manual training instructors. There is a steady demand for both grades of instructors for whom courses are provided, and the demand is likely to increase in the future. In addition to licensed teachers, for whom the courses are primarily intended, a limited number of young men are to be admitted on passing the provincial matriculation examination.

The honorary degree of LL. D., recently conferred by the University of New Brunswick on Chief Superintendent W. S. Carter and Principal H. V. B. Bridges of the Provincial Normal School is a fitting acknowledgement of the important educational work that these two gentlemen are doing:

The REVIEW has been requested by the Chief Superintendent of Education for New Brunswick to say that the statement in the press, that first class teachers would in future require two years training, is unauthorized. He states further that such change has not been considered by the Board of Education, nor in so far as he is aware, is it contemplated.

The N. S. *Journal of Education* (official) in its semi-annual number just issued warns teachers, especially the young or inexperienced, not to have any dealings with agents of expensive and generally useless books or other nostrums. If a teacher wishes to add to her library, it will be safer to buy through a reliable local dealer, rather than from irresponsible itinerant agents who should never be permitted to interrupt the school for a moment.

The announcement that Dr. Allison, President of Mount Allison University, is about to retire from that position is heard with regret in all parts of the Maritime Provinces. There comes a time, to all of us, when the years exact more than the vital forces can give. No one could realize from the sturdiness and mental vigour of Dr. Allison that such a time had approached. His many years of effective administration as superintendent of education of Nova Scotia and as president of Mt. Allison—over forty years in all—have earned a well deserved rest which we hope he may long enjoy.

Closing.

The colleges have closed for the year and the list of graduates is larger than ever before. The normal schools are graduating an increasing number of teachers who look forward with bright anticipations to the work they are to enter upon. The academies and high schools will close in a few weeks, the graduates rejoicing, some of them, that school is over, others that they are to enter upon higher work to which the colleges and special

schools are beckoning them. And the great army of children in the common schools, they are looking forward to vacation and the work of another year in higher grades.

Vacation.

Vacation will come as a happy relief to all these students, and to their faithful teachers who must need the rest. But rest may not mean idleness; it means rather a change of occupation, a leisurely occupation with the feeling that "school doesn't keep" for the next two months. To get away to some place where the country, pure air, wholesome food, refreshing sleep, and plenty of it, will be enjoyed to the utmost, with agreeable companionship, especially the companionship of good books. But two months will call for more variety; so the summer schools come in with their wholesome physical drill in the open air, their quest of nature in new places, and with new companions, and the feeling that this recreation is building one up physically and at the same time preparing for better school work next year.

Summer Schools.

The Summer School is an excellent means of better equipping teachers who cannot afford the time or money to attend college. The educational powers-that-be are, year by year, showing greater financial appreciation of the services of those teachers who have the "go" in them to attend a summer school. They realize that these schools do not impart information so much as skill in teaching, a mental alertness, and a broader outlook on education.

The most of these schools happen to be in Nova Scotia—this year at least. But the boundary at the Isthmus of Chignecto is every year becoming fainter, and by-and-by only those people will look for it who have nothing better to do.

The pages of the REVIEW have for months past contained information about Summer Schools, and this year the indications are that they will scarcely be able to accommodate the eager students who will flock to them.

Both the Rural Science School and the Summer School of Science (see Regulation on p. 24) have courses in School Gardening which should stimulate teachers to take up this useful branch of work.

Educational Institute.

The meeting this month of the Educational Institute of New Brunswick should draw a large gathering of teachers to St. John. The programme, published in full on another page of the REVIEW, is a varied one, embracing topics the discussion of which will be useful to all classes of teachers. The address of Dr. Carter, Superintendent of Schools, who takes the chair as president of the Institute for the first time, will be heard with interest. He will no doubt refer to recent changes in the course and suggest how they may best be carried out.

Dr. A. H. Mackay, Superintendent of Education for Nova Scotia, always gives an inspiring and encouraging note to an institute, and his address on a Four Years' Course for High Schools will present reasons for better results to be gained in lengthening the present course of three years.

Dr. John Brittain is an old friend of New Brunswick teachers who will be glad to meet him again after years of active effort in our midst, and his later and riper work at Macdonald College.

There are other addresses also by speakers who are competent to address the Institute on topics which are attracting the keenest attention of educationists everywhere.

The Provincial Educational Institute of New Brunswick meets in St. John, June 28; the N. S. Educational Association meets at Truro, Aug. 31, the P. E. Island Association some time in September and the National Educational Association, at Boston, July 2-8.

A paragraph in the American Forestry Journal seems to show that Canada is fully competent to conserve her natural resources for the use of her own people. It says: "We must husband all our remaining resources and plant trees wherever they can be grown more profitably than other crops, in order that our own future may be assured. This is the only way. Canada has not the resources for her own needs and ours too, and she is sufficiently wide awake and intelligent to guard her own. The only way that our timber resources and Canada's can be made inexhaustible is by the application of the highest scientific knowledge and the broadest common sense."

EMPIRE DAY.

From accounts received Empire Day was celebrated throughout the Maritime Provinces in a manner befitting the importance of the day. In all the schools programmes suitable to the occasion were carried out. These embraced addresses by prominent people, salutations of the flag, singing, recitations, essays, and lessons on the history, extent and resources of the British Empire.

In the Halifax Academy a solo and chorus, the composition of Miss Kate MacIntosh, one of the teachers, was rendered in a stirring manner. The following are the words.:

WE'RE BRITONS ALL.

Thro' countless years of conflict
On many lands and seas,
The banner of Old England
Has braved the hostile breeze.
Tho' foes may come against it
On many a stubborn field,
The British, steadfast as a rock,
Will ne'er be known to yield.

CHORUS—We'll gather round our standard,
When sounds the bugle call;
For, wheresoever we may dwell,
In heart we're Britons all.

From where the sunrise splendor
Tints Eastern skies with gold,
And floods Australia's valleys
With glory, fold on fold,
And rests on glowing India,
And Egypt's waters blue,
To where South Africa's peaceful land
Holds subjects staunch and true.

(Chorus.)

Far o'er the wide Atlantic
There lies a radiant land,
Where thundering surges hurtle
On our Canadian strand,
Here fragrant woods are threaded
By many a crystal stream,
And warlike mountains guard the heights
Where peaceful valleys dream.

(Chorus.)

Here 'neath the grateful shelter
Of Britain's outstretched arm,
A happy people nestle
Free from all fear of harm.
None dare disturb our welfare,
None dare molest our land;
For we are Britain's kith and kin,
And by her side we stand.

(Chorus.)

ACADIA AFTER THE COAL ERA.—VI.

BY L. W. BAILEY, L.L. D.

The Appalachian Revolution, referred to in the last chapter, was the closing event of Palæozoic time. In connection with or as a consequence of it America in its eastern half became comparatively stable, and subsequently, except along the sea-board, no deposits were formed to tell us anything of the conditions which prevailed in succeeding periods. But great events were in progress elsewhere. In America the theatre of growth and change was transferred to the west. The region beyond the Mississippi to the shores of the Pacific, which through the larger part of Palæozoic time was deeply buried beneath the sea, now rose slowly above it. With many oscillations upward and downward and with many changes in its geography the land gradually spread westward and southward; great lakes far exceeding in size the so called Great Lakes of today, occupied portions of its surface, and around these lakes extended vast forests, of higher types than those which constituted the Devonian and Carboniferous forests, beneath which roamed animals also of much higher type than had previously dwelt upon the earth—gigantic amphibians, huge reptiles, bird-like and bat-like forms and eventually many varieties of mammals, also of colossal proportions. The formations containing these remains are known as those of Mesozoic (or Mediæval) time and include two main subdivisions, viz., the Reptilian Age and the Mammalian Age, characterized respectively by the predominance of these two great groups of vertebrate life. Each age is further sub-divided into periods, such as the Trias or New Red Sandstone, the Jurassic and chalk formations, the Tertiary and Quaternary, each marked by its own peculiar features of physical conditions and by its own peculiar organic remains. During the latter part of the Cretaceous period also, and during the early Tertiary, came in another of those great epochs of disturbance and physical revolution which from that time broke the monotony of geological progress and which in this instance resulted in the production of the great western barrier of the continent, the Rocky Mountain or Cordilleran system. Coincident with this

elevation and as a consequence of it, the great lakes just referred to were to a considerable extent drained off or reduced to their modern proportions, great rivers, like the Colorado, cut down their channels to form stupendous canons, conditions of aridity replaced those of humidity, volcanic phenomena on a vast scale were brought into operation, and with the change in climatic and other physical conditions, came about also great changes in the character and distribution of life.

Similarly in the old world it was during these ages that the great chalk deposits of England, determining its poetic name of Albion, were produced; it was then that the great mountain chains of Southern Europe, the Pyrenees, the Alps, the Juras and Appenines were lifted to lofty heights, and that farther east, in Asia, the great range of the Himalayas was brought into being.

But of the vast lapse of time represented by these periods we find in Acadia, with a single exception, no trace, this fact being probably due to the further fact that the land then stood above the sea level, and that any deposits of fresh water or lacustrine origin which may have been formed upon its surface, and from which, if present, some conclusions might be drawn, have been wholly obliterated by causes to be hereafter described.

The exception to which reference has been made is based on facts to be observed in and about the Bay of Fundy.

I presume that many of my readers are familiar with the scenery of the Annapolis Valley, the "Garden of Nova Scotia." Its beautiful villages and hamlets, with its miles of apple orchards, are a delight to all who visit them. This extraordinary fertility is of course the result of the character of the soil beneath resulting from the decomposition of a series of bright red sandstones exposed at various points but which are especially noticeable on the shores of Minas Basin, about Digby, and again at the head of St. Mary's Bay, where they form a series of conspicuous bluffs. Those familiar with the valley will also recall the fact that throughout its length it is bordered on its northern side by a range of hills commonly known as the North Mountains, through which has been cut the entrance to Annapolis Basin at Digby Gut. It was of these peculiar relations

that Longfellow sung in his description of the home of Evangeline:

In the Acadian land, on the shores of the Basin of Minas.
Distant, secluded, still, the little village of Grand Pré
Lay in the fruitful valley. Vast meadows stretched to
the eastward,
Giving the village its name, and pastures to flocks with-
out number.

* * * * *

West and south there were fields of flax, and orchards
and corn fields

Spreading afar and unfenced o'er the plain; and away
to the northward

Blomidon rose, and the forests old, and aloft on the
mountains,

Sea-fogs pitched their tents, and mists from the mighty
Atlantic

Looked on the happy valley, but ne'er from their station
descended.

But if Blomidon itself be visited it will be found that the rocks of which it is composed are very different from those of the valley which it overlooks. They are much harder, much darker in colour, often more or less crystalline, and not unfrequently broken by divisional joints into quadrangular or hexagonal columns similar to those which have determined the well known scenery of the Giants' Causeway, the Cave of Staffa or the Palisades of the Hudson. Like the latter they are in reality of volcanic origin and with the similar rocks extending southwesterly along the whole range of the North Mountains to Digby Gut and beyond the latter, through Digby Neck to Brier Island, they mark the site of a series of volcanic overflows, partly interstratified with the red sandstones and partly resting upon them. They often resemble the slags of a furnace and at many places are filled with cavities, the result of the expansion of steam or sulphurous vapors, the walls of which are lined with beautiful minerals, such as agates, amethysts, zeolites, etc., making the region a famous gathering ground for the mineralogist, made better by the action of the tides and frosts which from time to time loosen and drop large masses of rock from the precipitous face of the cliffs. Nothing, however, resembling a crater can be found. The beds rather represent what is known as a fissure eruption — the outwelling of igneous matter along an extended crack or fissure and the overspreading of this material on the adjacent formations. There were probably several of these fissures as indicated by ridges, now submerged, along the

trough of the Bay of Fundy, and again by their occurrence on Grand Manan, where they determine the well known scenery about the Northern Head, including the famous "Six Days of Creation," that of Dark Harbor, and again that



SOUTHERN CROSS, GRAND MANAN.

of the Southern Head, with its remarkable "Southern Cross." It will be remembered that throughout the whole of its history the Bay of Fundy region was one of instability and of profound subsidences, (witness the vast thickness and inclined altitude of the rocks in the Joggins section) as it was from pre-Cambrian time often the scene of volcanic outbreaks, and it would seem that not long after the close of the Coal era, in what is known as the Trias or New Red Sandstone era, such subsidences were again in progress, originating the sandstones of the Annapolis valley, but now, instead of yielding to the pressure thus determined and becoming thrown into folds, great cracks were developed along the bottom of the sinking trough, and through these welled up the lavas and volcanic materials which now constitute Blomidon and the range of the North Mountains.

The beds of this era are but slightly represented upon the mainland of New Brunswick, though some red sandstones believed to be of this age occur in the vicinity of St. Martins and elsewhere on the southern coast, but they are widely spread on Prince Edward Island, where, as in the Annapolis valley, the bright red sandstones by their decomposition have determined conditions of exuberant fertility.

Do we know anything of the life of this interesting era? Well, only a very little directly. A few fragments of fossil wood, related to the pines,

and a few obscure markings, some of which resemble foot-prints, are all that have yet been observed in the deposits about the Bay of Fundy or in Prince Edward Island; yet we can hardly doubt that the land was covered with forests and that these were tenanted by abundant forms of animal life. These, too, must have been of the same general character as are found elsewhere in the deposits of this era. In the valley of the Connecticut River, where the beds are of precisely similar character to those of the Annapolis Valley and North Mountains, vast numbers of fossil foot-prints, mingled with a few bones, have been found, and clearly indicate both the abundance and the characteristics of the animal life of the time. It was at first supposed that the foot-prints, from their three-toed character, were those of birds, but later investigations have shown that they were rather those of reptiles or of animals combining the characteristics of both birds and reptiles. Some of the foot-prints are two feet in length, indicating animals of gigantic proportions, and they included both carnivorous and herbivorous forms. One, which has been christened *Brontozoum giganteum*, has been estimated to have had a height of fourteen feet. Many of these animals were bipeds like the birds, others were crocodilian in aspect and probably as ferocious, while still others must in height have resembled kangaroos. Frog-like animals or amphibians are also indicated, some of them as much as twelve or fifteen feet in height. Even the air had its reptiles, in the form of huge bat-like creatures (*Pterodactyls*). A little later in the cretaceous or chalk era, the life of the Reptilian Age began to dwindle and in its place came in the still more wonderful life of the Tertiary period, when our modern trees, such as oaks, maples, willows, beeches and palms in part supplanted the gymnosperms or conifers of earlier ages, and reptiles gave way to mammals, the aspect of both floras and faunas becoming more modern. It would be interesting to describe the latter, which embraced most of the modern groups, but, as in the case of the preceding reptiles, far exceeded their modern relatives in size; but these facts hardly belong to Acadian history. At least, though we may regard as probable their former existence here, we have no data from which to prove such belief. The lands during these long periods of time were for the most part above the

sea, and any fluviatile or lacustrine deposits which may have been formed have been swept away by later changes. During the period of the new Red Sandstone or Trias-Jura it is probable that the land stood a little lower than now, the isthmus of Chignecto was submerged and the currents of the Bay of Fundy swept freely into the Gulf of St. Lawrence, in whose waters were accumulating the materials which constitute the island of Prince Edward. Before the close of the era, as the result of a great crack in the same Bay of Fundy trough, there welled up the volcanic material of the North Mountains and Grand Manan, fixing the present topography of the coast. In the Cretaceous and Tertiary periods the land stood higher than now, and these epochs represent eras of extensive aerial denudation, possibly reducing the surface to the condition of a peneplain, above which only our higher hills projected. But even these changes do not complete the story, and the earth was not yet ready for its master, Man. Events of a character which we could never have anticipated and of which, even in the face of the most indisputable facts, we find it hard to believe the truth, were yet to take their part in the final moulding of the surface. Heretofore the climates of the world, even in high northern latitudes, had presented the conditions of perpetual summer. In our next chapter we shall introduce our readers to what has been appropriately called "The Great Geological Winter."

An Arithmetic Match.

When the busy week is almost over, we often spend the last half hour in some kind of mental diversion, and nothing delights the pupils more than an arithmetic match. Two of them choose alternately till the school is evenly divided and seated on opposite sides of the room. The leaders pass to the blackboard, and a simple example is given them. The first one that gets an answer, marks a star on the board; then the next two take their places, and another example is given. If any fail to get the correct answer, they pass to their seats, and two others attempt to solve the same example. The winning side is the one that gets ten stars first.—*The Advocate.*

The value of your teaching is not the information you put into the mind, but the interest you awaken.
G. Stanley Hall.

Correct English in the Lower Grades.—IV.

BY ELEANOR ROBINSON.

As soon as they begin to write, children must learn the use of full stops and question marks. This has already been directed in the second article of this series.

With one or two exceptions, *rules* for other punctuation marks ought not, and indeed cannot, properly, be taught until children have a fair knowledge of grammatical constructions. The exceptions are: I. The use of the comma to mark off words of address: As, "Come, Jack, I am in a hurry." "Please, Miss Brown, may I change my seat?" II. The use of the comma to separate words in a series; as, "For lunch, we had biscuits, cake, oranges, bananas, and milk." "We had a long, hot, tiresome walk."

As soon as such sentences as these are met with in the reading lesson, call the children's attention to them, (taking one form at a time, of course.) and let them pick out other examples in the reading book. Give them practice in putting in the commas in sentences written on the board and in dictated sentences. Then let them learn the rules.

The simpler uses of quotation marks can be learned at an early stage. Make the children pick out conversations in their readers and tell you where the quotation marks are placed, and why. Good examples to study from the N. B. Reader, Bk. III, are to be found in, "Black Beauty," "Self-Denial," and "The Little Post-Boy." For home work let them copy a short conversation from a story book. Put on the board a conversation, punctuated, but without quotation marks, and let them dictate the latter to you.

The next step is to write short conversations from dictation, but before this is done, a separate lesson must be given on the commoner contractions used in ordinary conversation. Put on the board the following contractions: "Aren't, can't, couldn't, didn't, hasn't, I'll, I'm, I've, etc." Get the children to tell you what letters are omitted and then let them write out the full form of each. For the next exercise, reverse this, giving the full form, and requiring the contractions.

They may now go on to writing short original conversations on given subjects. [As they advance, variety should be expected in the words of *saying*. Draw their attention to different words of this sort in their reading. In "Self-Denial," and "Black Beauty," the word "said," is used again and again. In "The Little Post-Boy," we find, "asked," "answered," "cried," "exclaimed." In "The Doll's Dressmaker," a still greater variety is used. The children may make a list of these words, adding others if they can, then use them in original conversations.]

The correct use of punctuation marks, however, is to be learned chiefly, not by set lessons, but by practice in writing. The following exercises are most useful: *a.* Putting in the stops in an unpunctuated passage written on the board. This must be done not by rule, but by attention to sound and sense. *b.* Dictation. *c.* Transcription.* *d.* Learning poetry and writing it out from memory with absolute correctness as to stops.

The value of this last exercise can hardly be too highly estimated. Any teacher who will try it for a year, setting two such lessons a week, or even one, will probably be amazed at the improvement it brings about. Some poems that are useful for this purpose are: "Lady Clare;" Longfellow's "Daybreak;" passages from "Hiawatha," *e. g.* "The Building of the Canoe;" "Wynken, Blynken and Nod."

There is a great temptation to digress here, and to dwell in detail upon other and more important uses of poetry in school, but lack of space forbids. It may be possible to treat of this subject by itself at some future time. Meanwhile, I will say, in passing that learning plenty of good poetry by heart is the best way that I know of overcoming that great difficulty in the way of writing good English, namely, poverty of vocabulary.

There will rise in the mind of every hard-worked teacher the question "How and when are all these exercises to be corrected?" It will not do to say, with the pedagogue of tradition, "Let us look the difficulty boldly in the face, and pass on." It is a difficulty that must be grappled with, for uncorrected written work is practically useless. Hard work, these corrections, but hard work that tells. A few suggestions may make it a little easier and more effective.

First, as to work that can be corrected by the children themselves, such as dictation or written out poetry. The objections to this plan of correcting are that it encourages, *a.* confusion, *b.* carelessness, and *c.* unfairness.

The first may be avoided by strict adherence to certain rules of method. Have the papers exchanged in such a way that no child has a near neighbour's paper. Allow a short time before papers are given back, when the correctors may

* The exercise of copying a passage out of a book, though it should not supersede dictation, is occasionally a useful substitute for it. It is quieter, and more expeditious. It is apt, in the case of a careless child, to reveal exactly the same mistakes which would have been made in a dictation lesson, since the words are not looked at one by one, but dictated to himself two or three at a time. And in the case of more careful learners, who look at the words and try to avoid mistakes it is evident that this form of exercise is not less effective.

raise hands, and ask to have words spelled or other information given, and another period after each one has had time to look at his corrected paper, when he may appeal to the teacher if he thinks it has been wrongly marked.

As for carelessness, you need not expect the corrections to be made quite as accurately as you would make them yourself, but a fair degree of accuracy may be acquired by practice. Make each child write the number of the mistakes he discovers at the foot of the paper he corrects, and sign his initials. After the marks have been taken, have all papers given to you. Look at some of them everytime, even if only two or three, and occasionally comment on them. This will be a check on careless writing or correcting. Also, the children should never know, beforehand, whether papers are to be corrected by the teacher or in class.

If papers are written in ink, have the correcting done in lead pencil, and make it a punishable offence for a corrector to have a pen in his hand; if the papers are in lead pencil, have a blue pencil used for correcting. This will lessen the opportunities of cheating.

The teacher will find her own work in correcting made somewhat lighter by the use of correcting signs. The table of printers' signs used for proof-correcting is suggestive and may be found in any large dictionary, but each teacher will probably want to invent some for herself. Some useful ones are: a double underline, used for nothing else, to mark a misspelled word, as, seperate; *T.* to mark a wrong tense; *Pro.*, a wrong pronoun, and so on. A complete list of these signs should be posted up in the school-room, and copied by each child. For younger children, the corrections must, of course, be written in full, but as they advance they should be led to depend more and more upon the signs and make their own amendments.

Corrections, however carefully made, are useless unless the children are forced to notice them, and the only way to ensure this is to have copies of the corrected exercises done instead of new work. The original exercises must always be handed in with the copy, and the copy should be marked. And it ought always to be possible for a higher mark to be obtained for a careful accurate copy than for the original.

Occasionally, a whole lesson should be devoted to giving back papers, when special drill should be given on recurring or common faults, *e. g.*, repetition; long and involved sentences; ambiguous pronouns. Select examples from the papers illustrating these or other errors, and get the children to criticise, and correct, if they can.

Read the best exercises to the class, giving the writer's names, and drawing attention to particular merits. It is well also to read a very poor attempt

aloud occasionally, but this should always remain anonymous. Do not make fun of anything the children write, unless it is absurd through gross carelessness.

Blackboard Drawings.

Did you ever put a drawing on the board while the children were in the room? Did you notice how keenly interested they were, and how eager to help? Last year I had several mischievous boys. I had noticed their interest in the drawings and proceeded to take advantage thereof. Instead of putting on all my own blackboard drawings, I gave them to the boys to put on. The results were surprising. With little or no aid from me, they put on excellent drawings. I had frequent new drawings on my blackboard. The boys gladly spent their recesses drawing, and frequently had a number of absorbed spectators. "Doesn't Jimmie draw well," they would ask me, and glad to have a chance to praise poor Jimmie, to whom arithmetic was a stumbling block, I answered truly, "Yes."

We put on the various drawings that come in my school magazine, but they were not enough. When we saw a picture in our readers or histories or even in our arithmetics, one that we liked, someone would put it on. Now my boys and girls are fourth and fifth grades, and most of the drawings were put on by my fourth grade children.

I have started a note book, and as I scan a magazine or a Sunday newspaper, I am on the lookout for sketches suitable for copying. If the paper is of no value I cut out such a sketch, and paste it in my notebook. Here I find a poppy border, which pleases me, and here are some little poppies to copy. I always choose drawings with clear outlines, as they are easiest to copy.—*Primary Education.*

The Civil Service Commission of Canada is having difficulty in meeting the demand for capable and efficient clerks for the various government offices. This is an opportunity for boys of fifteen years of age who have completed the eighth or any of the high school grades. The preliminary examinations admitting to the service are held once, sometimes twice, a year, in May and November, in the principal cities of the Dominion. Any teacher wishing for fuller particulars and examination papers may obtain them by applying to the Civil Service Commission, Ottawa.

FORESTRY AND THE SCHOOLS.

BY CHAS. L. WOOD, TRURO.

(Concluded.)

I now wish to deal with the enemies of the forest. Forests have their enemies as have human beings, and one of the worst is man himself. Man seems to think that forests were made to be cut down for his benefit as soon as they acquire a certain height, and not to be left for the betterment of the country. Did the wild Indian of three hundred years ago consider the forest as his enemy? He rather regarded it as his friend; he would not injure a tree unless for fuel, neither would he attack the wild animals unless it was for food.

But the civilized man of today is not satisfied with destroying our wild animals; he must destroy our beautiful forests, that nature has placed here for our benefit. A man today thinks if he has a nice grove of pine or hemlock that he must cut it down and get the big timber off it, but let me ask what does he do with the wood that is not good for lumber? I am sorry to say that he leaves it lying on the ground to go to waste, and thus prove a menace in case of fire.

The greatest enemy to our forests is fire. Every year thousands of acres are destroyed by this great enemy, and it is well worth our while to develop a system of protection. At first sight it might seem foolish to suppose that the vast extent of the Canadian forests could be effectively protected, but when we know that the fires that result from natural causes are few in number, compared with those that originate through the action of man, the matter does not seem to be an impossibility. It is estimated that \$100,000,000 worth of forests young and old, was destroyed by fire in 1908. It is not therefore surprising that timber has doubled in value, during the past few years. In view of this, rented land at \$4.00 per acre, suitable for planting would, if planted with trees, prove a splendid investment for Canada. All people who are best able to judge, realize that if something is not done soon our commercial supremacy in twenty or thirty years, will suffer for the want of timber. In order to guard against this contingency, it is necessary for our government to take immediate measures for the planting as quickly as possible much of the suitable waste or cheap pasture land in the country.

Mr. Fernow, of Toronto University, and head

of the Forestry Department of Canada, has estimated that the whole value of forests in Canada at about three hundred million acres, instead of eight hundred million as was previously supposed. The forests of Eastern Canada containing timber suitable for the European market are about eighty-seven million acres, situated in Quebec, Nova Scotia and New Brunswick. A large portion of these is quite inaccessible; and from what one knows of them, it is not improbable that they will all be eventually destroyed by fire, unless stringent measures be taken for their preservation.

The provincial and dominion governments, with the exception of British Columbia and Prince Edward Island, have established fire ranging systems. Fire rangers are appointed to patrol the woods or forests in the summer months, but more especially in the sporting season. This fire ranging system is only in its infancy, but it is hoped that it may before many years be one means of preserving those great forests, that nature has so bountifully bestowed upon us.

In addition to this system, we could further help preserve our forests by adopting a system of reforestation.

Commissioners should be appointed to survey and set apart all the suitable land for planting trees. The planting of all the waste land should be made compulsory as it is in Germany. We have about three hundred million acres of forest, or about four per cent. of the total area of the United Kingdom.

Besides this great extent of forest there are between six and seven million acres of land that is suitable to the raising of forests. If this seven million acres were planted in forest trees, we would then have a total of ten million acres, and the planting of this seven million acres if done in a proper systematic way would not cost more than \$21,000,000. Further, this system of reforestation would do more than anything else to give employment and prevent men from drifting into the towns and into the ranks of the unemployed.

I come now to the last phase of this important topic, viz., the relation of forestry to Education, and how it may be connected with our schools and colleges. The educational authorities have recognized this great question, and have been turning their attention to the possibility of providing the scientific training that may be necessary. The University of New Brunswick has established

a chair of Forestry, Sackville University has had a course of lectures on this topic, Queen's University during the year 1900 also held a similar series; and both it and the University of Toronto have been looking forward towards the establishment of a School of Forestry.

It may be thought that the study of forestry belongs only to the University and the College, but one must believe that the children in our public schools can in their way do as much for forestry as our higher institutions of learning. The majority of our common schools do not know what Arbor Day means. The children and most of our teachers think that it is a holiday and do little towards the proper observance of the day. It is set apart for the cleaning up of school grounds and for the planting of trees. In addition to this a well arranged entertainment should be given, that is an entertainment bearing on forestry. If this were done the boys and girls who are now going to school and are to become the future men and women of Canada would realize what a benefit forests are to us, and that our future depends largely on their preservation. I am sure it is a sad thing to know that a great many schools in Canada do not observe Arbor Day at all or only as a holiday; not a tree planted nor any effort made to clear up their shamefully neglected grounds.

Here is a suggestion: Have from one-half to an acre of ground set apart in each school section or district for the planting of trees. Each year have the children plant from twenty-five to fifty trees, and in a short time they would have quite a forest growing. In our Nature Study course if the study of trees could be made more prominent, and embrace a more intimate and intelligent knowledge of their habits and uses, and how to take care of them, it would lay a good foundation for the development of forestry.

Canada is rapidly approaching a real timber famine, and the only way to avert and minimize this is to plant at once large portions of land in trees. The future prosperity of the Dominion depends on the preservation of its forests.

It is vastly more important to help the home condition of one-fourth of the children than it is to know a new trick in teaching something.—
Journal of Education.

COLLEGE CONVOCATIONS.

DALHOUSIE.

The Convocation of Dalhousie College was held on April 28, in the Academy of Music hall, which was crowded to the doors. Forty-one students received the degree of bachelor of arts; two, of bachelor of science; nine, of doctor of medicine; and five, of master of arts. At an earlier Convocation as announced by the President, twelve students had received the degree of bachelor of laws. Dr. Forrest's address was full of interesting announcements. In regards to the site so kindly offered by the town of Dartmouth, the governors had decided with regret that they were unable to accept it. On the other hand, the Board had decided to accept the lot immediately in front of the present building, which had been given by the city of Halifax, and proposed to erect immediately a library and a science building upon it. Professor Mackenzie, who has held the chair of Physics for five years has resigned to accept a similar position in the Stevens Institute, New York. The Alumnae Society had decided to meet the expenses of a chair of biology, which would be established during the coming session. The Alumnae Society, though so recently organized, had shown great activity. This year it had given a scholarship of \$100 for the lady student making the highest marks in the third year examinations and it has begun a fund to obtain a suitable residence for the girls attending the college.

After the capping, which was attended with the usual sallies of undergraduates wit, Dr. Barclay, of Montreal, delivered a dignified and academic address on the University Spirit.

He lauded the university as the home of freedom and liberal ideas; it was devoted to the pursuit of truth. He urged the necessity of good salaries for professors. The days of the scholarly recluse were over. The professor should live as a man among men. He should travel and expand his mind. The reverend gentleman advocated the study of religion in the universities, and concluded with these words:

Carry with you into life the university spirit; remember that you are on the threshold of the sanctuary and seek to tread further into its recesses in search of truth. You have a country to live in and live for. You may be proud of your country's pioneers and of its development, proud of the ability of the statesmen of both races and both political parties who have brought about Confederation; proud of our education, of our country's scenery and unbounded resources. Yet something more is needed, and for that we look to you. The glory of a nation is in the sinews of its people, in the lives of its children, in the justice of its laws and in that righteousness that exalteth

a nation. You can do something in making Canada what it should be, and thus do a little to make the world better. You can, at least, cast one mite into the treasury, carry one brick for the building of the temple of God. Take life seriously as a trust for the benefit of your fellows. (Applause).

KING'S

The Encœnia of King's College, Windsor, was held on Thursday, May 12th. Owing to the death of King Edward all festivities were omitted. Previous to the Encœnial exercises a memorial tablet to the late beloved President of King's College, Rev. Dr. Boulden, was unveiled.

The university sermon was preached by the Rev. Canon J. W. Powell, M. A., President of King's. The following degrees were conferred: Honorary D. D.—on the Rev. the Dean of Fredericton, M. A. Hon. D. C. L.—on Hon. Mr. Justice McKeown; Rev. H. D. DeBlois, M. A.; W. B. Wallace, K. C.; Chancellor Allen of Fredericton, M. A.—on Rev. R. Hiltz, B. A.; Rev. D. Forsyth, B. A.; W. E. Curtis, B. A. B. A. (*ad eundem*)—Ven. D. Forsyth, B. A., (U. N. B.); W. E. Curtis, B. A., (McGill); R. V. Harris, B. A., (Trin.); A. W. L. Smith, B. A., (Dal.). B. A.—on C. H. Boulden, Miss Reynolds, Miss Rathburn, N. H. Wilcox, Miss Feindel. B. C. L.—on I. C. Belyea, M. A., H. L. Smith, G. A. Adair, H. P. Saunders, W. A. Nelson.

The valedictory was pronounced by C. H. Boulden, B. A., and the alumni oration by the Very Rev. Dean Schofield of Fredericton. Addresses were delivered by Rev. President Powell, M. A.; Hon. Mr. Justice McKeown, D. C. L.; and the Lord Bishop of Nova Scotia.

MT. ALLISON.

The year 1909-10 has been a prosperous one for Mt. Allison, and will in some respects be noteworthy for the future historians. Old Lingley Hall, connected with public gatherings for so many years, has stood neglected waiting its fate. It had been thoroughly outgrown and its site was needed. Various plans to make use of it were suggested, but the expense of remodelling an old building and the difficulty of moving it without destroying trees and terraces were fatal to them all. Sentiment had to give way and old Lingley will be pulled down.

To replace it there was ready for the exercises of this year the new Charles Fawcett Memorial Hall, presented by C. W. Fawcett, Esq., and Mrs. F. Ryan of Sackville, two of the children of the late Charles Fawcett. Its front, suggestive of Lingley Hall with its classic pillars, looks down on York St. from the elevation where the residence of Charles F. Allison, the founder, formerly stood. The interior is beautifully and harmoniously

furnished and has been a delight to all. It gives accommodation for about 1400 people and was filled to the utmost for the Baccalaureate sermon by Rev. C. Mackinnon, D. D., Principal of Pine Hill College, Halifax. It is seated with opera chairs. The stage, very large for orchestral and choral purposes, will accommodate three hundred or more.

Where Lingley stood now rises Hart Hall, the new section of the Ladies' College. It is a fine four-storey brown-stone building with trimmings of light freestone. It contains fine suites of rooms for Principal Borden and family, several class rooms, a magnificent basket-ball room in the basement, and dormitory accommodation for about fifty additional students. It cost over \$50,000 and stands free of debt owing to the splendid bequest of the late Jairus Hart of Halifax. Since March it has been in use, and next year will help to get rid of the crowding and congestion that were necessary for part of this year.

Another event of historic importance is the fact that Dr. Allison, President of the University, feeling it necessary to retire from such active work, has handed in his resignation to take effect in a year. He came to Mt. Allison twenty years ago after serving thirteen years as Superintendent of Education in Nova Scotia. Previous to that he had also been for a few years President of the University; so that as student, professor and twice President he has been for the greater part of his life closely associated with Mt. Allison, and is perhaps better known than any other alumnus. His retirement presents a difficult problem to the Board of Regents.

During the closing days there was a large influx of visitors. Some were doubtless brought by the series of concerts with which Fawcett Hall was opened. A Boston singer and orchestra were the chief attractions. The friends of those graduating and the former students made, however, a large body in themselves, for at the Ladies' College twenty-eight young ladies received diplomas in various departments, and at the Convocation thirty-three degrees were conferred and nine others received certificates in theology or in science. Three received the degree of D. C. L., A. P. Barnhill, K. C., of St. John; L. A. Chesley, K. C., of Lunenburg; and Hon. Mr. Justice McKeown of the Supreme Court of New Brunswick. All three are former graduates in arts of Mt. Allison.

This seemed to be somewhat of a St. John year at Mt. Allison. A flourishing branch of the Alumni Society was founded there in the winter and the bringing together of former students has developed new interest. It happened that five of those who received the degree of B. A. were from St. John, two of those receiving D. C. L., and both members elected this year to represent the Alumni Society on the Board of Regents, *i. e.*, S. D. Scott,

M. A., editor of *The Standard* and W. B. Tennant.

The Alumni meeting and banquet were both large and enthusiastic gatherings. Resolutions were passed looking toward a forward movement and the increasing of the endowment of the University. Some new scholarships were announced, notably three given by C. N. Haney, M. A., of Vancouver, B. C. In September five bursaries of \$75 each are to be awarded in connection with the matriculation examination. Twenty-one received certificates of matriculation from the Academy and a large entrance class is expected.

During the year Mt. Allison appointed Lloyd Dixon of Sackville, a graduate of 1905, Rhodes scholar for N. B. He will go to Oxford in September to enter upon his work. He was a good all-round student but especially brilliant in mathematics, in which he has made an unusual record at Harvard since leaving Mt. Allison. Great things are expected from him as a Rhodes scholar.

Prof. Arnold of the Physics department is not to return. His successor has not been appointed. Several changes occur in the staff of the Ladies' College. Prof. Beaumont, assistant to the Director of the Conservatory, returns to England. Miss Ruggles, so well known as vocal teacher, has resigned. Miss Bearman's place in Domestic Science is also to be filled.

Dr. Borden with his family and a large party starts for an extensive European tour in a week or two and will not return till early in September.

NEW BRUNSWICK UNIVERSITY.

Never in the history of the University of New Brunswick were the closing exercises so attractive and brilliant as this year. The old University building was draped in light colours, the Union Jack fluttering from aloft, the green terraces waving, the sea of verdant trees, the magnificent blending of city, river, distant uplands and forests mellowed into enchanting beauty by the soft bright June day, made an appropriate setting for the 50th *Encoenia* celebration of the U. N. B.

Long before the appointed hour of opening, a stream of coaches, carriages and automobiles wound up the circling and tree-embowered roads, and deposited their hundreds of the elite of Fredericton and distinguished visitors from all parts of the province. Soon the great library was crowded with the gayest and most brilliant assemblage ever present on any similar occasion.

Presently the procession was announced. First came the graduating class in Arts and Engineering—the largest in the history of the University—wearing their ermine-bordered gowns and carrying the college caps; next the members of the Associated Alumni followed by the faculty, the members of the

Senate, Judges; and last came the Lieutenant Governor and staff.

When all were seated, Prof. Raymond, who presided in the absence of Chancellor Jones, made a short address, alluding to the wonderful growth of the University in recent years, its increasing popularity, and admirable manner in which it is meeting the demand for technical education.

The address in memory of the founders was delivered by Dr. Cox, who discussed the relation of the university to the public school system of the province, dwelling especially on the eminent service of teachers to the state. He urged the university to recognize the services of distinguished teachers in some tangible manner.

Geo. V. Belyea, winner of the Governor's medal on "Transportation in Canada," read a selection from his essay, and received the medal from Governor Tweedie accompanied by some flattering remarks.

His Honor announced the subject for next year would be "The most expeditious and scientific means of surveying and classifying the public lands of the province and protecting and preserving them."

Miss Frances Fish received the Montgomery Campbell prize from the hands of Premier Hazen, and Miss Sharpe the Governor General's medal from Surveyor General Grimmer. Miss F. Steeves captured the Brydone-Jack Memorial Scholarship; and H. G. Patterson, the Ketchum Silver medal. Dean Schofield made the presentation. The Governor's Prize of \$50 to the senior having highest standing in the five ordinary subjects of the year was won by Miss Margaret Belyea, and presented by Chief Superintendent Carter. The prize will be continued.

The City of Fredericton medal for thesis on Forestry was won by Mr. Grimmer who received it from the hands of Mayor Thomas. The subject next year "Senior Hydraulics" and thesis on "Purification of City Waters." Alumnae Society's cash prize of \$30, for highest standing in Sophomore class was awarded to Miss Anna Kelly and presented by Mrs. Chestnut, the president.

A large number of Honor and Class Distinction Certificates were then conferred on winners by Prof. Raymond.

The graduates in Forestry were presented by Prof. Miller; in Civil Engineering by Dean Stone; in Arts by Dr. Carson. The degree of M. Sc., was conferred on Walter Gillis, Jos. Wood, and R. McLean; and that of M. A., on Messrs. Bell, D. R. Sharpe and Baird.

The Alumni and Senate did not forget to make Chief Superintendent Carter and Principal Bridges of the Normal School happy; both received the Honorary LL. D. degree.

Then followed the address of Senator Ellis to

the graduating class—a masterly presentation of the forces at work in the material, social and moral orders, rapidly changing the character of the age and relation of men.

He was followed by Dr. Dyde of Queens University, who was introduced by Dr. W. C. Crockett, president of the Associated Alumni Society, and he delivered the Alumni oration, taking for his subject "A United Canada in a United Empire." The address was scholarly, trenchant, critical; full of caustic reflections, but advocating a high ideal of national life and national responsibility.

The valedictory by Mr. Cook of the graduating class was of the usual reminiscent and humorous character, and made a good impression.

The singing of "God Save the King" made the old halls echo. "Auld Lang Syne" and other appropriate songs and airs were rendered by the students, and so ended the 50th anniversary of the founding of the U. N. B.

ACADIA UNIVERSITY.

Acadia's seventy-second Anniversary occurred on the first day of June. This year the Baccalaureate service was preached by Dr. R. S. MacArthur of New York, a man who has the enviable distinction of holding the pastorate of a great church in that great city for a period of forty years. In the evening of the same day an address was delivered by Rev. Prof. Cross, of Newton Theological Institution. On Monday evening, May 30th, the closing exercises of Horton Academy took place; and on Tuesday evening, of the girls' school, Acadia Seminary. The apple-blossoms in the fair country around were at their fullest bloom, but the weather, excepting Wednesday, the great day of the feast, was dark and rainy. College Hall was over-crowded at all the meetings, however, so that fine days would only have increased the number who could not be seated. The address to the graduating class of the Academy was made by Rev. P. J. Stackhouse, of Amherst; and to the Seminary graduates by Prof. J. B. Hall, Ph. D., of the Normal School, Truro, N. S.

The year just ended has been a good one. Last autumn, a little after college work for the year began, a new Science Hall, the gift of Mr. Carnegie, a brick building of comely appearance, enduring qualities, and up-to-date conveniences, was formally opened with appropriate ceremonies. This was an event not merely of interest to Acadia's immediate friends, but to all concerned about the advancement of scientific education in these Provinces. The principal address of the occasion was by Prof. H. A. Burnstead, an eminent physicist of Yale University, upon "The Functions of a University Laboratory." Most cordial have

been the relations existing in recent years between Yale and Acadia, and it was gratifying to hear Prof. Burnstead use the following words in the opening of his lecture on that October day: "We owe to Acadia some of the best young men we have at Yale, and I can assure you that no university on the continent, great or small, has among us a higher reputation for the quality of its graduates."

The building has proved eminently satisfactory. With the installation of an excellent gas-producing plant, it is lacking in no essential for first-class work in the department of Physics and Chemistry. Instruction in Biology has been maintained throughout the year as an elective for Juniors and Seniors. The Dominion government has here established a meteorological station, and a course in meteorology has been offered during the second half of the year.

Dr. George B. Cutten, well known through his books on psychology, began his work as President in the month of February, and has since exerted a strong influence for the infusing of new life into the schools. Next year he will have charge of the work in Philosophy and Metaphysics, lately done by Prof. Hartmann, who has returned to New York. Prof. Sidney Pattison has rendered a good year's service in the department of English.

Mr. N. Curry, President of the Canada Car and Foundry Company, a gentleman now residing in Montreal, but formerly of Amherst, N. S., Dr. Cutten's old home, has just paid over to the treasurer of Acadia University the sum of twenty-five thousand dollars to endow a chair of Engineering, to be known as the "Ivan Curry Chair," in memory of a departed son of the donor. Other large gifts seem to be looming in sight but definite announcements cannot yet be made concerning these. A fine library building, it is hoped, will be reared at no distant day, a building in which the valuable library will be safe from the ravages of fire. The library has been enlarged by the addition of over twelve hundred volumes during the year.

Thirty-six graduated from the College, thirty-two taking the B. A., and four the B. Sc. degree. The class was represented at commencement by four speakers: Arthur H. Chute, of Wolfville, N. S.; W. S. McIntyre, of St. John, N. B.; Ivan S. Nowlan, of Havelock, N. S.; and Miss M. E. Slack, of Windsor, N. S.

The following Honorary Degrees were conferred: the Degree of Doctor of Divinity upon Rev. R. S. MacArthur, of New York; Rev. W. F. Armstrong, of Burmah; and Rev. David Hutchinson, of St. John. The Degree of Doctor of Laws, upon Charles F. Mayers, M. D., of New York; and the M. A. Degree upon three gentlemen: Amos O'Blenes, of Moncton, N. B.; Alex. McKay, Supervisor of Halifax Schools; and M. C. Smith, M. D., of Lynn, Mass. Eight persons received the M. A. Degree in Course.

The attendance at the three schools reached, in the aggregate, nearly six hundred. Of these just two hundred have been in the College, two hundred and sixty-one in the Ladies' Seminary, and one hundred and twenty-three in the Boys' Academy. Thirty-three finished the course in the Academy and thirty-seven graduated from the Seminary. It is expected that for the Seminary a Fine Arts Building will be erected at no distant day, costing perhaps thirty thousand dollars. Indeed, an encouraging nucleus toward this has already been obtained.

At the *Conversazione* on the evening of Commencement Day a testimonial was presented to Dr. R. V. Jones, who has just rounded out a half century as Professor of the Greek and Latin languages. A very suitable address was made to him, on behalf of the friends of the Professor, by E. D. King, Esq., K. C., of Halifax, accompanied by a purse containing upwards of a thousand dollars. Dr. Jones is a man much beloved and his services have been an inestimable blessing to Acadia and the world. It is a matter for thankfulness that he is still in health and vigor. In replying to the words addressed to him, the good man enabled his auditors to see anew the worth of personal interest in students, and of his affection for them.

R. Y. E.

A Lesson in Astronomy.

The solar system puzzled us,
Miss Mary said she thought it would,
And so she gave us each a name
And made it all into a game.
And then we understood.

Theresa, with her golden hair
All loose and shining, with the sun,
And round her Mercury and Mars,
Venus and all the other stars
Stood waiting, every one.

I was the earth with little Nell
Beside me for the moon so round,
And Saturn had two hoops for rings
And Mercury a pair of wings,
And Jupiter was crowned.

And then Miss Mary waved her hand,
Each slow and stately in our place,
We circled round the sun until
A Comet—that was little Will—
Came rushing on through space.

He darted straight into our midst;
He whirled among us like a flash.
The stars went flying and the sun,
And, laughing, breathless, wild with fun,
The "system" went to smash.

—*Youth's Companion.*

Quotations for June.

Here are sweet peas, on tiptoe for a flight:
With wings of gentle flush o'er delicate white,
And taper fingers catching at all things,
To bind them all about with tiny rings.
—*John Keats.*

Apple-blossoms, budding, blowing,
In the soft June air;
Cups with sunshine overflowing,—
Flakes of fragrance, drifting, snowing,
Showering everywhere!
—*Lucy Larcom.*

If it were always rain,
The flowers would be drowned;
If it were always sun,
No flowers would be found.

"God sends his bright warm sun
And soft refreshing rain
To ripen growing fruits
And waving fields of grain."

Take care of your garden,
And keep it from weeds;
Fill, fill it with sunshine,
Kind words, and kind deeds.

Every day is a fresh beginning;
Listen, my soul, to the glad refrain,
And spite of old sorrow and older sinning,
And puzzles forecasted, and possible pain,
Take heart with the day, and begin again!
—*Susan Coolidge.*

It is the month of June,
The month of leaves and roses,
When pleasant sights salute the eyes
And pleasant scents the noses
—*N. P. Willis.*

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then Heaven tries earth if it be in tune,
And over it softly her warm ear lays.
—*Lowell.*

So sweet, so sweet the roses in their blowing,
So sweet the daffodils, so fair to see;
So blithe and gay the humming-bird a-going
From flower to flower, a-hunting with the bee.
—*Nora Perry.*

It is more important that a student use one book well than that he have a hundred good books no one of which is used.

FOR REPRODUCTION.**The Rabbit.**

Frank has a white rabbit.
 Its fur is as white as snow.
 The eyes are pink.
 The ears are pink inside.
 They are white outside.
 Frank feeds his rabbit vegetables.
 Rabbits do not eat meat.
 White rabbits are tame.
 They do not live in the woods.
 Do you know why not?
 What colors are the rabbits which live in the woods?
 White rabbits would be very easily seen.

Chair.

This is a wooden chair.
 It is hickory wood.
 Once it was a part of a hickory tree.
 Nuts grew on the tree.
 Do you like hickory nuts
 The tree began to get old.
 Then the men chopped it down.
 They sawed it into logs and took it to the mill.
 At the mill other men took the bark off.
 Then they sawed the logs into boards and thick sticks.
 These boards and thick sticks were taken to a factory.
 Into what do you suppose they made the sticks?
 How would you make a chair?
 What would you use for the seat?
 (Teacher use the object.)

Helen's Nest.

Once upon a time there was a little girl named Helen. Helen loved to watch the birds, butterflies, and bees doing their work.

One day two Orioles came to look at the big elm-tree. They soon decided to build a nest there, and each flew off in a different direction to find building material.

"Oh, papa," cried Helen, who had caught the gleam of brilliant orange and black, "let's help them so they'll stay here."

"All right, little girl," answered her father.

Helen had helped birds before by putting bits of string and worsted and straws on the ground and near-by bushes. Suddenly she clapped her

hands, exclaiming, "Oh, I'm going to label this nest, and then, after it's all built, it will be mine!"

So she carefully wrote her name on a tag of paper, putting a long piece of white string through the end of the tag. On some other tags she wrote the day and month, "May 28th." Then they were left in plain sight, and Helen scampered away.

The birds did not seem to notice the strings at first, but later every one was gone, and from that hanging nest wavered six little tags bearing Helen's name and the date!

When the birds had raised their families and gone South, her father took down the nest and brought it into the house to Helen.—Adapted from St. Nicholas.

New Duty For a Spaniel.

You have heard of dogs who are very clever at minding sheep but did you ever hear of one who helped to keep order in school? A teacher in Washington has a black cocker spaniel who goes every day with her to her school in a part of the town where there are so many people that there is not room for them to keep dogs in their homes. Hector loves the school children, and they love him, and when he barks at them to make them stop whispering, they obey. When they spell D-o-g, he wags his tail.—Century Path.

He Didn't Think.

Once there was a robin
 Lived outside the door,
 Who wanted to go inside
 And hop upon the floor.

"No, no," said the mother.

"You must stay with me;
 Little birds are safest
 Sitting in a tree."

"I don't care," said Robin,
 And he gave his tail a fling,

"I don't think the old folks
 Know quite everything."

Down he flew and kitty seized him
 Before he'd time to blink;

"Oh," he cried, "I'm sorry,
 But I didn't think."

—PHOEBE CARY.

NEW BRUNSWICKERS AT MCGILL.

On last Friday afternoon, May 6, after a meeting of the corporation of McGill University, the list of the successful candidates for degrees in three faculties was posted. Fifty-eight B. A.'s have been granted, twenty-four of them to students in the Royal Victoria College. Of the applicants for the B. A. degree sixty-eight were successful, while four received the degree of bachelor of architecture. The science graduates are divided as follows — thirty-three civils, twenty-two miners, sixteen mechanicals, twenty-one electricals, six students of transportation, three architects, one metallurgist and one chemist.

Twenty-four higher degrees were also granted by the corporation, thirteen M. Sc.'s, ten M. A.'s, and one Ph. D.

Among the students who have passed for the degree of bachelor of science are: O. B. Nicholson, Newcastle (mechanical engineering); A. A. Colter, Keswick, York, (civil engineering); W. A. Landry, Dorchester (electrical engineering); Ralph E. MacAfee, Millstream (electrical engineering); Calvin S. McLean, St. John (mining engineering); Albert W. Smith, Coverdale, Albert Co., (civil engineering); H. H. Vroom, St. Stephen, (electric engineering).

The honor lists in the faculty of applied science were announced on Monday. As usual, Maritime Province men come out well, one of them, S. J. Fisher, of Burlington, N. S., leading the class in mechanical engineering and carrying off the British Association gold medal and prize. Other Maritime men who did well are: Ashley A. Colter, Keswick, N. B., hon. mention in bridge designing; J. B. Hattie, Caledonia, N. S., third prize for paper reading before the undergraduates society; Leslie J. Jost, Guysborough, N. S., hon. mention in bridge designing; Ralph E. MacAfee, Milltown, N. B., honors in thermo-dynamics; Calvin S. McLean, St. John, N. B., honors in metallurgy.

Last year Canadian farmers used 33,000,000 bushels of seed grain. Had all of this been clean, vigorous seed, which it was not, the yield would have been increased by 190,000,000 bushels. This would have filled 1500 miles of grain cars. So large a quantity is hard to comprehend, but it goes to show that it would pay our farmers to be particular about the kind of seed they sow.

A BOY'S TRAINING.

Has any mother suggested that after a boy reaches ten years of age he should be thrown as much as is practically possible with men? My own son is an example. His mother's training of child and infant was ideal. As he grew he came gradually under my influence, with his mother's hearty co-operation. In no way an extraordinary boy, perfect in health, beautifully formed physically, and normally bright and intelligent, of good standing at school, fond of books, and capable of climbing, running, and playing on an equality with other children of similar age, he offered good material for training.

At nine years of age I taught him to swim and now, not twelve, he is quite capable of taking care of himself in any depth of water, and in any reasonable current. At ten he could handle a canoe nicely, and is learning to sail, though not yet strong enough to manage a boat. I have trained him to the uses and dangers of firearms, and in the shooting-field he's a better and far safer pair gun than many men who have shot with me, and he can be relied upon for at least a bird or two, with a light-weight shotgun, which he can use without exhaustion. He is one of several young boys who are made quite as welcome as their fathers at shooting parties, and have been taught to care for his own kit and bag, to sleep on the ground, build a fire, and boil coffee. With rifle or small pistol he can usually hit a twelve-inch target at fifty yards. The same conditions apply to fishing, including care and carriage of tackle, baiting, hooking, landing, and cleaning of fish. Of course the boy cannot ride well, as his legs are too short to get a knee grip — but he can stay on a horse at trot or canter.— Harper's Bazar.

Tree Riddles.¹

- What is the most level tree? (Plane)
 Which tree suggests thoughts of the ocean?
 (Beech)
 What tree would you prefer on a very cold day?
 (Fir)
 What tree can best remember numbers? (Date)
 What tree has passed through fire? (Ash)
 Which is the most ancient tree? (Elder)

PRIMARY GEOGRAPHY.

Years ago, as many teachers remember, such subjects as botany, zoology, and chemistry were taught from the written description in the text-book, but we have progressed in such a degree that any one attempting to teach now, other than objectively, would be considered on the verge of lunacy. Geography was taught in the same manner, but each succeeding year places it, too, more and more on an objective basis. We have advanced to a stage where objective teaching of every subject seems imperative. Verbal descriptions are inadequate, for, no matter how graphically you describe a place or thing, each listener is forming a different mental image, and no imagination, however clear, can create a mental picture at all correct, unless there is already in the mind suitable experience gained from actual observation of the thing described or from pictures of the object. So little do business men depend on verbal descriptions that, if they wish to construct a building, before entering into a contract for the same, they must see on paper a complete picture, that there may be no misunderstanding. They realize "that a greater amount of information and a more lasting impression is gained from a single picture than from pages of description." We as teachers are slowly adopting business methods. We are beginning to realize the importance of securing good mental images.

We know the best means of doing this is to visit the object itself; but since we can not charter an airship and travel with our little flocks from pole to pole, nor can we import mountain peaks, seas, or rivers at our convenience, the next best means is to model them on the sand table, and at the same time present the best pictures on the subject that can be secured. Dr. Redway says that in the teaching of geography climate is fundamental and the first topic that should be considered, as its influence has everything to do with the food, shelter, and clothing of the inhabitants of the earth. To illustrate the power of this influence, I know of nothing better than the story written by Jane Andrews of the "Seven Little Sisters," which should be in the hands of every primary teacher. It is easily illustrated and dramatized and creates a desire for the further study of geography in children of every size.—
Nebraska Teacher.

For Opening Exercises.

It often becomes a task to the primary teacher to find material for opening exercises. Here are two exercises which may be found very helpful. The little poem "Who Made All Things?" copied below, can be used with good results when the question is asked by the teacher and the pupils give the answer in concert.

Who made the sky so bright and blue,
Who made the fields so green,
Who made the flowers that smell so sweet
In pretty colors seen?

All.

'Twas God our Father and our King;
Oh, let us all His praises sing.

Who made the birds to fly so high,
And taught them how to sing,
Who made the pretty butterfly
And painted her bright wing?

All.

'Twas God our Father and our King;
Oh, let us all His praises sing.

Who made the sun to shine so,
And gladden all we see;
Which comes to give us light and heat,
That happy we may be?

All.

'Twas God our Father and our King;
Oh, let us all His praises sing.

Who made the silver moon so high,
The dark, dark night to cheer,
The stars that twinkle in the sky,
And shine so bright and clear?

All.

'Twas God our Father and our King;
Oh, let us all His praises sing.

Who made the rocks, the hills, the trees,
The mountains and the vales,
The flocks, the herds, the cooling breeze,
The streams that never fail?

All.

'Twas God our Father and our King;
Oh, let us all His praises sing.

Ralph Waldo Emerson's Morning Poem is helpful also, for opening exercises. The children delight to call it "The Thank You Poem," and they like to repeat it in the morning, all standing with bowed heads, and reciting in concert.

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

For flowers that bloom about our feet,
For tender grass so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
We thank Thee, Heavenly Father.

For blue of stream and blue of sky;
For pleasant shade of branches high,
For fragrant air and cooling breeze;
For beauty of the blooming trees,
We thank Thee, Heavenly Father.

—*Teacher's Magazine.*

The Boy Who Didn't Pass.

A sad-faced little fellow sits alone in deep disgrace.
There's a lump arising in his throat, tears streaming down
his face;

He wandered from his playmates, for he doesn't want to
hear

Their shouts of merry laughter, since the world has lost
its cheer;

He has sipped the cup of sorrow, he has drained the bitter
glass,

And his heart is fairly breaking; he's the boy who didn't
pass.

In the apple tree the robin sings a cheery little song,
But he doesn't seem to hear it, showing plainly something's
wrong;

Comes his faithful little spaniel for a romp and bit of play,
But the troubled little fellow sternly bids him go away.

All alone he sits in sorrow, with his hair a tangled mass,
And his eyes are red with weeping; he's the boy who didn't
pass.

How he hates himself for failing, he can hear his play-
mates jeer,

For they've left him with the dullards—gone ahead a half
a year.

And he tried so hard to conquer, oh, he tried to do his
best,

But now he knows he's weaker, yes, and duller than the
rest.

He's ashamed to tell his mother, for he thinks she'll hate
him, too—

The little boy who didn't pass, who failed of getting
through.

Oh, you who boast a laughing son, and speak of him as
bright,

And you who love a little girl who comes to you at night
With smiling eyes, with dancing feet, with honors from her
school,

Turn to that lonely little boy who thinks he is a fool
And take him kindly by the hand, the dullest in his class,
He is the one who most needs love, the boy who didn't
pass.

In the grammar of life, the great verbs are "to
be" and "to do."—Stewart.

The Deacon's Philosophy.

I remember when a boy
How I used to just enjoy
Riding with old Deacon Hill
When he used to drive to mill.
Skittish nag the deacon drev,
For he had a kind of love
For a good, free-actin' colt;
And he'd keep an easy holt
On the reins and when she'd shy
He'd just drawl, so kind of dry,
"There, there, colt! Now, now, no tearin'!
No use cuttin' up and rarin'.
Just keep right down in the road.
No use fretting at the load,
Steady pull's not half so wearin'.
There, there, colt! Now, now, no tearin'!"

Years ago that boyhood day;
Colt and deacon's passed away.
I ain't young's I used to be,
By a good deal, no, sirree!
Col-ish then, I must allow,
Well broke into harness now,
'Cept when things go wrong, then I
Want to rip and tear and shy.
Then inside me, kind of still,
Seem to hear old Deacon Hill:
"There, there, boy! Now, now, no tearin'!
No use cuttin' up and rarin'.
Just keep cool and peg away
Do the best you can each day;
There' there, boy! Now, now, no tearin'!"
Just keep patient and forbearin'.

—*Robert Seaver, in Youth's Companion.*

The Garden.

"The Garden" is a little play or exercise for four small
children, one carrying a small spade, one a small rake,
another a handful of seeds, and the fourth a small sprink-
ling pot. The girls wear large garden hats tied under their
chins and the boys large sun hats.

First Boy recites (pretending he is really spading):

First the garden bed is made
With sturdy arm and trusty spade.

Second Girl recites while she rakes:

Then the greatest care we take
To smooth the ground o'er with our rake.

Third Girl recites, kneeling as if planting the seeds:

When the earth is warm and fine
We plant the seeds in proper time.

Fourth Boy recites swinging watering pot:

Should the soil get dry and hot
We sprinkle with our watering pot.

Together:

After that, all of us know
We must wait for the things to grow.

—*Kindergarten-Primary Magazine.*

EDUCATIONAL INSTITUTE of NEW BRUNSWICK

23rd 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, LL.D., Chief Superintendent of Education.

SECOND SESSION.

- 2.30 p. m.—Address: "Public School Music," with demonstrations, by Professor Frank Harrison, Fredericton, N. B.
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.
Excursion to Seaside Park.

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 Miss Tingey, Sec'y of the St. John Tourist Association, Prince Wm. Street, St. John, N. B.

W. S. CARTER,
President.

D. W. HAMILTON,
Secretary.

The Canadian Commission of Conservation, of which Hon. Clifford Sifton is chairman and James White secretary, has issued its first annual report, a document of over two hundred pages, containing much valuable information on the resources of the Dominion. The duty of the Commission is to collect and disseminate information relating to the natural resources of the country and to make recommendations to the government concerning their utilization and preservation. The first report shows initial activity that augurs well for the future success in this important work.

CURRENT EVENTS.

The world has never seen before, and perhaps may never see again, so impressive ceremonies as those which attended the burial of our late King, on the twentieth of May.

Three or four million people lined the route of the procession through the streets of London, and stood in absolute silence while it passed. The armies and navies of nearly all the nations in the world were represented in the funeral cortege, preceded by detachments of nearly every regiment in England. Next came the military and naval officers, and the great officers of state, all in brilliant uniforms; and then a simple gun carriage bearing the body of the dead monarch, behind which were led his horse and his favorite dog. Nine kings and many foreign princes followed. King George, the chief mourner, was accompanied by the late King's brother, the Duke of Connaught, and his nephew, the German Emperor. The other reigning monarchs present were the King of Norway, the King of Greece, the King of Denmark, the King of Spain, the King of Belgium, the King of Portugal and the Czar of Bulgaria; and the special representatives of France and the United States were given prominent place in the procession, as were also the High Commissioner of Canada, Australia and New Zealand. It was a few days too soon to include with them an official representative of the Union

of South Africa. But, with all this marvellous assemblage of great men, never before equalled in the history of the world, the procession itself was less impressive than the silent millions of people through which it passed. There was every evidence that King Edward was sincerely loved by his people, and that their mourning was not a mere matter of form. Among the thousands of costly wreaths that were sent to Windsor, which overflowed St. George's Chapel, the place of interment, and filled a large part of the lawn, there were little sprays of wild flowers and common garden blossoms, sent by the poorest people and by children. Memorial services were held throughout the Empire, and the great railways of Canada stopped every wheel in their service for three minutes on the day of the funeral.

King George is the second son of King Edward and Queen Alexandra. His older brother, the Duke of Clarence and Avondale, died in 1892. He is related to most of the reigning monarchs of Europe. The Emperor of Germany is his own cousin, being the son of King Edward's sister; and the Emperor of Russia is also his cousin, being the son of Queen Alexandra's sister. The Kings of Greece and Denmark are his mother's brothers. The King of Norway, who is the son of the King of Denmark, is his cousin; the Queen of Norway, his sister; and the Queen of Spain, his cousin. Prince David, who will probably be now known by his first name, Edward, became Duke of Cornwall by his father's accession to the throne, and will be made Prince of Wales later. He is but sixteen years of age; and one of the first things to be done is to appoint a regent to govern in his place if he should come to the throne before he is of age.

Queen Mary is the fourth of that name in the history of England, not including Mary Queen of Scots. The others were Mary the Queen of Henry IV; Queen Mary I, of the House of Tudor, and Queen Mary II, of the House of Stuart, the two latter Queens in their own right.

The Hon. Charles Stewart Rolls, captain of the London section of the army motor reserve, who crossed from England to France and back in an aeroplane on the second of this month, has the distinction of being the first to make the double journey. Captain Rolls went from Dover to Calais and back without stopping, and made the round trip in an hour and a half. The distance across the strait at this part is twenty-one miles.

It is not yet certain that war in South America can be averted, as both Peru and Ecuador are continuing their preparations for the conflict. In Central America, also, the resumption of the war in Nicaragua is a cause of further disquieting rumors; though the repulse of the government forces at Bluefields, which is reported to have taken place, is not in itself very serious.

The Chinese authorities have warned foreign residents of the danger of a native outbreak against them, similar to the attacks upon Chinese residents with which, unhappily, we are too familiar in America. Chinese warships have been dispatched to the place of the anticipated disturbance, for the protection of foreigners.

The last day of May saw the beginning of the new South Africa; and, at the request of some one in Natal, the event

was very generally recognized in Canada by the raising of school flags and by special lessons on the history and geography of that part of the King's dominions. Lord Gladstone, the new Governor-General of South Africa, took his oath of office at Pretoria, which is to be the administrative capital. The total population of the new dominion is about five million, only one-fourth of the inhabitants being of European descent. The four provinces, Cape Colony, Natal, Transvaal, and Orange River Colony, will be represented in the general parliament, which is to meet at Cape Town; and will have local parliaments somewhat similar to those of the Canadian provinces.

Forty million pounds weight of fish are taken annually along the Siberian coast of the Arctic Ocean, and about three times that amount in other parts of Asiatic Russia.

A German naturalist has discovered organs of hearing in butterflies, situated near the point of attachment of the hinder pair of wings.

Another French aviator, Count Jacques de Lesseps, has crossed the English channel in an aeroplane. He intended to return in the same way; but the wind was too high for him to attempt the return flight.

Halley's comet has not been so bright as was expected, and our chief interest in it arises from the fact that we know more about it than about any other of these celestial visitors. It is believed to be the same comet that appeared at the time of the battle of Hastings, and the superstitious fears of the English soldiers may have had something to do with the result of the battle.

Universal municipal suffrage has been granted by the Legislature of Norway to women over twenty-five years of age. Formerly, as in our own country, only women who were taxed upon property or income were allowed to vote.

A pipe line has been completed to carry oil from Oklahoma to New York, a distance of one thousand five hundred miles.

The largest wooden building in the world is the parliament building in Wellington, N. Z., where wood is used instead of stone in its construction because of there being less danger from earthquakes.

The Irish language is now taught in some of the schools in every county in Ireland; and a recent parliamentary report tells us that there are one hundred and seventy-nine bilingual schools in the kingdom.

The court of arbitration which is to deal with the Newfoundland fishery dispute has begun its sessions at the Hague. The court consists of five jurists, one from Austria, one from the Argentine Republic, one from the Netherlands, one from the United States, and one from the British Empire; the two latter being Judge Gray, of Delaware, and Sir Charles Fitzpatrick, Chief Justice of the Supreme Court of Canada. The matter for decision is the extent of the rights conferred upon the United States fishermen by the treaty of 1818 in the waters off the coast of Newfoundland. It is claimed by Newfoundland that these rights belong only to citizens of the United States, and should be subject to the same restrictions as those imposed upon Newfoundland fishermen; while the United States authorities claim that their fishermen are not subject to the laws of Newfoundland when in Newfoundland waters,

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.

and that it does not matter whether the crews of their vessels are United States citizens or not. There is also a question of whether the bays and harbours of Newfoundland form a part of the coast waters to which the treaty applies.

A steamer bound from Montreal to England has passed out through the Strait of Belle Isle. Never before, so far as the records show, has the strait been clear of ice in May.

There is some significance in the fact that Captain Rolls, the first to make the flight across the Strait of Dover from the English side, is in command of a company of aerial motor men. It calls attention to the possible use of the airship as a fighting machine; or, at least, as an indispensable means of watching an enemy's approach, for which purpose the balloon has been more or less used in the past.

By the acquirement of the Dominion Atlantic Railway and its steamship lines, the Canadian Pacific has gained indirect access to Boston, as well as a line to Halifax independent of the Intercolonial Railway.

School and College.

The first annual banquet of the Nova Scotia Technical College Society was given at the Halifax Hotel on the evening of Saturday, May 21, and was a most enjoyable affair.

Prof. Harlow, of the Normal School staff, assisted by Mr. F. G. Matthews, of the Manual Training School, recently gave an illustrated lecture on Birds to a large audience in Truro.

Principal H. V. Hayes, of the Manual Training School, St. John, is to have full charge of the educational exhibit at the Dominion Exhibition to be held in St. John in September. The choice is an excellent one.

Eastern teachers who may visit Toronto the coming vacation are cordially invited to visit the establishment of Messrs. Geo. M. Hendry & Co., stay as long as they wish, look over books, and examine various lines of school equipment.

Mr. J. A. Bannister, of River Glade, Westmorland Co., N. B., who has been engaged in the Sackville school for several years past, has been engaged at a good salary to take charge of the Manual Training department at Stanstead College, Que. Mr. Bannister will be graduated from the training course at the Provincial Normal School, at Fredericton, in June.

Miss Edna Golding, of the Model School, and Miss Ethel Smith, of the York Street School, Fredericton, have been granted leave of absence to make a tour in Europe.

Miss Sadie Sterling and Miss Edith A. R. Davis, of the Fredericton school staff, and Miss Isabel Estabrooks, of the St. John schools, have resigned their positions to take part in certain happy events in the near future. And there may be others.

At the closing exercises of the Nova Scotia Technical College, the following students received diplomas: In Civil Engineering—F. R. Archibald, Halifax; Clarence L. Dimock, Upper Newport, Hants Co.; Francis M. Dawson, Truro; Edward S. Kent, Truro; E. L. Thorne, Jr., Dartmouth; Walter Putnam, Maitland; A. J. Macaulay, Glace Bay. In Mining Engineering—T. W. Hardy, Jr., Halifax; N. W. MacKay, Balmoral Mills, Colchester Co.

Principal C. M. Lawson, of the Kings County Grammar School at Sussex, N. B., has resigned to accept the position of teacher of classics in the Fredericton Grammar School.

Mr. W. B. Webb, formerly of New Brunswick but now of Rich Valley, Alberta, has this to say of the training of some future Canadian citizens: "I have a school of twenty-four pupils, nearly all of whom are Swedes, some directly from Sweden, others from the United States. They are intelligent children, easy to control, and one could not ask for more obedient pupils. Of course they find it difficult to get our language either in speaking or writing, but it is surprising what facility they gained in it last year. If they heard English at home they would soon be able to master the language. But their training requires considerable patience, a virtue, let us hope, that is possessed by most teachers."

THE EDUCATIONAL REVIEW.

The death of Sister Mary Raphael, of Halifax, took place the last of May. She was one of the most accomplished teachers, and was for many years head of the primary department of girls in the St. Patrick's School, and more recently in St. Joseph's. She possessed superior intellectual gifts and a personality that made her very dear to children.

RECENT BOOKS.

In Marion Talbot's *Education of Women* (cloth, pages 255, price \$1.37 post paid) there is presented an adequate discussion of the training of girls and women for the duties of life. While the activities of women in the past have been chiefly concerned with providing food and clothing and looking after the comfort and daily well-being of children, the author contends that such duties now require not simply good physical health and strong sex impulse but a large capacity for administration and the ability and knowledge to enter into the industrial and business life of the household. After giving brief glimpses of the life and occupation of girls of the older time she proceeds in a series of chapters to sketch the training for life of girls in the schools and colleges at the present time.

Two of these "glimpses" are worth reproducing here: In 1771 Anna Green Winslow, a ten year old girl, was sent by her guardians from her home in Nova Scotia to her aunt in Boston to be "finished." For the benefit of her far-away family the little girl was required to keep a journal. In this she entered with charming unconsciousness the events and occupations of her daily life.

"I have spun [she writes, Feb. 22, 1772] 30 knots of linning yarn, and (partly) new-footed a pair of stockings for Lucinda, read a part of the *pilgrims progress*, coppied part of my text journal, play'd some, tuck'd a great deal (aunt Deming says it is very true) laugh'd enough, and I tell aunt it is all human nature, if not human reason."

She was an accomplished as well as a "strangely industrious little piece of femininity." She learned "dancing, or dancing, I should say," and attended a writing-school to acquire that most indispensable and most appreciated of eighteenth century accomplishments—fine penmanship.

Nearly one hundred and forty years later, the author continues, a little girl's diary might give this record:

"She missed breakfast because she had to hurry to get the school automobile, which will not wait. The boys and girls in her grade gave a scene showing the Siege of Troy to the whole school. The children wrote it and made their costumes. Next they are going to study how people lived in Rome. It was "Mothers' day" in the cooking-class and they all came to luncheon after the play, except her mother, who had to read a paper at the Woman's Club. She helped prepare the grapes and oranges for the fruit salad. She learned a new step in the physical culture class. After school a Toboggan Club was formed and she was made treasurer. The cook left, so her father took the family to his club to dinner and then they all stayed to the Christmas revels."

(The Chicago University Press, Chicago.)

Trenholme's *Outline of English History* (cloth, 122 pages, price 50 cents) aims to provide a companion and guide for students studying English history on the basis of Professor E. P. Cheyney's *History of England*. With this end in view the text-book has been organized under ninety special topics, and each topic has been briefly but carefully outlined.

The author has also provided a select list of reference books in English history and has compiled a very useful pronouncing index of English proper names. (Ginn and Co., Boston.)

Lyde's *Man in Many Lands* (cloth, pages 184, price 2s. 6d.) is an attractive volume, containing twenty-four full-page illustrations in colours. It is designed to encourage interest in the study of geography, and will be found a most useful text-book for students. (Adam & Chas. Black, London.)

LATE MAGAZINES.

In the June *Century* is the first of a series of three papers by George Kennan, reviewing the events that have taken place since the "Bloody Sunday" of January, 1905. This number also contains the second part of Albert Hickman's story *Compensated*.

The Living Age's new serial, "The Story of Hauksgarth Farm," is quite different from "As It Happened," which immediately preceded it, and as a simple and strong story of life it is a great deal better.

Miss L. M. Montgomery, author of "Anne of Green Gables," contributes a delightful sketch on "The Garden of Old Delights" in the *Canadian Magazine* for June.

OFFICIAL NOTICES.

Province of New Brunswick.

The following regulation was adopted by the Board of Education at its meeting of June 2:

"In accordance with the provisions of Section 123 (e) School Manual, and beginning with the ensuing session of the Summer School of Science, subject to the approval of this Board of Education of the course of study prescribed by that school in School Gardening: Duly licensed teachers who shall have taken the prescribed course in any two consecutive years at the Summer School of Science for the Maritime Provinces, and who shall have obtained a certificate of competency thereat, shall be eligible to receive the grant provided for School Gardening."

The following regulation has been approved by the Board of Education:

Whenever a formal and well-grounded complaint shall have been made to the Board of Education by an Inspector, School Board, or not less than seven ratepayers of a school district, as to the incompetency, gross neglect of duty, breach of faith or contract, violation of the prescribed regulations, or conduct not becoming an instructor of the young, on the part of a teacher, the Board of Education,

N B. School Calendar, 1910

- June 10th—Normal School Closing.
- June 14th—Final Examinations for License begin.
- June 30th—Schools close for the Year.
- July 11th—Annual School Meetings.

N. S. School Calendar, 1910

- June 27 Regular Annual meetings of School Sections.
- June 29 County Academy Entrance Examination begins.
- June 29 Provincial Normal College closes, Truro.
- June 30 Last authorized teaching day of school year.
- July 4 Provincial Examination week begins.
- July 7 Last day for Annual School Returns to be received.
- July 12 Openings of Summer Schools at Halifax, Truro and Liverpool. (Respectively, the Military, Rural Science, Bilingual and Summer Schools).
- Aug. 1 Next School year begins.
- Aug. 29 Regular opening of Public Schools, First Quarter.
- Aug. 31 Provincial Educational Association meets, Truro.
- Sept. 15 Normal College opens at Truro.

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Remember the Dates—Sept. 5 to 15

THE DOMINION EXHIBITION

ST. JOHN, N. B.—THE METROPOLIS

RE EDUCATIONAL EXHIBITS

(Entries Must be Made Before June 1st)

- | | |
|--------------------------|------------------------------|
| EXHIBITS OF NATIVE WEEDS | EXHIBITS OF DOMESTIC SCIENCE |
| EXHIBITS OF MINERALS | EXHIBITS OF HOUSEHOLD WORK |
| EXHIBITS OF MANUAL WORK | EXHIBITS OF DRAWING |
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upon satisfactory evidence of the truth of the charges made, may cancel or suspend the license of such teacher, or order his re-examination at the next regular examination of candidates for Teachers' License.

NORMAL SCHOOL MANUAL TRAINING COURSES

Training courses for teachers desirous of qualifying as licensed Manual Training Instructors will be held at the Provincial Normal School during the session of 1910-11 as follows:

Short Courses.—September 12 to December 15, 1910.
January 9 to April 10, 1911.

Full Course.—January 9 to June 16, 1911.

The short course is intended to qualify teachers for the license to teach Manual Training in Rural Schools. Candidates for admission must hold at least a Second Class Provincial License, and be prepared to furnish evidence of their teaching ability.

The full course is intended to qualify teachers for the license to teach Manual Training in Town Schools. Candidates for admission should hold a First Class License, but teachers holding a Second Class License, and having a good teaching record, may be admitted on their merits. In addition, a limited number of young men who have passed the Provincial Matriculation Examination, not below the second division, will be admitted to the full course. Such students will be required to enter on September 12 and remain until June 16, 1911, taking, in addition to the Manual Training Course, certain subjects of the general Normal Course.

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

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

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

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.

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.)

PHYSICAL AND MILITARY TRAINING.

Beginning July 12 next, courses in Military and Physical Training will be given in Fredericton, and in St. John if the number of applications warrants.

The course in Physical Training consists of approximately thirty lessons of one hour each. No expenses will be paid for this training. All applications must be made before July 10th at the Education Office.

After four years all schools will be required to provide this training by qualified instructors. In future all teachers will require a certificate of competency to instruct in physical training before receiving a license, and after the end of the present school year all applicants for advance of class must also be possessors of this certificate.

The Physical Training course may be obtained at the Summer School of Science, to be held this year at Liverpool, N. S., beginning July 13th next.

For full particulars re Physical and Military Training see Royal Gazette, May 11th and 18th.

After the beginning of the present year and until further notice, Gage's Speller will be the only authorized text in spelling.

Teachers are requested to take notice that the time for sending drafts to teachers is from August 10th to August 31st. They will be sent as early as possible, but this year they are likely to be later than usual, owing to the fact that the final examinations come on later and the returns correspondingly delayed.

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

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