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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JULY-AUGUST, 1908.

\$1.00 PER YEAR.

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THE EDUCATIONAL REVIEW.

Office, 31 Leinster Street, St. John, N. B.

PRINTED BY BARNES & Co., St. John, N. B.

CONTENTS:

Editorial Notes	33-34
All Aboard for Victoria	35
The Plea of Utility	35
Midsummer School Examinations	36
Canadian Literature	36-39
Physical Training	39-40
Nature Study Class.—VI.	41
How to Develop a Taste for Literature in Elementary Grades	42-45
The Brown Tail Moth	45
Letter from Dr. Soloan	45
The Teacher in Relation to the Course of Study	46-48
Current Events	49-50
College Closings	50-52
New Brunswick Educational Institute, June 25-27	52-53
The Summer School of Science	53-54
School and College	56-58
Recent Books	59
Recent Magazines	59

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THE EDUCATIONAL REVIEW is published on the first of each month, except July. Subscription price, one dollar a year; single numbers, ten cents.

When a change of address is ordered, both the new and the old address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "250" shows that the subscription is paid to March 31, 1908.

Address all correspondence to
THE EDUCATIONAL REVIEW,
St. John, N. B.

A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32 Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions and advertisements on our behalf.

No REVIEW was issued in July.

The beautiful supplement sent out this month will be appreciated by all teachers and pupils. The picture explains itself. Let the children make up stories about it. Frame it and add to your school-room decorations.

The 9th of December next will be the three hundredth anniversary of the birth of Milton.

If it is your first school, resolve to make it the best you possibly can. Remember that youth and

health and a cheerful disposition even with little experience may accomplish wonders in a school room.

Be careful not to do too many things to tax that strength, which, judiciously used, should be greater at the end than at the beginning of the term. Let the children help you in as many ways as possible. They like to be helpful and to be trusted to do things.

There are several hundred readers of the REVIEW who will look over its pages this month probably for the first time. We hope these new acquaintances, like the old and tried friends of former years, will stay with us and be constant readers and diligent co-workers with the REVIEW.

Be patient with children during the first week or so after vacation. After a seven or nine weeks' holiday they will appear to have forgotten many things. Do not expect them to know as much as your last class knew at the close of the term. Do not be beguiled into fault-finding either with them or their former teachers if they fail to come up to your standard.

Last year was probably the greatest year on record for increase of salaries among our teachers. Let up hope that this year will keep up the record. Teachers have much to do with stimulating an increase of salaries. Be punctual in the performance of every duty, alert to seize upon every opportunity for the improvement of yourself and your school, and in nine cases out of ten the salary will look out for itself.

Have some interest outside of your school that will bring you into active sympathy with the community. Read for an hour each day to some invalid or aged person. Organize a reading club in the later season, and in the meantime make preparations for it. Interest yourself in nature work that will bring you in contact with a wide range of topics,—

the study of plants, especially weeds; of insects injurious to vegetation; of birds that are helpful to the farmer in preserving his crops. The dull boy may be the most promising of your pupils if interested in useful nature work out of school.

Every growler should be whipped, one says; but no; that might be too harsh; he should be treated with cold water every morning; and the best one to apply the treatment is himself, over the whole body, followed by a brisk rubbing and physical exercises that will produce a glow to last the whole day. Try it. It is a sure cure. And the prescription is good for those who are not growlers.

Grammar and Composition are disliked by children of all ages. The former should be introduced incidentally in the language work of the lower grades. The latter must have for its subjects, things of interest to the pupil. During the first days of school, tell some incidents of your vacation joys; then get the pupils to tell some of theirs; afterwards to write them. Show them pictures; ask them to write their impressions. (The picture in this month's REVIEW as those in former numbers, are excellent for the purpose.) Tell them stories and ask for a reproduction in writing or orally. Have short nature study excursions and require the pupil to write on what they have observed. Or this:

Cut out from the magazines small pictures and keep in envelopes. When the children have not time to draw illustrations for their compositions, or for variety, let them pick out two or three of these and paste on their papers. This not only trains their sense of appropriateness and beauty but they are apt to look more carefully at the pictures in the magazines which they have at home.—*Selected.*

The question of discipline is a worry to many young teachers. In general it may be said that the common sense and fairness that is born in most children will enable them to control themselves with a little help and encouragement from the teacher. The boy who is petted at home and believes there is nobody like himself; the bully who illtreats boys smaller than himself; the sneak whom you cannot trust when your back is turned; the vicious lad whose presence in the school is a contamination,—these, when you have made up your mind about them, should be punished—once may do, but a second application is often necessary—and when re-

duced to the level of the other pupils may then be treated by gentle means.

Don't imagine that the six-year-old pupil who crosses your threshold in August has learned nothing before he came to school. He has already mastered a language with quite a vocabulary with which to express himself. He has learned to observe and draw useful ideas from contact with his immediate surroundings. He has some conception of numbers and form. He has mental and physical activity capable of further wise direction by the teacher upon whom his wondering eyes rest on that August morning.

Why not begin to prepare now for Arbor and Empire Days for 1909? Make plans for Arbor Day that will include not only the indoor recitations and cleaning up of the buildings and grounds, but the planting of trees and shrubbery and perhaps a hedge. (An article on hedges will appear in the September REVIEW.) To make thorough preparations by drawings and perfecting of plans in which the boys and girls and the whole community should take part will be one of the surest ways of making a success of Arbor Day. But begin now. Keep Empire Day also in view by making suitable extracts for lessons and recitations, and putting these in a large envelope. Keep your eyes and ears open for speakers for the occasion. To be well prepared is success half achieved.

On another page will be found the main portion of the paper read by Miss Robertson, at the Educational Institute, at Fredericton in June. It contains many valuable suggestions to teachers of English literature in the lower grades.

We have purposely delayed the publication of the paper read by Miss J. Wallace Mortimer, at the Pugwash, N. S., Institute in April. Its many hints to teachers will, it is hoped, prove interesting to young teachers especially. Miss Mortimer is the principal of the Apple River school, of two departments, a country section remote from railways in Nova Scotia. She is an effective writer, and a still more effective worker. Owing largely to her exertions, the school building at Apple River has been remodelled and provision made for heating and ventilating the rooms by means of furnace,

providing wardrobes, teachers' rooms and a library. She has otherwise given an impetus to educational matters in West Cumberland County that will be felt in the years to come. A series of "Mothers' Meetings" have been held during the past year for the purpose of discussing problems of child-training with the teachers and the best means of co-operation of home and school. A good child-study magazine has been subscribed for. Married women alone are eligible for membership to the "Mothers' Club," and every third Saturday of the month is set apart for meetings. The social side is not forgotten and each meeting closes with a "Five O'clock Tea," light refreshments being served by some of the older school girls. Why cannot the example of Apple River be followed by a great majority of school sections in the Maritime Provinces?

The July *Acadiensis*, D. R. Jack, St. John, N. B., publisher, is an interesting number of this well conducted magazine.

The *Tallow Dip*, published annually by the students of Netherwood School, Rothesay, N. B., is a cleverly conceived and original magazine. This year it is brighter even than usual.

Shepody Loyal is a bright little paper published by the students of the consolidated school, Riverside, N. B. The June number contains a full-page portrait of Principal H. P. Dole.

If you have moved, notify the REVIEW at once of your change of address, giving the old as well as the new address. If you desire to discontinue, send word as soon as your subscription has expired, otherwise the REVIEW is continued. That is our custom. This is the admonition that has to be repeated many times.

All Aboard for Victoria.

In July next the Dominion Educational Association will meet in Victoria, British Columbia. Few of the teachers from the Eastern provinces have seen this beautiful city, so charmingly situated on Vancouver Island, fanned by the breezes from the Pacific, and few of us have had the opportunity of traversing the whole of Canada from east to west. To avail one's self of this opportunity should be the ambition of every Canadian in the Atlantic prov-

inces, especially of every teacher. To do this next July a plan has been proposed, and the REVIEW hastens to publish it a year in advance. The plan is to hire a tourist car that will hold forty or fifty people who will journey to and from the Pacific, sleep and have their meals comfortably on the car, stay off wherever they choose on the way and live on board while at Victoria. The cost of such a journey should be moderate and within the means of many who will have a whole year to "save up." Several parties may thus be formed of persons congenially disposed, who could make the journey agreeably and at a pleasant time of year. The REVIEW will furnish additional information in future numbers.

The Plea of Utility.

After an unusually spirited discussion at the New Brunswick Teachers' Institute on so-called utilitarian topics, one gentleman boldly stated that he was a "dreamer;" and the dreamers woke up and made it lively for a while.

Perhaps one does get tired at the persistence with which utility in education is talked about and written about, in season and out of season. Utility may be a good thing—it is a good thing—but a constant playing on the same string is irritating to some nerves. The man who voted to banish Aristides, the Athenian, was tired of hearing him called the "Just."

Utility in education is a good thing, but it is presented so often in all its bareness from the platform and press that the wayfaring man may begin to think that the sole purpose of an education is to make money, to make a living. This is not so, and the teaching is mischievous. To make a living is good; to make a deal of money is not good. To cultivate the God-given spirit and intellect is of supreme importance.

While the writer was going through the Macdonald college grounds at St. Anne de Bellevue a few weeks ago he met a score of pretty and vigorous looking girls who had just written their examination paper in Latin. "In Latin," says some scandalized utilitarian, "how will that help them to make butter or boil an egg?" And yet it is wise to include the rudiments of Latin into a scientific education.

All good education is a training to help men and women to make the most of themselves, to get the best out of this life and the next. Material things count for much, but not for everything.

Midsummer School Examinations.

Considerable discussion has arisen lately in the press and elsewhere on the severe strain to pupils caused by holding examinations in the hottest weather. At the closing examination of the Normal School at Fredericton, in June, the thermometer one day registered ninety degrees and upwards and the nervous tension on the pupil teachers was most severe. A speaker at the recent Provincial Institute at Fredericton, characterized the exhibition as "brutal;" but he seemed to place the responsibility on the Board of Education, rather than on Providence. Of course the Board was powerless to change the date of the examination, and the hot weather was the most extreme known for years.

It is much easier to criticize in such a case than to propose a remedy. To hold the Examinations in December would compel schools and colleges to close their year at Christmas, which might be a good plan if all could agree. But they certainly would not. The charm of green fields and apple blossoms and the pleasure that these summer college and school closings afford to interested visitors would be lost. Again, if the examinations were held earlier in the season, as the *Halifax Recorder* advises, interest would dwindle among the students, and it would be a difficult matter to keep scholars to their work as the season of hot weather approaches.

A great deal that is said in these discussions seems irrelevant, the language extravagant and used without a consideration of the facts. The boys and girls who are described as "sweltering" over their tasks in hot buildings in June, would "swelter" still more if outside at their tasks, unless they were idly resting in some cool shades, which is a condition that all cannot afford, even if it were good for them. The "boys and girls" in question are from fourteen to twenty years of age and should be able, unless the race is degenerating, to endure the ordeal of an examination even on fiery days. They are able, and usually welcome the ordeal. These student-teachers would be amused if they were advised to close their schools and seek the shade during these hot days of August!

Principal Bridges would do away with the final test at this usually trying period of the year—in June—and let the faculty decide, as in the Nova Scotian and other normal schools, on the fitness of pupil-teachers for license. The suggestion has very much in its favour.

Canadian Literature—VII.

BY ELEANOR ROBINSON.

Wilfred Campbell.

Ontario has given to Canada many of her best writers, and not the least of these is Wilfred Campbell, whose distinctive title is "The Poet of the Lakes." The son of a Church of England clergyman, William Wilfred Campbell was born in the town of Berlin, Ontario, on the 1st of June, 1861. He was educated at the University of Toronto and at Cambridge, Mass., with the intention of following his father's profession, and was ordained by the Bishop of New Hampshire. For a time he had charge of a parish in New England, and afterwards became the rector of St. Stephen, New Brunswick; but in 1891 he resigned his charge, and went to Ottawa, where he entered the civil service.

Mr. Campbell has been an industrious writer, contributing to the best known magazines in England and America. *Harper's Monthly*, *The Atlantic*, *The Century* and *The Spectator*, among others, gave him a welcome place in their pages. In 1891 his poem called "The Mother" appeared in *Harper's*, and attracted a great deal of attention from American critics, the *Chicago Inter-Ocean* giving it particularly high praise.

Mr. Campbell's chief works have come out in book form in the following order: *Lake Lyrics*, 1889; *The Dread Voyage*, 1893; *Mordred and Hildebrand*, 1895; *Daulac*, 1896; *Beyond the Hills of Dream*, 1899. In 1905 the poet collected in one volume all of his verse, not dramatic in form, which he desired to preserve, and it is from this collection that our extracts are made. The poems are arranged in eight groups, classified, apparently, partly according to subject and partly according to form. The first and largest class is called "Elemental and Human Verse." Then follow "Nature Verse," "Elegiac and Memorial Verse," "Poems of the Affections," "Dramatic, Classical and Imaginative Verse," "Sonnets," "The Sagas of Vaster Britain," and "Lake Lyrics." It will be seen from these titles that Mr. Campbell has a wide range, and so even is his power of expression that it is hard to say in which direction his feeling or taste most strongly impels him.

It is always of pressing interest to know the poet's conception of his work, and how he answers the questions, "What is the use of poetry?" and "What am I, a poet, put here to do?" Some poets give us the answer implicitly, others tell us directly, and

more or less plainly, what they believe as to the nature and end of their work. Mr. Campbell leaves us in no uncertainty as to his standpoint. In his prose introduction to the collected poems, he treats of the nature of poetry and the standards by which it should be judged. He acknowledges the capacity of the great mass of readers to recognize true poetry:

There is the universal beauty which all see. There is the greatness of life as life, the greatness inherent in noble actions and noble aims, the pathos of a great love, a great self-denial, or a great despair. There is the greatness of a struggle for a lost cause. There is the majesty of life and death; the majesty of ocean and shore and lofty hills. All of this is universal, and of this poetry is made.

After saying "the greatest poetry is that dealing with the human soul," he goes on:

In the work of the great nature poets, the very strength and beauty of the verse is owing to the fact that the thought and imagination dwell upon the human, and nature as affecting the human, rather than upon the mere objective nature, as solely an æsthetic aspect. The greatness of such verse consists in its *lofty emotion*, whereby it conveys to the soul an impressive sense of the majesty of life and death whether the idea be death or a season, *the mood is a creation of a soul strongly imbued with a feeling of the sublimity of life*. In such verse one is lifted out of the common into an atmosphere of spiritual exaltation such as only true poetry has the power to create.

Was it not Emerson who said that poetry was to be measured by the mood which it induced? That is evidently Mr. Campbell's belief. But however lofty the mood of the poet, the inducing of like emotions in his hearers depends upon his skill as an artist, that "accomplishment of verse," which, as Wordsworth reminds us, is denied to many who possess "the highest gifts, the vision and the faculty divine." The endowment of these highest gifts has not been denied to this poet. The scene of the "sublimity of life" is present through all his poetry. Nor is he lacking in some measure of technical skill, marred or obscured though his message sometimes is, by occasional strained comparisons, meaningless epithets, or lapses in metre, hard to understand in the work of one who could write such lyrics as his best. Again and again he repeats in verse what he has said in the "introduction" of the function of poetry.

In the opening lines of the collection, the poem called "Poetry," he writes:

That rare spirit of song will breathe and live
While beauty, sorrow, greatness, hold for men
A kinship with the eternal; until all
That earth holds noble wastes and fades away.

In "The Lyre Degenerate," he fiercely arraigns those decadent poets who debase their art to sing of sheer animalism, and laments that—

No more those ladders to heaven
Golden rung upon rung,
Of the lofty deed and the splendid dream
In the song of singers is sung.

Not of man "reeling back into the brute," but of imperfect man, in whom "begins anew the tendency to God," would he sing, and he prays

Teach me the lesson that Mother Earth
Teaches her children each hour,
When she keeps in her deeps the basic root,
And wears on her breast the flower.

And as the brute to the basic root
In the infinite cosmic plan,
So in the plan of the infinite mind
The flower of the brute is man.

And when doth come that marvellous change,
Thou Master of being and earth,
O, let me die as the great dead died,
Not passing of instinct's breath.

Let me lie down with a loftier thought
Than passing of beast and leaf,
That the cry of the human soul for soul
Is greater than nature's grief.

That man is nearer the mountains of God
Then in the ages when
He slept the sleep of the tiger and fox
And woke to the strife of the den.

And when from the winter of thy wild death
Thine angels of sunlight call,
Wake me unto my highest, my best,
Or waken me not at all.

Mr. Campbell's very strong dramatic power is shown in "The Mother," in "Unabsolved," and in "Lazarus." The first named poem, as we have said, won high commendation when it first appeared; and Jean Graham, writing in the *Canadian Magazine* for December, 1905, says that it is the "highest expression yet reached by Canadian poetry." On the other hand, Mr. Gordon Waldron, in a somewhat scathing article on the said poetry which appeared in the same periodical in December, 1896, had attacked this poem as materialistic, redolent of the charnel house, and lacking in refinement. The story, we are told, was suggested by the German superstition "that the dead mother's coming back in the night to suckle the baby she has left on earth may be known by the hollow pressed down in the bed where she lay." In Mr. Campbell's rendering the mother comes back after she

has been buried for a day and a night and takes the baby to the grave with her. While Mr. Waldron's criticism sounds harsh, it must be owned that to us both the idea and its working out are unpleasing, and such a conception of mother love falls short of the poet's general standard.

In "Lazarus" we have a very fine and striking conception. The beggar of the parable, lying in Abraham's bosom, is haunted by the cry of Dives, and begs for permission to cross the Gulf. "This is no heaven," he cries, "until that hell doth die." The verses which describe the passing of Lazarus from heaven to hell have great beauty, but are flawed by an obscurity in one verse, and in another by a comparison inadequate to the greatness of the subject:

From thence
Like new-fledged bird from its sun-jewelled nest,
Drunk with the music of the young year's quest,
He sank out into heaven's gloried breast.

"Lazarus" is a more beautiful poem than "Unabsolved," but the story of the latter is perhaps even more striking. It is founded on the confession of a man who went with one of the expeditions for the relief of Sir John Franklin's party, and who, when alone, saw signs of the men they had come to save, but through selfish cowardice would not report, and let the relief party turn back. The poem takes the form of a dramatic monologue, wherein the man confesses to a priest, but scorns his absolution as futile:

You say the church absolves, you speak of peace;
You talk of what not even God can do,
Be He but what you make Him. In my light
There is but one absolver, the absolved.

The telling of the story is rather long drawn out, and the impression somewhat weakened by prolixity, but this is a poem well worthy of careful study.

As a poet of patriotism, in his "Sagas of Vaster Britain," Mr. Campbell writes in a strain that ought to be welcomed. Yielding to no one in his pride in our Dominion, and in the empire of which she forms a part, he shows his true love for his country by warning her of her faults, and endeavouring to stir her to higher things. This is especially marked in "The Lazarus of Empire," written before the Boer war, and in "Canada, My Own," poems that ought to be well known by all Imperialists. There is a ringing and a sweep in the ode called "England" that stirs the blood, and we commend it to the attention of teachers who are seeking for worthy examples of national song to teach their pupils.

The "Lake Lyrics," which do not all appear in this collection, won for the writer the title of "Poet of the Lakes," and have been called the only adequate description of the life of the lakes. Professor de Mille selects for special praise "The Winter Lakes," "A Lake Memory," and "The Heart of the Lakes." We select for quotation, however, part of "The Flight of the Gulls," which seems to us very charming in its simplicity and musicalness:

Out over the spaces,
The sunny blue places
Of water and sky;
Where day on day merges
In nights that reel by;
Through calms and through surges,
Through stormings and lulls,
O, follow,
Follow,
The flight of the gulls.
With wheeling and reeling,
With skimming and stealing,
We wing with the wind,
Out over the heaving
Of grey waters, leaving
The land far behind,
And dipping ships' hulls,
O, follow,
Follow,
The flight of the gulls.

But of all the nature poems, "An August Reverie" seems to us to show the most excellent workmanship, and we quote from it at some length:

There are a thousand beauties gathered round:
The sound of waters falling over-night,
The morning scents that stream from the fresh ground,
The hair-like streaming of the morning light,
Through early mists and dim wet woods where brooks
Chatter, half-seen, down under mossy nooks.

The ragged daisy starring all the fields,
The buttercups abrim with pallid gold,
The thistle and burr-flowers hedged with prickly shields,
All common weeds the draggled pastures hold,
With shrivelled pods and leaves, are kin to me,
Life-heirs of earth and her maturity.

They speak a silent speech that is their own,
These wise and gentle teachers of the grass;
And when their brief and common days are flown,
A certain beauty from the year doth pass—
A beauty of whose light no eye can tell,
Save that it went, and my heart knew it well.

I may not know each plant as some men know them,
As children gather beasts and birds to tame;
But I went 'mid them as the winds that blow them,
From childhood's hour, and loved without a name,
There is more beauty in a field of weeds
Than in all blooms the hothouse garden breeds,

For they are nature's children; in their faces
 I see that sweet obedience to the sky
 That marks these dwellers of the wilding places,
 Who with the season's being live and die;
 Knowing no love but of the wind and sun,
 Who still are nature's when their life is done.

They are a part of all the haze-filled hours,
 The happy, happy world all drenched with light,
 The far-off chiming click-clack of the mowers,
 And yon blue hills whose mists elude my sight.
 And they to me will ever bring in dreams
 Far mist-clad heights and brimming rain-fed streams.

It is not hard to choose one poem for quotation from among our author's shorter lyrics. Graceful and sweet as several of them are, the lines called "Return No More!" stand out among the rest in their directness and simplicity of expression, and belong to a very high rank of lyric poetry:

Return no more, O splendid sun,
 Sweet days, come back no more;
 Bring back no more the budding hours,
 The springtime to my door.

The calling bird, the wakening brook,
 Make mock upon mine ear,
 For she who loved them with me then
 Went out with yesteryear.

Fold, fold the world for aye in snows,
 Howl, Winter, by my door;
 For she, my rose, my bloom of life,
 Is snow for evermore.

Although Mr. Campbell is best known as a poet, he is also a prose writer of great merit. In 1906 he published a novel called "Ian of the Orcades," which deals with life on the east coast of Scotland during the troubled reign of Robert the Third. And since then he has collaborated with T. Mower Martin, the artist, to produce a charming book called "Canada," in which the illustrations are accompanied by descriptions of the scenery of the Dominion, with sketches of the settlement and development of the different provinces.

Sunday afternoon I overheard Mary and Bert discussing the morning's Sunday-school lesson. Bert, who has all faith in his sister's superior knowledge, eagerly inquired, "Mary, what does God look like?" I was surprised at Mary's prompt and solemn reply: "Bert, God looks like a potato." Upon asking the child where she had received such an impression, she replied: "Why, you said God has eyes on all sides, and a potato is the only thing I know of that has eyes on all sides."—*The August Delineator*.

Physical Training.

PRINCIPAL H. P. DOLE, M. A.

Continued.

If, now, we examine into the merits and demerits of the military system which has already been in vogue in several cities of the Eastern states, we find arguments *pro* and *con* somewhat as follows:

1. It gives implicit obedience to lawful authority, hence has moral value.
2. Provides for the massing and moving of large numbers in a limited space.
3. Trains the eye and ear to be alert.
4. Secures physical hardiness.
5. Secures mental endurance or patience.
6. Gives an air of self-respect and dignity.

Against these arguments may be enumerated the following:

1. The moral value is much less than was at first supposed. This is due to the fact that control in military drill is from *without* the pupil rather than being the expression of the child's volitional nature; hence discipline in class exercises does not necessarily mean discipline in any other situation.
2. The same argument is applied to the training received by the eye and ear as well as in the case of mental endurance.
3. Where regular uniforms are prescribed, the result has often been seen in the increased snobbishness and egotism of boys, thus developing traits which will prove detrimental to the participant in later life.
4. Instead of being a perfect form of exercise, it is found that where military arms and other accoutrements are provided, a distinct tendency to unsymmetrical bilateral development and spinal curvature, thus necessitating the use of additional exercises to secure all-round development. Military men will recall the supplemental exercises prescribed in manuals going with military drill, *e. g.*, those of Koehler, of the United States, and Fox, of the British army.

The frequent use of team sports, as football, etc., at military schools, is a further corroboration of the above statement.

For the past thirty years the contest between the two schools—military and social—has waxed and waned, until it seems quite evident that with the advent of the sociological tendency in education the military ideal of physical training has steadily lost ground, and its place is occupied by systems which are in harmony with the never-educational ideal,

It must not be supposed that any of the above systems are totally deficient in good qualities. As a matter of fact, the American system utilizes the good features of all the rest, and adds many of its own.

As an illustration of the recent tendencies in physical education, I may be permitted to briefly outline the work being done along this line at the Horace Mann school, conducted by Teachers' College. In the way of equipment may be mentioned several gymnasiums, a bowling alley, a large swimming pool, an athletic field, physical directors and a resident physician. Each pupil receives a rigid medical examination upon entering school and at intervals throughout the course. In case of defects being detected, the parents are notified, and special treatment is applied. In case of physical defects, which may be remedied in the gymnasium, a special instructor is assigned to the case, and, by the use of corrective exercises, these defects are remedied.

The time devoted to regular physical exercise is from twenty to thirty minutes per day, and each gymnasium period includes several types of exercise suitable for corrective purposes, for muscular development and control, and, most important of all, to give the pupils an opportunity of mental training through muscular co-ordination.

In the primary grades, little emphasis is laid on form or precision of movement, as the following list of activities will illustrate:

1. Games (a) Individual. Ring toss, battledoor, shuffleboard, etc. (b) Competitive—shooting with bow and arrow; running races; bean bags, etc.
2. Marching.
3. Dancing (not society and stage dances, but the folk dances and others which may be invented by the pupils themselves).
4. Floor work.
5. Apparatus work:
 - (a) Rope climbing and swinging.
 - (b) Stall bars—rapid climbing and hanging.
 - (c) Horizontal ladder.
 - (d) Balance beams.
 - (e) Giant stride.
 - (f) Jump standards.

Team work is introduced about the fourth or fifth grade, the relay race being a favourite. During the sixth and seventh years of school, attention is paid to quickness and accuracy of work in sharp-

ly-contested games, where a misplay may mean the loss of the game and consequent disapproval of the team. Thus in grades five and six special drill might be given in the various ways of "passing" in a game of basket ball, the proficiency thus attained being of inestimable value in the important games which follow in succeeding years.

Music is a feature of nearly every period, thus securing rhythmic movements not attained by the Swedish, German or military systems.

Outdoor athletics are encouraged with a view to securing healthy development of the body, and not with the intention of making athletes.

Conditions in New Brunswick, in common with the rest of Canada, are so different from those under which the Horace Mann school is conducted, that the elaborate provision for physical training, as indicated above, would be beyond the reach of the ordinary school. But of one thing we are reasonably certain, viz., that instead of the introduction of an elaborate system of military gymnastics, a more beneficent measure would be the provision for medical inspection of school children at regular intervals, followed by the establishment of physical training courses, which shall not only provide for the correction of hereditary and acquired defects, but also furnish a means of education through physical activity. In this connection, manual training is a splendid adjunct to the system outlined, provided it takes account of the gradual physical growth and adapts itself to child life by providing exercise for fundamental muscles in the lower, and gradually insisting on finer work in the upper grades, remembering that to be truly educative the manual activities must, throughout the course, be the spontaneous expression in wood or metal of a clearly-defined mental concept. The finer work in this subject, in common with that of military drill, is ill-adapted, if not positively injurious, to the young—the former in calling into premature activity the finer accessory muscles, the latter by depletion of vital energy through unnatural muscle tension.

Under existing conditions in the vast majority of our schools, very little can be accomplished. The time may come when each school will be supplied with its physician and physical instructor; but until then the average teacher must be satisfied not only to teach from thirty to fifty pupils, ranging from grades one to five of the ungraded course, but in addition assume the role of medical specialist and physical director as well.

Nature Study Class.—VI,

BY WILLIAM H. MOORE.

When last we were together the month of June was with us. Since then July has come and gone, and August is here. Have you noticed the coming and going of some of our plants, birds and insects? Many flowers are gone until next spring. Many have come and are still with us. Many have still to come. Scarce a week passes that does not bring to our notice some new flowers, even though our wanderings be limited to a small area. There are flowers that bloom until snow covers them.

It is not too late yet to give some attention to the "Jack in the pulpit" or Indian turnip, or bear root, as it is locally called. As a rule, you will find the fruit, a cluster of red berries, reminding one of a short corn cob of beautiful red corn, borne upon plants having two leaves, each of three leaflets.

Those who were with us at the early summer meetings will have observed how different butterflies and some other noticeably large insects have come and gone. Gone? Yes! Gone like the flowers, of which some have come, matured the seed for the coming generation, and their life work is done. Like the flowers, many insects are preparing to mature in future, some this year, others not until next year. It is this growing generation of insects and plants that work havoc in the husbandman's crops. Consider the expense of farmers in trying to destroy a single insect species, the potato beetle. Count, if you will, the dollars spent for poison, the dollars' worth of labour to apply this poison, and the sum will be found to be no small item, even in your school district. But this is only for one species. Consider the damage done by various caterpillars to the apple crop and to the different berry vines and canes, by aphids to the grain and turnip crops, and you can help teach the younger students how to best fight these foes. It is sad to consider how really uninterested many farmers are in fighting these tiny foes. It will be part of a great, good work to get the children educated to recognize many of the weed and insect pests, and to know the best means to destroy them. A most interesting part of this study will be found, if children, young and old, will collect different species of caterpillars from the currant bushes, apple trees (many will be found on newly set out fruit trees), thistles, poplars, etc., and then keep them with a supply of food, watch them grow and mature. Only

a day or two ago the small boy of the family informed us that his first tussock caterpillar had cocooned and another one had "moulted." This last is the first one he has observed shedding its skin. The yellow swallow-tail butterfly has come and gone, not as a migrant, but as a permanent resident. This calls our attention to the milkweed butterfly (a very large brownish-red fellow with black lines and white spots). That is a migrant as well as occasional resident. As migrants, also, we have the milberte and thistle butterflies.

Speaking of migrants reminds us of the migrating birds, and they have already begun their southward flight. The wood or white-bellied swallow has already left us. The olive-sided flycatcher will soon depart. If any are to be found at this date, they will be along some water course, where are insects most to their liking. A family of three or four young and the old birds will be found moving southward in company. Now begin our real difficulties in identifying birds. Many young or immature birds will be found that differ very much from the descriptions of the adults of the same species in your text-books. The thrushes will all have spotted breasts. (Remember our so-called American robin is a thrush.) The juncos' colours are much more mixed, upon their underparts, than in spring-time. Young warblers, fly-catchers, vireos and hawks will tax your identifying powers.

The juncos and vesper sparrows, you will notice, have already begun concentrating their forces along roadsides and waste places, and many pleasant twitterings you will hear to cheer you in your bird studies. But there are other bird calls than those of the wild birds. How many of our hundreds of interested readers know by the crowing of the rooster to which breed he belongs? Would it not be interesting, instructive and profitable to make more of a specialty of the study of our farm flocks? Are the domestic birds and mammals so uninteresting that we need pass them by unnoticed and go to the fields and woods to study creatures that fear us? Need we study our own peculiarities to know why the wild neighbours take alarm at our presence, yet fear not some of our domestic animals?

A true teacher never thinks his education is complete, but is always seeking to add to his own knowledge. The moment any man ceases to be a systematic student he ceases to be an effective teacher.—
J. G. Fitch.

How to Develop a Taste for Literature in Elementary Grades.

MISS PHOEBE W. ROBERTSON, B. A.

Every child enters school with a certain vocabulary and style of speaking. This is the foundation upon which the teacher must build. The pupil must be taught to read before he will seek books; he must hear good stories read and told before he will want to read them for himself. That the stories may seem good to the child, they must be understood by him, must be adapted in subject matter and language to his stage of mental development. The teacher who entertains her pupils with the proper kind of story, read or well told, furnishes food for their soul life. As the style of language will unconsciously be acquired, it should be of the best. It will be habitually used by the child as he advances, both in writing and speaking. This is the aim of all language teaching.

The history of the individual epitomizes the history of the race. The earliest literary productions of the nation were poetry, of which the ballad was the most popular form. Its swing and rhythm appealed to the ear, and were an aid to memory. So it is with children. The chief store-house for child-knowledge is memory. Any device which aids this faculty, should be utilized. Metre serves this purpose, hence a large part of child-literature should be poetry. Some practical people think poetry a vague and meaningless weaving of dreams, yet these same people lay hold on its practical side, while neglecting its ideal and artistic form. Poetry is but the play of the imagination on the bare facts of life—the expression of those feelings which prompt the life activities, even of the most practical, love of home and native country, love of beauty, goodness and truth. It is worth while to love poetry, we may catch something of the poet's spirit: "Dowered with the hate of hate, the scorn of scorn, the love of love."

The aesthetic emotions are capable of very early development. A child may be taught to admire beauty of thought and language as well as beauty of form and colour, and his powers ought to be called into play as soon as they develop. Some day he will be called upon to make an effort which may seem beyond him. Childhood, then, is the all-important time to begin to develop a taste for good literature. Subject matter will influence thought, language (or style) will guide literary taste. It is

safe to choose classical masterpieces, myths, fables, certain fairy tales, stories of heroism and adventures, tales of primitive people, Bible stories, stories of child-life in our own and other lands. A hunger for highly spiced and sensational stories can easily be created by telling horrible tales in childhood. When the child learns to read he will seek the same food which pleased his taste in the primary grades. Among stories for children we have the purely imaginative; the realistics which usually contain a moral; nature stories, telling of plants, animals, etc.; and historic stories, chiefly biographies of the great and good men and women of this land.

From what source we shall get such stories is sometimes a problem. But in these days of numerous publications the energetic teacher may safely be a law unto herself. The readers are always to be relied on, and they represent the different styles that may be chosen. A successful reading lesson is a development of literary taste, and a literary pleasure as well. Hence in the primary grades one side of the literary problem is solved in the reading lessons. But this alone is not enough, as so much attention must be given to word study. There is needed a more universal treatment of the subject to develop that nice discrimination which appreciates the sentiment and art of literature.

In realistic style, Mrs. Kate Douglas Wiggin has given us the delightful stories of "Rebecca," who has been called the most popular child in American fictions. Rebecca of Sunnybrook Farm, and New Chronicles of Rebecca, are delightful and wholesome character sketches. The Ancient Mariner, is a type of story pleasing to children. The language is simple. It has an air of the mysterious and is written in a pleasing measure. It should be read in selections after the story has been told.

The story of Hiawatha possesses so many desirable characteristics of a child's poem, that it might almost be accepted as standard literature for Grade I, read in selections. A considerable part of it is conversation—even the animals speak. The subject is mythical, the language musical and the metre has the ballad swing. It is a tale of primitive people, the hero is introduced to us as a child, the cardinal virtues are eulogized, under all is the hero-worship that uplifts. Hiawatha "lived and toiled and suffered that the tribes of men might prosper." In the poem are set forth the poetic and religious feeling of an interesting people. It is intended for

Whose hearts are fresh and simple,
Who have faith in God and Nature.

This story lends itself especially well to dramatic treatment. Children love activity. They demand it, even in their toys. They appreciate it in literature because it suits their natures. Stories can be dramatized by the teacher, especially those which are largely conversational. In dramatizing Hiawatha the pupils may take the parts of the animals, "Hiawatha's friends," and the birds, "Hiawatha's chickens," as well as of the characters themselves. Thus many interesting scenes can be arranged.

A unique treatment of Hiawatha was given in a primary department not long ago. The sand table was used, it was lined with moss to represent the forest, one corner being left bare. This was the shining big sea water by whose shores stood the wigwam of Nokomis. On the trees perched the robin and the blue-bird, made on the principle of a paper doll, while the wild deer of the forest ran undisturbed by the busy work of a modern school room. There was the birch canoe, builded in the valley by the river.

By the shore sat Hiawatha,
Heard the lapping of the water.

Small dolls made of black yarn served as Hiawatha and Minnehaha. Nokomis was constructed on a different plan, from a so-called "sucker", adorned with a head-dress of feathers.

This story and others of similar length should be read in sections. Summaries of the longer classics are seldom available for literary purposes, though they may have other uses.

A short story complete in itself is of infinitely greater value in developing literary taste.

The primary teacher especially should cultivate the art of story-telling. The living personality is a great charm to the listener. The characters seem more real. A good story-teller should preserve the style of the original, quote much and enter into sympathy with all the characters. The told story is of course not memorized by the pupil but it is a powerful tonic for the literary appetite. It prepares the way for hearing the story read or for the personal reading of it.

Many lyric poems are suitable for primary use. Choose those of simple language, explaining many words interrupts the train of thought, remembering the meanings detracts from the literary pleasure, that rather belongs to language study. Among such poems may be named Lucy Gray, We are Seven,

The Dying Swan, The Children's Hour, Sweet and Low, The Brook and The Wave, with its moral, The Chambered Nautilus, with its beautiful concluding sentiment, "Build thee more stately mansions, O my soul."

As the pupil advances the glory of the vision splendid fades into the light of common day. There is a tendency towards realism and an awakening of that curiosity which is the basis of all knowledge the child seeks. To satisfy himself he will read as soon as he can, choosing both subject matter and style to accord with what he has heard read. The wise teacher will arouse interest in the best stories suitable for his age by recommending them, reading interesting selections or relating catchy incidents. The standard set should never be lowered, later it will be safe to indulge in comparisons, but not yet. Appreciation of style gradually increases. The mind grasps the import of form as well as thought. The pupil who has acquired a taste for easy graceful language, will choose that and no other. There is now need of even more vigilance on the part of the teacher to control the reading of the classes without the pupils being aware of the fact. Many selections in the Readers may be given as literature rather than language study. Expression in reading can be secured through appreciation of sentiment as well as by analytical study. Poems suitable to be studied in this way are: The Lyrics, The Songs by Tennyson, Gray's Elegy, with its sublimity of thought and stately measure, Sir Galahad with its lofty ideal.

All armed I ride, whate'er betide,
Until I find the Holy Grail.

Kipling's Recessional striking the keynote of England's greatness.

Lord God of Hosts, be with us yet,
Lest we forget, lest we forget.

For the youth who loves history there is an introduction to Francis Parkman in the Heroes of the Long Sault, and many others of similar style, most beautifully written and delightful to read, and the selections on Westminster Abbey, by Irving and Addison. When pupils are still too young to read the longer works of good authors they should hear and read for themselves quotations from them.

There are many descriptions and incidents complete in themselves, character sketches and beautifully imaginative selections. The literature of Grade IX, will be much more enjoyable and easy if the pupil has previously made the acquaintance of

the *The Lady of the Lake*, *Allan-Bane*, and *King James*, by reading—or—better still, memorizing—the lines describing them. These could easily be introduced through the medium of the history lesson. A pupil has toiled through *Martin Chuzzlewit* just because he had read Dickens' beautiful description of *A Wild Night at Sea*. A boy in grade eight pored over *Micah Clarke*, because it had been referred to in a history lesson. In a year or two he ought to take kindly to *Henry Esmond*.

Cowper's Task, is a poem likely to please intermediate pupils. It is full of vivid descriptions, one would be tempted to read it all just to find in it the description of a winter evening, if he had memorized it in an earlier grade. All of us who have read Milton's lines beginning

Now came still evening on, and twilight gray
Had in her sober livery all things clad.

must want our pupils to read them too. It has been called the most beautiful description in the English language.

Many lines from Shakespeare's plays lend themselves to quoting. The best parts of many plays can be separated from the rest by reason of their completeness. Several are given in the Readers, others may be chosen by the teacher, as *The Court Scene from the Merchant of Venice*. *Polonius*, advice to *Laertes* has become everyday speech. The pupil unconsciously learns to appreciate Shakespeare's insight into character, his practical philosophy and mastery of language. Some selections may profitably be given dramatic representation. Another advantage of the quotation is that its brevity induces memory work which should not be given up after the primary grades. A good memory is too valuable to be allowed to decline for want of use. What can be recalled at a moment's notice is a lasting possession. Pupils should be taught the art of memorizing. To paraphrase *Carlyle*, "It is an immense capacity for paying attention." Show them how to follow an author's thought, this is the greatest aid in acquiring his language. Short quotations should be memorized every day. These can be kept in note books with the author's name. The name of the author, and of the work represented should always be given with a quotation else how would the pupil know where to find similar literature. The story of the author's life can properly be given at this stage. A little later, complete works may be

placed in the pupils' hands with a surety of being read with pleasure.

Among books suitable for intermediate reading, there is an inexhaustible supply of animal stories, well told biographies and history readers, as well as shorter selections of similar character.

About the sixth or seventh year of school, boys and girls begin to manifest different tastes. Boys grow wildly imaginative, they seek tales of heroism and adventure, they dream of being the heroes. Every boy passes through the *Henty* book stage. There are not enough *Henty* books in the school library to supply the demand.

Girls on the other hand become more spiritual. The divinely good feminine character is the heroine of their dreams. At this stage they need to be guided from extravagant sentiment and should be protected from the too daring escapades of *Jesse James*.

Biographies and character sketches grow in demand as the years progress, soon graduating in the age of the historic novel. When a boy arrives at the stage where *Scott* and *Dickens* are the companions of his leisure hours he has passed the shoals and quicksands.

Literature may be studied in connection with history—the historical methods. History is a prominent subject in four of the elementary grades. It is a description of the national life, while literature is a reflection of the national mind. Pupils consciously or unconsciously appreciate this connection. Each subject increases interest in the other and thus aids in securing better results.

All observers have noticed the connection between nature and literature.

On a summer evening we walk by a lake or river quoting:

One burnished sheet of living gold
Loch Katrine lay beneath him rolled,

Or from *Tintern Abbey*:

Once again I see
These hedge-rows, hardly hedge-rows, little lines
Of sportive wood run wild.

Or listening to the songs of the bird we recall the poems we have read about the *Cuckoo*, *The Skylark*, *The Nightingale*. This furnishes a clue to another method of teaching literature. The pupil who is not captivated by the historical method, will yield to this. Provide selections suggested by natural

scenery, flowers and birds, such poems are *The Sea Shell*, *The Chambered Nautilus*, *The Daffodills*, or from similar works by other writers. The teacher should have a keen appreciation of good literature, be a good reader, and full of enthusiasm and love for the subject.

Thyself the truth must know
If thou the truth would teach;
Thy soul must overflow, if thou
Another soul would'st reach;
It takes the overflow of heart
To give the lips full speech.

The Brown Tail Moth.

Mr. E. C. Allen, a teacher of Yarmouth, N. S., in a recent letter to the *Herald*, refers to the invasion of that scourge, the Brown Tail Moth, into Yarmouth. He says: "On Saturday morning, July 4th, several white moths were noticed clinging to the side of a street-light post on Argyle street. Others were lying on the ground under the lamp. They were identified as brown tails. Several other lamps were at once examined, and it was found that from a dozen to fifty specimens were to be found about each. Several posts visited Saturday evening showed hundreds of the moths flying about the lights and resting on the posts, cross-pieces and wires.

The fact that the New England States are now suffering from a deluge of brown tails, that the prevailing direction of the wind has been from that quarter for the past week, that the moths are known to be strong flyers, and that those found Saturday morning appeared tired and stupid, seems to indicate the possibility of the moths coming across the bay.

"Considerable good may be done by killing the moths found about the posts and on the sidewalks, but the best time to contend with this pest will be in the autumn, after the leaves have fallen. Then the winter nests formed by the caterpillars will be found in conspicuous positions on trees and shrubs. These nests should be cut down and burned. Unless the people in the affected region exert themselves in this direction at once, one of the most beautiful features of our town and county, namely, our trees, will soon be ruined, to say nothing of the serious nettling caused by the caterpillars coming in contact with the skin."

The discovery of the Brown Tail Moth at St. John means that in every section of the province the greatest care must be exercised in order to pre-

vent its spread. The Brown Tail is one of the worst pests ever introduced on the North American continent. A year ago it made its appearance in Nova Scotia, and the government promptly offered a bounty on all nests. The results have been gratifying, and the spread of the pest has been checked. The same action should be taken in this province. The school children of Nova Scotia did much to destroy existing colonies, and here their services can also be made indispensable. The caterpillar of this moth is most destructive, but there are other reasons for keeping it out. Myriads of these insects infest the sections where they can get a foothold, and they give off a fine hairy substance which is highly poisonous, causing sores similar to these which follow contact with poisoned ivy. In the United States fortunes are being spent to exterminate them, and every farmer should keep careful watch for them. The moth is white, with a decidedly brown tail, and it can hardly be mistaken.—*Sussex Record*.

Letter from Dr. Soloan.

PROVINCIAL NORMAL SCHOOL.

TRURO, N. S., May 22nd, 1908.

DEAR REVIEW:

It is with genuine satisfaction that I transmit to you herewith a list of one hundred and thirteen of our students whose subscriptions to THE EDUCATIONAL REVIEW have been taken by Miss Underwood and Miss Ritcey, payment to be made in February next. I trust that *in the matter of prompt payment our normal school graduates set an example to other subscribers*, and I mention the matter here in the hope that it may catch the eye of any possible delinquents. These should bear in mind that, in a measure, I am responsible to you for their delinquency. Perhaps, at some future date, I may ask you for an opportunity of looking through your black-list.

With best wishes for the prosperity of the REVIEW and its management.

I am yours sincerely,

DAVID SOLOAN, *Principal*.

Be with children as much as possible in the open air and at their sports. Join them in the latter, or, at least, manifest an interest in them. This will make the work of the schoolroom easier and will help to win children's affections and give an insight into their character.

The Teacher in Relation to the Course of Study.

MISS J. WALLACE MORTIMER, APPLE RIVER, N. S.

My paper, I am afraid, does not deal with the subject exactly as announced. Though I shall touch upon the course of study, the points I wish to make, the lines along which I most desire to be helped, relate rather to the teacher, apart from the course of study; because the teacher is of more importance, is superior to the course of study. If anyone refuses me this as a postulate, I shall evade argument by agreeing with him. I can quite politely say, "No, you are not; but you ought to be." And it is to just such teachers that I wish to appeal; to arouse any who are a little indifferent; to encourage those who are a little lacking in self-confidence and originality, who have had little training or experience, and those who are inclined to vaguely worship the course of study as a sort of fetish or to think of it as an all-sufficient, a cast-iron formula; those who work by the letter and neglect the spirit of our really excellent educational system.

I confess that my knowledge of this fault, up to that time a mere intuitive sense, was crystallized by a speech of Judge Longley's at normal school commencement, or, I should say, graduation day, of 1902. That was a year of very free (and sometimes very foolish) popular discussion of the course of study, which has culminated in the late famous (or infamous) changes (according to your point of view). Speaking of the course of study on that occasion, the Attorney-General said: "Give me as many hundred *ideal teachers* as there are schools in this province, and you may take the course of study and do what you like with it; I'll have no use for it." Now, in any educational system there must be a degree of uniformity; so I cannot go the whole length of Judge Longley's forcible remark; but it well expresses the vital need of *teachers* who are great enough to include the course of study, as the greater includes the less, who have absorbed the subjects of the course so thoroughly, and who feel the broad purposes of the course so intelligently that this knowledge and this feeling work themselves out spontaneously in the daily teaching, forgetful of the course of study as a mechanism. That the course of study is of itself insufficient to the end of education, is proved by the spectacle, all too common, of pupils who have been put through its entire machinery and come out at the end not only uneducated, but sometimes mentally warped, dulled, with poor memories, poor manners, little judgment

and flabby characters, and, perhaps, saddest of all, with latent capacities undeveloped, and natural curiosity or activity suppressed to the point of extinction. But the course of study is not to blame for this—it is only a machine, an instrument; like a corporation, it has no soul, and it cannot be held responsible; but it is a splendid machine, an efficient instrument in the hands of a responsible being with a soul. No, the course of study is not to blame. There are several factors in this deplorable product, but the highest, commonest factor is the mechanical system of teaching—the cram system. It is quite evident that the changes in the course of study are intended as a raid upon the cram system, and the business men, the tax-paying public, who insisted upon changes, saw an evil that really exists. But six subjects or one subject can be taught by the cram system just as ineffectively as ten, and the results will continue to be as aforesaid, so long as reforms are aimed at the course of study, and not originated in the schools and in the teachers.

I say, "*in the teachers*" advisedly, for in our school system, at its present degree of perfection, very little more help can be given and very little more pressure can be brought to bear upon the teachers; and, besides, reforms and improvements thrust upon any class of people are usually ineffective. But the teacher, in the singular, each individual, must live and work with the conviction that he, she, is personally necessary and responsible for the success of the school system; that he is, as I asked you to grant me at the start, more important than the course of study, and that he needs (which is my second point) to give his attention to self-study, self-preparation and development.

Is it necessary, before I go on, to say that I trust I shall not be accused of setting myself up as a censor or a teacher of teachers? In this profession we are all, in an important sense, on a level. We all meet some of its difficulties; we all deal with some of its problems; we all enjoy some of its rewards and delights; we all see some of its splendid possibilities, some of its unique and precious opportunities. So it is but a false modesty, an affectation or self-consciousness unworthy of earnest men and women, that keeps us so often from speaking of our own life's inspirations and ideals, because, indeed, others very likely know more and think more about these things than we do. It is quite possible for us to reach out and touch and uphold or even guide each other, not in spite of, but because of, the fact that we are all upon the same plane.

If it be true that the poor results of teaching are to be laid at the door of the teachers, then what, definitely, is the matter with the teachers, and what, definitely, shall they do about it? The matter with the teachers cannot be put into a general formula. In some, it is lack of education and training; in some, immature thought; in some, lack of energy and initiative; in some, lack of courage and character. There are some teachers who were themselves poorly taught, and who learned little from their youth's environment; who have absorbed so little of the world's best thought that they are utterly incapable of arousing the mind of pupils along any such lines; who have read so little or so carelessly that their vocabulary is quite inadequate to the understanding of the best books; whose mastery of their own mother-tongue is so poor that they cannot express their ideas even correctly, not to speak of beautifully; whose manner is so unformed that they cannot take the place in the world which should belong to every member of the teaching profession. Yet these teachers are in earnest, they love their work, they are doing their best, and desire to do better. They are needed in the profession, and must be encouraged and retained. These need and deserve a long term of normal training, with sympathetic personal supervision. They need the companionship of cultured persons; they need some social training. But this class of teachers, as soon as they realize their needs, make an effort to fit themselves for the work.

Then there are some teachers who, from extreme youth or frivolous temperament, fail to see that teaching is not like a trade laid aside when one steps from the workshop, but a profession which stamps its members and makes demands upon them everywhere. And you, teachers, you are to have the influence and command the respect due to you in the schoolroom and in the section at large, if your methods are to be believed in, your requests granted, your advice sought and your efforts backed up by the people, your manner must at all times be such as to win these things for you; your real worth must be such as to make itself felt. Without these things your work must fall short of its best. If you, as the phrase goes, "go in for a good time," if you frolic and act like an irresponsible child, if you permit too great intimacy in the little details of life, if you talk freely about yourself and your difficulties, outside of school, you will not accomplish any great work in the school. I am afraid some kind-hearted critic may say, "Oh, the young

folks must have their fun; you would not have them old before their time?" No, I would not, most emphatically. One should cherish the freshness and buoyancy of youth all through life. One should be cheery, witty, and as full of fun as the occasion demands or the spirit prompts; and every sign of a carping, spiritless old age is hateful. But if anyone intends to act in the undignified way just referred to, if anyone tends to shirk the serious problems of life, she should take up some vocation other than teaching. There are many ways of making a living, and often a better living—bookkeeping, dress-making, millinery, housework, and the other trades, in which less is expected of one, and in which one's life does not so nearly make or mar one's work. As to the comparative honourableness of these different callings, there is no honour in poor workmanship in any calling. A first-class tradesman is more honourable than an inefficient teacher. It is far better to be an honour to your business than to be nominally attached to a business which honours you. To any such teachers as this, I would say: "Teaching demands the best men and women, and them at their best—not their frivolous youth, but their life at high noon, with all their faculties developed and pressed into the service. Such persons, taking up their work in communities, must soon impress upon the people, not by any word or tactless action, but by natural dignity and real excellence, the fact that a teacher is not a person to be bullied or neglected, or even entertained and made comfortable, but a person to be looked up to, a leader to be followed, a factor in every good force at work in building up the character of the young people.

Then there are some teachers, many of them trained and experienced, who work in a prefatory way, whose methods are mechanical, and who fail to make the school work and real life connect themselves in the mind of the pupil. For example, the sort of teacher who begins a child's education by having him learn off the alphabet, and who allows the young victim to struggle for years with the mysteries of pronunciation, and spelling without any definite knowledge of the sounds of the letters, and perhaps to go through life with a slouchy and indistinct enunciation. The same machine influence is seen in every branch of the work. Take arithmetic, for example, where much latitude is allowed by the prescribed text for the genius of the teacher. In a lamentable majority of cases, the explanation set down and called a statement has no appeal whatever as an English sentence, as an expression of the

child's thought. The pupil feels that real people never talk like that, and so the whole thing becomes unreal and detached. The "statement" is to him a more or less mysterious machine, into which he puts certain data, more or less, at random, and turns the crank and the answer comes out at the end! Here is a new bunch of problems; teacher invents a new machine, the pupil adopts a new twist of the crank and the nice little answer pops out as before. The slightest variation in the problem, and the machine won't work. Teacher comes again, and, with some sort of charm, gets the answer for him, which is, of course, all that is required. And the sad part of it is that the whole course of study *may* be gone through in just such a way, and examinations passed, and the pupil even become a teacher. This much for the course of study and the need of a soul behind the machine.

That the existence of this great fault is no imagination of mine, may be proved by a quotation from the last report of Supervisor McKay, of the Halifax city schools. He says: "The routine of ordinary work was perhaps followed too much as a matter of course, without conscious and continuous study; effort and experiment often improved methods. This is a natural tendency." And I am glad to notice that he advises just such remedial measures as are applied here—"a course of professional training or a series of teachers' meetings and model lessons." But the country school teacher, to whom I particularly address myself, has many drawbacks which the town teacher has not. I have tried both and feel the handicap keenly. In the out-of-the-way sections you have less opportunity for replenishing your own mental stock; you have usually less co-operation outside of school. There is little in many of the homes to which you can appeal or upon which you can "fall back upon" in your teaching. The pupils' vocabulary is usually so painfully small that it is only by patient use of the dictionary that the most ordinary reading can be well understood; the pupils' experience has been so narrow that it is hard to make him realize the big world. The teacher must have a ready-fund of related information by which to supplement and make interesting every branch of the work—reading, geography and word-study. And in the country, perhaps more than in the town, there is the tendency to take the children from school upon the slightest pretext of home needs. Sometimes boys so low as the fifth and sixth grades; generally, boys and girls when they reach the ninth grade, are kept at home

to help with the work, and very often I find, upon looking into such cases, that it is not absolutely necessary. The parent is not very ambitious, or well-educated, the pupil is anxious to be out of school and in what he considers the world of men. It is a part of the teacher's duty to kindly and tactfully follow up these cases, explain to and persuade the proper authorities that education is a valuable asset, a necessary equipment, to an individual, a family and a nation.

To be an effective guide in matters of this sort, the teacher must be thoroughly imbued with these ideas himself, and honestly interested in each family as well as in the patriotic larger idea. Another drawback to the attainment of results in teaching is the increasing demand made upon children that they shall work outside of school. I smiled a sad smile when I came across these phrases in the late report on the benefits to be derived from military drill—"the unoccupied days of school life"—"utilize the spare playtime of the schoolboy"—for I know from experience that if a pupil is kept after hours for special help, or if the school is not dismissed promptly in the afternoon, the parents complain there is so much work for the boys to do that they cannot possibly spare time for these things. Pupils explain that they cannot get time to prepare lessons, and in some cases it is pretty nearly the truth. In the towns, boys work in shops or about the streets every spare moment; and this even while they are in the lower grades. It is a rather delicate matter for a teacher's interference, but her influence should be against this tendency.

It is the needs of country schools that I have had at heart throughout, and I wish that I could reach all the country teachers in the province.

A PRONOUNCING TEST.—Test yourself on this list by the standard of the dictionary. The chances are that if you pronounce ninety per cent. of these words right your pronunciation in general is fairly good: Truths; with; levee; Cabal; debut; elite; recess; data; Danish; savant; melee; ally; Genoa; extant; debris; sine die; chimera; inquiry; address; almond; squalor; grimace; opponent; Darius; complex; abdomen; gondola; resource; impious; exigency; laundry; illustrate; vehement; sacrifice; exemplary; juvenile; rendezvous; precedence; adamant; ultimatum; irrevocable; financier; exquisite; exponent; enervate; research; peremptory; obligatory.—*Selected.*

CURRENT EVENTS.

The newspapers of the day are furnishing excellent material for a Canadian history scrap book, so far as relates to the early history of Quebec. The French founders of Quebec were the missionaries and explorers of the country; and the more we know of their life and work in contrast with the life of the early Dutch and English settlers along the Atlantic coast, the better we can understand what they have done for the Canada of to-day.

To correct the boundaries on your map of Canada, draw a line along the sixtieth parallel, in continuation of the northern boundary of Saskatchewan, for the new northern boundary of Manitoba; draw a diagonal line from the old northeast angle of Manitoba to a point on the shore of Hudson Bay about half way between the mouth of the Nelson and the mouth of the Severn, for the new boundary between Manitoba and Ontario; and erase the old northern lines of Ontario and Quebec. In its newly acquired territory Manitoba has two sea ports on Hudson Bay—Fort Churchill, at the mouth of the Churchill river, and York Factory, at the mouth of the Nelson. The latter, because of shoals, is of comparatively little value. When the proposed Hudson Bay railway is built, Fort Churchill will be an important shipping point for the few weeks of safe navigation each summer in Hudson Strait. The former District of Keewatin is about equally divided between Manitoba and Ontario; the whole of the District of Ungava is added to the Province of Quebec.

The alleged discovery of a rapid process of preparing linen fibre from the flax, which was expected to take the place of the old process that has been in use from early Egyptian times until the present day, does not seem as yet to have revolutionize the industry in the United States; nor does it seem to be true that by this process the stalks of flax grown for seed can be used for the production of linen fibre. It is more probable that the thousands of tons of flax stalks that go to waste annually can be profitably used in the manufacture of paper, for which the supply of wood pulp is insufficient.

A careless workman accidentally set fire to an oil well in Mexico, and an explosion occurred which was heard for seventy-five miles. The whole oil field was destroyed, it is said; and the quantity of oil burned amounts to millions of gallons. A terrible destruction—but how much worse is it than we may suffer almost any day by someone carelessly setting fire to our forests? Recent losses from forest fires in New Brunswick and the adjoining territories should make everyone more careful.

The Dowager Empress of China has accepted a fine yacht given her by the Emperor of Japan as a token of his appreciation of the enormous donation sent from China for the relief of the famine in northeastern Japan in 1906.

A distinguished clergyman who is well acquainted with the country has said: It is difficult to take in

the moral greatness of the people of China. They are the only people who have never deified vice, who have never placed unsavory stories of vice in their classics, who have never publicly sanctioned immorality. Their ideals have been scholarship, peace with the world, and righteousness; and it may be their mission to impress these upon the world.

The Mohammedan faith is said to be making more converts than all other religions combined. It has civilized immense regions of Central Africa, building up the scattered pagan tribes into powerful communities, and driving out the use of alcohol and all the debasing practices of pagan peoples.

Count Zeppelin's airship is an acknowledged success. On a recent trial trip it remained in the air for twelve hours and carried fifteen passengers. So steady is it in its movements that the passengers can sit or lie down or walk about. The German Emperor has been deeply interested in the progress of Count Zeppelin's invention and other governments as well as that of Germany are preparing for the possible use of the airship in warfare.

Hardly has the aerial warship been made practicable, and plans for its adoption been matured, when a Swedish inventor has produced an aerial torpedo, which, it is said, will be used by the Swedish and German armies.

The death of ex-President Grover Cleveland in June, leaves no ex-President of the United States now living. He will, perhaps, be longest remembered for his famous Venezuela message, calling for arbitration in the boundary dispute between Great Britain and Venezuela; an interference which might have involved his country in a war for which it was unprepared, but which was accepted by the British as committing the United States government to the principle of arbitration. He opposed the annexation of Hawaii as a great wrong to a feeble and independent state; but Congress took the matter out of his hands and made itself responsible for the annexation.

The United States fleet is now on its way across the Pacific, and will return to the Atlantic by way of the Mediterranean.

Three hundred and fifteen British war vessels, the largest fleet ever assembled, have just completed their movements in the North Sea, the avowed object of which was to show whether the coasts of the United Kingdom were seriously open to attack by a German fleet. The movements of the defending squadron were directed by wireless telegraph from London, three miles distant.

Quiet has been restored along the Afghan frontier, where an uprising threatened to bring on another Afghan war.

Affairs in Persia are in worse condition. The town of Tabriz is in the hands of revolutionists, and the overthrow of the Shah's government is not impossible. In Persia, as in Russia, the granting of representative government has not satisfied the extremists among the populace.

A very serious revolt among Turkish soldiers is reported from Constantinople, arising out of the situation in Macedonia.

There has recently been built in England a small warship called the Swift, which is said to have made on her trial trip a speed of thirty-eight knots an hour. Though there is much secrecy about the matter, there is no doubt that she is the fastest ship in the world.

The launch of a steel ship at New Glasgow, N. S., during last month was a matter of some interest, as she is the first steel vessel to be built in the Atlantic Provinces of Canada.

Interesting inscriptions lately unearthed in Lower Egypt show that an envoy of the Egyptian King Nechao II., in exploring the coasts of Africa in 559 B. C., completely encircled the continent and arrived at the Red Sea.

The great event of the last month in Canada has been the Champlain Tercentenary celebration at Quebec. The presence of H. R. H. the Prince of Wales, as the personal representative of the King, and of official representatives of France and the United States, has given it a national importance; and the naval and military display, together with the great historical pageant, so well arranged and so well carried out, made it a spectacle of more than passing interest. The great warship *Indomitable*, in which the Prince came, the newest and best of the armoured cruisers, and the first to be run by turbine engines, was of itself an object worth seeing; and with it were seven other ships of the British navy, two very large and powerful French ships, and one of the best ships of the United States navy. Eighteen thousand soldiers and sailors took part in the military parade. Some idea of the extent of the historical pageants on the Plains of Abraham and the richness of the costumes of those who were engaged in them may be gained from the statement that their estimated cost was to be about two hundred thousand dollars, and there were more than three thousand performers. At the review of the troops, the Governor-General formally received from the hands of the Prince the sum of four hundred and fifty thousand dollars, contributed by British citizens in Canada and elsewhere and by French and American sympathizers, for the purchase of the battlefields, to be set apart as a national park.

The Sultan of Zanzibar is now in London, and will make a tour of the world. He is one of the most progressive of African monarchs.

Among the Indians of Acadia there was a traditional story that their legendary hero had promised to return to them in a stone canoe. If this humorous prophecy is not in part fulfilled by iron ships, it may be so by those made of concrete. A small boat was made of that material in France, more than fifty years ago; and it is now purposed in Italy to construct ocean going steamships with

hulls of concrete. They are expected to cost but half as much as iron vessels of the same capacity.

A Commission soon to meet at Durban will consider the matter of a confederation of the South African provinces, Cape Colony, Orange River Colony, Natal and Transvaal.

It is estimated that New York contains one-tenth of all the Jews in the world. Its Jewish population is ten times that of France, twenty times that of Italy, and twenty-five times that of Jerusalem.

The increase in volume from the heating and cooling of cast iron is more or less familiar to all who have used a cast iron stove. It has been shown by experiment that the swelling may amount to as much as forty per cent.

It is stated that the power generated in one stroke of lightning would be sufficient to run all the electric appliances in the world for one year. If this be anywhere near the truth, it suggests amazing possibilities in the use of atmospheric electricity when we can find some way of making it available.

Berlin is said to be the quietest city in Europe. No loud bawling is permitted on the streets, and a man whose wagon gearing is loose and rattling is subject to a fine. Even piano-playing in the houses is only allowed during certain hours of the day.

The main feature of the recent celebrations in Vienna in honour of the jubilee of the reign of Emperor Francis Joseph was a magnificent pageant. More than twenty thousand representatives of the different races comprising the population of Austro-Hungary, garbed to represent the different periods since the foundation of the dynasty, either rode or walked in procession; and nearly five hundred thousand persons witnessed it.

The largest cotton ginnery in the world is in Southern Nigeria, West Africa. It lifts the cotton from the waggons by suction, and cleans it from the seeds without handling; and can thus prepare as many as seventy bales of cotton in ten hours.

College Closings.

ACADIA UNIVERSITY.

The first year of the presidency of Dr. Hutchinson at Acadia came to a close on the third day of June. The number of students in attendance during the year was well nigh six hundred in all—one hundred and two at the Boy's Academy, two hundred and ninety-one at the Ladies' Seminary, and one hundred and eighty-seven at the College. The B. A. degree was conferred upon twenty young persons, three being from Prince Edward Island, thirteen from Nova Scotia, and four from New Brunswick. Three received the B. Sc. degree, all of whom belonged to Nova Scotia. In the partial Engineering course, which enables those who have accomplished it to enter upon the third year in the

Faculty of Applied Science at McGill University, certificates were granted to four young men, two of whom were from Nova Scotia, one from Prince Edward Island, and one from New Brunswick. Four young men and five young women received the M. A. degree in course. The Governor-General's Medal, for the highest average on the last three years of the course, was won by John S. Bates, of Amherst, N. S.; and the "Ralph M. Hunt Oratorical Prize" by John H. Gildart, of Moncton, N. B. The English Essay Prize was taken by Miss Dorothy Manning of Wolfville, N. S., a member of the Junior Class, and the Freshman Prize, for highest average in the work of that year, by Cyril D. Locke, of Lockeport, N. S. There were three who graduated with honours, two in Mathematics, Fred S. Nowlan, of Havelock, N. S., and John S. Bates; and one in History and Economics, Miss Lucy A. Lowe, of Pugwash, N. S.

Certain honorary degrees were also conferred, viz., the degree of D. D., upon Rev. Rufus Sanford, of India, and Rev. C. T. Phillips, of New Brunswick; the degree of D. C. L. upon Everett W. Sawyer, so long connected with the educational work at Acadia, but now Principal of Okanagan College, British Columbia; and the degree of M. A., upon Rev. A. T. Dykeman, of Boston, Mass., and John B. Bogart, M. D., of Brooklyn, N. Y.

There was an additional interest in the Commencement Exercises from the presence of the Lieutenant-Governors of Nova Scotia and Prince Edward Island, Governor Fraser and Governor McKinnon. At the graduating exercises of the College, Dr. William Peterson, Principal of McGill University, spoke out of his large experience upon "Some University Problems," and Dr. N. E. Wood, President of Newton Theological Institute, Mass., gave an address upon "An Educated Man," there being a delightful harmony between the strong and attractive utterances of these gentlemen. On the Sunday preceding, the Baccalaureate Sermon was preached by Rev. Robert McDonald, D. D., of Brooklyn, N. Y., a former student of Acadia, and the usual address before the College Y. M. C. A. was delivered in the evening by Rev. John McNeil, of Toronto. All these speakers were greeted by overflowing congregations.

In the early evening of Commencement Day a reception was given in College Hall, in honour of President Hutchinson; and immediately following that function came a banquet in the Seminary

dining room commemorating the Seventieth Anniversary of the founding of Acadia College, and celebrating the recent completion of the Second Forward Movement by which \$100,000 was obtained from the Baptists of these Provinces, for their institutions at Wolfville, and a like amount from the generosity of Mr. John D. Rockefeller. On that brilliant and enthusiastic occasion addresses were made by all the distinguished guests before mentioned.

Principal C. J. Mersereau has resigned his position as head of Horton Academy, and his place is to be taken next year by Ernest Robinson, B. A., at present at the head of the Schools in Dartmouth, N. S. Professor Raymond C. Archibald has resigned the Chair of Mathematics in the College, and has accepted, it is said, a position at Brown University. This vacancy will be suitably filled by the opening of another College year. A new Science building, to cost \$30,000, the gift of Mr. Andrew Carnegie, will be erected during the present summer, and appropriately equipped. Of all the plans submitted for this fine structure of brick and stone, the one chosen was that of Mr. C. H. McClare, of Cambridge, Mass. Tenders are now being received for the rearing of the edifice, so that the work of construction will shortly commence. When this building, with its up-to-date appointments, is completed, the attractions and usefulness of Acadia University will be decidedly enhanced.

The Acadia students have had a pardonable pride over the victory won during the past year in the Oratorical Contest under the arrangements of the Intercollegiate Debating League. This makes the fifth annual victory in succession for Acadia, or a series of victories including the whole round of Maritime Colleges. By a continuance of these debates the young men in all our Colleges will receive a valuable stimulus in the direction of public speaking.

R. Y. E.

KINGS COLLEGE ENCOENIA.

Kings College, Windsor, N. S., has had a very successful year. The number of students has increased, the work has progressed steadily, and there is greater interest and confidence in the college throughout the country, owing in a large measure to the confidence felt in the practical good sense and ability of the president.

The following honorary degrees were conferred: D. D. on Dean Crawford, of Halifax; and D. C. L. on Dean Farthing, of Kingston, Ontario; C. M. Townsend, of Halifax, N. S. The degree of M. A. in course was conferred on four, and the degree of B. A. on eleven candidates, one of whom was Miss Mary E. Knowlton, of St. John, who has filled the chair of English literature for some weeks very acceptably. The degree of B. C. L. was conferred on three candidates, and B. Sc. on one candidate. Three vacancies in the staff during the year have been filled by King's own graduates. These are: Rev. T. H. Hunt, D. D., to the professorship of divinity; Rev. A. W. M. Horley, M. A., to the professorship of English literature, and Mr. J. B. McCarthy, M. Sc., as professor of science.

UNIVERSITY OF ST. JOSEPH.

The University of St. Joseph, Memramcook, conferred the degree of B. A. on three graduates, and diplomas were presented to eight students who had successfully completed the business course. A very useful association at St. Joseph's is the Bilingual Society, in which speakers are trained to debate with equal facility in French and English. The valedictorian of the graduating class was Mr. Walter B. O'Regan, of Sussex, who, previous to his entry to St. Joseph's, was a promising young teacher of King's County.

New Brunswick Educational Institute, [**June 25-27.**

Fine weather and cool breezes.

Fredericton never looked more beautiful.

Attendance over 500—largest on record.

A banner institute in inspiring addresses and discussions.

The President, Dr. Inch, directed the proceedings with his usual excellent judgment and tact.

The business interests were promptly attended to by Dr. Hamilton and his assistants.

The addresses of Dean Locke, of Macdonald College, and Dr. H. C. Henderson, of the Milwaukee Normal School, added greatly to the interest of proceedings.

Dr. Inch congratulated the teachers on improved conditions and salaries, and noted the far reaching

influence of the late educational conference in London.

Chancellor Jones referred to the close co-ordination existing between the University of New Brunswick, and the high schools, and to the increasing number of graduates in the ranks of teachers. Dr. H. S. Bridges followed, warmly approving the views of the paper.

Miss Edith A. R. Davies, B. A., of the Moncton high school, in a scholarly address pointed out the need of more skilled supervision and greater study and equipment on the part of teachers.

Longer summer holidays, higher salaries, and pensions for retired teachers were the texts of the two members of the Board of Education—Hon. Messrs. Grimmer and McLeod—at the public educational meeting. Their remarks were frequently applauded.

Principal H. V. Bridges urged the necessity for more professional training for our normal school students, and fewer examinations. Inspector Mersereau thought that teachers of ungraded country schools should not undertake the additional strain of preparing pupils for normal school, while Inspector Carter commended the ambitious teachers who aided their students in this way.

Principal Chas. D. Richards, B. A., of Woodstock, and Miss Phoebe W. Robertson, B. A., Hampton, presented papers on the development of taste in literature, which were greatly appreciated by the members of the institute. Each urged the importance of awakening a taste for literature by the study of good literature as soon as the child is able to read, and encouraging this taste earlier by reading good books aloud to children.

Mr. Wm. McIntosh, Curator of the Natural History Society of New Brunswick, gave a talk to teachers on insect life, which aroused so much interest among his listeners that they assembled in a special session on the same day to hear a continuation of the address.

Rev. Dr. W. C. Kierstead, in the course of an able address on moral training, advocated the introduction of a text-book on that subject and urged that a chair in the science of education should be established in the University of New Brunswick. Dr. Henderson, who followed, approved and sug-

gested that a chair in history should also be established. As a graduate of the University, he had felt his lack of training in history.

Dean Locke gave a vigorous practical address on the teacher and the work. He did not altogether believe in scientific methods, because all methods fail to meet some particular case. The history of education was not a history of triumphs and of rapid progress, but rather a history of zigzag progress in which half a century often revealed but an infinitesimal amount of advancement. The pouring in process did more to retard the progress of education than any other violation of sound educational doctrine. The teacher must know the subject matter, and he cannot teach it until he has made it over into the vitalized form in which it is to be taken into the mind. That is what wins the attention of the boy or girl—the fact that the teacher has put his best into the subject.

Saturday was perhaps the most interesting day of all. The papers elicited more pointed discussions—which really tests the quality of an institute—and nearly the full strength of the membership was retained to the last. The visit to the University grounds in the afternoon afforded the teachers and visitors almost the only opportunity to meet socially. The excellent address of Mr. Kidner on Industrial Education filled the library hall with interested auditors. The cordial reception of Chancellor and Mrs. Jones, the dainty luncheon provided by the Fredericton teachers, the beautiful surroundings of the University and the opportunity afforded to many of visiting their *alma mater* and recalling old times and associations made an appropriate "finish," and sent every one away happy.

Inspector R. P. Steeves's address on rural education was awakening and thoughtful, reviewing very fully existing conditions and suggesting improvements. He would make no radical change in our course of study. The average country school can do little more, unaided, than at present; consolidation can do much, but it is too expensive; it expends too much on buildings and appliances; there should be a simpler consolidation. More money is needed; but country people are giving as much as they are able. Philanthropy has here a field. Mr. F. Peacock, in discussing the paper, said the country school had not done much for him, and advocated clearly greater attention to industrial training.

Principal W. J. S. Myles, of the St. John high

school, in his suggestive paper urged a four years' course in English composition extending over the whole four years, more English literature, especially poems of action, and a general course side by side with a college preparatory course.

In the discussions of these two papers which was participated in by A. B. Maggs, Inspector Brown, Principal Oulton, H. P. Dole and others, the "utility" idea in education strongly asserted itself.

Principal B. C. Foster offered a plea for the dreamer. He believed in men who dreamed dreams of great things, and then set to work to realize them. Our schools were good and were doing good work. Do not sweep them away and substitute for them something "new." Inspector Carter said he too had had a dream. He dreamed that the high school course had been extended to four years; that Latin and algebra had been relegated to the high school entirely; that more attention was given in grades up to the eighth in arithmetic and the English branches, thus preventing overcrowding in the high school; that there were no examinations in arithmetic after grade eight had been completed. In his dreams he had pictured education as something more enduring than the ability to barter and sell or even to make a living.

Principal W. M. McLean, A. B., of St. John, was chosen as the Institute's representative to the Senate of the University of New Brunswick. The suggestion was made that in future the representative make a report to the Institute.

The following were appointed members of the Executive of the Institute: Supt. H. S. Bridges, St. John; Miss Edith A. R. Davies, A. B. Maggs, Moncton; John B. deLong, Milltown; B. C. Foster, H. H. Hagerman, Miss Thorne, Fredericton; Horace Perry, Miss Phoebe Robertson, Hampton; Chas. D. Richards, Woodstock.

The Summer School of Science.

The Summer School of Science for the Atlantic Provinces, held its twenty-third session at Sackville, from the 7th to the 24th of July. Through the courtesy of the Mount Allison authorities, the Ladies' College was opened for the reception of students, and classes met in the Science Building. The opening meeting was held in Beethoven Hall on the evening of Tuesday, July 7th, and regular work began on the morning of the 8th. The following classes were formed: Geology, Dr. Bailey; Chemistry and Physics, Professor W. W. Andrews;

Physiology, Mr. S. A. Starratt; Zoology, Mr. G. J. Oulton; Botany, Mr. DeWolfe; Drawing and Card-board Work, Miss Dickson; Elocution and Physical Culture, Miss Hazel Hughes; Music, Professor Horsfall; Literature, Miss E. Robinson. The facilities for work were so exceptionally good, and the surroundings so congenial, that it was felt to be a matter of regret that more teachers did not take advantage of such an opportunity for self improvement and recreation. The smallness of the classes, however, did not lessen the enthusiasm nor detract from the quality of the work. As is usual at summer schools, the instructors were encouraged and stimulated by the earnestness of the students, most of whom followed regularly the routine of the day's work. After breakfast at eight o'clock, the school met in Beethoven Hall for practice in class singing, under the energetic direction of Professor Horsfall. Work was carried on in the Science Building all the morning, and the English Literature class met in one of the college class-rooms. Dinner was at 12.30, and in the afternoon many students devoted themselves to botany both in the class-room and the field; while a small but earnest band led by Miss Patterson, pursued the mysteries of Household Science, in the finely equipped rooms, which are one of the great attractions of the Ladies' College. After tea, from seven to eight, Military Drill was given on the lawn, or on wet days in the hall, by two military instructors, sent by the Minister of Militia. This was a new subject and aroused a great deal of interest, and when it was known that an examination was pending, many students attended an extra drill every afternoon. During part of the session an opportunity was afforded of joining a class for outdoor sketching, under Miss McLeod, one of the teachers in the Owens Museum of Fine Arts.

There were not as many evening meetings of the school as at former sessions, but Dr. Bailey gave two entertaining and instructive lectures, illustrated by lantern pictures, on his travels in Europe, and Prof. Watson, of Furman University, also lectured on Impressions of Europe. A very pleasant informal musical evening was held in Mrs. Borden's reception room, and the regular Summer School Concert took place in Beethoven Hall on the evening of the 20th. On both of these occasions the choral class took part, and at the concert Miss Hughes' class also gave proof of the excellence of their work.

On the afternoon of the 21st, Miss Patterson, the teacher of Household Science, invited the members of the school to a reception in her domain, and delicious refreshments were served by the members of her class.

The excursions from Sackville were of more than usual interest. First came an all-day trip to the Joggins, where much interest was excited in the geological marvels to be studied there, and where the members had the chance to go down a coal mine. A very enjoyable excursion was made to Cape Tormentine, through the kindness of Senator and Mrs. Wood; and on the last day of all, the farmers of Upper Sackville treated the members of the school to a drive across the marshes to Fort Beausejour. The site of the French fort, and that of the British earthworks were thoroughly examined, and some relics of the siege were inspected.

The closing meeting was of an informal character and was held in the reception rooms; after some music and several short speeches, in which teachers and students alike testified to their enjoyment of the weeks just past, formal votes of thanks were tendered to the authorities of Mount Allison and others who had contributed to the success of the session, and the meeting of 1908 was declared closed.

No notice of this session of the school would be adequate which omitted mention of the appreciation of the conditions under which it was held. The beautiful surroundings of the College, the comfort and homelikeness of the life, the opportunities of meeting in informal social intercourse, most of all, the great interest and kindness shown by Dr. and Mrs. Borden and their family, and by everyone connected with the College. All these combined to render it a most delightful meeting, and one that will long be remembered with pleasure.

An interesting feature of this session was the attendance of teachers from Bridgewater, N. S. Frank Davison, Esq., a member of the Bridgewater School Board, proposed that the teachers of that town should attend the Summer School at his expense, for the benefit which would accrue to their own classes. Seven teachers availed themselves of this generous and public spirited offer, and were among the most enthusiastic of the students. It is greatly to be wished Mr. Davison's example might be followed, and many other teachers enabled to profit by the Summer School.

E. R.

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This History of Canada is identical with that published in our edition of England and Canada, by Robertson and Hay, but as the History of Canada is now required alone for County Academy Entrance Examination (See Page 139, Journal of Education for Nova Scotia, April, 1908) we have decided to issue the Canadian History apart from the English. The price will be 20 cents. We hope you will be able to use it in your School during the coming year. We shall be glad if you will advise your local dealers as to the number that will be required, so that they may have full supply in time for the opening of the Schools.

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Marjorie, aged nine, had not been having very satisfactory reports from school. Her father finally said: "Marjorie, for the first hundred you get, I'll give you a dollar." Time went on and the reward could not be claimed. One day the child was taken violently ill. Her mother sent for the doctor. When he had gone, Marjorie said: "Mamma, am I very ill?"

"No, dear; your temperature is a little over a hundred, but the doctor thinks you will be all right in a day or so."

Smiles broke through Marjorie's tears.

"Now, mamma, I can have my dollar. Papa said he would give it to me if I could get a hundred in anything.—*The August Delineator.*

The "Federal Magazine" of London, the monthly record of the League of the Empire, grows in importance and interest to its multitudes of readers all over the globe. It is ably edited by Mrs. E. M. Ord Marshall. The July-August number publishes a portrait and sketch of Dr. J. R. Inch, Superintendent of Education for New Brunswick, and also (in part) Mr. Vroom's article on the Arms of the Provinces of Canada which appeared in the May (Empire Day) number of the REVIEW.

SCHOOL AND COLLEGE.

Miss Althea Walthen has been appointed assistant instructor in manual training at the N. B. Normal School for the ensuing year.

School consolidation is making progress in Cumberland County, N. S. The excellent results at Advocate Harbor, where consolidation has been effective for more than a year, are thus set forth by Inspector Craig in his last report.

"Every ratepayer is distinctly proud of his school and none would revert to the old condition of affairs. Citizens there point with pride to the list of high school pupils who made an excellent record at the last government examinations. More were successful in one year than the component sections produced since the introduction of the free school system.

"On a smaller scale consolidation has been effected at Spencer's Island and Allen Hill, Wentworth and Lower Wentworth. Conveyances suitable to the needs was afforded in each case."

At the closing of the Macdonald College, Ste. Anne de Bellevue, June 18, Mrs. J. W. Robertson's gold medal for first place in general proficiency was won by Mrs. Rutter, daughter of Dr. John Brittain. Dean Locke referred to the excellent work done during the session by the pupil teachers.

A central school of six rooms has been decided upon for Fox River and Port Greville, also in Cumberland County, and an ideal site has been selected. A building modelled after the Riverside, N. B., consolidated school will be erected.