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# THE EDUCATIONAL REVIEW.

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VOLUME XV.

FROM

JUNE 1, 1901, TO JUNE 1, 1902.

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A. MCKAY, HALIFAX,  
Editor for Nova Scotia.

G. U. HAY, ST. JOHN,  
Editor for New Brunswick.

G. U. HAY, MANAGING EDITOR,  
St. John, N. B.



# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XV. No. 1.

ST. JOHN, N. B., JUNE, 1901.

WHOLE NUMBER, 169.

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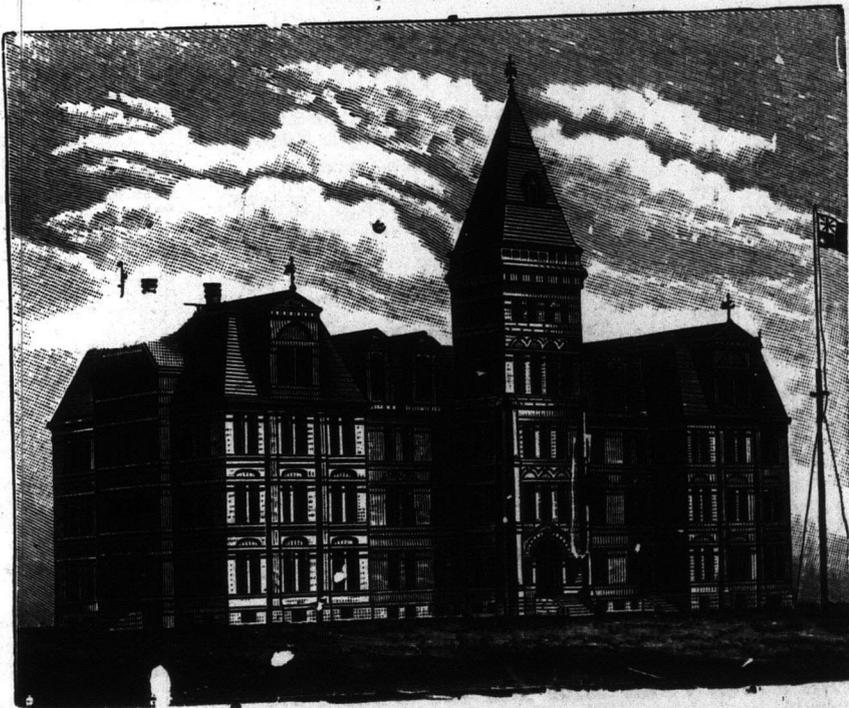
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G. U. HAY,  
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Editor for Nova Scotia

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**Always Read this Notice**

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

AN INDEX for Volume Fourteen will be printed with the July-August number.

A PLEASANT and restful vacation to our many readers.

ANSWERS to questions are unavoidably crowded out of our 'Round Table Talks. They will be sent by mail.

THE REVIEW for July and August, a double number, will be issued about the latter part of July or the first of August. Our advertisers will please take notice of this.

DR. JAS. HANNAY'S "History of the War of 1812" is now ready. It will be reviewed in our next.

A LARGE delegation of our teachers should attend the meeting of the Dominion Educational Association at Ottawa in August. The Exposition at Buffalo will then be in good working order.

THE Canadian Pacific Railway announce that on tickets to Montreal and west, they will grant to princi-

pals and teachers of schools and colleges (also to students returning to their homes) on presentation of standard railway vacation certificates, tickets to Montreal at one fare for the round trip,—to be on sale June 1st to July 10, good to return until September 15th. To points west of Montreal, through tickets will be issued by adding the above one fare rate to Montreal to the regular rates beyond Montreal. Teachers and students who are thinking of going to the Pan-American Exposition at Buffalo, or to the National Educational Association meeting at Detroit, could not do better than correspond with A. J. Heath, District Passenger Agent, C. P. Railway at St. John, as to the matter of rates, routes, hotels, etc.

FROM reports received and inquiries made from all portions of the Maritime Provinces and also from the neighboring Republic the approaching session of the Summer School of Science to be held at Lunenburg, N. S., July 23rd to August 9th, bids fair to be the best in the history of the school. The citizens of Lunenburg are making ample preparations to cordially receive and make pleasant the stay of the scientists among them. The beauty of scenery and ample opportunity for the study of natural science in Lunenburg and vicinity make it an ideal spot for the meeting of the school. To prevent any difficulty at the last moment, all intending students should make early application for board to the local secretary, Geo. H. Love, Lunenburg, N. S., who is indefatigable in his efforts to secure suitable and comfortable accommodation for all who apply. Full particulars as to routes of travel with reduced rates will be published in the local papers.

The Summer School of Manual Training will be held in St. John from July 8th to August 3rd, conducted by Prof. E. E. MacCready, of the Macdonald Training School, Fredericton. The school will be open to teachers from all parts of New Brunswick. There will be no fees for tuition or use of tools or materials, the only requirement being the regular attendance of students. Early application should be made to Prof. MacCready, Fredericton. For those who wish to prepare to teach manual training, this course will be counted towards

the Manual Training Teachers' Certificate. Teachers should avail themselves of such a fine opportunity to acquire some insight into this practical and useful course.

It is said that Prof. Huxley was once an applicant for the chair of zoology in the University of Toronto, the salary of which was \$1,500. Another man, who was a politician and had a "pull," got it. Prof. Huxley became famous. The other is yet to be heard from.

THE REVIEW has proposed a floral emblem for New Brunswick—the Twin-flower. Recently the American species of this plant has been shown to have characters different from the European species, and the name *Linnaea Americana* has been proposed for our plant. This is another reason for its adoption as our emblem.

Mr. J. Brittain, of the New Brunswick Normal School, writes thus in favour of the proposed emblem: "*Linnaea* is well worthy to be the emblem of our province. Its beauty, sweetness and modesty commend it. It is very generally distributed, too, throughout the province. Among our inconspicuous plants I can think of none better."

#### A Word to our Readers.

With this number of the REVIEW begins its FIFTEENTH VOLUME. Few would have cared to predict when the REVIEW was started fourteen years ago this month, that it would have such a career of prosperity. It has fairly represented the educational opinion and progress of the eastern portion of Canada. To the earnest and industrious teacher it has been a source of inspiration and support. It has never yielded to the temptation to fill its columns with ready made lessons and "helps" for the lazy and incompetent school-keeper. It has sought to keep its reading and advertising columns free from objectionable matter of every kind; and the measure of support that it has received is creditable not only to our educational standing but to the high character and self-respect of our teachers. It would be easy to fill these columns with labor-saving scraps of information that somebody digs out of text-books. All who are worthy the name of teacher know that an educational journal of that class is a deception, helping them to do what every bright, active and self-respecting teacher wishes to do for himself or herself.

"I enjoy reading the strong sensible articles in the REVIEW," said a teacher some time ago. "I support your paper," said another who is not a teacher, "because it deserves support. I am proud of it because it so well represents the true spirit of education."

Nearly every article in this number is written especially for the REVIEW. While teachers read the reports

from our colleges, does it not inspire them with fresh zeal in the work that lies before them to give to the future students of these colleges their first training? Are not the lessons on nature and primary work especially helpful to those who would guide aright the inquiring spirit and activities of childhood? Are not the thoughts and opinions of some of our best teachers well worthy the attention of hundreds of others who are working with the same objects in view—the suppression of error, a wider outlook on the world, and a genuine spirit of helpfulness in teaching.

Do all teachers realize that the REVIEW is worthy of their active support? It is their own paper; the product of years of work and the desire to make it in future a greater source of interest and helpfulness to them. Let it receive a more active and hearty support in the future than in the past.

We hope (the reminders that are sent out with this number will receive attention and be met with a cheerful and ready response. And will those teachers who are changing their address send us a postal card, telling us of the change, so the REVIEW may reach them without interruption. A few lines on a postal card will save us a great deal of trouble.

#### Character Prizes.

As this is the period of the year when prizes are being given to students, usually to those who have outstripped their competitors in their power to absorb knowledge from books, might it not be well to ask again: Do these prizes really stimulate true education? Are there not other factors, than mere intellectual superiority, which should be considered in awarding school prizes? We commend to the attention of the thoughtful the conditions which Mr. Cecil Rhodes recently attached to a yearly scholarship of £250, to provide for the support of the winner at Oxford University for four years. In the election of a student to this scholarship, regard should be had, Mr. Rhodes stipulates, to (1) his literary and scholastic attainments; (2) his fondness of, and success in, manly outdoor sports, such as cricket, football, and the like; (3) his qualities of manhood, such as truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness, and fellowship; (4) his exhibition during school-days of moral force of character and of instincts to lead and take an interest in his school-mates, "for these latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim."

For the EDUCATIONAL REVIEW.]

## NATURE STUDY.

## The Functions of Living Plants.

FIRST LESSON.—FOR A BRIGHT MORNING IN JUNE.

1. Hold a burning taper (or candle) in the mouth of an inverted pickle-bottle until the flame is extinguished; then, keeping the bottle closed with the hand, shake lime-water through it.
2. Explain why the candle ceased to burn, and why the lime-water turned milky.
3. Hold a burning taper again in an inverted pickle-bottle until it will burn no longer there, and quickly lower the bottle until its mouth is below the surface of the water in a pail set below it. Push up into the bottle, without admitting air from outside, two or three vigorous leafy shoots from a growing plant. Take the bottle out of the pail in a saucer—leaving enough water in the saucer to exclude the outside air. Set the bottle and saucer in a sunny place, to be left there until the afternoon.
4. Prepare another bottle—using leafy shoots from a different plant—in just the same manner, and set it with the first.
5. Prepare a third bottle, also, but set it in darkness—under a pasteboard box, for example.
6. Burn a taper until it is extinguished in a fourth bottle; quickly lower it into a saucer of water, and set it—without any leaves in it—with the first two bottles.

## SECOND LESSON.

(For the afternoon of the same day.)

1. Take the leafy shoots out of one of the bottles left in the light—keeping the mouth of the bottle under water in a pail to exclude the air from outside—and shake some lime-water through the bottle (*closed with the hand*).
2. Remove in the same manner the green shoots from the other bottle left in the light, and try whether a taper will burn in it as at first.
3. Remove, as before described, the shoots from the bottle left in darkness. Try whether a taper will burn in it; then quickly turn its mouth upward, and shake lime-water through it.
4. Try whether a taper will burn in the bottle set away without any shoots in it; and shake lime-water through it.
5. How do you explain the results, and the *differences* in the results, of these experiments?
6. Argue from these experiments that the green leaves of growing plants, in the light, absorb carbonic acid gas (carbon dioxide) from the air, and give off oxygen, but that this process ceases in the night, or in darkness.

J. BRITAIN.

Normal School, Fredericton.

## The Planets in June.

Mercury will be visible the entire month, just after sunset, near to the horizon, a little north of west. This will be an unusually good opportunity to look at the innermost planet, which so few people have ever seen. Venus will be far enough away from the sun after the middle of the month to be comfortably seen; and at the end of the month will begin to be a good evening star, with Mercury a few degrees to the south. Mars will be seen in the west in the evening, having decreased in brightness so much as to be no longer conspicuous. Jupiter and Saturn will rise about dark and will be prominent objects the entire night, low in the south-east and south. Uranus will be visible to the unassisted eye as a very faint star about ten degrees east of the bright star Antares.—*Scientific American*.

For the EDUCATIONAL REVIEW.]

## Snake Berries.

How many strange fruits grew in the woods when I was a boy! And how many familiar and unfamiliar names for them come back to my recollection now! They were learned from schoolmates and other companions in the field, with the word of my parents as final authority—for teachers in those days never troubled themselves about things that grew, and any berry that my father or my mother could not name was not worth naming.

Not to mention strawberries, gooseberries, blueberries, and others common in household use, I can recall bunchberries, pigeon-berries, choke-berries, mulberries, boxberries, teaberries, dewberries—some of them applied to berries quite different from those that they name for me now.—egg-berries, bilberries, sarsaparilla-berries, and I don't know how many more; but none among them all so useful as snakeberries. The name covered many different things, because we were never quite sure what it meant.

Snakeberries were poison. All the boys agreed in that. Perhaps now-a-days most of them would say poisonous—but what does it matter? Poisonful, if you like. The main thing was that snakeberries should be avoided; and, therefore, whenever we came upon berries that none of us knew, the older lads would say to us, "Don't eat them, boys; they might be snakeberries."

My referees at home did not know snakeberries. No one I met could tell me where they grew or what they looked like; but the wholesome dread of finding them some day by accident kept me from putting to the proof everything that looked good to eat, just as the belief that toadstools are poisonous has done in later days. The desire for the knowledge of good and evil was

strong, however; and I kept up the search for snakeberries, so that, once found, I might know them and avoid them. I must even acknowledge some feeling of disappointment, long after school days were past, when I discovered that there was no mention of them in books.

And now for the moral of all this. It is not a reference to these bitter fruits of experience we might happily miss by an ethical heed to the warning, "They might be snakeberries," but only a simple lesson in the practical value of ignorance.

Not all delusions are harmful. The fungus you know to be edible is a mushroom; the one you don't know, a toadstool; and toadstools are poisonous. This is the only safe rule; and, since there are poisonous fruits in our forests and fields, until he knew each and every one of them, I would hesitate, for prudential reasons, about telling any inquiring boy that there is no such thing as a snakeberry. J. V.

For the EDUCATIONAL REVIEW.]

### Misquotations.

As Browning is quoted, saying:

"The little more, and how much it is,  
The little less, and what worlds away."

Mr. Cameron, in the EDUCATIONAL REVIEW, has given some striking examples of misquotations, and has suggested the publication of some more. When these come before teachers they are very striking, in the clear sight they give of the difference between the right way and the wrong way, or even between what might seem to us good, if we had not the better than good, as written by Shakespeare or by Milton.

I misquote from these two, following misquoters:

- (a) "In the affliction of these dreams to live." (Macbeth).
- (b) "Can'st thou not minister to a diseased mind." (Ib).
- (c) "And teach them how to fight." (Henry V).
- (d) "A dreadful battle rendered you in music." (Ib).
- (e) "These silly old fools." (Hamlet).
- (f) "Giving a dim religious light." (Il Penseroso).
- (g) "To-morrow to fresh fields and pastures new." (Lycidas).
- (h) "Proudly struts his dames before." L'Allegro).
- (i) "Of lengthened sweetness long drawn out." (Ib).
- (j) "He also serves who only stands and waits."

As Mr. Cameron says, how a change may ruin a line. So to compare Scott's misquotation of Wordsworth's imaginative exactness:

"The swans on sweet St. Mary's lake  
Float double, swan and shadow."

As poor Wordsworth complained, the image of the one swan and the utter loneliness of the mountain-surrounded lake were just the things he cared to tell of; and then the perfect calm, and so the double floating. The misquotation often shows the mind is not on the object.

And then the sound. What a difference when the "sw" is not repeated.

"The swan on still St. Mary's lake."

To go back to our list. One finds many hints as to the power in words of the best chosen and the best placed: "Proper words in proper places," which is, I think, near Swift's definition of what is good in style.

In (a) the real line ends with "terrible dreams," and the thought of which made Lady Macbeth shudder as her husband told of his own affliction. So Helen Faucit played it.

(b) Transpose "diseased" and "mind," on the latter of which is, of course, the stress.

(c) Henry V.'s shout, "Teach them how to war."

(d) "A fearful battle rendered you in music."

(e) "These tedious old fools," Hamlet says after suffering from Polonius.

There is as much difference between the vague "silly" here and "tedious" as between the "sweet" lake and the "still."

(f) "Casting a dim religious light" from the stained glass windows.

The same might be said here—the mind on and off the object.

(g) "To-morrow to fresh woods and pastures new."

Milton expressing his various hopes for his life's work.

(h) "Stoutly struts his dames before."

Another more exact picture.

(i) "Of linked sweetness."

The misquoter thought not at all of Milton the musician. But doubtless he can see how commonplace is his "lengthened long."

W. F. P. S.

For the EDUCATIONAL REVIEW.]

### "Scotsman."

A post card received the other day asks:—"Sir William Alexander, a Scottish knight (or Scotch) which? A young Scotsman (or Scotchman) named Alexander Mackenzie, which?"

You had better say 'Scottish,' and you must not say 'Scotchman' unless you wish to be classed by all true Scotsmen among those who drop their h's, or who say "I seen him when he done it," or who dine in their shirt-sleeves and eat peas with a knife.

Sometimes when people are told this they refuse to accept the truth with becoming docility and fall to arguing about it. They say they know natives of Scotland who call themselves Scotchmen, and they have found "Scotch" and "Scotchman" in Burns and Scott and other Scottish writers. One might answer these objections in the wise words of the famous oracle of

a rustic hostelry—"I ain't a arguin with yer, I'm a tellin yer," but perhaps a less wise answer will be better at present.

It is quite true that some Scotsmen (and many descendants of Scotsmen) do not seem to know that "Scotsman" is the proper term, but what of that? Dr. Johnson defined "pastern" in his dictionary as "the knee of a horse," and when asked by a lady how he came to make such a blunder replied, "Ignorance, madam, pure ignorance." Are we to believe that only "Scotchmen" are exempt from the glorious privilege of occasional ignorance even on matters that closely concern them? Very many of our neighbors to the south don't seem to know the name of their own country; they think it is "America" instead of being only "The United States of America." Many Canadians don't know (or didn't know until the other day) what their own flag or their own coat of arms is. Many an Englishman calls his horse a 'hoss' or an 'orse.' Et cetera, und so weiter, kai ta loipa.

As to finding 'Scotch' and 'Scotchman' in the works of Scottish writers there are several things to be said. When these authors are making non-Scottish barbarians talk about Scotsmen and things Scottish, dramatic propriety requires that these parties should talk in their usual barbarous and ignorant way. And when writing with an eye on possible English readers they may have adapted their terminology to the defective intelligence of such folk. Or, writing in haste (as Scott for instance), they may not always have been careful to discriminate between the right term and the wrong. But, even with Scott, when there is some special reason for using the right word, he does use it, no matter how great his writing speed. The grim Earl Douglas in *The Fair Maid of Perth* might be called a Scotchman by an English play-wright, but a Scottish novelist could not make him call himself that. "I am a true Scotsman" is what Scott makes him say on a memorable occasion. And with Burns, too, it is 'Scotsman' in the following immortal stanza.

"But bring a Scotsman frae his hill,  
Clap in his cheek a Highland gill,  
Say, such is royal George's will  
And there's the foe,  
He has nae thought but how to kill  
Twa at a blow."

Even in these and similar passages it is possible to find the wrong word in some editions, but that is the fault of the printer or the proof-reader or some other mechanical barbarian. And this is another important point to be considered by those who lay stress on the forms of spelling they find in their copies. I have before now found it almost (and sometimes altogether)

impossible to get 'Scotsman' printed. I have written or typed the word with all possible plainness. The proof would come with 'Scotchman.' This would be corrected and returned, sometimes more than once, and in the end it has usually happened that I was made to say 'Scotchman' to the reader. Even the *EDUCATIONAL REVIEW* has been guilty of this outrage.

If any reader wishes to get first-hand information on the question discussed here, and especially in regard to the present usage of educated Scotsmen, he is recommended to read the pages of such Scottish periodicals as *Blackwood's Magazine* and *Chambers's Journal*. If he finds 'Scotch' and especially if he finds 'Scotchman' used, he may be sure that the offending writer is an Englishman or an Irishman or worse. Also, if possible, let him get a copy of the leading Edinburgh daily newspaper and look at its name—*The Scotsman*.

When Lowell returned home after his term as minister to England, he happened one day, among some friends and some strangers, to speak very highly of Scotland and its people. One of the strangers stepped up and said to him, "Thank you, Mr. Lowell, for your kind words; I am a Scotchman myself." "Then" replied Lowell, "you are not a true one or you would have said 'Scotsman.'"

Punch had some amusing lines on this subject about half a dozen years ago, but I have mislaid the reference. I wonder if any reader of this can help me to it. I think the piece began

"If you'd make them feel 'great pots,'  
Then be sure to call them Scots."

A. CAMERON.

Yarmouth, N. S., June, 1901.

For the *EDUCATIONAL REVIEW*.]

### Manual Training.

Being deeply interested in our day school system, I hail with delight the introduction of manual training, which will further perfect it. This has been made possible through the munificence of Sir Wm. McDonald, under plans wisely carried out by Prof. Jas. W. Robertson, so well known on agricultural lines. This training supplies a missing link in our educational system, which consisted too largely of book study-work for the brain, and two little practice for the hand, leaving some of the pupil's faculties unused. Having read whatever was within reach on this subject, and several times visited Principal MacCready at his rooms and work in the Normal School building, I interviewed, during the month of March, members of our provincial government, asking that they would send a wise committee to the manual training rooms, and if that committee reported favor-

ably, they would pass such resolution as would commend this work to school trustees, and that if the government could do so, they would make a small grant aiding such districts as desired to introduce benches into their schools. I have not heard whether any such action was taken.

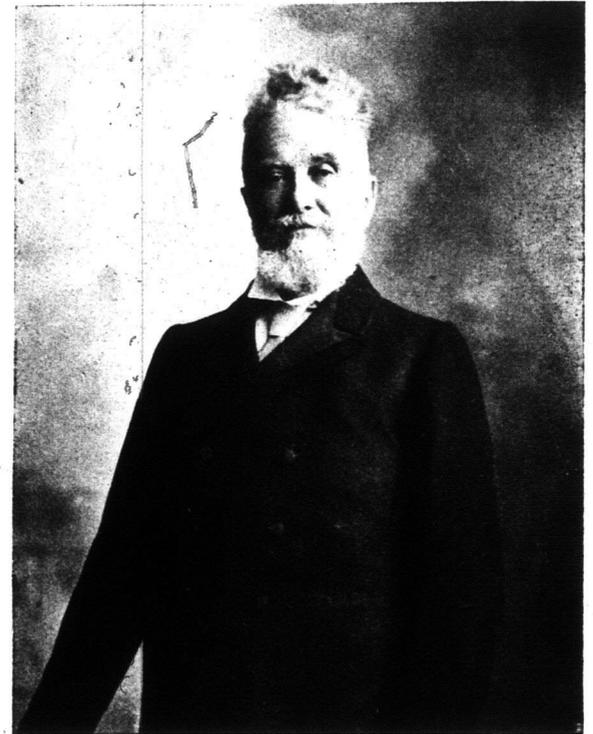
But I write especially to call attention of teachers and others to a pamphlet recently issued. It is, "The MacDonald Manual Training Schools in Canada." (Illustrated). By Prof. Jas. W. Robertson. This pamphlet is as full of thought as of words. It presents many fundamental reasons for the introduction of manual training into our schools as rapidly as possible. Teachers should read it, and re-read it, then they will desire to attend the Summer School, to be conducted soon, in St. John, by Principal MacCreedy for their benefit. Such teachers will then be eager to teach in their schools that portion of the work which they have learned. Prof. Robertson's own words, like his words on other subjects, are strong and full of common sense. And these are supported by copious extracts from the report of an Educational Commission in Ireland. I will not quote but summarize: (1) Evidence gathered by careful educators is unanimous in its favour. (2) School attendance is increased by its introduction. (3) Pupils continue longer at school because of it. (4) The training is continued wherever it is once introduced. This pamphlet has already been sent to a number of the leading teachers in our province. Others can get it by applying to Principal MacCreedy, Fredericton.

It may not be generally known to readers of the REVIEW that our province already furnishes one pleasing instance of its introduction. It is not a city school which has become the pioneer but a rural district, so small and new as not to be found yet in our Postal Directory. Miss O'Brien, who took the preliminary or introductory course in the Summer School, July, 1900, interested the trustees at Inches Ridge, York Co., bordering on Carleton Co. This interest resulted in Prof. Robertson procuring two benches for her school, and she has been teaching it much to the profit of the pupils, and to the delight of trustees and other parents of the scholars. Its influence, both in the school and in the families, is such that commends the work highly to other trustees. I hope that teachers and trustees will procure the above pamphlet, and earnestly consider the subject. AQUILA LUCAS.

Sussex, N. B.

"How does happen that there are so many old maids among the school teachers?" asked a reporter of a teacher the other day. "Because school teachers are, as a rule, women of sense; and no woman will give up a sixty dollar position for a ten-dollar man," was the reply.—*Exchange.*

### Superintendent Anderson.



We present our readers with a portrait of Alex. Anderson, LL. D., recently appointed Superintendent of Education for Prince Edward Island. Few names are better known in educational circles throughout Canada than that of Dr. Anderson, who for over a third of a century has been the leader of educational thought in that province. As principal of the Prince of Wales College and Normal School, he has wielded a great influence in stimulating the intellectual activities of the men and women who have been, and are now, the teachers of the province; and of those students who have won well-deserved honours in many of the universities of Canada and the United States. Wherever Dr. Anderson's students are found, they have reflected credit on their island home, and on the man who, by his genius as a teacher, his accurate scholarship and unswerving integrity, has done so much to mould men of character and scholarship in this generation.

The REVIEW expresses the wish of Dr. Anderson's many friends, in hoping that he may be long spared to direct the educational work of the island, which, as a teacher, he has done so much to encourage in the earlier years of his career.

For the EDUCATIONAL REVIEW.]

**June Studies for Little Folks.**

BY MRS. SARA B. PATTERSON.

Nature-study for the primary grades should not be supposed to mean the study of specific subjects, such as botany, entomology, etc. The world of nature is one to the child, and the more closely connected he finds the plants and insects and birds, the better. His future interest in these separate studies depends largely on the charm of an intimate acquaintance with out-door life in childhood. The work of the primary room is not pulling plants to pieces, making collections of insects, or studying the internal structure of dead birds. To give such work to young children is to blunt their sensibilities and to defeat the aim we profess to have in view.

For them the charm is, and should be, in the life and activity around them, and in the simple, every-day relations of one thing to another. The teacher's part is to increase their interest by encouraging and directing observation, and, wherever possible, by telling, from her own experience or reading, such facts or stories as may tend to deepen their impressions.

They should learn to recognize the common plants around them,—even the weeds are interesting when we take the trouble to notice them. We may not know their names, but it is well to get acquainted. If we are interested in a stranger there will soon be some way to discover his name. Of course, the wild flowers in the vicinity will be honoured in their season, and—one word—if there are flowers on the teacher's desk, let them be fresh and few. Half a dozen daisies or buttercups with some green leaves are more beautiful than a large and crowded bunch.

Discourage the picking of flowers to throw away. A true lover of flowers will leave them in their beauty, rather than gather them to no purpose other than to be cast down by the roadside to wither. The selfish desire for material possession that results in the destruction of beauty should be guarded against, for the sake of the child's own character. We may not grasp all that we admire. Lead him to appreciate the fact that a deeper pleasure comes from another sort of possession, which guards and cherishes what it loves.

A few weeks ago a teacher pulled up carefully a miniature spruce tree, eight or ten inches high, took it with her to school, and planted it in a flower-pot in the presence of the children. Rather to her surprise, it took most kindly to its new surroundings, its buds developed rapidly, and to-day it is covered with pale green tips over an inch long. It is a "thing of beauty," and decidedly "a joy." A clover plant taken up in the same way, and potted, has proved almost equally suc-

cessful. To watch plants growing, and to tend them, is a good preparation for the study of botany.

Similarly, an opportunity given to observe living insects is of untold value in paving the way for the study of entomology. A very drowsy bumble-bee straying into a certain room, one chilly day, was easily captured and placed under a tall glass tumbler. A few leaves and flowers, with occasional fresh air, and a generous supply of sugar and water, kept it only fairly contented for a week, during which time the children made good use of their chance for observation. The wonderful way in which the delicate blossoms were searched for honey was very attractive, but perhaps not more so than the swift movements of the end of that long tongue sipping up the sweetened water. But as the days grew warmer, an occasional angry "buzz" said that the prisoner was unhappy; so an unanimous vote was passed in its favour, and out it flew through the open window into the sunshine.

On another occasion, a large dragon-fly was found, during a high wind, clinging to a fence. A large glass placed over it, and a sheet of stiff paper slipped beneath, secured it without injury. Although offered its freedom several times during the next day, it refused to leave while the strong wind lasted. The foolish idea that this "darning-needle" would "sew their mouths up" was soon dispelled from the children's minds; and they took great interest in it, studying its queer-looking face, admiring its beautiful wings, and in hearing the story of the wonderful changes in its life.

Children should be taught to describe orally, and frequently also in writing, when they are sufficiently advanced, what they have seen and done in connection with their nature-lessons or during their out-door observations. Welcome ever so short a sentence helping the child to give it in correct English, but not in such a way as to dampen his ardour the next time he has an experience to relate. Much good work can be accomplished in this way in the line of correct speaking, as well as in spelling and composition. Facility of expression can only be developed by constant practice.

Encourage children to take notice of the birds, to listen to them, and, if possible, to connect the song with the appearance of the singer, noting down particulars. No matter if the name of the bird is unknown; he may not have any friend near to introduce him, but let him introduce himself. Invent a name; it will serve to identify him, and that is all that is necessary for a beginning. Sometimes a fanciful interpretation of the song helps to win attention, as in the case of the robin's rich notes coaxing us to "*cheer up, cheer up, cheerily, cheerily, cheer up.*"

Another clearly defined song is that of the white-throated sparrow or Peabody-bird, which consists of two prolonged, distinct notes, the first low, the second five or six tones higher, followed by two or three triplets on a medium tone, the latter giving a somewhat minor effect. The name "Peabody-bird" has doubtless been given on account of this song, being popularly rendered, "*Old Tom Peabody, Peabody, Peabody.*"

But whatever else may be missed, make sure that the children see and hear the bob-o'-link, so easily distinguished just now by his delightful melody, and by his summer suit of black relieved by flashes of white. As he sings at all hours of the day, with such a flood of matchless music, it would be impossible for one in the vicinity of green fields to miss him if they had ears to hear. It may be true that he likes the farmer's oats and barley too well, but it is also true that he destroys hundreds of destructive insects and caterpillars. This is the time of the year to give Bryant's charming poem to the children:—

ROBERT OF LINCOLN.

Merrily swinging on brier and weed,  
Near to the nest of his little dame,  
Over the mountain-side or mead,  
Robert of Lincoln is telling his name:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Snug and safe is that nest of ours,  
Hidden among the summer flowers.  
Chee, chee, chee.

Robert of Lincoln is gaily drest,  
Wearing a bright black wedding coat;  
White are his shoulders and white his crest.  
Hear him call in his merry note:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Look, what a nice new coat is mine,  
Sure there was never a bird so fine.  
Chee, chee, chee.

Robert of Lincoln's quaker wife,  
Pretty and quiet, with plain brown wings,  
Passing at home a patient life,  
Broods in the grass while her husband sings:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Brood, kind creature; you need not fear  
Thieves and robbers while I am here.  
Chee, chee, chee.

Modest and shy as a nun is she;  
One weak chirp is her only note.  
Braggart and prince of braggarts is he,  
Pouring boasts from his little throat:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Never was I afraid of man;  
Catch me, cowardly knaves, if you can!  
Chee, chee, chee.

Six white eggs on a bed of hay,  
Flecked with purple, a pretty sight!  
There as the mother sits all day,  
Robert is singing with all his might:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Nice good wife, that never goes out,  
Keeping house while I frolic about.  
Chee, chee, chee.

Soon as the little ones chip the shell,  
Six wide mouths are open for food;  
Robert of Lincoln bestirs him well,  
Gathering seeds for the hungry brood.  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
This new life is likely to be  
Hard for a gay young fellow like me.  
Chee, chee, chee.

Robert of Lincoln at length is made  
Sober with work, and silent with care;  
Off is his holiday garment laid,  
Half forgotten that merry air:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
Nobody knows but my mate and I  
Where our nest and our nestlings lie.  
Chee, chee, chee.

Summer wanes; the children are grown;  
Fun and frolic no more he knows;  
Robert of Lincoln's a humdrum crone;  
Off he flies, and we sing as he goes:  
Bob-o'-link, bob-o'-link,  
Spink, spank, spink;  
When you can pipe that merry old strain,  
Robert of Lincoln, come back again.  
Chee, chee, chee.

Teachers often complain of their lack of information on different lines of nature-study. They don't know anything about it, and don't know where to get what they want.

This certainly is a great draw-back, but there is a remedy. Personal observation is worth more than dry facts gathered from a book, very much more to little children. Something their teacher has seen with her own eyes and wants them to see is worth considering, and the awakened interest is of more value both to teacher and child than a whole page of information. But after our interest is awakened, and we begin to see and to look, then the facts assume a greater value. They seem to step right up and take a front seat, bringing us news of an old acquaintance, and this opening of our eyes to out-door life will re-act on our own life. We are apt to get into ruts in the every-day round of teaching, and the freshness of a new interest is restful to tired nerves.

The enjoyment of the holiday season will be enhanced if, in an incidental way, we observe more carefully the world of nature as we pass along. Each part of the country has its own special features; and as we visit new scenes we may, without any attempt at exhaustive study, observe many things worth noting down. In this way, while taking recreation, much valuable material may be laid up for future use.

As far as outside help is concerned in this matter, personal experience would lead the writer to advise teachers to attend the School of Science, which meets this summer in Lunenburg, N. S. It is by no means so formidable an institution as the name suggests to many. One of its charms is the freedom which students have of working little or much, as they feel able. And one of its most pleasing features is the almost daily field work carried on by different teachers, which includes walks and social chat with the class on what they see and hear.

#### THE GREENIES.

A rose-tree stood in the window. But a little while ago it had been green and fresh, and now it looked sickly—it was in poor health, no doubt. A whole regiment was quartered on it, and was eating it up; yet notwithstanding this seeming greediness, the regiment was a very decent and respectable one. It wore bright green uniforms. I spoke to one of the "Greenies;" he was but three days old, and yet he was already a grand father. What do you think he said? It is all true—he spoke of himself and of the rest of the regiment. Listen!

We are the most wonderful creatures in the world. The wisest of the creatures, the ant (we have the greatest respect for him!) understands us well. He does not eat us up; he takes our eggs, lays them in the family ant-hill on the ground floor—lays them, labelled and numbered, side by side, layer on layer, so that each day a new one may creep out of the egg. Then he puts us in a stable, strokes our hind legs, and milks us. He has given us the prettiest of names—"Little milch-cow."

All creatures, who, like the ant, are gifted with common sense, call us by this pretty name.

I was born on a rose-leaf. I and all the regiment live on the rose-tree. The gardener calls us plant-lice; the books call us Aphides; but the children call us the ant's cows.—*Andersen.*

*Old Gentleman.*—"Do you mean to say that your teachers never thrash you?"

*Little Boy.*—"Never. We have moral suasion at our school."

"What's that?"

"Oh, we get kep' in, and stood up in corners, and locked out, and locked in, and made to write one word a thousand times, and scowled at, and jawed at, and—that's all.—*Good News.*

He only is exempt from failures who makes no efforts.—*Whately.*

## THE COLLEGES.

### Dalhousie College Convocation.

The past session at Dalhousie witnessed the severing of the last tie binding old Dalhousie with the Dalhousie of to-day. After more than thirty-seven years of faithful and good service, Prof. Charles Macdonald died at his post. On Tuesday he gave two lectures to his advanced students, and on the following Sunday he died. Wherever the name of Dalhousie was known, he was spoken of in terms of admiration and attachment. His personality gave to the college its characteristic mark. Canada has seen very few like him. Perhaps Young, of Toronto, was his equal as a teacher.

In all probability Dr. D. A. Murray, B.A. (Dal. '84), Scholar, Fellow and Ph. D. of Johns Hopkins, now Instructor in mathematics at Cornell, will be appointed his successor. The nomination, the right of the donors of the greater part of the endowment of the chair, has been unanimously and enthusiastically given to him. Dr. Murray is the author of four excellent books on mathematics—all highly received by Lord Kelvin's periodical, *The Philosophical Magazine*, London. His colleagues in Cornell, without exception, and his old students at Dalhousie, speak of his brilliant success as a teacher.

Mr. Henry S. Poole, has been appointed lecturer on geology; Drs. Gordon and Falconer, lecturers on Biblical literature—a course fashioned after those of Yale, Chicago and Pennsylvania.

The most notable gift of the year is the bequest of two thousand dollars by the late Professor Macdonald as an endowment for the library fund. No department is in greater need, and in no other can a bequest like the foregoing do greater good.

At convocation the most notable feature was the conferring of the honorary degree of Doctor of Laws on Principal F. Fraser, of the School for the Blind, and Rev. T. Watson Smith, D.D. Principal Fraser's great services in the cause of the education of the blind are well known. He has placed the education of the blind on a footing as satisfactory as the education of other children. He has built and organized one of the best schools for the blind on the continent, and, in addition, he has taken a prominent part in all public matters. His blindness has been the means of enabling every blind boy or girl in these provinces to become a useful and happy member of society. Dr. Watson Smith's excellent history of Methodism, and his well-known researches in Canadian history, are well worthy of academic recognition. They are thorough and careful, and show the results of patient and long continued investigations of important phases of our national life.

The degree of B. A. was conferred on twenty-seven, of whom four were women; that of B. Sc. on four, of whom one was a woman; LL. B. on twelve; M. D. C. M. on thirteen, of whom one was a woman; M. A. on seven; LL. D. on two.

The degree of B. A., with *honours* in classics, was granted to Lillian G. Best, of Grafton, N. S., and Wm. T. Hallam, of McAdam, N. B.; that of B. Sc., with honours in chemistry and chemical physics, to R. S. Boehner, of Paradise, N. S.

The degree of B. A., with *great distinction*, was granted to Mary A. O'Brien, of Noel, N. S., and J. C. Mackie, of Brockton, Mass.; B. A., with *distinction*, on Jean F. Forrest, of Halifax, E. K. Harvey, of Halifax, L. J. Miller, of Charlottetown, Winifred B. Williams, of Boston, Mass.

Among the graduates in law were Norman G. Murray, who was present with the first contingent in all its engagements in South Africa, also J. C. Oland, lieutenant of "H" Company of that contingent, who has since returned to South Africa as lieutenant of the S. A. constabulary.

Of the graduates in arts and science, twenty one are from Nova Scotia, six from New Brunswick, five from P. E. Island, three from other places; of the graduates in law, ten are from Nova Scotia, two from New Brunswick; all of the graduates in medicine are from Nova Scotia. Dr. C. F. Fraser and Rev. Dr. Watson Smith were born in Windsor.

The following list of prizes indicates how well the women are doing. They number about one-fourth of the students in arts and science, yet they have fairly evenly divided the honours:

*Junior Entrance Scholarships:*

FIRST YOUNG SCHOLARSHIP—G. M. Johnstone Mackay.  
 PROFESSORS' SCHOLARSHIP—Wilhelmina Gordon.  
 SIR WM. YOUNG SCHOLARSHIP—William Melville Corbett.  
 MACKENZIE BURSARY—Thomas G. MacKenzie.  
 SIR WM. YOUNG SCHOLARSHIP—James A. Scrimgeour.  
 SIR WM. YOUNG SCHOLARSHIP—Allan B. Ritchie.

*Special Prizes:*

WAVERLEY PRIZE (Mathematics)—R. Mabel McCurdy.  
 DR. NORMAN E. MACKAY PRIZE (Chemistry)—Florence E. Blackwood.  
 FRANK SIMSON PRIZE (Chemistry and *Materia Medica*)—A. M. Hebb, B. A., and S. A. Fulton, equal.  
 AVERY PRIZE (for the most distinguished graduate in arts and science not taking an honour course)—Mary A. O'Brien.  
 DR. LINDSAY'S GOLD MEDAL (Primary M. D. C. M.)—Kenneth A. McKenzie.  
 DR. FARRELL'S GOLD MEDAL (Final M. D. C. M.)—E. Ross Faulkner, B. A.

The increase in the number entering this session for the first time was fully 20 per cent. In arts and science the number was eighty-nine; in law and medicine, thirty-six. Total, one hundred and twenty-five. In every faculty, except law, the increase was very large. The total attendance is the second highest on record. M.

**Encœnia of the University of New Brunswick.**

The University of New Brunswick closed another very satisfactory year's work on Thursday, May 30th. The number of students in attendance during the past year has been upwards of one hundred, and as the graduating class was not a large one, there can be little doubt that the number of undergraduates next year, reinforced by a large Freshman class, will show a substantial increase over any former period in the history of the institution. It is a gratifying fact to learn that among the undergraduates in attendance during the year now ended were thirty school teachers. Many of these have won distinction in various departments of study.

The University continues to maintain the high standard, both of matriculation and of graduation, for which it was so highly complimented by Dr. Peterson, principal of McGill College, in his speech at the centennial celebration of last year. The class of 1901, at the time of its matriculation, numbered sixteen, but from a variety of causes only half this number completed the course. Perhaps the case may have been an illustration of Darwin's theory of "the survival of the fittest," for every graduate in the arts course was ranked in the first division. The friends of the University are satisfied that the graduating classes in future will be very much larger than they have been in the past.

The recent encœnia, as might reasonably have been expected, was a modest affair when contrasted with the splendid centennial celebration of last year. It was, nevertheless, an occasion of very great interest to the large number of old graduates and friends of the institution who were present. The splendid new science building was thrown open to public inspection, and all who visited it were delighted with the beauty of its design and the convenience of its interior arrangements. To Professor Dixon's tireless energy the University is mainly indebted for this splendid addition to its equipment. The senate have arranged to renovate that part of the old college building devoted to residency, and to enlarge the library during the coming summer; also to add to the apparatus very considerably, so that the University will next year be in a better position than ever before to do good work.

The reception given by Chancellor and Mrs. Harrison on the afternoon of Thursday was an exceedingly pleasant event, and afforded opportunity of re-union to many of the alumni assembled to do honour to their *alma mater*. The proceedings in the evening were of very great interest, and the University library proved quite inadequate to the accommodation of those who had assembled, many of whom were forced to stand in the passage ways.

To the writer of this communication it appears evident that the University authorities would do well to devote more time to the closing exercises of encœnia day. The attempt to compress into the space of a couple of hours the details of so elaborate a programme as that ordinarily arranged for the encœnia is apt to result in one of two evils—either the wearying of the audience, or marring by undue haste the impressive ceremony of the conferring of degrees and honours—many of them won by days and nights of hard study. With two set orations in the same evening, these difficulties are likely to be prolonged indefinitely. In no institution in the Maritime Provinces is so little time devoted to the closing exercises as at the University of New Brunswick.

His Honour Lieut.-Governor McClelan, visitor of the University, presided at the encœnia, with Dr. Inch as president of the senate, and members of the faculty and alumni seated on the platform. The oration on behalf of the faculty was by Prof. Dixon. It was an excellent and practical address on the subject of technical education. Next followed the awarding of prizes and honour certificates.

The winner of the Douglas gold medal, W. O. Raymond, read a portion of his essay on the Centennial Celebration of the University, and the medal was presented by his Honour the Lieut. Governor.

The winner of the Alumni gold medal for Latin essay, Chester B. Martin, read a portion of his essay, and the medal was presented by the president of the Alumni Society.

The Montgomery-Campbell prize for classics was presented to Milton Price by Bishop Kingdon.

The Brydone-Jack scholarship was presented to H. S. Devlin by J. D. Hazen, M. P. P.

The Governor-General's gold medal was presented to D. W. Hamilton by Dr. J. R. Inch.

The list of class honours and distinctions was unusually large, and gave evidence of faithful work on the part of the students.

The graduating class received their degrees and were addressed by Chancellor Harrison, who, in the course of his remarks, made the following observation :

Your answering at the recent examinations shows clearly that your class is an able one, and that you have made diligent use of your time. The fact that most of you have been teachers, and that you have had a financial struggle to reach your present position, shows that your characters have been formed for self-reliance, and that we may reasonably hope that you will walk sure-footedly in life.

The alumni oration, with which the encœnial exercises were brought to a close, was an exceedingly able effort by the Rev. G. C. Heine, of Montreal, who is a graduate of the University.

#### Mt. Allison Institutions.

The exercises marking the close of another year at Mt. Allison began with the annual elocution competition on Friday, May 24th, and finished with the University convocation on Tuesday, the 28th. Between these two limits came a number of musical recitals by pupils of the Ladies' College, the anniversary exercises of the Academy and of the Ladies' College, the reception of Saturday evening, the baccalaureate sermon, and the alumni and alumnae dinner. A large number of visitors attended, including many former students. The class of '81 held a re-union, and four out of six members were present; one of the class, the Rev. J. B. Smith, of New York, was the baccalaureate preacher. In general, there seemed to be more than ordinary interest shown by the alumni and alumnae, and several committees were appointed by the societies to promote various objects in connection with their *alma mater*. One of these is to co-operate with the faculty and the class of '97 in providing a suitable memorial to Harold Borden, '97, whose heroic death in South Africa last July is known to all Canadians. At the dinner of the societies in the University residence on Monday evening one hundred and forty sat down. A number of interesting speeches were made, and a poem "in lighter vein" was read by Mr. S. D. Scott, editor of the *St. John Sun*.

The Academy had a slightly larger attendance than usual, and sent out a large class of commercial graduates. Among its students, it had representatives from Jamaica, San Domingo, Cuba, Bermuda, Newfoundland and the United States, as well as from the Maritime Provinces. Mr. Eugene Forsey, who has been on the staff since he graduated from the University in 1899, is, to the regret of all, leaving this year. His successor is not yet appointed. Otherwise the staff is unchanged.

In the Ladies' College the changes are greater. The death of Mrs. Archibald at the mid-year has left a place which it will be hard to fill. Many applications have been received, some from ladies of considerable scholarship and wide advantages and experiences. The musical director, Prof. Vincent, has, for family reasons, accepted a position in New York. Two vocal teachers are also leaving; one goes abroad for further study. Miss Lathern's health has not been very robust, but she hopes to resume her work in September. The capacity of the Ladies' College has been taxed to its utmost by the unprecedentedly large number of boarders. This gave rise to a considerable talk about a new building, but the Board of Regents, at their session, did not feel justified in incurring so great an expenditure, and some temporary provisions are to be made if the number of applications in the autumn should be further increased

The University students have been pleased to be in the splendid new residence after an enforced year of the "old lodge" and outside boarding. The building has proved very comfortable, and the bath-room and general sanitary arrangements are a great advance on the former building. The graduating class, as that of last year, numbered sixteen, three of whom were young ladies. Of the thirteen young men, one is undecided as to his profession, five expect to study law, three will become engineers, one is to be a minister, one a teacher, one goes to Edinburgh for a medical course, and one goes to Harvard for some years of mathematical study. Their religious affinities are almost as varied as their professions. Raleigh Trites, one of the youngest members, was the *dux* of the class, and wins the alumni honors. The class represents a good deal of ability, and will probably be heard from before the century advances far. The degree of M. A. in course was conferred on three young men and one young lady. Two of the young men were in attendance last year pursuing a post-graduate course. The other had graduated at Harvard since receiving his B. A. at Mt. Allison.

The sessions of the Board of Regents on May 29th and 30th were unusually well attended, and a number of important matters were dealt with. During the year \$50,000 of the Massey bequest were paid, which came in most opportunely after the great loss by fire and the recent large outlay for buildings. A new permanent professorship in the theological department was created to be called the chair of New Testament Exegesis and Church History. To this was appointed the Rev. C. H. Paisley, D.D., who has for four or five years been discharging the duties of such a chair. There was also official announcement of the offer of his Honour, Lieut.-Governor McClellan, to give \$5,000 for plant in connection with manual training and practical science, provided another sum of \$5,000 was raised for the same purpose. A committee was appointed, representing the various parts of the provinces, to unite with Professor Andrews in an effort to raise the amount. It is hoped that before another vacation the generous offer of his Honour may be made available for this useful branch of education.

T.

#### Commencement at Acadia.

The annual periods of college life form good opportunities for making comparisons and estimating advancement. Some thinkers, and even some teachers, question the place and value of academic and collegiate training. Technical education, so called, practical business training, anything that looks towards a quick and ready application of knowledge, meet with the approval of men who hold prominent positions in the business and industrial world. Does this freely expressed approval mean that the day of liberal education is passing, and that soon all life will be forced into conformity with a strictly utilitarian standard? Or does it mean that scholars and educationists should not become so absorbed

in books and theories and the acquisition of knowledge as to forget that life after all must largely be real and earnest, must be practical? It may not be best for us to be anxious what we shall eat and drink, or wherewithal we shall be clothed, yet none the less we must eat and drink; and unless we spend our days on the sunny sands at some of our summer resorts, we can scarcely get along without a few clothes at least. Hence it is that we can not, if we would, get altogether away from the real and the practical.

But are our institutions of higher learning growing out of sympathy with the needs of the people? Are they not rather showing a good degree of willingness to meet the demands of common sense and practical living? Speaking from our knowledge of the work and aims of the institutions at Wolfville, we have the firm conviction that never in the history of these schools have there been more evident purpose and effort to put the various courses of instruction into such shape as shall be best adapted to the real needs of real everyday men and women, who must soon take an active part in the strenuous struggle for existence and position. There is greater readiness to adapt methods to students rather than to seek to coerce students into conformity with methods. There is more play to the courses of instruction; there is a wider range of selection, and a freer recognition of diversity of talents and powers.

How is this? Let me specify. In the academy a well equipped department of manual training is in operation. During the past year eighty-nine pupils were under instruction in the various branches of manual training. Of these pupils, fifty came from the town schools. Within the past year the academy has been further strengthened by the organization of an efficient business department, in which the students may get a thorough training in book-keeping and business methods. It is proposed to develop this department until it shall be the equal of any business college in the Maritime Provinces.

In the seminary there is good reason to hope that in the near future a department of domestic science will be established as the result of the investigations and efforts of Principal MacDonald during the past year.

In the college the science departments are so worked as to afford opportunity for the acquisition of practical knowledge—of such knowledge as will qualify a man to enter technical schools with advanced standing. Accordingly, a young man may now take four years in the ordinary B. A. course, and, if graduated with honours in physics, may obtain B. Sc. from McGill, for example, in two years; that is, the B. A. course counts for two years in a technical school; or, to put it in another form, a liberal education and a practical education may,

and do, coincide in many particulars. There is at Acadia a steadily growing disposition to make the articulation between the arts' course and the public school requirements for teachers more exact and vital. The sympathy between the college and the common school system is deeper and more real than has ever before been the case. The college curriculum has been brought as far as is possible into harmony with the requirements for the Nova Scotia Grade A license.

During the past two years a course in the history of pedagogy has been conducted by Dr. Sawyer. This course, so far, has been an extra, but hereafter it will have a place among the regular electives of the junior year.

While these changes, either single or in combination, are not startling or revolutionary, yet they show plainly that Acadia is not regardless of the wants and demands of the people, and is seeking in a real way to maintain a vital connection with her constituency.

The events immediately connected with the anniversary exercises have been fully chronicled in the daily papers. The number of pupils in the various schools enrolled during the past year was 336. Of these 139 were in the college, 118 in the seminary, and 79 in the academy, not including the 50 town pupils taking manual training. The graduates in arts numbered 32.

The exercises of anniversary week were all of great interest. Wolfville never looked more lovely, and the throngs of visitors appeared to be delighted with everything they saw and heard.

Honorary degrees conferred were: D. C. L. on Hon. W. S. Fielding, Minister of Finance; D. Sc. upon G. U. Hay, editor of the EDUCATIONAL REVIEW; D. D. on Rev. J. H. Saunders, of Ohio, Yarmouth County, and on Rev. A. C. Chute, of Halifax; M. A. on Rev. H. F. Adams.

### Albert County Teachers' Institute.

The twenty-fourth annual meeting of the teachers of Albert County, N. B., took place at Hillsborough on Thursday and Friday, the 6th and 7th inst. President T. E. Colpitts, of the County Grammar School, presided. About fifty teachers were in attendance, and Dr. B. A. Marven, secretary of the school board, welcomed them to the hospitalities of the town in a warm address. Miss E. A. Swanson gave a practical lesson to a primary class, illustrating in a very excellent manner how color, number and paper-folding may be taught to primary grades.

On Thursday afternoon the members of the Institute enjoyed a natural history excursion to the Plaster Quarries under the guidance of Manager C. J. Osman, M. P. P., who placed his time and conveyances unreservedly at the disposal of the teachers. The plaster caves were visited, and modes of quarrying the plaster seen. Afterwards the visitors gathered in groups around the summer house of Mr. Osman, when a talk on plants was given by Mr. G. U. Hay, and Mr. Osman explained the qualities and uses of the gypsum, which forms such an important industry at Hillsborough. After refreshments, and a hearty vote of thanks to their kind host and hostess, the party returned to town.

On Thursday evening a largely attended educational meeting was held in the public hall at Hillsborough, presided over by C. J. Osman, Esq. Much regret was expressed at the unavoidable absence of Chief Superintendent Dr. Inch. A fine band, of which the townspeople are justly proud, and an excellent choir, enlivened the proceedings with appropriate music. Addresses were delivered by Inspector Steeves, Mr. G. U. Hay, Principal J. M. Palmer and Rev. C. W. Townsend. References were made at this meeting and during the sessions of the Institute to the fine position, well-kept surroundings, and clean, airy and well-appointed rooms of the Hillsborough school building. It is a credit to the people.

On Friday an interesting nature lesson on Indian Corn was given to a class by Miss Helena Atkinson. A paper which aroused considerable discussion was The Teacher as a Factor in Politics, by J. T. Horsman, A. B. The views of the writer were quite warmly discussed by H. H. Stuart, J. M. Palmer, and others. An excellent lesson on British History was taught to a class of grade seven pupils by Miss Agnes E. Reynolds.

The following officers were chosen: President, T. E. Colpitts, (re-elected); Vice-president, Miss Beatrice Steeves; Secretary-Treasurer, A. D. Jonah (re-elected). Additional members of the Executive Committee: Misses Ella Smith and Martha Avard. The next meeting of the Institute will be held at Hopewell Hill.

### CURRENT EVENTS.

The news from South Africa again tells of severe fighting, both in Cape Colony and in the Transvaal. Kritzinger, the leader of the present invasion of Cape Colony, is one of the ablest of the Boer leaders. His rapid movements make it difficult to follow him, and he is able to do much injury to the loyal inhabitants. An offer of another Canadian contingent has been declined by the imperial government, as no more help is needed.

The Duke and Duchess of Cornwall and York will land at Quebec about the middle of September, and remain for a month in Canada. It is announced that they will be joined by their son, Prince Edward, on their arrival in Canada.

Nine hundred Boer prisoners are being sent to Bermuda, where two companies of the Warwickshire regiment will be their guards.

The Chinese government has agreed to pay the indemnity demanded by the representatives of the powers, and the withdrawal of foreign troops have begun. The Chinese officials will gradually take over the government of the city of Peking, and the Dowager Empress and her court will return to the capital.

In the port of Ekaterina, on the coast of Lapland, Russia has at last a naval port which is not ice-bound in winter. A branch of the Gulf Stream, reaching up along the Lapland coast, keeps the port open all through the year. The new port has railway connection with the capital; and a ship canal is projected to connect the Baltic with the White Sea.

The ship, *Discovery*, recently launched at Dundee, is especially built for the work of exploration in the Antarctic regions. For the better study of magnetic problems, she is built of wood; for iron ships affect the compass-needle so as to make them unsuitable for this purpose. There are also matters in connection with the weather and the tides which further observations in the Southern hemisphere may help to explain; and the South Polar Continent, if it be a continent, with an area twenty times larger than the British Isles, awaits exploration. A German expedition is to work in co-operation with the British, each taking a part of the region for investigation.

There is a railway projected to run between Liverpool and Manchester, England, at a speed of one hundred miles an hour. The trains will run on a single rail, supported by trestles, with side rails to serve as guides and prevent rocking.

The premier has announced that the Joint High Commission will meet again, to take up questions in dispute between Canada and the United States. Its sessions were suspended indefinitely because the United States commissioners refused to agree to arbitration in the case of the Alaskan boundary.

Two steamships, sailing from Chicago to Europe, one bound for Liverpool and the other for Hamburg, have passed safely through the St. Lawrence canals, and left Montreal on their ocean trip. Two others will follow.

The Japanese government has decided to establish a consulate-general in Eastern Canada, with headquarters at Montreal.

The conference arranged by the Colonial Office to consider the question of giving representation to the colonies on the Judicial Committee of the Privy Council, will be held in London early this month.

The House of Commons has appropriated \$80,000 for the purchase of the Plains of Abraham, at Quebec.

A government expedition will visit the unexplored regions of Labrador this year, and probably spend the winter in the interior and continue the work next summer. Former explorations have shown valuable timber regions, as yet untouched; and it is believed that there are great water powers throughout the territory, and immense mineral wealth.

Recent explorations have confirmed the most sanguine expectations in regard to the natural wealth and fertility of Northern Ontario, between the height of land and Hudson Bay. The forests are chiefly of spruce, pine, and poplar; and there are millions of acres of arable land.

The government has decided to prohibit the exportation of brook trout and sea trout from Canada. This action has become necessary, as a matter of protection, chiefly because of the large quantities sent from here to the Boston markets.

The opening of the first federal parliament of the Commonwealth of Australia, which took place at Melbourne on the 8th of May, was a most impressive ceremony. At noon, the Duke of Cornwall and York, with the other members of the royal party, entered the legis-

lative hall, the orchestra playing the National Anthem. The Duke summoned the people's representatives, in accordance with the strict formula of the opening of the British Parliament, and the members came in. The hundredth Psalm was then sung, and the governor-general read a prayer, after which the Duke made a lengthy address and declared parliament open. A telegraph key was provided, by means of which the Duke of Cornwall and York was to flash the opening signal throughout the Commonwealth, when the Union Jack was to be simultaneously raised in every settlement in the Federation.

Australian papers represent New Zealand as seriously considering the question of joining the Australian Federation.

The census returns for all Australia show a population of 4,550,651, an increase of 740,756.

During Lord Cromer's stay in Khartoum, an interesting ceremony took place, when a deputation of Dinka sheiks came to present their homage. The Dinkas represent the aboriginal inhabitants of Southern Sudan, and have a language, religion and customs of their own. After Lord Cromer had assured them that slavery had been abolished, and that the English and Egyptian governments would protect them, the Dinkas sang a song in his honor, and placed upon his head the crown of their tribes. Inscriptions on an Egyptian temple are said to prove that exactly the same act of homage was rendered to the rulers of Egypt by the Dinka tribes as long ago as 1450 B. C.

Hedin, the famous Swedish explorer, has discovered in Thibet a great salt sea, so shallow that to navigate it one must wade half a mile to reach the boat, and then drag the boat as much farther before it can be floated with a load. The bottom of this great stretch of water is an unbroken crust of salt.

The strength of the German settlements in South Brazil, where the German colonists now number nearly half a million, and the weakness of the central government of Brazil, suggest the possibility of a revolution which might place that part of South America under the German flag.

The railway now nearly completed across the isthmus of Tehuantepec, originally constructed by the Mexican government, but now being re-built by British capital, will, it is said, carry freight from the Atlantic to the Pacific coasts more quickly and more cheaply than it could be carried across in vessels through the many locks of the proposed Nicaraguan canal.

The young King of Spain has reached his fifteenth birthday, and has therefore entered upon the last year of his minority. At the age of sixteen, he will become the official head of the kingdom, displacing his mother, who has been Queen Regent since the death of her husband in 1885.

Arabi Pasha, the famous Egyptian rebel, who was sent to Ceylon after his defeat and surrender at the battle of Tel-el-Kebir, has been pardoned and will return to Egypt.

## 'ROUND TABLE TALKS.

EAST LAWRENCETOWN, N. S.—Please, if possible, name this bird for me. About the size of a robin, glossy black except where wings join the body, where it is a bright red. The tips of feathers shading to yellow, head round, bill long and pointed. Was observed flying over marshy ground which borders a lake. The bird is very rare in this locality and no one has been able to give it a name. I have one of the birds (dead) in my possession. Have looked at it carefully, but knowing very little about birds cannot give any better description. Please give the name in June REVIEW.

The red-winged blackbird; a very interesting bird, on account of its various calls and notes.

KATE LOGGIE, CHURCH POINT, N. B.—We have examined the flowers of the alder, and, as requested in the February REVIEW, I am sending the results. We found the staminate flowers to be in clusters of three under each scale, and each flower to have a calyx of four sepals, and four sessile stamens. The pollen was abundant. The pistillate flowers are two in a cluster, and two clusters under each scale. The only part of the pistil we could see was the hair-like style that extends beyond the calyx tube. The class observed that the pistillate flowers were situated beneath, and with the opening towards the staminate flowers, and that the pollen must either fall on them or be carried with the wind, or both. There were no insects around.

My class enjoyed the lessons on the evergreens, and all learned a number of facts from them. It was interesting to see the whole class undertake to prove that the tree grew on the inside and end with the statement that the youngest layer was just underneath the bark. They answered No. 10 of Lesson II.: How do the new layers of wood find room to grow under the bark? By observing that on the youngest part of the tree the bark was very much wrinkled; that in the older parts it was smooth, and that in the old trees it cracked and fell off. The inference was that the bark stretched to make room for the new layers of wood. Is that correct? (Yes). We thought that on account of this stretching the bark did not increase in thickness more rapidly.

LOWER NAPAN, N. B.—One of my pupils has noticed a strange bird, somewhat larger than the Song Sparrow. All the lower part of the body is grayish-white, or pale ash. It has a dark patch on the throat, and extending down a little on its breast. The crown of the head is a very dull gray, and the sides of the head are reddish-brown. A large patch of this reddish brown is on each wing. The upper part of the bird is blackish ash. It has no song; just a mere chirping. It took possession of the mud nests of the eave swallows, before they returned.

The Cowbird; so called because in small flocks they frequent pasture and woodlands, following cattle presumably to feed on the insects which infest them. They build no nests and the female deposits her eggs in the nests of other and smaller birds.

Please renew my subscription to the REVIEW. I cannot afford to be without the paper, as I find so many helpful things in it.

F.

## SCHOOL AND COLLEGE.

A school history for the common school grades will be prescribed by the Board of Education of New Brunswick at an early date, and will be ready before the opening of the schools on the 12th of August next. The new text book comprises both British and Canadian History, and is intended to supersede Edith Thompson's English History and Clement's Canadian History in all grades below the ninth. Clement's History is henceforth to be used only in the high schools.

The Fifth Reader of the New Brunswick Series will also be ready for the use of the schools at the beginning of the coming term. It is the last of the series, and is intended to be used in Grades VIII and IX. The book has been very carefully prepared, and will no doubt prove to be an advanced reader of great merit.

The second annual convention of the teachers of the Eastern Association of P. E. I., will be held in Colville High School, Souris, on June 27 and 28.

Colonial Francis W. Parker, Principal of Chicago Normal School, will deliver addresses at the meeting of the Provincial Teachers' Association to be held in Charlottetown next autumn.

Mr. Lemuel Miller, for many years principal of West Kent Street School, Charlottetown, has resigned his position. His successor is Mr. W. V. Newson, B. A., of Charlottetown.

The teachers of the Western Inspectorate of P. E. I. will meet in convention in the public hall at O'Leary, on June 27 and 28.

Miss Gregor, teacher in Prince street school, Charlottetown, has secured leave of absence for a year. Her place will be taken by Miss Robertson, gold medalist at Prince of Wales college last year.

Principal Dixon, of the Sackville high school, has had a census of the town taken by his pupils. Such a plan undertaken every year in every school district, would be a valuable experience for pupils and might furnish some useful information.

Mr. N. Y. Cross, of Campobello, contributed a Victoria Day poem to the St. Andrews Beacon. The style and words are spirited and appropriate. We quote the opening stanza:

"It comes with swelling buds of green,  
With violets of modest mien—  
The birthday of our sainted Queen,  
Our noble Queen Victoria."

Prince of Wales College, Charlottetown, P. E. I., closed May 31st. Two hundred students were enrolled the past year, the highest yet recorded of the institution.

The N. B. Normal school closed on June 7th. The Governor General's silver and bronze medals for highest professional standing in their respective classes were awarded to Miss Isabella Reed, of St. John, of the senior class, and Miss Ida J. Kierstead, of Dawson, Albert County, of the junior class.

The following interesting account of a busy school section is sent from Waterville, N. S.: In the winter we held a pie social and realized \$22.00, with which we purchased blinds and chemical apparatus. May 22nd, we secured the services of Rev. G. W. F. Glendenning, Halifax, who delivered a lecture under the auspices of our school, from which we received \$16.50; with that money we intend to buy books, maps, etc. Our schoolhouse has been repaired so that it compares favorably with any in the county. Nature observations are being received daily from the children in both departments, so that we have, so far this season, received about 250 observations. Empire Day was celebrated by recitations, songs, readings, etc., all bearing on patriotism. Rev. J. Hawley gave the children an interesting and instructive talk on "The British Empire." B. MacMahon, Esq., emphasized two points, viz.: The regular attendance of scholars at school, and reasons why pupils should not be late for school. Many flags were displayed by the scholars.

## RECENT BOOKS.

CORNELIUS NEPOS—LIVES OF MILTIADES AND EPAMINONDAS. Edited with introduction, notes, vocabulary and map, by G. H. Nall, M. A. Pages 89; price 1s. 6d. Macmillan & Company, London and New York.

Some say the day for Latin and Greek is fast passing, and that soon what these critics are pleased to call the last relic of the fruitless learning of the middle ages will have only an historical interest. We confess that we have but little sympathy with such views or hopes. True education means the right co-ordination and balance of various subjects and methods. The educational machines, if we may venture to use a figure that in many respects is inappropriate, has been improperly adjusted. Certain elements have been overworked, others have been underworked, or not worked at all; with this result, that the machine has worked with much friction and jarring, and with the loss of a great deal of energy. To-day, however, we believe the nature of the machine and the relation of its parts are becoming better understood, and hence the proper adjustment of the various parts is being gradually and intelligently brought about.

Never before were so many editions of the ancient classics sent out as in these days. An encouraging feature of this activity is that the books are so generally praiseworthy. In fact the publishers have pretty well learned the lesson that the educational world will have the best that can be got. Hence it is that the most distinguished classical scholars are devoting a large part of their time to preparing school editions of Latin and Greek authors.

Among the many series that bid for attention and use, there is none, judged by real worth, that is more meritorious than Macmillan's elementary classics; although, in view of other excellent series, he would indeed be a rash man who should venture to claim pre-eminence for this or for any other of the various series. Among the latest additions to Macmillan's elementary classics is Nall's Lives of Miltiades and Epaminondas. This little book is edited by the well-known Latin scholar, G. H. Nall, who has already placed the secondary schools under many obligations to himself, notably by the publication of his accurate and comprehensive school lexicon. The ordinary features of the texts of the elementary classics are present in this book. The English Lives in the introduction form a valuable supplement to the Latin text. Placed beside Bars's Twenty Lives, published by the American branch of the great Macmillan Company, this little book seems meagre, almost mean. However, for the purposes for which it is issued, it is well furnished, and is worthy of confidence.

JUVENAL. Edited with introduction, notes on thirteen satires, and indices, by Henry Parks Wright, Professor of Latin in Yale College. Pages 240. Ginn & Company, Boston and London.

Professor Wright's edition of Juvenal is a work of quite a different nature. The book is intended for college men and women, for those who are ready to appreciate style, thought and poetical finish. It appeals at once to the sympathies of the Latin scholar. That the book appears in Ginn's College Series of Latin Authors is enough to vouch for learning, accuracy and worthfulness. The introductory matter is illuminative. The carefully prepared notes upon the peculiarities of Juvenal's syntax are especially serviceable to the student who desires to reach the true inwardness of what Juvenal has to say. The notes upon the text are placed at the foot of the page in accordance with the practice in this series of texts. We can recommend this book as one that will render the study of Juvenal increasingly delightful and stimulating to the student. It is a pleasure to meet with so good a book.

Acadia College.

E. W. S.

PRACTICAL ORGANIC CHEMISTRY FOR ADVANCED STUDENTS. By Julius B. Cohen, Ph. D., Lecturer on Organic Chemistry in the Yorkshire College, etc. Pages ix+284. Price 3s. 6d. Macmillan & Co., London.

This book deals with work not usually attempted by a student before his third year, or, at all events, the end of his second year in the study of chemistry. It begins with laboratory directions for the qualitative analysis of organic compounds and for the determination of molecular weights. Then follow directions for the preparation of organic compounds, forming the main portion of the book. Works on organic preparations, to be of value, necessarily partake of the character of recipe books. Very little can profitably be left in the earlier stages of a student's laboratory work in organic chemistry to his resourcefulness. The subject is too complex, the possibilities of fruitless wandering too great to make it a suitable field for the employment of the heuristic method. It is only by carefully and intelligently carrying out a number of model preparations that the student acquires the skill indispensable for anything like independent work. Such model preparations this book supplies. The selection made is admirably adapted to illustrate as wide a range of reactions and processes as possible. The directions given are full and explicit, and embody methods which the student has usually had to resort to German textbooks and journals to find. An excellent feature of the work is an appendix in which the principles employed in the methods given in the earlier part of the book, are discussed. As a laboratory guide for the student who wishes to acquire a sound knowledge of organic chemistry, it may be recommended as the best which has yet appeared in English.

Dalhousie College.

E. M.

## Glances at New Books.

A little book that is intended for use as an Exercise-book for pupils in the public schools, has been prepared by Mr. John Brittain, of the New Brunswick Normal School. The book aims to assist pupils in making their own observations in nature work, and will prove a great saving of time to teachers. Published and for sale by J. & A. Macmillan, St. John.

The Carnegie Free Public Library of Pittsburg, Pa., has ordered over 700 copies of *Heath's Home and School Classics* for use in their children's department. Within the last month more than 250 libraries have placed orders for one or more sets of these books—of which thirty volumes are now ready—in their children's departments, and this testimony to their value, and to the interest the children take in these well edited, well illustrated, and well chosen classics, proves that Messrs. D. C. Heath & Company have again done the right thing. Publishers, D. C. Heath & Co., Boston.

*The Kipling Reader and Practical Organic Chemistry*, published by the Macmillan's, London, and already noticed in these columns, can be obtained from the Copp, Clark Publishing Company, Toronto.

We have received from the Associated Fanciers, 400 N. Third St., Philadelphia, Pa., a copy of their *Dog Buyers' Guide*. It contains a finely executed coloured frontispiece; well drawn engravings of nearly every breed of dog, and all kinds of dog furnishing goods. We should judge that the book has cost a great deal more to produce than the price asked—15 cents. All of our readers, who are interested in dogs, should send for the book.

## JUNE MAGAZINES.

H. W. Horwill, in the *Atlantic Monthly*, treats of The Opportunity of the Small College, which, he maintains, consists of a power to give a better training on fewer subjects, with stronger social advantages, and much more consequent benefit to the student than the great miscellaneous universities can possibly give. . . . The important *Quarterly Review* article on The Character of the Queen has been reprinted entire in the *Living Age* for May 25 and June 1. No article regarding the Queen has made such a stir in England as this; and no other is written

from so close and intimate a knowledge. The two numbers of the *Living Age* containing the article will be mailed, postpaid, for twenty-five cents. Published in Boston, Mass.... The *Century* for June is a College Number, the opening paper, by Miss Alice Fallows, being an exposition of the delights and difficulties of Working One's Way Through College, and the two closing articles being devoted to a consideration of Alleged Luxury Among College Students, the writers—President Hadley of Yale and Provost Harrison of the University of Pennsylvania—agreeing that there is little to excite alarm in present conditions, at least in the institutions over which they respectively preside.... Notable among the articles in the June Magazine number of *The Outlook*, which is also its Annual Recreation Number and contains much especially pertaining to out-of-door life, is a *Reverie of Gardens*, by Prof. L. H. Bailey, illustrated by most charming photographs taken by Mr. J. Horace McFarland, of corners in gardens and clustering plants. Mr. Philip W. Ayres contributes an article of extreme value on *The Forester and His Work*, illustrated by forest scenes in Colorado, Minnesota, Virginia and other states. (\$3 a year. The Outlook Company, 287 Fourth Avenue, New York) .. The famous French author and editor, Madame Blanc, has written a complete account of *A Girl's Life in France*, which will soon be published in the *Ladies' Home Journal*. She emphasizes early baptism, careful religious and school instruction, implicit obedience, simplicity in dress, and short engagements, as among the chief features of the lives of French girls.... No finer piece of artistic printing has

ever been seen in Canada than the Hundredth Number of the *Canadian Magazine*. The special articles of the month include, A Century of Canadian Magazines, A Decade of Canadian Prose, A Decade of Canadian Art, The Purpose of a National Magazine, Making One Hundred Magazines, and Literary Reminiscences. The number contains 108 pages of reading matter and seventy illustrations, and is something which may be treasured by every patriotic and educated citizen. .. The *Canadian Housekeeper* for May opens up with a charming picture of her Excellency, Lady Minto. Excellent articles are contributed on Domestic Science and Art, Bread Making, Food for Babies, Table Topics, The Social-ogical Woman. The magazine contains many original illustrations. One dollar a year. Canadian Housekeeper Publishing Co., Toronto. .. Those mothers who do not read regularly the children's articles in the *Delineator* lose an opportunity for providing happy and pleasant hours for the little ones. These articles are under the care of Lina Beard. The article appearing in the June *Delineator* tells of a straw ride picnic. Miss Beard not only prepares these articles, but she illustrates them as well.... The *Chautauquan* well fulfils its purpose as a magazine for self-education. It reviews the great questions of the day in an instructive way, and its articles in literature, biography, art, nature and other subjects are always worth reading. .. Volume one, number three, of *School Science* has an attractive table of contents, embracing such subjects as Out-door Science in Secondary Schools, The Modern Presentation of Botany, Zoology in Secondary Schools, What can be done with a Sunbeam, and other practical and useful articles.

## County Academy Entrance Examination.

### NOVA SCOTIA.

The County Academy Entrance Examination in the Province of Nova Scotia will be held on the 3rd and 4th of July, (in the eleventh or "grading" week of the fourth quarter) instead of the 8th and 9th of July, (in the High School Examination week) as published in the April *Journal of Education*.

Halifax, N. S.,  
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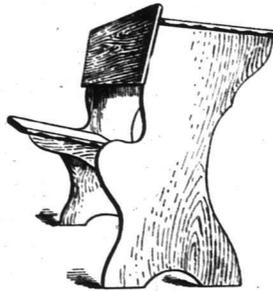
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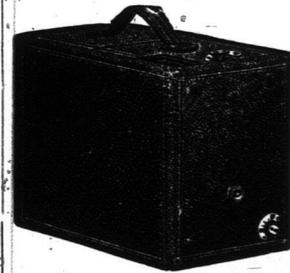
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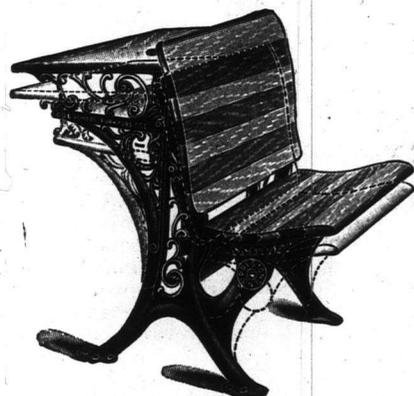
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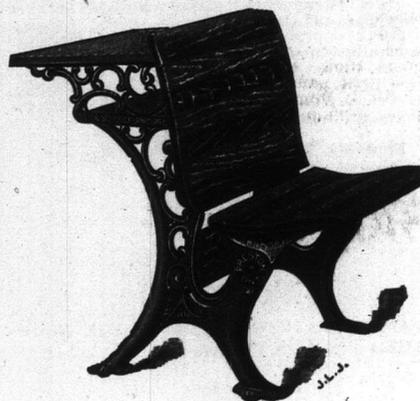
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