

# THE EDUCATIONAL REVIEW

VOL. XIX. No. 6.

ST. JOHN, N. B., NOVEMBER, 1905.

WHOLE NUMBER, 222.

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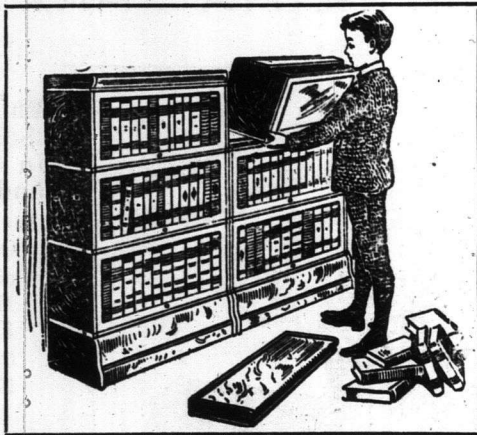


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PUBLISHED MONTHLY.

ST. JOHN, N. B., NOVEMBER, 1905.

\$1.00 PER YEAR.

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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### Always Read this Notice.

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St. John, N. B.

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NEW ADVERTISEMENTS - Forty Years a Teacher, p. 118; Books, p. 120; Littell's Living Age, p. 148; Over 30 Years' Experience, p. 148.	

We direct attention to the advertisement in another column of the valuable prizes offered by Lord Meath and the League of the Empire for competition in all schools of Great Britain and the Colonies. It is hoped that New Brunswick schools will be heard from in this competition. The subjects are suggestive. It would be a great honour to win a prize in competition with all the schools of the whole Empire.

THE *Educational Monthly*, Toronto, contains a reference to the late John Miller, by whose death on the 2nd of October Ontario loses one of its leading educational men. For the past fifteen years he had been Deputy Minister of Education, and was president of the Dominion Teachers' Association.

THE late L. P. Fisher, of Woodstock, N. B., whose property amounted to nearly half a million dollars, left ample funds for establishing a public library, a well-equipped modern school building, the nucleus of a superannuation fund for teachers, and other bequests for the improvement of the townspeople. A noble example.

IN this number of the REVIEW is begun a series of reproductions of the pictures of famous artists to serve for school decorations, subjects for composition, etc. Rev. Mr. Boyd will furnish notes for these pictures as they appear, and Mr. T. B. Kidner, in the next number, will give directions how they may be framed inexpensively. Mr. Boyd's art notes in this number will be found very helpful and interesting.

THE union of Baptist and Free Baptist denominations in New Brunswick, now happily consummated after months of careful consideration, will no doubt be followed by a similar union in the other provinces of Canada. The two weekly papers which have been the organs of these two bodies—the *Messenger and Visitor*, edited by Rev. Dr. S. McCully Black, and the *Religious Intelligencer*, by Rev. Dr. Jos. McLeod—have become one, which will in future be published as the *Maritime Baptist*. The union of these two excellent weeklies, with such gifted editorial writers as Dr. Black and Dr. McLeod, will make the united paper of exceptional strength and interest to the denomination.

THE introductory sketch on Physical Geography by Professor Bailey, which appears in this number, will have many interested readers among those teachers who feel dissatisfied with their results in teaching geography. Professor Bailey opens to their view an absorbing and fascinating course by which geography can be made a live, interesting subject in accord with the nature-study of our schools. This preliminary sketch will be followed by a series of articles on this subject.

**School Correspondence.**

The REVIEW has frequently spoken of the value to our schools of pupils corresponding with the pupils of other schools in different parts of the empire. The advantages of such correspondence are many: there is the incentive to do one's best in writing such letters; there is the interest in receiving answers from Britain and distant parts of the Empire; there is the closer comradeship of our English-speaking boys and girls, and there is the additional stimulus of studying the history, geography and customs of these places.

It may not be generally known to teachers that there is a "Comrades Correspondence Branch" to the imperial order of the Daughters and Children of the Empire, the object of which branch is to promote correspondence among schools and inspire an educational and friendly interest in the Empire as a whole, and in its different parts. The work has grown very rapidly in the three years since it was established. There are boys and girls in the schools throughout Canada whose "comrades" are in Great Britain, South Africa, Australia, Ceylon, and the West Indies, and the interchange of school letters is very interesting and instructive, comprising descriptions of the scenery, home life and sports in many different lands.

Another, and quite a different department of this correspondence work, is the school-linking scheme which consists in joining any one of our schools with another in any part of the Empire. The schools are supposed to be working under similar conditions, as in country or in city, and the correspondence is continued while it is mutually profitable, the letters leading, in many cases, to the exchange of post-cards, specimens, essays, etc.

Teachers who wish to have their schools linked with others in this correspondence may write to Mrs. G. C. Vanwart, Fredericton, or to the secretary of the Canadian branch, Miss Mabel Clint, 31 York Chambers, Toronto.

G. M. Duncan, M. D., once the efficient teacher of the Bathurst Village superior school, and for more than a score of years the secretary of the board of school trustees, which duties he has discharged with intelligence and a regard for the welfare of teachers, writes as follows: "I enjoy each number of the REVIEW. It is worth three times its modest price to any go-ahead, up-to-date teacher, or one who wishes to be such. Its hints and advice are worth years of experience."

**Nature-Study.****HINTS FOR NOVEMBER TALKS.**

Teachers should give a few lessons now and then on the stars, especially at this season when their brightness attracts us. That large star that rises in the east shortly after seven o'clock in the evening is the planet Jupiter. Notice that it is between the V-shaped cluster below it, called the Hyades, and the group of six bright stars above, called the Pleiades. Get the pupils interested in this planet by asking them to observe which group it has drawn nearer to after a week or ten days. Because it changes its place with regard to the other stars proves that it is a planet, and not a fixed star. Have the scholars make drawings every few days of the Hyades and Pleiades and Jupiter's various positions, making a series extending through the month, and then have them compare the last drawing with the first. Ask the pupils to learn something about these clusters of stars and the planets, and to look up references about them in literature, especially in the Bible and in poetry. What planet is in the eastern skies now in the mornings? Prove that it is a planet by observing its "wanderings" during the month among the early morning stars near it. Is the moon a planet? Watch its progress through the sky during this month for the proof.

Did you draw the attention of your scholars to the varied colours of leaves in October? Which trees had scarlet leaves? dark-red? brown? golden-yellow? Which trees were the first to shed their leaves? which next? What trees or shrubs (deciduous) still have their leaves on? What tree with small needle-shaped leaves is deciduous? What change of colour took place before its leaves fell? What advantage is it to trees to shed their leaves? Pick up some of those leaves that have fallen and examine them. They are withered and dry, and you can easily crush them between your thumb and finger. What has become of the soft, pulpy mass that made up the substance of the summer leaves? Why did the leaves fall? Was it because of the frosts? of the winds? Did the summer (strong) winds tear off the leaves? Leaves fall when their work is done, whether in midsummer or autumn. Examine branches where leaves have been and notice what has helped to push them off. Does the leaf leave any mark to show where it was attached to the twig or branch? What other marks do you observe on twigs or branches? What do they mean? Someone has said that the beginning of

the year is now rather than in spring. Can you give any good reasons for this statement? Examine trees, shrubs and the ground beneath them for any proofs. If you find any buds beneath the dead leaves, be sure to cover them over again.

Look this month for the bright scarlet berries of our Canadian holly (*Ilex*), which can now be seen, about the size of peas, close to the twigs after the fall of the leaves. They are worth looking for, and when found are a delight to the eye. These with the haws of the thorn and the hips of the roses make very pretty decorations.

Watch for and enjoy those bright Indian summer days that nearly always come in early November after the fall of the leaves and after nights of severe frost. Sometimes the Indian summer lasts for a day or two, sometimes it is prolonged into a week or more; occasionally we have a succession of summer days at intervals between cold north winds and frosts. Read the description in Longfellow's *Evangeline*, and find out what other writers have said about this all too brief and charming season. The blossoms of the witch-hazel may be found at this season in low thickets or along streams. The yellow flowers of this tree or shrub, which give a bright golden glow to some of our woods when everything else is dull and brown, and the scarlet berries of the Canadian holly, have been seen by comparatively few people, and yet both are common.

The birds—most of them—are gone to their winter homes in the south, many of them sojourning for a few days or hours, here and there on the way, to rest themselves where food to their liking is more or less abundant. It must not be supposed that birds leave us entirely on account of the cold weather. Abundance of food is the first consideration. Many could endure the severe colds of our winters, but the snow covers their food. Of the small birds that stay with us, the chick-a-dee and the nuthatch are the most familiar. Children can help these and other birds through the winter season by scattering crumbs round their homes or the school house, or by fastening a small piece of pork to the limb of a tree for them to come and pick at. The chick-a-dee especially will become very tame and seem to repay your interest in him by telling you his name in a series of confidential little "chick-a-dee-dee's." Another little bird that remains with us until very late in autumn is the golden-crowned kinglet, so-called on account of the bright reddish orange spot on the top of its head. Its body is olive

green in colour, with under parts dull white. Flitting actively from tree to tree its only perceptible note at this season is a fine "tee-tee," only noticed by practised ears.

The recent death of Dr. Thomas J. Barnardo took away the leading English philanthropist and the man who, in all the world, has done the most for homeless children. "The father of nobody's children," as he was called, is credited with the rescue of 60,000 waifs. He established homes for boys and girls, and no child was ever refused admission. The inmates were well cared for, taught useful trades and given positions where they could earn a living. Many that were willing to go abroad were established in Canada and other colonies.

Mr. Andrew Carnegie, the distinguished philanthropist, has ordered a special library edition of 500 copies of the forthcoming volume of Mr. Wilfred Campbell's verse to present to his libraries throughout the English-speaking world. The edition is to be called the "Carnegie Edition," and each volume will have the inscription, "Presented by Andrew Carnegie." This is a high compliment to our distinguished Canadian poet, the qualities of whose genius the critics and readers of two continents have recognized.

#### Grammar in a Nut-Shell.

The following lines may not commend themselves to the makers of verse, but if committed to memory they may aid children to classify parts of speech and decide for themselves where a word should be placed:

Three little words you often see  
 Are articles a, an and the.  
 A noun's the name of anything,  
 As school or garden, hook or swing,  
 Adjectives tell the kind of noun,  
 As great, small, pretty, white or brown.  
 Instead of nouns the pronouns stand,  
 Her head, his hand, your arm, my hand.  
 Verbs tell of something to be done—  
 To read, count, laugh, sing, jump or run.  
 How things are done the adverbs tell,  
 As slowly, quickly, ill or well.  
 Conjunctions join the words together,  
 As men and women, wind or weather.  
 The preposition stands before  
 A noun, as in or through the door.  
 The interjection shows surprise,  
 As O! how pretty, Ah! how wise.  
 The whole are called nine parts of speech,  
 Which reading, writing, speaking teach.

—Exchange.

**Our Native Trees.**

BY G. U. HAY.

**THE BIRCHES.**

The birches and alders belong to the same family (Betulaceæ). The alders scarcely rise to the dignity of trees. They are very common, especially along shores or low grounds, where they often form close thickets. They are sometimes appropriately referred to as weed-trees or shrubs. The birches also grow in great abundance in these provinces, forming in many places the largest proportion of our deciduous trees. In late autumn they give to the forests that faded yellow appearance from the changing of their leaves, the colours of which differ from the brilliant scarlet of the maples or the rich browns and reds of the beeches and oaks.

At this time of the year, if birch trees are examined, the long scaly upright buds may be seen, which are destined to become the branches and twigs of the next and future seasons. The catkins, which are formed during the summer, at the same time with the buds, may also be seen in twos or threes on the twigs or smaller branches. The catkins contain the simplest kind of flowers,—the staminate catkins longer than the others and usually in threes, have stamens, and the shorter pistillate catkins, usually in twos, contain little pistils, which during the next season may have seeds with narrow wings, which enable them to be carried far and wide by the winds. The staminate catkins become long and drooping, and of a rich golden colour in the early spring, and their pollen is carried by the winds to fertilize the pistillate flowers, before the leaves of the birch are unfolded. So it happens in most of our deciduous trees that the flowers unfold in spring before the leaves. Do you see why?

There are two kinds of white birch, which are frequently found growing together. They are usually very readily distinguished apart. Both have white bark, but in one the bark is very tough and durable, splitting in paper-like layers. This is the canoe-birch or paper-birch (*Betula papyracea*): In parts of our northern forests it grows to the height of sixty to eighty feet, with a trunk diameter often from two to three feet. Only in the most remote forests can the canoe-birch be seen of a large size and in all its native beauty. This tree well deserves the name that poets have given to it—"The Lady of the Woods." It extends farther north than any other deciduous tree. Its leaves are ovate in outline, taper-pointed, heart-shaped or abrupt at the base, doubly serrate on the edges, and of a dark

green colour above and pale beneath. Its wood is hard, strong, light in colour, but becoming a reddish-brown with age. Its weight is thirty-seven pounds to the cubic foot. Its bark is chalky white, impervious to water, very useful to the Indian who makes his canoe and wigwam from it, and uses it for various ornaments which please the white man's fancy. Its wood is much used for fuel and for furniture and like purposes.

The other white birch is smaller, and found more frequently on poorer soils near the coast, hence its name of poverty birch, old field birch. Its greatest height does not exceed forty feet, and its slender trunks, usually growing in clumps, scarcely exceed a foot in diameter when at their greatest size, which is seldom attained in these provinces. Its bark is chalky white, and does not separate in layers like the canoe birch. The scientific name of this, the American white birch, is *Betula populifolia*, since its leaves resemble those of the aspen poplar, and as they are on long slender stalks they tremble like the leaves of that tree. They are triangular, smooth and shining on both sides, and very long pointed. The wood of the American white birch is softer than that of the canoe birch. The weight of a cubic foot is thirty-six pounds. Its wood is used for spools, shoe-pegs, barrel hoops, and for fuel.

The yellow or gray birch (*Betula lutea*) is one of the largest, if not the largest, deciduous tree of Canadian forests, frequently attaining in its maturity a height of from eighty to one hundred feet, and a trunk diameter of from three to four feet. Its bark is a yellowish, silvery-gray colour, separating from and often hanging on the tree in thin satiny layers. The leaves are ovate and usually more narrow toward the base than those of the white birches. The graceful form of this tree, frequently dividing into smaller stems above and assuming a rounded or hemispherical form, makes it desirable for ornament and shade. Its lumber is valuable for many purposes. It takes a fine polish, which makes it beautiful for furniture. It is used in the manufacture of agricultural implements; for the keels, lower timbers and planks of ships; for piles, foundation timbers, and sluices, being almost indestructible under waters. It is excellent for fuel, burning readily and producing a great heat. The wood is hard, strong, light brown in colour, and a cubic foot weighs forty-one pounds.

The cherry or sweet birch (*Betula lenta*) grows in much the same situations as the yellow birch, namely, in moist rich woods. Its twigs and bark



are more aromatic and bear a resemblance to the garden cherry tree. Its bark is dark brown, and does not readily separate into layers, becoming furrowed with age. Its timber is a beautiful dark brown, sometimes rose-coloured, fine-grained and very valuable for timber. A cubic foot weighs forty-seven pounds. The wood of this birch is even more serviceable for the uses described in the yellow birch, being heavier and well adapted for ships' timbers and all purposes intended to withstand the ravages of water.

In discussing the vertical system of writing, its opponents always seem to assume that writing is taught exclusively for the use of banks, mercantile houses and offices. But, a great majority of the people—farmers, mechanics, laborers, etc.—have no ledgers to keep, and need a knowledge of penmanship merely that they may be able to write letters in a neat, legible manner. In considering the relative value of systems, the opinions of business men must of course be given weight, but it should be remembered that in the arranging of courses of study the needs of the greatest number of our people must be constantly kept in view.—*Western School Journal.*

"Hearts like doors can ope with ease  
To very, very little keys;  
And don't forget that they are these,  
'I thank you, sir,' and 'If you please.'"

The world is so full of a number of things  
I'm sure we should all be as happy as kings.  
—*Robert Louis Stevenson.*

A penny saved is a penny earned,  
And word by word is each lesson learned.

The sun is not abed, when I  
At night upon my pillow lie;  
Still round the earth his way he takes,  
And morning after morning wakes.

While here at home, in shining day,  
We round the sunny garden play,  
Each little Indian sleepy-head  
Is being kissed and put to bed.

And when at eve I rise from tea,  
Day dawns beyond the Atlantic Sea;  
And all the children in the West  
Are getting up and being dressed.  
—*Robert Louis Stevenson.*

And soon, too soon, around the cumbered eaves  
Shy frosts shall take the creepers by surprise,  
And through the wind-touched reddening woods shall rise  
October with the rain of ruined leaves.  
—*Archibald Lampman.*

### The Lady of the Lake.

PRINCIPAL G. K. BUTLER, M. A., HALIFAX, N. S.

SIR WALTER SCOTT (1771-1832).

[At the age of eighteen months Scott was seized with a disease of one leg, which rendered him lame for life. He received part of his education with a private tutor, and afterwards went to the high school at Edinburgh. Contrary to a prevailing opinion, he was not a dull boy at school. He did not especially distinguish himself, however, and was fonder of leading a raid against the boys of another school, or of collecting around himself a few companions and relating long stories of Border forays, real or imaginary. Possessed with a marvellous memory and a voracious appetite for reading, he early filled his mind with that out-of-way knowledge which is found in his poems and novels.

He spent one or two terms at the university, and then entered his father's office as a clerk, at the same time studying law with the successful intention of becoming a barrister. During this time he and his boon companion made many expeditions into the nearer Highlands, "the Lady of the Lake" country. In *Red Gauntlet* he gives us a picture of himself at that period of his life.

After a few years' practice at law he became sheriff of Selkirk, which position he held till his death. Later again he became clerk of the sessions at Edinburgh.

His great ambition was to become founder of a family. He purchased a small estate on the Tweed, which from time to time he added to. His mansion, Abbotsford, at first of quite humble pretensions, was enlarged to almost a palace. Here for the seven or eight most prosperous years of his life he dispensed the hospitality of a prince. No bore, however troublesome, no lion-worshipper, however offensive, ever received anything but the most polite treatment.

Owing to his too great trust in the Ballantynes he became deeply involved. In 1825, when the crash came, he set to work at the age of fifty-four to pay off his debts. From that time until overcome by paralysis his life was one incessant round of toil, and if ever a man worked himself to death, Scott did.

In 1831-32 he took a tour of the Mediterranean in a British ship of war, which the government placed at his disposal. This was to see if change of climate would restore him to some degree of health, but it failed, and he gradually grew worse. He died in September, 1832.

It is impossible in limited space to give an estimate of him. Read his poems, read his novels, histories, critical essays. Read his life by his son-in-law, Lockhart. If then your admiration for the man has not become intense, the literary side of your character is lacking. How many men ever lived who could dictate a novel like "*Ivanhoe*" lying in bed racked with pain, which at times became excruciating? This Scott did.

None of Scott's descendants of the male line are living. The family seat is now held by the descendants of Lockhart.

Scott began his literary work by translations from the German, after which he published the "*Minstrelsy of the Scottish Border*" in 1802-3. His first great poem was the "*Lay of the Last Minstrel*," published in 1805, follow-

ed by "Marmion," 1808, "The Lady of the Lake," 1810. Beginning in 1814, he published the Waverley novels for the next eighteen years.]

Having read the poem over as an introduction to its study, it would be well to see if any differences between it and "The Deserted Village" can be found. Its character, a story; its metre, etc. Goldsmith wrote to keep the wolf from the door; Scott, using the same figure, wrote to make his door a more ornate one. Scott practically never revised his work, and in that respect is a poor example for those of us less clever than he.

The poem opens in this selection at the close of the first day. It might be well to have a complete edition for reference.

Page 14.—1.\* From what is figure taken? What figure is it? 3. Why apply adj. "purple?" What would you call "spire?" 4. What figure? 9. "Shooting" refers to what? 12. What names do we give "grey ch" and "aspen?" 13. Why call the oak "warrior?" 14. Here is a figure. 16. Find objects of verb "flung." 18. Those who are familiar with boats may not be able to connect "athwart" with another word commonly pronounced quite differently. 19. "White peaks," be careful at this point. What season of the year is it? Are Scotland's mountains very high? 23. What part of speech is "wondrous?" What word is commonly used in its place? Word study, etc.: Flinty, ravine, abruptly, thunder-splintered, pinnacle, quaked, rifled. What is this page a description of? Watch Scott's descriptions of scenery, and see whether they are those of a man who knows what he is writing about.

Page 15.—1 *et seq.* How does the hunter get out of the glen? What does he catch sight of as he reaches the top? 9. Compare this line with l. 4 of page 14. 10 *et seq.* What kind of lake is Katrine? regular, wide, etc., or the opposite? What river flows through it? In what part of Scotland is it? Those who have the time and opportunity (teachers, I mean) may improve their powers of teaching this by reading the earlier part of Lockhart's "Life of Scott." 16. "Sentinel" is what part of speech here? 17 *et seq.* Put these in four or five simple English prose words. 30. "Skiff," what else does he call it? Word study: Nice, ken, broom, airy, crags, knolls, wildering, wound, eddying.

Page 16.—3, 4. What figures? 13. Why "Greecian" art rather than any other? 19, 20. Put these in every-day English. 32. What does he mean by

\*Lines numbered as in N. S. School Series.

"mountain tongue?" Why apply adjective "silver" to them? Word study: Leave, brake, strand, chisel, mood, hare-bell, accents, sword, plaid.

Page 17.—1. Parse "birth." 10, 11. How could you tell Ellen's kindness and worth from her eye? 26. "Impatient," etc. What does this mean? 27. "Gale" is not used in its usual meaning. What does it mean here? What usually? 30. Parse "while." 32. Why "less resolutely?" 37. "Shallop" was first called what? Word study: Spy, shaggy, guileless, filial, indignant, hazel.

Page 18.—7, 8. Why not? Word study: Prune, wont, proscribed, reassured, secluded, stalwart, fidelity, weal, woe, pibroch.

Page 19.—1. Ben-ledi, etc. What figure? What was the "Cross of Fire?" 7. "Young waters," Why apply this adjective? Of what river is the Teith a tributary? What lakes does it pass through? 14. What is the meaning of "sympathetic eye?" How can one's eye *reel*? Word study: Outlawed, alliance, fatal, coronach, stripling, sable, strath.

Page 20.—Here we have several different names for the "Cross of Fire." Why is each appropriate? 3. Pole-axe, what was this? 9. Why "as if in parting life," "parting" here as in "Deserted Village," "where parting life was laid." "Drowning men catch," etc., finish the proverb. 11. "Opposing" is here used for what word in common use? Word study: Torrent, tide, strained, hamlet, adherents, augury, confidence.

Page 21.—4. Why "Saxon?" 8. Compare "gale" here with the same word already used on page 17, l. 27. 15. What is the meaning of "space and law to the stag?" Word study: Fray, gestures, imbrued, crest, favour, embers, basked, beset, beast of game.

Page 22.—3. Does the sporting Englishman now trap the fox? How does he get him? Is he now allowed "law and space?" 4. "Thus" how? 9. How "write it on their crest?" 11. How did a knight win his spurs? 17. "Hardened" how? Beef treated in the same way is called what? 26, 27. What augury was laid upon his fate? 28. Look up past tense of "wind," page 15, l. 25. 35. Look up first part of complete poem and find passage beginning: "Such then the reverence," etc. Word study: Recked, mark, cheer, clansman, avenging, assail.

Page 23.—6. Meaning of this line? 15. Another way of indicating time. Notice that he never speci-

fies exact time, such as saying it was now five o'clock. Pick out different ways of marking time. 18. "Deep" is not usually applied to a lake, but to the? 21. Why "hollow path?" 23. Compare "Horatius,"

"In yon strait path a thousand  
May well be stopped by three."

30. Is this line connected with "He sought these wilds," or "traversed by few?" 31, 32. What does Fitz James mean? Word study: Myself, stock, ward, ford, lullaby, heath, wreath, twined, hardihood, trace, abating.

Page 24.—6. Figure? Does the mist hang over the hill? Compare Evangeline: "And mists from the mighty," etc. 7. The chief's name? Why dangerous? Look up page 21. 10. Ask for meaning. A line which admits of different interpretations. 11. Parse "since." Is it time or cause? 18. This line will help to fix correct pronunciation of "again." Word study: Sooth, yon, vowed, swain, curlew, bonnet, lurking, shingles, bracken, tuft.

Page 25.—6. "Beck," we use a longer form of the word. 12. Meaning of "step forward flung?" 22. "Manned himself" means? 26. Parse "come." 29. Why "respect and surprise?" 31. Is an example of what figure? 32. Parse "space." Word study: Subterranean, verge, Dhu, bracken, osiers, copses.

Page 26.—12. "Witness" has not the usual meaning here. 17. Why "that I need not say?" 24. For a fuller description of "every vale" consult complete edition Canto v, stanza vii. 26. What figure? 27. Case of "path." 31. Name of torrent? Word study: Pennon, glinted, glaive, targe, jack, apparition, delusion, ford, Gael, trust.

Page 27.—2. What clan? 10. Meaning? 26. Meaning? 28. Who was Red Murdoch? 29. What figure of speech? 31. What James? Word study: Ruthless, ward, vantageless, feud, grace.

Page 28.—1. What figure? 3. What "kern" had he slain? When? Why? 4. Difficult. Ask pupils for meaning; send theirs and your own to writer of these notes. 10. What is a carpet-knight? What other kind of knight do we sometimes meet in literature? 15. How can Roderick's words "steel" a sword? 16. Whose braid was it? How came Fitz-James to have it? 23. He afterwards proves this. When and how? 32. Why "dubious?" 38. How can a sword be a "shield?" Word study: Truce, ruth, cairn, falchion, brazen, wield.

Page 29.—6. Figure of speech? 7. Study word "tide" in its various uses. 13. "Invulnerable," look up in dictionary and see if it has just its ordinary meaning. 25. Compare "Horatius," l. 376, "Like a wild cat mad with wounds."

29. Who says this? Word study: Flint, war, tartans, lea, recreant, toil, clotted. Which of these is not the common word with same spelling?

Page 30.—3. What figure? Compare "tide" with same word on preceding page. James of Douglas is connected with one of the other characters of the story. Word study: Ill (parse this word), odds, guise, high, burgher, applauded.

Page 31.—5. Meaning of "chime" in this line? Word study: Lay, escaped, melody, stout, fancy, frames.

Page 32.—5. Meaning of word "presence?" 7. "Whose will was fate," means what? 16. "Sheen" is what part of speech? 19. What was his title? 20. What do we call a "snow-wreath?" 25. Where had Ellen got the ring? When? From whom? 30. Parse "Fair." 33. "Fealty," for this read up the "Feudal System." 38. What part of speech is "wrong?" Word study: Aerial, port, plume, stay, suppliant, signet-ring, even, slanderous.

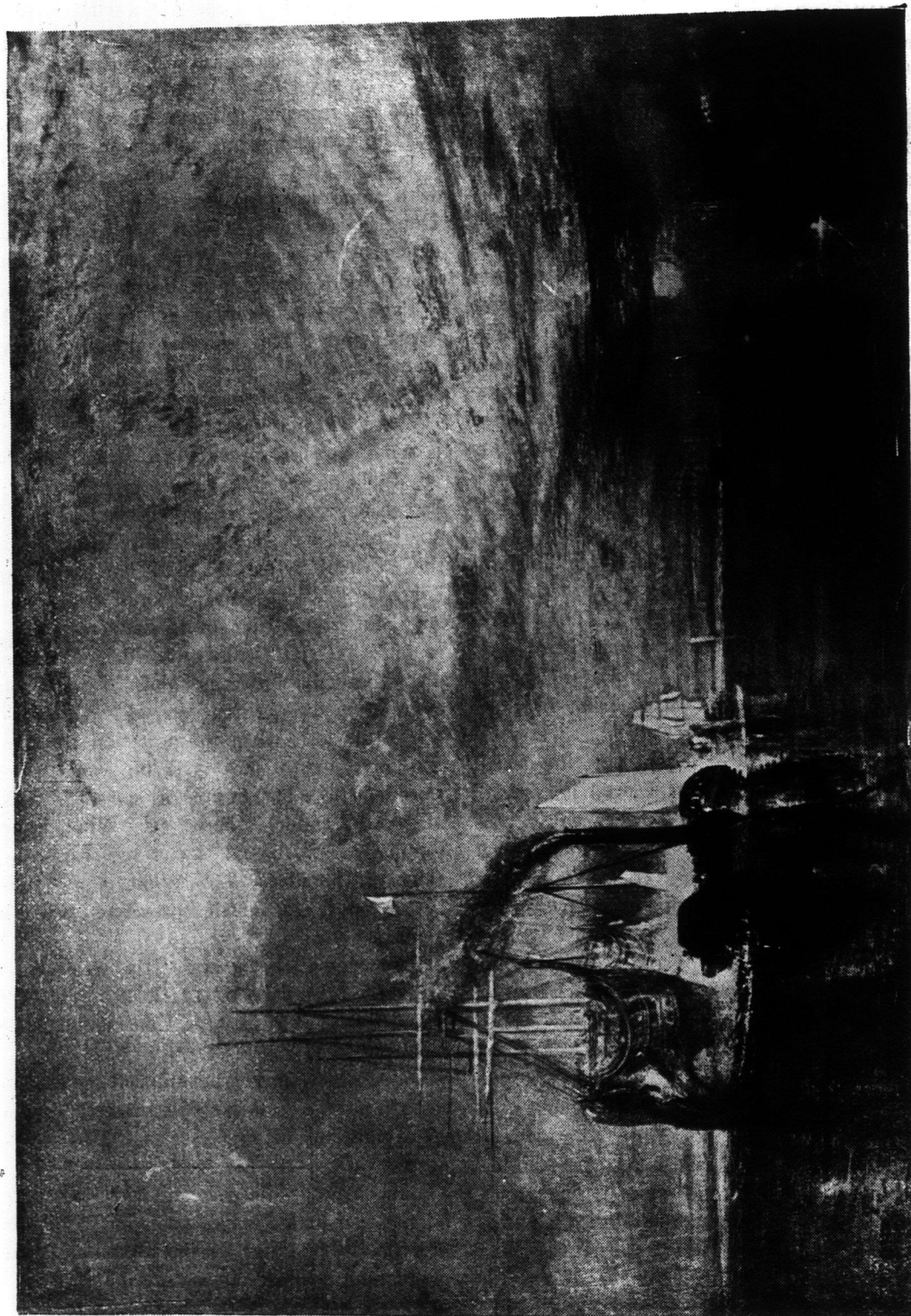
Page 33.—1. "Vulgar crowd." Compare "thou many headed monstrous thing." For Scott's own opinion of the "vulgar crowd," read his life towards the last, when the agitation for the reform Bill was going on. 5. Who was "Bothwell's Lord?" 6. What figure of speech? 7. Meaning of word "infidel" here? 16. What figure? 21. Compare l. 26, p. 27. 23 *et seq.* Look up life of James if possible. 40. What is a "talisman?" Word study: Confirm, proselyte, veils, insulted, glaive.

Page 34.—4. What was "the weakness of her breast?" Compare p. 17, l. 25. 13. "Parting," again for? Word study: Conscious, probed, ire, wile, outlawed.

Older pupils might be induced to read some of Scott's novels. They could scarcely employ their spare moments better.

Vancouver, the largest and most prosperous city on the Canadian Pacific coast, has a population of 45,000. What cities of the Dominion equal it in population? What cities exceed it?

"Your paper comes as a welcome monthly visitor, and a careful reading of its columns cannot fail to be of value to any teacher." G. S.



THE OLD TÉMÉRAIRE. From a Photograph of Turner's Painting.

## Art Notes—No. I.

BY REV. HUNTER BOYD, WAWEIG, N. B.

THE FIGHTING TÊMÉRAIRE TUGGED TO HER LAST BERTH TO BE BROKEN UP, 1838.

"The flag which braved the battle and the breeze, no longer owns her."

Exhibited at the Academy in 1839, with the above lines cited in the catalogue. Of all Turner's pictures in the national gallery, this is perhaps the most notable. The subject of it was suggested to Turner by W. Clarkson Stanfield. They were going down the Thames by boat, to dine, perhaps, at Greenwich, when the old ship, being tugged to her last berth at Deptford, came in sight. "There's a fine subject, Turner," said Stanfield. This was in 1838. Next year the picture was exhibited at the academy, but no price was put upon it. A would-be purchaser offered Turner 300 guineas for it (\$1,500). He replied that it was his "200-guinea size" only, and offered to take a commission at that price for any subject of the same size, but with the "Téméraire" itself he would not part. Another offer was subsequently made from America, which again Turner declined. He had already mentally included the picture, it would seem, amongst those to be bequeathed to the nation; and in one of the codicils to his will, in which he left each of his executors a picture, to be chosen by them in turn, the "Téméraire" was specially excepted from the pictures they might choose.

[NOTE.—Let the teacher explain to younger pupils what is meant by the "original," in this instance a very large oil-painting, enclosed in a massive gilt frame.]

THE TÊMÉRAIRE.

The "Téméraire," second rate, ninety-eight guns, was named after an older "Téméraire," taken by Admiral Boscawen from the French in 1759. At the battle of Trafalgar, she was next to the "Victory," and followed Nelson into action; commanded by Captain Eliab Harvey. Her masts were so damaged as to render them unfit to carry sail, and her rigging of every sort was cut to pieces, but when she was sold the vessel was rigged temporarily, and Turner painted her as he saw her. The vessel loomed through the evening haze pale and ghostly, as she was being towed to her last moorings at Deptford by a little fiery, puny steam-tug. In consequence of the prominent part the "Téméraire" took in the battle of Trafalgar, she was called among the sailors "the fighting 'Téméraire,'" and

Turner called his large, beautiful and poetical picture by that name when it was first exhibited. But when the plate was engraved for the Royal Gallery of British Art, and it became necessary to give a brief history of the ship, the pet title was dropped, and it was called the "Old Téméraire."

CRITICISM OF TURNER'S ORIGINAL PAINTING.

To those who have seen only photographs, or small prints in the *Perry* or *Brown* series, it may be difficult to seriously accept the estimates that have been written upon the famous picture in the National Gallery.

The teacher has to take these descriptions on trust, and must not be surprised if the scholars find little to evoke their enthusiasm. But a small print in black and white affords sufficient material for close scrutiny, and the child's imagination may be appealed to with considerable success if an appeal be made to the principle of association. Enquire about local rivers, or rivers seen during holidays, and bring out any facts concerning large wooden ships, and the form and use of steam tugs. Much will be gained if the scholars can be induced to observe sunsets, and especially the effect of sunset upon a sheet of water. Make enquiry concerning "buoys" and "spars" and other nautical terms. Invite them also to procure pictures from magazines showing old wooden men-of-war, and vessels employed recently in the sea of Japan. References to "hearts of oak," and similar terms, may also be collected from literature, for instance, Holmes' "Old Ironsides." When each element in the picture has been expanded to actual size, and the colours of sunset effects have been recalled, the little black and white reproduction has fulfilled its function, it is either a kind of shorthand note for those who have visited London and examined the original, or it is an aid in understanding and enjoying various famous descriptions of this great picture of the Victorian era.

There are two notable accounts of this painting—Ruskin's *Modern Painters*, vol. i, pt. ii, sec. i, ch. vii, and *Notes on the Turner Gallery*. Also *Thornbury's Life of Turner*.

We have not space for more than a few sentences. First let us take Thornbury, who says: "It is the noblest English poem, founded on English scenery and English events, ever thrown on canvas. Turner looked at the 'Téméraire' not as an old friend going to the grave, but as an old warrior going to his rest; and, to celebrate its grand apotheosis, he turned the sky and earth into a gory battle-field; and so in gorgeous sunset she moves in pomp to her

burial. In the painter's eyes she then was no longer the pale ghost of her former self, but a war ship moving through the sulphurous flame at Trafalgar, with the blood oozing through her planks as the wine pours from the wine-press at vintage time. He knew, when he painted this picture, that he should touch the heart of England, because his own heart was touched as he painted it."

Mr. Ruskin says, in contrasting Turner's work, the "Ulysses," with the "Téméraire," painted at an interval of ten years—the one picture is of sunrise, the other of sunset: "The one of a ship entering on its voyage, and the other of a ship closing its course for ever. The one, in all the circumstances of the subject, unconsciously illustrative of his own life in its triumph, the other, in all the circumstances of its subject, unconsciously illustrative of his own life in its decline. Accurately as the first sets forth his escape to the wild brightness of nature, to reign amidst all her happy spirits, so does the last set forth his returning to die by the shore of the Thames." Mr. Ruskin calls attention to the exquisite precision of the lines and the nobility and pathos of the subject. Lastly, Mrs. Emery says: "The buoy and the row-boat and the white sails, all at different distances from us, help strengthen the effect of breadth in the water spaces. We involuntarily measure the horizontal distances according to the variations of these details in size and distinctness, and come to realize it is a wide expanse."

#### HOW TO USE THE PICTURES.

If you have access to more than one rendering of "The Old 'Téméraire,'" note carefully the differences. Observe especially if the moon is indicated in the upper left hand corner, also the relative heights of the masts.

In any case, note that *unity* in the composition of the picture is obtained by focusing all the diagonal lines of the picture upon the sun. (The picture might indeed have been called "The Sunset.") Observe the receding lines of the shore, the converging cloud shadows, the "sun glade." Note also the line from the topmost mast, the direction of the smoke, and the shape of the sail alongside the tug. Invite other remarks of a similar kind, and secure from the scholars a rough outline of the picture (from memory, without previous intimation) with these diagonals indicated in dotted lines.

N. B.—Do not use any of the above material in the class until a full discussion has been held, or written accounts attempted, then invite fuller com-

positions, and propose this query: Describe the probable feelings of old sailors when the "Téméraire" was sold and removed from Plymouth, the men on the tug, and the demolishers at Deptford.

#### For Reproduction.

##### TWO FRIENDS.

In the Zoological Gardens in San Francisco is a big lion named Paul. There wandered one day into these gardens a little kitten. So far as this little kitten knew, there was nothing in this great big world but friendly, lovable people. The kitten went about all day in the gardens, being fed by the children, and when night came she found herself in with the animals in the zoo. She felt quite at home, for some of them were her relations—very much larger and somewhat different in shape, but still they were cousins and second cousins. In one of the cages was a big lion who was very old. The kitten, just like all lovable things, felt very sorry for the big lion, who found it difficult to stand up, and whose head was gray; so Kitty made up her mind she would be his friend; and wasn't it beautiful? Old Paul was just as anxious to be Kitty's friend. When Kitty got into the cage Paul got up and met her, and put his head down close to her, so that it was almost like a kiss. When Paul lay down again, poor tired little Kitty crawled right on his neck, and there the keeper found her in the morning. After this Paul and Kitty were the closest friends, and Kitty for several weeks slept right in the curve of the lion's neck, and in daytime crawled all over him.—*The Outlook*.

##### A NOBLE REVENGE.

A farmer's horse, happening to stray into the road, an ill-natured neighbor, instead of returning the animal to its master, put it into the pound. This is an enclosed place, built especially for stray animals, and a fine has to be paid by their owner before they are liberated. Meeting the farmer soon after, he told him what he had done, and added, "If I ever catch your horse in the road again, I will do just the same." "Neighbor," replied the farmer, "not long ago I looked out of my window in the evening and saw your cows in my field of young clover. I drove them out, and carefully shut them up in your yard. If I ever catch them again, I will do just the same." Struck with this noble reply, the neighbor went to the pound, liberated the horse, and paid the fine himself.—*Sel.*

**Physical Geography in the Public Schools.**

PROFESSOR L. W. BAILEY, LL. D., UNIVERSITY OF N. B.

Should any one interested in educational work look over the numerous catalogues issued by various publishers, especially in the line of nature studies, he could hardly fail to notice the large number of works on Physical Geography now on the market. Six of these are now before me, all published since 1900, and they are by no means all. This would seem to indicate that the subject is attracting more attention than formerly, which perhaps is equivalent to saying that its value in educational work is being more generally recognized and taken advantage of. I also note that nearly every one of the books referred to is stated on title page or in preface to have been prepared for *school* (rather than university) work, which shows, I take it, that in the opinion of prominent educationists the subject may with advantage be undertaken at an earlier stage than was formerly thought desirable. Again, a comparison of the more modern text-books of this subject with those in use thirty or forty years ago, shows a most remarkable contrast, at once explaining why these great changes have been brought about. Mrs. Somerville's *Physical Geography*, published in 1850, is a good illustration of the mode of presentation of that time, and though full of interesting facts, and remarkable as one of the earliest examples of the capacity of the female mind to master and to systematize such facts, scarcely rises from facts to principles. Humboldt's contemporary works were broader and more impressive, as being based on personal observation, but they were largely accounts of personal travel. It is with Guyot, sometimes called the father of Physical Geography, that the subject first begins to assume a truly scientific character, as subordinating facts to principles, showing how facts are linked together, and that every fact or effect necessarily implies a consideration of its causes and its consequences.

Again, the text of Mrs. Somerville's work was accompanied by neither maps nor illustrations. In Guyot's "*Earth and Man*," though a most fascinating work, there are a few diagrams, but no illustrations direct from nature, nor any maps, though later, such maps, especially mural maps, showing the contour and relief of the continents, the course of ocean currents, etc., were issued by the same author. The methods of representation employed by Guyot were not long in being adopted by the compilers of school geographies, while, later, numerous text-books treating specially of this subject

began to appear. All of these were now more profusely illustrated, but the illustrations were not always well chosen and were poorly executed, while in the accompanying maps facts or contrasts to be represented were emphasized by the employment of the most glaring and strongly contrasted colors often conveying wholly erroneous ideas. At the same time such subjects as oceanic or atmospheric currents, tidal movements, terrestrial magnetism, or weather changes, were represented by maps filled with lines, the number and gyrations of which were as hard to follow as would be those of a fancy skater upon ice. Such complicated representations only produce confusion and disgust in the youthful mind.

But a more serious drawback common to all text-books of physical geography down to a recent period was that they attempted to pour knowledge into the student instead of leading him to seek such knowledge for himself. It is in this that the recently issued text-books show their great superiority, as especially seen in such works as those of Professor Davis, of Harvard, or of Professor Brigham, of Colgate University. Not only are these made attractive by beautiful typography and wealth of illustrations, the pictures being largely from photographs, and so clearly reproduced by the half-tone process as to be only inferior to the scene or object itself thus represented, but the student is throughout made himself an investigator through realistic exercises, or by questions which thought and observation are needed to answer. And, in order that the continuity of the book may not be thus interrupted (as is too often the case in modern text-books, where the force of a paragraph is constantly marred by the necessity of trying to solve the conundrums with which it is larded), a small but separate text is provided for the use of the teacher, giving useful hints as to methods, lists of books to be consulted, questions or problems to be solved, or apparatus to be constructed. Especially is the student urged to study attentively his own environment, and to seek out in hill and dale, forest and plain, stream and river, lake and waterfall, the soil and its vegetable output, the causes which have determined these and made each separate locality what it is.

In thinking over the subject, it has occurred to the writer to ask whether in the case of our provincial schools as much attention is being given to this subject as is being given elsewhere, or as much as might be given with advantage. I think not. Of

this, at least, I am certain, as proved by many years' experience in teaching, that very few graduates of our schools have any adequate conception of the physical features of their own province, or of the relation of these to its origin and history. Suppose I were to ask the young matriculant just entering the university a few such questions as the following, how often would I get a correct answer, or, in most instances, any answer at all?

What proportion do the coast lines of New Brunswick and Nova Scotia bear to their consolidated area?

What influence has the extent of coast had upon the occupations and development of the people?

What contrasts are presented between the coast of the Bay of Fundy and that of the so-called North Shore? What is the explanation of this contrast? and to what results does it lead?

Why are fogs so prevalent about the Bay of Fundy, and what effect have they upon its climate?

Why should the tide rise to such different heights on the two sides of the isthmus of Chignecto?

What is the extent of the drainage area of the river St. John? the number of its tributaries navigable by steam or by canoe?

What hill ranges traverse the province? in what direction? and with what height?

Why does the St. John, arising in northern Maine and Quebec, cross all the ranges referred to and empty into the Bay of Fundy?

What is the highest land in New Brunswick? in Nova Scotia? the deepest water?

Why does much of Carleton County constitute a "fertile belt" while the tract traversed by the I. C. R. from Moncton to Bathurst is mostly a useless waste?

What useful minerals are found in New Brunswick? in Nova Scotia? and where?

Upon what causes does the climate of the provinces depend? and how does the climate influence our plant and animal life?

Such questions might be multiplied indefinitely, but what is the use of asking them if the students have no means of obtaining an answer. At present a great want exists in this respect. No single or elementary work dealing with the physical geography of the province exists, and it is difficult to get one published, as a good one would be expensive, and publishers fear to undertake the venture. But there is no reason why the teachers, especially of the higher grades, should not make themselves familiar with facts of this kind, and use them as

opportunity offers. Our provinces, from a physiographic standpoint, are of exceptional interest. The coasts, the lakes, the rivers, the waterfalls, the hill ranges, the forests, the wild plants and animals, all afford endless opportunity for interesting and profitable study, and there is no subject which will so directly repay the efforts of those who enter upon it, or any to which young people will make a quicker or more hearty response. The teacher can easily, if he wishes, obtain or get access to the publications, such as the Geological Survey reports, the Bulletins of the New Brunswick Natural History Society, and the Proceedings of the Nova Scotia Institute of Science, in which the natural features of the country have found illustration; he can make or get photographs of interesting localities in his neighborhood, and exchange with others from more distant points; he can study thoroughly some good general text-books on physical geography, and then search for local illustrations of the facts and principles therein referred to; with the aid of the same texts he can devise practical exercises illustrative of such subjects as day and night, the seasons, water erosion, curvature of the earth, etc. Still better, he can attend the sessions of the summer school of science, the very purpose of which is to direct attention to the aspects of nature as actually observed in well chosen localities, changing from year to year, and to explain the methods and results of such observation.

Of course it will be objected that there are already too many subjects in the curriculum, and that there is no time for the pursuit of another. But this idea is based on misapprehension of the facts. The subject is not a new one. It is already in the curriculum under the name of geography. It is only in the method of teaching it that improvement is desired. Drop the memorizing of geographical details, especially of foreign countries; direct the attention of your scholars to the features of your own environment, first those of the school grounds and its immediate surroundings, then those of your village, town or city; finally of your county and province. Make your pupils understand why the school is where it is; what circumstances determined the location of your town or village; why the county lines were drawn where they are; what circumstances determined the provincial boundaries; and in what particulars New Brunswick and Nova Scotia differ from other provinces, or from other parts of the continent.

These and similar subjects do not need the setting



aside of special periods for their consideration. Much of the work is out-door work, and will make no encroachment on the ordinary school hours. It may be done in time of recess or the holidays, or on the way to and from school. A map of the school grounds may be made, which shall not only be an exercise in drawing, but, if measurements are made, an arithmetical or geometrical exercise as well. Most young people are fond of exploring the woods and streams of the district where they live, and of making maps of the latter, christening the more interesting features with names of their own devising—thus repeating what was characteristic of the childhood of the race,—and such work only needs encouragement and direction to make it fruitful. Let the teacher organize one or more excursions to points of interest with his pupils. Encourage them to make pictorial representations, or, where possible, clay or plaster models of what they have seen; give them prominent features thus studied as subjects for composition; base mathematical questions upon some of the phenomena observed; and, without in any way interfering with other school work, lessons in drawing, moulding, composition and arithmetic will have been given in a way evoking personal interest, while much useful information will have been gained and habits of careful observation and reasoning acquired, which will be through life a source of profit as well as pleasure. Let me conclude with the words of Professor Davis:

"All this means work, unceasing work; but work is made easy by enthusiasm and delightful by success. Let the teacher, therefore, persevere until the phenomena of the turning earth and the changing seasons are his familiar companions through the year; until the winds and the weather proclaim to him the great system of movements in the atmosphere of which they are but parts; until the waves, the currents and the tides swing freely through the ocean of his imagination; and until the hills and streams commune with him as he walks by them."

#### November in Canadian History.

November 7, 1885, Canadian Pacific railway between Montreal and Pacific Ocean completed.

November 9, 1849, first telegraphic message sent between St. John and Halifax.

November 11, 1813, battle of Chrystler's Farm.

November 16, 1885, Riel hanged.

November 19, 1899, death of Sir William Dawson.

November 30, 1812, the U. S. General Dearborn repulsed at Lacolle river.

#### Lesson on a Window.

What is its shape?

Of what is it made? Why not have it of paper? Wood? Cloth? Iron?

Why would not a hole in the wall answer just as well as this?

Why is it best to have it in two parts?

Why would it not be as well to have it higher in the wall? Lower?

Name some of the uses of the window.

"To let the light in."

"And to let us look out."

"To let air come in."

We use the word "ventilation" for that, Louise. (Writes the word). This means to toss in the air, and the word is from the Latin *ven-ti-la-re*. The root word is *ventus*, wind. But why should we ventilate our rooms?

"The air gets full of dust."

Yes, indeed. And not only that, but it gets full of a deadly poison, carbonic acid gas, which would kill us if taken in large supplies; and which makes us stupid even when we breathe but a little of it.

"Is that why so many people go to sleep in church?" That is one reason, for too many churches are shut right up after the service without being ventilated.

"Sometimes I get a headache even at home, when the windows are closed in the winter."

Our greatest danger from lack of pure air comes in the winter, for we shut ourselves up more closely than we do when it is comfortable to have windows and doors open. But—who can think of something else about a window?

"If the light is too strong, we need a shade." Even that matter is often overdone, Harry. Many insects love the darkness, and disease lurks in the house that always has its shades drawn. What is the glass fastened in with? What is the man called who does this work? Who makes the woodwork? What is the woodwork called? You may each draw a large window, with lace curtains that are looped back from the centre; and a small one, with a fringed shade on the upper half, and six panes on the lower half.

For the spelling lesson you may use each of these words in a written sentence: glazier, putty, glass, carpenter, sash, frame, pane, ventilation, light, oblong, square, transparent, shade, curtain, shutter, blind, pulley, grating.—*The New Education*.

It is not enough to speak, but to speak true.

**For Friday Afternoons.**

In answer to a request in the October REVIEW, several teachers have sent in selections for school entertainments and for Friday afternoon recitations, etc. We thank the correspondents for these, which will be used as occasion requires. Will correspondents kindly send, when possible, the names of the authors of the selections, so that proper credits may be given?

Mrs. Gerald H. Jenkins, of Canaan, N. S., sends a play for seven children, of the age of seven or eight years. She says: "It is very pretty when nicely acted. The children wear badges marked with the day they represent, which can be made very pretty with colored crayons on white paper, and may or may not carry something to represent the work done,—as needle and thread, a rolling pin, etc. They come to the front one by one and stand in a row.

"I devote an hour every Friday afternoon to recitations, etc., and think it adds life and interest to the school besides cultivating a side of child nature that would otherwise be neglected."

## DAYS OF THE WEEK.

*Monday—*

I am a very busy day,  
I just come after Sunday;  
But many people slander me  
And say, I am "blue Monday."  
I play upon the wash-board,  
Which if every one would use,  
They never would be troubled with the blues.

*Tuesday—*

Good evening, sister, here I am,  
And I have work to do.  
For though the clothes are nicely washed,  
They must be ironed, too.  
I starch and iron everything,  
And lay them all away;  
So you will see that I must be  
A very busy day.

*Wednesday—*

Dear me! I have so much work to do;  
For though the clothes are washed and ironed  
They are not made to eat!  
I make the bread, the cake, the pies,  
Doughnuts, and cookies, too,  
With sugar and spice, and all things nice,  
I work as well as you.

*Thursday—*

There's something left for me to do  
Which I will never shirk,  
I cut and fit, and sew and knit,  
Such is my daily work.  
What children wear they often tear,  
When other work is through,  
With thimble, thread and needle bright,  
I make them nice and new.

*Friday—*

Some call me an unlucky day,  
I don't see why they should,  
For oft they turn around and say  
That I am "Friday good."  
I make the beds, and sweep the floors,  
The clothes I overhaul,  
To pave the way for Saturday,  
The busiest day of all.

*Saturday—*

I am the biggest work day,  
I make things splash and splatter.  
I scour and scrub, and rub and rub,  
On plate, and tin, and platter.  
For I must make things nice and clean  
For our dear sister guest,  
The Sabbath day, of all the rest  
The sweetest and the best.

*Sunday—*

My sisters, dear, you all are here,  
Each in your proper place,  
The last shall yet be first you know,  
And so I take my place.  
On Sabbath day nor work nor play  
Should lure us from our duty  
Of serving Him who made the earth  
So full of light and beauty.

The children stand and sing to the tune of Home,  
Sweet Home:

We come one by one with our duty so plain,  
And when we are gone, we shall ne'er come again;  
Improve, then, each moment, each hour, each day,  
For slowly but surely we're passing away.—Repeat.

(The children start to march out at the beginning of last line and repeat until all are out of room).

Miss Sadie Foster, Upper Rexton, N. B., sends a recitation, "Made in Canada," which is inserted with a few changes from the original. Children should be taught that "while Canada is for the Canadians," we should be on the best of terms with other countries, so far as trade and intercourse are concerned.

## MADE IN CANADA.

What is the creed and the calling that we of the north uphold?  
It is not the cry for power, it is not the greed of gold.  
Let the east and south and west contend, like wolves for a maverick bone;  
But Canada for the Canadians is the creed that we call our own.

Beef and bread and a blanket, a pipe, a mug, and a fire,  
Are the things that we have in Canada; what more can a man desire?  
What so good as our home-made cloth, and under the wide blue dome,  
Will you tell me where you have tasted bread like the bread that is made at home?

And we are the young and the strong, and who so fit for  
the work as we?  
With our hands of steel and our iron heel, and our hearts  
like the oaken tree.  
For we are the home-bred, home-fed men, the pride of a  
princely land,  
And the things that are made in Canada are the things that  
her sons demand.

So this is the creed and the calling that we of the north  
uphold;  
It is never the cry for power, it is never the greed of gold.  
Let the east and the south and west contend, like wolves  
for a maverick bone,  
But Canada for the Canadians is the creed that we call  
our own.

### Games for Primary Grades.

There is no one thing in the primary grade that  
gives a better return than the playing of games. In  
no other way is the freedom of speech, the little  
courtesies, and the spirit of unselfishness so easily  
taught.

#### THE MULTIPLICATION GAME

Is a favorite and is a friend to the teacher who  
wonders why children cannot learn tables more  
readily.

Have small cards, either written or printed, with  
a multiplication combination on each. Turn them,  
numbers downward, on a desk. A child runs up,  
takes a card, peeps at it, holds it carefully that no  
other child can see it. For example, the card has  
on it  $8 \times 6$ .

The child says: "I am a child from the family  
of 6's, can you guess my name?"

He then calls on a pupil who says: "Are you 7  
6's are 42?"

"No, James." (Calls on another).

"Are you 3 6's are 18?"

"No, Edith," and so on until the correct com-  
bination is called. Then he shows the card, and the  
one who guessed correctly chooses a card and con-  
tinues in the same way.

If the pupil called on should make a mistake,  
for instance saying, "7 6's are 45," and the pupil  
with the card fails to say, "That is incorrect," he is  
obliged to forfeit his card to some child who noticed  
the mistake. The improvement in multiplication  
tables can be noticed in a few weeks after playing  
the game, for all the pupils are desirous of being  
called on to guess.

#### SPINNING THE PLATTER.

This is another little device for the dreaded  
multiplication table. Let each pupil have a card

with a multiplication combination on it. Have a  
granite pie-pan, or like contrivance, that can be  
placed on edge and spun like a top. The game is  
started by a child who "spins the platter" and at  
the same time calls for a combination as "6 9's."  
The pupil who has the card with the six nines upon  
it, runs to the platter, saying as he runs, "Six 9's  
are 54." If he gives the combination correctly and  
gets there before the platter has stopped spinning,  
he has the privilege of spinning the platter and  
calling for a combination. If he fails to give his  
combination correctly, or to be prompt in reaching  
the platter, he takes his seat and the first pupil has  
another turn. The delight the pupils take in hav-  
ing an opportunity to "spin the platter" makes  
them alert and prompt in answering, and in this  
way a fine review of tables is given without the  
pupils knowing that they have been working as  
well as playing.—*Teachers' Magazine.*

#### THE MISSING PUPIL.

The little diversion of the missing pupil is old,  
and is variously modified. A small pupil (Anna),  
in the centre of a group or circle, is blindfolded,  
while her playmates march around and sing this  
stanza:

Happy now together,  
All our classmates play,  
We are ne'er so merry  
When there's one away.  
But some one is missing—  
O, alas, it's true!  
Please will some one call her?  
Anna, dear, will you?

As they sing, one of their number detaches her-  
self from the others, and hides behind a tree or be-  
hind the teacher. The child in the centre removes  
the bandage from her eyes, and guesses who is  
gone. If she guesses correctly, the child who is  
concealed is the next to take the place in the centre.  
—*School Recreations and Amusements. American  
Book Company.*

Andrew Lang includes "month" in his list of 60  
English words that have no rhyme. He apparently  
never has heard the old verse of the mathematical  
student:

The Nth term and the (N+1)th  
Have troubled my mind for many a month.  
—*New York Tribune.*

I have been a subscriber to the REVIEW for nine  
years, and every number received has been helpful  
to me in my work. Wishing you still greater  
success, I remain, yours truly,  
E. M. F.

**CURRENT EVENTS.**

The ninth of November is King Edward's birthday, and one of the days on which the school flag should be flying.

The Emperor Menelik, who has no children, has named his nephew as heir to the throne of Abyssinia. The choice has the approval of Great Britain, France and Italy.

While the proposed tunnel to Prince Edward Island is not yet begun, a British Columbia board of trade is proposing a bridge to connect Vancouver Island with the mainland, at a cost of twenty million dollars.

The British squadron under command of Admiral Prince Louis, of Battenburg, after a long stay in Canada, has left for Annapolis, Md., where it will be received by a United States squadron under Admiral Evans. Leaving there on November 8th, the two fleets will be in New York harbor on the King's birthday. From the latter port, the British squadron will sail direct to Gibraltar at high speed, the cruise being part of the admiralty's plans for testing the new disposition of the Atlantic fleet and its availability in case of need.

The Prince and Princess of Wales have left England on their visit to India, where great preparations have been made for their reception. The departure of Lord Curzon is postponed until after this visit.

In two and a half years' time, at a cost of fifty lives and much money, a British expedition has completed a survey of the boundary line on the Afghan and Persian frontier. It was a work of immense difficulty and danger. Terrible winds were encountered, with intense heat and intense cold. To get the information needed for a military map of the region was, perhaps, the real reason for sending out the expedition.

The international waterways commission has sent geological experts to report upon the receding of the Canadian side of Niagara Falls, where there is said to have been a recession of three hundred feet in the last eighty years.

The Hottentots in German Southwest Africa have again taken the offensive, and have captured an important German post. The Germans are falling back. The Basutos, in British territory, are said to be restless, their enmity being directed towards the Boers rather than the British.

A Russian despatch says negotiations between Great Britain and Russia regarding Asiatic questions are proceeding favorably, and a complete understanding seems to have been reached. This means delimitation of the Russian and British spheres of influence in Asia, and will probably give Russia commercial access to the Persian Gulf.

The Quebec government is taking steps towards the settlement of the boundary line between the province and the narrow strip of Labrador territory controlled by the government of Newfoundland.

The rights of all foreign fishermen on the coast of Newfoundland were not finally determined when the French gave up their claims. United States fishermen have certain rights there, under the treaty of 1818. They may take fish in Newfoundland waters, and enter the bays and harbors for certain purposes; but these purposes do not include buying fish, or shipping crews of fishermen, both of which the Gloucester fishing vessels have been doing. The Newfoundland government has determined to put a stop to these practices, thus preventing the Gloucester fishers from sending Newfoundland fish into the United States markets duty free, as their own catch; and making it possible for Newfoundland fish merchants to get some share of the trade.

King Edward has opened a new thoroughfare in London, which has been six years in construction, and has cost thirty million dollars. It is three-quarters of a mile in length, and to make way for it some of the worst slums of the city have been removed.

The Irish language is now taught in more than three thousand schools in Ireland.

The Norwegian Arctic exploring expedition, which has been working along the north coast of Canada, is reported to have made the northwest passage, and may be expected to make its way through Behring Strait next summer.

Norway is now an independent state, the bill repealing the union with Sweden having passed both the Swedish and the Norwegian parliament. Prince Charles, of Denmark, will probably be chosen ruler of Norway, with or without the title of King.

Hong Kong, hitherto spoken of as the third shipping port in the world in respect to the number of vessels entering, is now, according to official returns, the second; London being, of course, the first, and New York the third.

The coming winter promises to be the brightest ever experienced in the coal trade of Nova Scotia. Louisburg, the winter port of shipment for the Dominion Coal Co., will have the busiest season in its history. The time is not far distant, it is said, when Nova Scotia itself will utilize two million tons of coal per year.

The government of Venezuela, having successfully defied the United States, and refused to set aside a decree of its own courts at the dictation of President Roosevelt, is now defying France. France is sending war-ships to the West Indies. The cause of the trouble, in both cases, is the granting of concessions to foreign commercial companies, and the appeal of these companies to their home governments against the rulings of the Venezuelan courts.

"Laugh and grow fat" is the prescription that cannot well be taken seriously; yet it is said that dyspepsia is now to be systematically treated by laughter, and that a Paris physician has established a sanitarium for that purpose.

During last year, 117,271 immigrants arrived at Canadian ports, and thousands more came from the United States.

An international congress in Belgium has approved the plan of placing polar exploration under international direction.

It has long been known to geographers that by an inland route from the southern extremity of the Caribbean Sea, running due south up the valley of the Atrato and down that of the San Juan, a small river emptying into the Pacific four degrees north of the equator, it would be possible to dig a canal at sea level from ocean to ocean. The great distance is the objection to this route, for a canal dug here would be not less than five hundred miles in length; but, as there are supposed to be no great engineering difficulties in the way, such a canal is now thought of as a possible rival of the Panama canal.

There is a native insurrection in British East Africa, and tribesmen are threatening the destruction of the Uganda railway.

More coal was exported from the United Kingdom last year than in any previous year, the total reaching something more than sixty-five million tons.

Great Britain and China have agreed on a conference for a new Tibetan treaty, China maintaining that the Tibetans themselves, as vassals of the Chinese Empire, have no treaty making powers. It is learned that the Dalai Lama, who fled from Tibet at the approach of the British forces, is returning.

Work will begin at once on a railway from Peshawar to the Afghan frontier on the Russian side. When this is completed, Russia and Great Britain will be practically in touch in Central Asia.

The new Anglo-Japanese treaty marks a new era in the history of Eastern Asia. English ideas of justice and integrity, as exemplified in the government of India, are to rule in the Far East; Japan is recognized as a power of the first rank, and the leader of the Oriental races; China is to develop in its own way, and be henceforth treated as an equal by the other nations of the world.

A timber famine is threatened in the United States, and it is becoming more than ever clear that Canada is the future source of supply for forest products in North America. A great Canadian forestry convention will be held in Ottawa in January, at the call of Sir Wilfrid Laurier, to discuss, among other matters, the increased danger to our forests which the opening up of new railway lines will bring.

The present population of Asia, including the East Indies, is estimated at nine hundred millions; that of Europe at four hundred millions; that of North and South America, with the West Indies included, at about one hundred and fifty millions; and that of Africa, Australia and the Pacific Islands at one hundred and fifty millions.

The German government has decided to equip all lightships along the Baltic and North Sea coasts with a special signalling apparatus, consisting of a submerged bell rung by steam power. By vessels properly equipped with receivers, the sound of the bell can be heard under water for a distance of eight miles or more. There have been more wrecks on the Baltic coast in proportion to the trade than on any other coast in the world, the average being one wreck a day the year round.

Timbuctoo is now considered within the reach of tourists. Eight days by steamer from France will take the traveller to Dakar, on the coast of Africa. One day thence by train to St. Louis, three days by water to Kayes, two to Kilikoro by train, and four days thence to Timbuctoo, by the new steamboat service established this year, will complete the journey.

There is a general opinion that the climate is undergoing a gradual change, in consequence of the irrigation works recently established, and the broader area of cultivated land and greater amount of water evaporation that must follow. It has even been said that the Sphinx and other monuments that have withstood the former climate are crumbling because of the greater moisture. But official reports show that the rumors are untrue. None of the observations indicate any change of climate.

Thousands of settlers who have taken up government lands in Southern California will be driven from their homes as a result of bad engineering in diverting the course of the Colorado river for irrigation purposes. This is the statement of a member of the international waterways commission, who predicts that within twenty years a million acres of the valley will be covered by a new inland sea.

The approach of a presidential election in Cuba is viewed with some degree of alarm by the United States authorities, as serious disturbances are threatened. One of the Cuban party leaders is now in the United States seeking for intervention by President Roosevelt, and an armed uprising to bring about that intervention is among the possibilities.

The wireless telegraph station on Sable Island is a marked success. The Minister of Marine speaks of it as the most important telegraphic station in the world. From eighty to one hundred messages a day are received.

A lamp which gives neither light nor heat is a new German invention. It is designed to give out the invisible rays of the spectrum, known as the ultra-violet rays. These rays have a powerful chemical effect, and are very destructive to bacteria.

Believing ornamental gardening to be a suitable occupation for woman, Miss Krupp daughter of the celebrated gunmaker, has started a school in Germany where girls are trained for that pursuit.

The population of Russia is increasing more rapidly than that of any other country in Europe, with the exception, perhaps, of Denmark, Sweden and Norway.

The 15th of November is the date fixed for the garrison at Halifax to pass into Canadian hands.

Nearly forty different languages are now spoken in Canada, including those of the various Indian tribes.

Disbanded Russian officer and soldiers of the late war are to be offered free lands for settlement in Siberia, a plan which was adopted in the early settlement of our own country, and which has the double advantage of bringing new lands under cultivation and giving employment to the disbanded men.

Nearly every man in China can read, but very few of the women are educated.

Among new building materials now coming into use are bricks made of clean sand and ground quicklime which are said to be as substantial as granite; and a new material called wood-stone, which is made of sawdust and calcined magnesia, and is said to be water-proof, incombustible, and capable of taking a high polish. Glass bricks have been known for some years, and are used for walls that need to be at once fire-proof and translucent. In some parts of France they are used for street pavement.

Russia is practically cut off from the rest of Europe by a general strike of railway employees. The want of food will soon be felt in the cities, if the situation remains long unchanged. In the meantime, there is comparatively little disorder and the government is doing everything possible to keep food supplies moving by military operation of some of the railways.

Count Witte, the successful peace negotiator, has been called upon by the Czar to form a cabinet which may meet the new national assembly when it convenes, and form the first responsible ministry of the empire. If the present industrial disturbances, do not lead to anarchy, next year will probably see Russia, governed by a limited monarchy much like our own.

The partition of Bengal for administrative purposes has given much dissatisfaction to the natives, as it is known to be a measure adopted by Lord Curzon, the retiring viceroy, as a means of lessening the influence of that state in the affairs of the Indian Empire.

Trafalgar Day, the hundredth anniversary of Nelson's victory and death, seems to have been celebrated in a quiet and dignified way throughout the Empire. In Halifax, Prince Louis's flagship, the "Drake," hoisted Lord Nelson's flag, and the old signal for close action, and the other ships of the fleet were dressed with flags. At half-past four, the hour of the death, Nelson's flag and the ensign were lowered to half-mast and minute guns fired. Similar honors were paid to the memory of the hero on all the ships of the navy in English waters, and there were commemorative ceremonies and addresses on land, as well as at sea.

### Teachers' Conventions.

#### TEACHERS' NORMAL INSTITUTE.

The Teachers' Institute for the six eastern counties of Nova Scotia, held at North Sydney from the 25th to 30th September, was somewhat unique in character. Instead of the usual formal papers, often of little benefit to young teachers, there were in the forenoons of four consecutive days forty-eight model lessons on the subjects most important to the ordinary country school—reading by Miss Dillon, of Guysboro, and Miss Patterson, of Glace Bay; arithmetic by Prof. Connolly, of the normal school, and Miss Edgcombe, of Sydney; language by Miss McKenzie, of Sydney Mines; geography by Miss Macneil, of Sydney; grammar by Principal McLeod, of Whitney Pier; drawing by Principal Smith, of Port Hood; nature by Miss Kelly, of Glace Bay, and Principal McInnis, of Reserve Mines, supplemented by Principals Armstrong and Matheson; and botany by Miss McLeod, of Bridgeport.

The choice of topics showed that somebody understood exactly what the eastern schools most needed, and the selection of instructors could not have been excelled in any part of Nova Scotia. It might have been thought difficult to give a model lesson to children with whom the instructors were not acquainted, yet it did not seem to be. For the North Sydney children behaved admirably, not only in the classrooms, but also in the hallways and in the streets. The instructors, by their skilful presentation of knowledge just suited to the various stages of child development, and by their charming manner, not only held the attention of the children perfectly, but they also enlightened and inspired the on-looking teachers.

In primary reading the phonic method was used to give the pupils a mastery of all regular words and to train them in distinct articulation and nice discernment of sounds. To facilitate their progress anomalous words were disposed of by the "look and say" method—these methods being always held subordinate to interest in the content. Interest was aroused and augmented by preliminary talks carefully prepared and epitomized on the blackboard in such a way as to introduce the more difficult words of the lesson in advance.

In arithmetic the exercises were founded on the transactions of everyday life. The several steps of the unitary method were made very plain in problems of gradually increasing difficulty by which the pupils were trained to analyze and reason systematically.

Principal Smith, of Port Hood, in one lesson taught a class of thirteen-year-old pupils to construct, with a clear understanding of the principles involved, a diagonal scale, and to use it readily in the measurement of lines. What would not a week or a month of such teaching accomplish?

The nature lessons consisted of a study of speci-

mens in the hands of each pupil—no text-books being used. No mere memorizing of information received from other people's observation will hereafter satisfy those teachers who noted the interest with which the pupils were led to make all the discoveries for themselves—the instructor merely supplying, when necessary, the new technical terms.

After each lesson an opportunity was given for questions and discussions, which for the most part consisted in expressions of appreciation; for adverse criticism was scarcely possible. The Superintendent of Education contributed very much to the interest of this part of the programme. After each lesson, to which he listened, he pointed out the fundamental principles upon which success in the teaching of that subject depended, and how it was that the instructor, amid so many distractions, was able to make such a deep impression upon the pupils. He dealt very fully upon the value, methods and possibilities in nature study, and upon the suitability of practical studies for the best kind of mental discipline.

In the schools of North Sydney and Sydney Mines music receives adequate attention under the direction of Professor C. L. Chisholm. These are the only places in Nova Scotia where a special supervisor of music is employed. The results more than justify the time and expense. Less than three half-hours a week enables the pupils to sing correctly and readily any ordinary music at sight from the staff notation. The absolute accuracy with which the pupils could instantly strike any note in any key, and the firmness with which they held their parts in two, three, or four part harmony was little short of marvellous. None of those who were present on Thursday afternoon at the demonstration given by Professor Chisholm, of his splendid system of teaching music, nor of those who heard Dr. MacKay's clear expositions and enthusiastic defense of nature studies will ever hereafter be disposed to place these subjects among the "fads and frills" of education, unless indeed it should be found that, after all, the so-called "fads and frills" are the essentials, while the three r's are the instruments, to be learned incidentally, yet not less thoroughly, on that account, than heretofore.

On Tuesday afternoon the teachers had a delightful sail on the harbour as the guests of the town of North Sydney. In addition to the enjoyment of social pleasures, the teachers gained an appreciable amount of geographical knowledge in a manner which may suggest more rational methods of communicating such information to their pupils. On Wednesday afternoon they visited the Dominion Iron and Steel Company's works at Sydney, and wondered at the complicated machinery, which almost seemed to be possessed of intelligence of its own, as it moved about, huge masses of incandescent iron placing them here or there, or turning them over as required, sending them at length on to cars as completed rails, or coiling them up as completed wire. The teachers will return to their

schoolrooms with an increased respect for science and for the resources of our country, with enlarged views and a broader outlook.

For all these privileges the teachers are indebted to the Education Department, for recognizing in a practical way the value of this short normal course, to those who did not have the advantages of training at the normal school. They are equally indebted to the executive committee, consisting of Inspectors Macdonald, McKinnon, Macneil and Phelan, assisted by Principals McKenzie, Matheson, Macdonald and Smith, and Mr. Stewart, for the excellent programme so perfectly carried out. Inspector Macdonald as chairman, showed great executive ability. For many years he has rendered such great services to the cause of education that the opinion was freely expressed, that the list of those honored by St. Francis Xavier College at its recent brilliant jubilee, was incomplete without one name more—that of Professor A. G. Macdonald.

#### P. E. ISLAND ASSOCIATION.

The Prince Edward Island Teachers' Association met at Charlottetown, September 27, 28, 29. There were nearly 200 teachers in attendance. Vice-president J. E. Gillis gave an excellent opening address, after which Mr. H. B. McLean, of the Macdonald consolidated school, Hillsboro, read a practical paper on manual training. One session was occupied in visiting the consolidated school at Hillsboro, where an inspection was made of the classes at work. Following this a model lesson was given to a class of grade six pupils in the assembly hall of the school by Dr. Brittain, of Fredericton. The subject was buds and leaves, and it was made an excellent example of a nature-study lesson. A paper on the Teaching Process was read by J. A. McPhee, B. A., of Souris, and Dr. Brittain gave an address on nature-study, illustrating the best methods of teaching it.

At Friday's session the school book question was discussed and a number of changes suggested. Among them the substitution of a book on Canadian history, to take the place of Clement's text, and new texts on botany and agriculture were recommended. An interesting paper on Defects in the Curriculum was read by Miss A. S. Clarke, in which she advocated more nature-study, biography and literature in the schools. The papers and addresses were discussed by the members of the convention in an excellent spirit. The convention, by resolution, asked the government to appoint a commission to deal with the whole educational question of the Island, and asked that teachers be represented on the commission. A resolution was adopted placing on record the appreciation of the convention for the services of the late Inspector W. D. McIntyre. The following officers were elected for the ensuing year: President, J. E. Gillis, Charlottetown; vice-presidents, J. W. Jones, Hillsborough, Q. C.; Inspector Matthews, Alberton, P. C.; J. A. McPhee, Souris.

K. C.; secretary-treasurer, James Landrigan, Charlottetown; recording secretary, H. B. McLean, Hillsboro; additional members of executive, Miss S. A. Clarke, Chas. McDuff, Vernon Coffin, P. F. Hughes, J. W. McDonald.

#### VICTORIA COUNTY, N. B., INSTITUTE.

The Victoria County teachers, to the number of twenty-five, met at Grand Falls, September 28th and 29th, Inspector Meagher presiding. He gave a very suggestive address, with examples, on the first steps in teaching arithmetic. Papers were read by Principal J. C. Carruthers, of the Grand Falls school, on the Development of the Imagination; a paper on Empire Day from Miss Bessie M. Fraser, now of Chatham, N. B., was read by Miss Curry. Dr. Inch, chief superintendent of education, and Dr. Hay, of the EDUCATIONAL REVIEW, attended, took part in the proceedings and addressed the evening meeting, presided over by Inspector Meagher. This was very largely attended and much interest was shown by the people.

Touching reference was made during the proceeding of the institute by members and by Dr. Inch to the death of Thos. Rogers, of Carlingford, a faithful teacher and an active member of the institute. This expression of feeling was conveyed to the family of the deceased in a touching resolution framed by Principal Carruthers and Miss Goodine.

#### NORTHUMBERLAND COUNTY INSTITUTE.

The twenty-ninth annual meeting of the Northumberland County teachers, of whom about eighty were present, was held in the Harkins' Academy, Newcastle, N. B., October 5th and 6th, with President Jas. McIntosh in the chair. Addresses were given at the opening session by Inspector Mersereau and by Dr. Cox. The former stated that pupils in the advanced grades of our schools were unable to attack problems independently. The cause was to be found in the many time-killing devices in the lower grades to make the lessons entertaining and the work easy. Two well taught lessons were given to classes,—one on reading in grade I by Miss Sarah Hogan, and the other on the Personal Pronoun to a more advanced grade by Miss K. L. Troy. These lessons were discussed at length by members of the institute. Mr. T. B. Kidner, director of manual training, gave two addresses on this subject, one before the institute and the other at the public evening meeting, going very fully into methods and the benefits to be derived from its introduction into the schools.

At the second day's sessions papers were read as follows: On Canadian History, by Miss M. J. Dunnet, How to Deal with the Dull Pupil, by Miss Bessie M. Fraser, and a paper on Number by Miss Jennie S. Crammond. The papers brought out fruitful discussions, in which many members of the institute took part. The next meeting will be held at Chatham. The following officers were elected

for the ensuing year: B. P. Steeves, B. A., president; Miss Carroll, vice-president; O. N. Brown, secretary-treasurer; Miss B. M. Fraser and Miss Dunnet, additional members of the executive.

#### WESTMORLAND COUNTY INSTITUTE.

The twenty-eighth annual meeting of the Westmorland County teachers took place at Dorchester on Thursday and Friday, October 5th and 6th, the president W. A. Cowperthwaite, A. B., in the chair. About ninety teachers were present. In his opening address, the president stated that the programme had been framed with the object of making the meeting useful and suggestive by having as many lessons as possible taught before the assembled teachers. Miss Doyle, of Port Elgin, taught a lesson in reading to a class of grade II pupils, and Mr. R. B. Masterton, B. A., followed with one on grammar, both of which were commended in the discussion which followed. The public meeting on Thursday evening was very largely attended. Judge Landry presided and made an excellent address, followed by Principal Oulton, Inspector O'Blenes and others.

At Friday's meeting a lesson on the map of Quebec province was given to a grade VI class by Miss Nicolson, of Moncton, followed by an illustration of methods in arithmetic by Inspector O'Blenes. At the afternoon session the institute was divided into a primary and an advanced section. In the latter the question was discussed of a larger allowance of time for the closing examinations for matriculation and for entrance into the high school. A committee consisting of W. A. Cowperthwaite, chairman, T. T. Goodwin and A. D. Jonah were appointed to confer with representatives of other counties in regard to this matter, and then, if the rest approve the idea, to memorialize the government.

The following were elected officers for the next year: A. D. Jonah, president; Miss Lea, vice-president; S. W. Irons, secretary and treasurer; H. B. Steeves, H. Burns, executive.

The institute will meet next year at Shediac.

#### ALBERT COUNTY INSTITUTE.

The twenty-eighth annual meeting of the Albert County teachers was held in the new consolidated school at Riverside, N. B., on the 5th and 6th October, the president, Thos. E. Colpitts, A. B., in the chair. The teachers were much interested in visiting the different rooms of the new school building, which occupies a fine position nearly midway between the villages of Albert and Riverside, with plenty of space for playgrounds, school gardens and an arboretum. The manual training, domestic science and science departments have not yet been fitted up. In a short time these will be in running order, and will meet the conditions required by the gift of \$5,000 promised by Ex-Governor McClelan. The school has admirable facilities for work, and



promises, under the principalship of Mr. G. J. Trueman and his excellent staff, to be one of the best equipped educational institutions in these provinces.

The first paper after the opening addresses was read by Miss Glendine Brewster on Talking—Is it a Crime? The opinion of the reader of the paper and those who followed in the discussion was that if the work of the school is carried actively and interestingly along there would be little disposition for trifling. The paper was followed by an interesting summary of educational conditions in the country schools of the Northwest by Miss M. E. Bray; a paper by Rev. A. W. Smithers on Some Psychological Aspects of Teaching, and a nature-lesson conducted by Dr. G. U. Hay, after which the institute adjourned for a field excursion under his direction.

Hon. A. R. McClelan was chairman of the public meeting in the evening, held in the assembly hall of the school, and gave an excellent practical address on the requirements of modern education. He was followed by Dr. Hay, Principal Trueman and others.

During the second day's sessions Mr. Geo. H. Adair, of Hopewell Hill, read a paper on Rural School Districts, showing some of their advantages; Mr. M. R. Tuttle, of Elgin, gave a helpful paper on Teaching English; F. R. Branscombe, of Hopewell Cape, gave an illustrated lesson to a class of little boys on Eclipses of the Sun and Moon.

Elgin was chosen as the next place of meeting. The institute elected officers for the ensuing year as follows: Geo. J. Trueman, president; Miss Winifred V. Smith, vice-president; Percy A. Fitzpatrick, secretary-treasurer. Additional members of executive, Miss Edna M. Floyd, Miss Jennie Smith, Miss Marion Atkinson. The retiring president, T. E. Colpitts, was tendered a unanimous vote of thanks for his earnest efforts in behalf of the institute for the several years he has filled that office.

#### UNITED INSTITUTE OF ST. JOHN AND CHARLOTTE COUNTIES.

Nearly three hundred teachers attended the united institute of St. John and Charlotte Counties in the assembly hall of the high school in the City of St. John, October 12th and 13th, Principal J. S. Lord, of Fairville, in the chair. Mr. Lord's decision and energetic ruling, and the admirable and varied programme carried out, made the institute one of the best ever held in this section of the province. The united executive committee who had charge of the arrangements well deserved the thanks of the assembled teachers. After the president's opening address, Miss Etta Barlow gave a comprehensive paper on colour, illustrated by an admirable series of charts. A "Song and Drill" by a class of girls trained by Miss A. M. Hea was very gracefully and effectively given. Reading lessons to a primary class by Miss Lily A. Belyea, and to

an advanced class by Miss Ella McAlary gave an opportunity to observe good methods in teaching.

At the evening meeting, presided over by Inspector Carter, addresses were given by Mayor W. W. White and Supt. W. W. Stetson, of Maine.

A trio of papers on nature-study, by Mr. J. Vroom, Miss H. L. Edgcombe and Mrs. J. M. Lawrence, written in beautiful language, breathed a refreshing out-of-door spirit. Two papers on the School from the Standpoint of the Parent, by Mrs. Wm. Kerr and Mr. S. D. Scott, editor of the *Sun*, were outspoken in generous appreciation of the services of teachers. Miss Eleanor Robinson gave a lesson on Shakespeare's Hamlet, taking the members of the institute as a class. The lesson was a fine example of a keen critical analysis of this great play.

The following is a list of officers for the ensuing year: St. John County—A. L. Dykeman, president; A. E. G. McKenzie, vice-president; Miss A. M. Hea, secretary-treasurer; W. L. McDiarmid, Miss Etta Barlow, executive.

Charlotte County—Mrs. McGibbon, St. Stephen, president; C. A. Richardson, St. Andrews, vice-president; J. Vroom, St. Stephen, secretary; Mrs. Graham, Milltown, Miss Olivia Maxwell and F. O. Sullivan, executive.

[Further reports of institutes will appear in the December number.]

Teaching how to study is of infinitely greater importance than hearing recitations. If a child can study he will learn without further aid. Good luck may help him out in recitations, even though he knows precious little about studying. A recitation should always be conducted primarily to discover how the child has studied rather than what he knows. The touchstone for good teaching is ability to teach a class how to study, not simply this lesson, but any lesson, not simply one subject, but any subject. The art of studying is the highest art attained in school. — *American Primary Teacher*.

#### To Interest the Parents.

Write on the board an invitation to the parents to visit your school at some particular time. Have each pupil copy it, and then sign your name to it and have it taken home. See that everything about the invitation is correct, as it is also a language lesson. As a souvenir of the occasion, have each pupil prepare a set of papers showing his work. The cover may exhibit his skill in drawing designs. Let all be arranged with care and taste.

Result: Greater interest in work on the part of the pupils; better work done; the parents interested and the teacher encouraged.—*School Record*.

### Keeping the Children in School.

There are ways of getting hold of the larger boys and girls and inspiring them with enthusiasm for school, if not for knowledge. No one who has seen the persistency with which many grown men frequent the evening schools can doubt this. The chief trouble is that, at the age when children, particularly boys, begin to take an active interest in life outside the school-room, the school fails to respond by pressing these outside interests into service and relating the school-work to the daily lives of the children.

The work in arithmetic at this period should be very practical and appeal to the boy's self-interest by its obvious relations to business needs. The geography should be enlivened by books of travel, the history by historical novels. The school should have either a library of the right kind of books and magazines, or the teacher should press the public library into her use. Gardening and agriculture should be presented in a practical way. The teacher should find out the things that most interest big boys outside of school, and if these are worthy interests, encourage them, and appeal to the boy as an authority on that subject in a way that will arouse his pride.

If possible, get up a school excursion now and then to some place of interest. Give the boys some part either in arranging work, caring for the building, keeping order, or helping others, that will make them feel that the success of the school rests in some real and definite way with them.

As regards arousing the right spirit in the community, the problem is more difficult, because the teacher has so little time to give to this side of the matter. Still, if the teacher makes a beginning the parents will usually meet her half way. Parents' clubs and parents' days will generally do much, but, if possible, the teacher should try to know the fathers and mothers personally and make them her friends. If it can be done in no other way, invite them into the school frequently and have some little entertainment planned for them. And have some of these entertainments at hours when the fathers can attend as well as the mothers.

Public sentiment is about the most powerful aid a teacher can have in keeping the children in school. Do not be merely a school teacher, then, but take some active part in the life of the community. If some rich and public spirited men could be induced to endow the public schools, as well as colleges and

private institutions, with books and laboratories and apparatus, and, perhaps, some form of scholarships, it would be a vastly easier matter to keep the children in school and longer out of the shop and factories.—*Adapted from Popular Educator.*

After several years' experience in teaching fractions, I have adopted a rule given by the instructor of mathematics in a large normal school. Never explain to beginners *why* you invert the divisor. I am a firm believer in explanation, but I think there are a few cases where a short rule, unexplained, will produce better results than a long discourse explaining the different steps. Children's brains are easily tired, and there is enough in arithmetic that *must* be explained, without compelling them to fix their attention on ideas which their undeveloped minds grasp with difficulty. The time given to teaching fourth-grade pupils *why* the divisor is inverted, may be more profitably spent in other ways.—*Selected.*

Many interesting experiments can be made with soap bubbles blown from a mixture of warm water, castile soap and glue. It is not generally known, however, that bubbles can be frozen, though this is very easily done. Blow a bubble of moderate size, and carry it to the door, or put it out of an open window on a winter day. The bubble will freeze instantly, retaining its shape, but forming most beautiful crystals. If you try this little experiment on a clear day when there is little wind, you will be delighted with the result.—*Primary Education.*

Devices to teach reading to first year pupils are "cleaning house," and "picking apples." Sketch a house on the board and fill with words which they have studied. Then as they name the words these are erased until the house is clean. When they "pick apples" they must get to the full limit of the tree by means of a ladder, each step of which is a word. When they can climb the ladder they may pick the apples (words).—*Selected.*

A little seven-year-old, while wrestling with the intricacies of the English grammar, was asked by his teacher: "Hawley, can you give the principal parts of the verb 'to die?'" "Oh, yes," said Hawley, his face lighting with sober intelligence: "present, die; past, dead; perfect participle, buried!"

**A Feeding Place for Birds.**

A friend who had no tree in the yard to accommodate bird food had a stout pole about the size and height of a clothes pole erected near a window, where she could watch it. On top of the pole was nailed a square board. This shelf was kept supplied all winter with scraps of meat, suet, bread crumbs, corn and oats.

There never was a day when this table was not well patronized by several different kinds of birds. The chickadees, woodpeckers and blue jays were daily visitors, and in extremely cold weather, especially after a severe snowstorm, snow-buntings and grosbeaks were seen feeding there.

The birds came singly at first, but it soon got noised about in Birdland where food could be obtained in great variety, and then they came in flocks so large that the shelf would not accommodate them all, and some would have to wait on the ground, very impatiently, for their turn at the feast.

One day a flock of hungry juncoes came just as the table had been replenished. All could not dine at once, however; but as if by mutual understanding, as many alighted on the shelf as could conveniently feed together, and began a systematic scratching which quickly scattered a portion of the food upon the ground beneath, where the rest of the birds found enough and to spare.

One such feeding place in every yard would be the means of saving hundreds of birds that annually perish during the cold winter months.

If one is fortunate enough to have a tree in the yard, several suet bones dangling from the limbs would soon entice the little wanderers, who are always on the lookout for some such sign. A suet bone is as suggestive to the feathered tribe as was ever a swinging sign over a tavern door to weary wayfarers in "ye olden time."

The birds will not forget your kindness, be assured; and your yard will be the auditorium for many open-air concerts when the trees don their spring attire and Mother Nature opens her storehouse for our little feathered friends.—*Selected.*

"I seek no thorns," said Goethe's wise mother to a sentimental maiden, "and I catch the small joys. If the door is low, I stoop down. If I can remove the stone out of my way, I do so. If it is too heavy, I go around it. And thus every day I find something which gladdens me."

**Treasures of a Country School.**

When I began school last September there was not a picture on the walls of my school-room. The room had been newly boarded on the inside, and a few pictures which my predecessor had left were destroyed during the summer. I wanted to make my school-room look as nice as possible, and though I had plenty of pictures, I did not feel able to afford mounting board for so many, so I looked around for a substitute. I found that twelve-inch sheets of bristol-board were just what I wanted, being inexpensive and adapted to my needs. On these I pasted my pictures, from one to eight on each sheet, according to the size of the pictures, and as nearly related to the same subject as possible.

The pictures had been gathered from many sources, from old magazines, railroad folders, advertisements, etc. Besides these I had some Perry pictures and some large colored pictures cut from old magazines bought at half price. I used forty of the bristol-board sheets, on which I pasted some hundred and twenty pictures, and although it was no small undertaking to cut out and mount all those pictures, the result fully repaid me. I have one set of sheets devoted to authors, one to historical pictures, one to views of fine scenery, another to children's pictures, etc.—*A Teacher—Selected.*

In teaching literature, usually there is too much analyzing and diagramming; too much talk about literature, and too little of the thing itself. Many can talk glibly of books, their titles and authors, but know nothing of the life-giving thoughts on the pages. Outlines, classifications and "characterizations" are necessary, but it should be remembered that they are the mechanical and subordinate parts of the work. If at the close of a course, literature has not become bone of one's bone and flesh of one's flesh, the teaching has been profitless, and the student has toiled in vain.—*Exchange.*

What we need in life is some one to make us do the best we can.

There is always a best way of doing everything, if it be but to boil an egg.

Every day is a fresh beginning,  
Every morn is the world made new,  
Only the new days are our own,  
To-day is ours, and to-day alone.

—*Susan Coolidge.*

### N. B. Teachers' Association.

The executive of the N. B. T. A. desire to call the attention of teachers to the following resolution passed at the annual convention in Fredericton, April 24th last:

"All members of this Association changing schools shall notify the secretaries of their subordinate associations; they shall report when they have secured schools; and county secretaries shall make lists of all unfilled schools and furnish information, when possible, to members of Association. No information concerning vacancies shall be given to those not members of the Association."

When the address of County Secretary is not known, the report should be sent to H. H. Stuart, Secretary-treasurer N. B. T. A., Harcourt, N. B. This resolution is being very successfully carried out in Northumberland County, and to a less extent elsewhere.

The Teachers' Association of France, numbering 115,000 members, voted very recently, to adopt the position of a trade union in its activity, and to affiliate with the unions in other trades employed by the government.

The Teachers' Association of Great Britain is also a powerful union, and since organizing on a union basis, has secured great reform in text-books, in school facilities and increased salaries. N. B. teachers may do the same.

A strong subordinate association was organized October 20th, ult., at Restigouche institute, with L. D. Jones, Dalhousie, president; Miss Eliza Richards, Campbellton, secretary-treasurer; Principal Lewis and others on executive. Restigouche County has hitherto been unorganized. The Northern teachers are becoming fully awake to the benefits of the association. H. H. S.

An ill-natured teacher who was in a perfunctory way conducting a development lesson was seeking to lead the class up to the word "breathing." "What did I do the moment I came into the world?" she asked. "What have I kept doing ever since? What can I not stop doing without ceasing to be myself?"

The class was listless and nobody tried to answer for a while. Finally one surly-looking boy raised his hand.

"What is it?" asked the teacher.

"Finding fault," was the reply, and all the class showed signs of animation.—*School Bulletin.*

Short lessons on common words and much repetition for poor spellers is the only remedy for bad spelling.

And there are many kinds of love, as many kinds of light,  
And every kind of love makes a glory in the night,  
There is love that stirs the heart, and love that gives it rest,  
But the love that leads life upward is the noblest and the best. —*Henry van Dyke.*

The day it breaks, though it never falls—  
The reason I'm sure I can't see;  
The night it falls, but it does not break—  
It's very perplexing to me!  
—*Charlotte Sedgwick, in St. Nicholas.*

We are waking up to the fact that there must be better pay for the average man or woman engaged in the work of education.—*Theodore Roosevelt.*

"I could almost dislike the man who refuses to plant walnut trees because they do not bear fruit until the second generation."—*Sir Walter Scott.*

### SCHOOL AND COLLEGE.

The Charlottetown school board has asked the city council to make an increase in the salary of teachers, not to exceed fifteen per cent of the present rate.

The school trustees of Bathurst village have increased Principal Girdwood's salary by \$50, and that of his associate teacher, Miss Agnes Nicol, by \$25; and "they deserve it," says our correspondent, who knows. Principal R. D. Hanson, B. A., and the teachers of the town of Bathurst have also had a substantial increase in their salaries. We hope other boards of trustees will hasten thus to acknowledge the services of deserving teachers. Our correspondent says: "The convent departments of Bathurst village are being refurnished with Rhodes, Curry & Co.'s latest desks—double, with individual seats. The sisters deserve the best equipment to be had; they are doing excellent work."

John W. Crowell, of Malden, Mass., has been appointed professor of civil engineering in the McClellan School of Applied Science, Mt. Allison.

Mt. Allison University opened the first week in October with fifty new students in attendance. The prospects for a successful year are very encouraging.

The University of New Brunswick resumed its work October 2nd with twenty-seven pupils in the Freshman class and over twelve senior matriculants, and with indications for a prosperous year. Professor Perrott, in civil engineering, and Professor Geoghegan, in English literature, are the only changes in the faculty.

The Yarmouth, N. S., academy graduation exercises took place on the 29th September and it was an occasion of great interest to the citizens of that town. The thirteen members who formed the "B" class, had all been successful in passing the government examination in July. A generous allotment of prizes was awarded successful competitors in the various branches of school work, and the

large audience showed their appreciation of the efforts of Principal Kempton and his associate teachers.

The REVIEW extends its congratulations to Miss M. Miriam Kyle, recently a successful teacher in Vancouver, B. C., and formerly in Fredericton, Bathurst and Harcourt, on her marriage to Mr. Alex. J. Kent, a member of the mercantile firm of Kent, Brown & Company, Moosejaw, Alberta.

The institutions of Acadia University this year have opened with large numbers of students and with brighter prospects of success than any preceding year. The staff of Acadia Seminary now numbers eighteen teachers, and the lady principal, Miss Carrie E. Small, M. A., is every day demonstrating her special fitness for the position to which she was recently appointed. The large and capable staffs of the Seminary and Academy give Principals DeWolfe and Sawyer the opportunity to teach in the college, the former taking logic and the latter the junior classics—an excellent arrangement, which serves to bind more closely the work of the three institutions.

The Misses Bessie and Clara Bridges, who obtained in April last a nine months' leave of absence from their educational duties in South Africa, have returned by way of Boston, New York and Philadelphia, after spending several months inspecting educational methods in England and on the continent, and in visiting friends in New Brunswick.

The friends of Miss Susan E. Cameron, M. A., will be pleased to learn of her appointment to the principalship of the Royal Victoria College, in affiliation with McGill University, Montreal. Miss Cameron's brilliant course at the St. John high school and later at McGill University, her excellent work in English literature, her enthusiasm and aptitude for teaching, have won for her deserved promotion.

#### RECENT BOOKS.

NOVA SCOTIA READERS. Books I-III. G. N. Morang & Company (Limited), Toronto; Books IV-VI, Thomas Nelson & Sons, Edinburgh.

The REVIEW has received through the courtesy of Messrs. A. & W. Mackinlay, of Halifax, copies of the above named books, which are to replace the Royal readers which have for so many years been in use in Nova Scotia. It would be difficult to conceive a more attractive series of readers than the first three in contents, illustrations and binding. The picture of the maple leaf on the covers is suggestive of the material inside, which is made up largely of nature subjects, such as are supposed to be familiar to the child in his surroundings. Colored illustrations and full page pictures from the best artists adorn the pages, which will be a veritable delight to the younger generation of Nova Scotians. The selections have been made with the greatest care and judgment, and the result must be a delight indeed to children, and to those who would make them happy.

The advanced readers, books 4, 5, and 6, are perhaps less attractive in illustrations, type and paper, but the literary contents are all that could be desired. Selections have been made from over sixty of the best known authors in the English-speaking world, and in addition there are nearly a dozen who are distinctively Canadian, such as Howe, Haliburton, DeMille, Lampman, Roberts, McLeod and others. They serve admirably to introduce to school

children the writings of those authors who are attractive to the young.

A MIDDLE ENGLISH READER. By Oliver Farrar Emerson, A. M., Ph. D. Cloth. Pages 475. New York: The Macmillan Company. Toronto: G. N. Morang & Company.

This reader serves as an introduction to the language and literature of the middle English period, between 1100 and 1500, A. D. It is provided with an ample grammatical introduction, based on the needs of students taking up this period; selections with explanatory notes on the great dialectal divisions of the period; and a glossary which, in addition to the meanings of words used in the text, accounts for their origin and forms.

FIFTY ENGLISH CLASSICS BRIEFLY OUTLINED. By Melvin Hix. Cloth. Pages 288. Price \$1.25. Hinds, Noble and Eldredge, New York.

This book contains a simple logical analysis of fifty masterpieces of English literature, including the best of the dramas, fiction, narrative and lyric poems, as well as essays and addresses. It is invaluable to those who would study a good piece of literature systematically,—to the teacher who has overcrowded classes and little time for preparation; to the student who has to depend on his own resources and is remote from libraries; to all who would do literary work on a systematic plan. The great merit of the book is its usefulness.

In Macmillan's Picture Arithmetic (Book III), price 3d, teachers will find not only profitable material for number lessons, but subjects for language, history and geography in the suggestive pictures that embellish the text.

DER ARME SPIELMAAN. A story by Franz Grillparzer Edited with notes and vocabulary by William Guild Howard, Harvard University. Cloth. Pages 143. D. C. Heath & Co., Boston.

This simple story of a poor minstrel has three aims,—to interest the reader by introducing him to one of the most famous short stories of German literature, to teach him something about the German language, and to give him practice in the use of common words and phrases.

THE DIARY OF SAMUEL PEPYS. With an introduction and notes by G. Gregory Smith. Cloth. Pages 800. Price 3s. 6d. Macmillan & Company, London.

The Diary of Samuel Pepys (a note to this volume says the favoured pronunciation is *peeps* rather than *peps*, or *pep-is*, or *papes*, or *pips*), "is incomparable for its revel of small talk, for its intimacy, its confessions, its amusing impenitence." Nor is it less in favour because it is full of charming details of the customs of our ancestors and of bits of history, notably the stories of the Plague and the Great Fire of London. Although not a literary production, its every page is entertaining, and the frankness of the author amuses us not less than his inordinate vanity.

A COURSE OF EXERCISES IN QUANTITATIVE CHEMISTRY. By Harmon Northrop Morse, Professor of Analytic Chemistry in Johns Hopkins University. Cloth. 556 pages. Illustrated. Mailing price, \$2.20. Ginn & Company, Boston.

Beginners in quantitative chemistry will find Professor Morse's book a helpful guide. The work includes those exercises required of students in chemistry at Johns Hopkins University, and is at once authoritative and practical. It is designed to familiarize the pupil with as great a variety

of quantitative operations as is practicable in a limited amount of time, and to bring the student to that state of proficiency which will enable him to proceed further with but little guidance from the instructor. Special attention has been given to all those points which contribute to accuracy. The last chapter is devoted to a description of certain new devices for heating by electricity, and to a new electrical method for the combustion of organic compounds. These processes have been recently developed in the author's own laboratory.

"Tales Easy and Small for the Youngest of All," "In Holiday Time and Other Stories," "Maud's Doll and Her Walk in Picture and Talk," "Old Dick Grey and Aunt Katie's Way." These are bright stories for very small children, prettily illustrated and full of interest. One looks in vain for a word of more than one syllable. They are good specimens of simple every day English, and the subject matter is just what children enjoy—stories of things and people about home. In paper covers, price 2d. each. Blackie & Son, London. "The Butterfly's Party," (from the Russian) is a pretty conceit, designed for readers a little more advanced. In Blackie's "Story Book Readers," price 1d.

SCHOOL RECITATIONS. Book I (for juniors). Books 2 and 3 (for seniors), paper covers, price 1d. each. Blackie & Son, London. A capital series and the price within the reach of everybody. The recitations are well chosen, and make good subjects for a Friday afternoon programme.

Blackie's "Model Arithmetics, book 1, price 1½d., and book 3, price 2d. There is an abundance of examples for junior and senior grades.

Blackie's "Little French Classics" series provides students with low priced selections from great French writers, a great boon to teachers and taught. Numbers received are Vigny's "Glimpses of Napoleon," Masson's "Les Enfants Célèbres," and "Longer Poems for Recitation." All with notes. Price 6d. each. Blackie & Son, London.

THE SOLDIER'S HISTORICAL GEOGRAPHY OF THE BRITISH EMPIRE. By J. C. Ellis. Linen. Pages 96. Price 8d. Blackie & Son, London.

A very concise and interesting account of the various portions of the British Isles and colonies. The part relating to Canada is up to date, in that the two provinces of Alberta and Saskatchewan are included, but among the important seaports St. John is not included.

WEBSTER'S MODERN DICTIONARY. Adapted for intermediate classes. Compiled by E. T. Roe. Cloth. Pages 458. Price 30 cents. Laird & Lee, Chicago.

This dictionary for children promises more than it fulfils in claiming to be standard and up-to-date. Its cheapness and good binding are in its favour.

In Blackie's Latin Texts, Book V, Livy, price 18 pence has a brief introduction dealing with the author's life and works, his style, and the subject of the book. A new and important feature in the introduction is a brief note on the MSS. and the principles of textual criticism, which are illustrated by a few selected critical notes at the foot of the text. No other notes are given.

THE PICTURE SHAKESPEARE—THE TWELFTH NIGHT. Cloth. Pages 144. Price 1s. Blackie & Son, London.

This beautiful little volume, which is the sixth of the

series, will prove a delight, like its predecessors, to all lovers of Shakespeare. It is tastefully bound, and the illustrations and text attractive. The introduction and notes are concise and to the point.

A GERMAN READER. Compiled by W. Scholle, Ph. D., and G. Smith, M. A. Cloth. Price 2s. 6d. Blackie & Son, London.

This book is illustrated, is excellent in textual features, the reading material compiled from the works of leading authors, has notes and vocabulary, and a fine selection of German songs with music.

DER GEISSBUB VON ENGELBURG. VON JULIUS LOHMEYER. Edited with notes, vocabulary, and material for conversational exercises in German. Cloth. Pages 182. D. C. Heath & Co., Boston.

The scene of this little story—"The Goatherd of Engelberg"—is laid in Switzerland, near the lake of Lucerne, with the fascinating panorama of snow-capped mountain peaks and glittering glaciers, and in the midst of places connected with historic scenes of Wilhelm Tell. It is written in sympathy with boys, as the frontispiece, representing a boy botanist helped up the side of a nearly precipitous cliff by companions may show, and is a combination of travel, adventure and nature-study.

### RECENT MAGAZINES.

The *Atlantic Monthly* for October is particularly rich both in the incisive and well-considered discussion of important public topics and in literary papers, essays, stories and poems, of the most attractive quality. Among the most thoughtful and suggestive articles is that by Col. Thomas Wentworth Higginson on the Cowardice of Culture, written with an earnestness that will furnish food for reflection.

The October *Canadian Magazine* celebrates the completion of its 25th volume with a special anniversary number. This fine record marks a quarter of a century's literary progress, in the development of which this magazine has taken a prominent and useful part. The October *Canadian*, which is a finely illustrated number, gives promise of greater fulfilment in the future. Canadian literature, public questions, poetry and fiction, to which twenty-five well-known writers contribute, make up a noteworthy issue.

The *Chautauquan* for October continues its valuable series of studies on the life and customs of eastern peoples—Indians, Chinese, Japanese—interesting to general readers and students.

Recent numbers of *Littell's Living Age* contain some of the best articles from the leading English magazines on literature, art, public questions, education. Its weekly visits are appreciated by its many readers who wish to keep informed on literature and current topics. Consult the advertisement on another page of this number of the REVIEW.

The November *Delineator* presents a most attractive appearance. The table of contents contains, among its many features of interest, an article, the second of two, by Dr. William H. Maxwell, superintendent of schools, New York City, on Education for Life through Living, which describes the routine of a great public school.

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### EDUCATION DEPARTMENT.

#### Lord Meath Challenge Cups and League of the Empire Prizes.

The Chief Superintendent of Education directs the attention of teachers and pupils in the primary and secondary schools to the LORD MEATH CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES offered for competition to all the schools of the empire.

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#### (A) Lord Meath Empire Day Prizes (Secondary Schools).

A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the school, and a personal prize of £5 5s., given by the League of the Empire, is offered for competition, inter all secondary schools of the empire, for an Empire Day Essay of not more than 2,000 words.

Subject: "The Ideas expressed by the word 'Empire.'"

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A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K.P., and a personal prize of £3 3s., given by the League of the Empire, is offered for competition, inter all primary schools of the empire, for an Empire Day Essay of not more than 1,000 words.

Subject: "The Chief Stages in the Growth of Greater Britain."

All essays must first be judged in the schools, and afterwards through representatives of the league in the different countries of the empire.

Only those essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the league in London. These essays must be sent to the Education Office not later than the 10th day of January, 1906, in order to reach the Central Office in London by the 1st of February next.

Education Office,  
Oct. 30th, 1905.

J. R. INCH,  
Chief Supt. Education.

### OFFICIAL NOTICE.

#### New Brunswick Board of Education.

##### MANUAL TRAINING COURSES.

Training courses for teachers desirous of qualifying as licensed Manual Training instructors will be held at the Provincial Normal School during the session of 1905-6 as follows:

*Short course.*—September 18 to December 22, 1905.

*Full course.*—January 8 to June 29, 1906.

The short course is intended to qualify teachers for the license to teach Manual Training in rural schools. Candidates for admission must hold at least a second class Provincial license, and be prepared to furnish evidence of their teaching ability.

The full course is intended to qualify teachers for the license to teach Manual Training in town schools. Candidates for admission should hold a first class license, but teachers holding a second class license, and having a good teaching record, may be admitted on their merits.

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

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

##### HOUSEHOLD SCIENCE.

No provision exists at present in the Normal School for the training of Household Science teachers, but certain institutions have been approved by the Board of Education as training places for New Brunswick teachers desiring to qualify as licensed teachers of the subject.

Full particulars of the several courses outlined above may be obtained from the Director of Manual Training,

T. B. KIDNER,  
FREDERICTON, N. B.

Approved:

J. R. INCH,  
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