

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIV. No. 4.

ST. JOHN, N. B., SEPTEMBER, 1900.

WHOLE NUMBER 160

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Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,  
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Editor for Nova Scotia

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### Always Read this Notice.

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

THE REVIEW tenders its congratulations to Dr. J. V. Ellis on his elevation to the Senate of Canada, and trusts he may enjoy the honor he has so deservedly won, for a long time, or until a greater honor is thrust upon him. Dr. Ellis has always taken a warm interest in educational matters. For many years he was a trustee of schools for the city of St. John, and the intelligent and disinterested manner in which he discharged the duties of that position won for him the warm regard of both citizens and teachers.

Some of our readers may be interested in knowing that there exists an authors' agency for the criticism, revision and disposal of manuscript and all work involved between author and publisher. Such an institution under the management of a scholarly and critical editor

can be of material assistance to young authors, pointing out faults in workmanship and style and judging whether a manuscript is of such merit as to command the attention of publishers. Mr. Wm. A. Dresser of Boston is the responsible head of such an agency and there is associated with it a young lady who is fitted by education and literary training for such critical work—Miss Harriott S. Olive, recently of St. John.

A PERPLEXED correspondent asks a few questions in regard to the new series of New Brunswick school readers. As to their use we would say that the first and second primers are to be used in grade one, the first reader in grade two, the second and third readers in grade three, and fourth reader in grade four.

Another correspondent asks the REVIEW to comment on the expression "you was" There is no authority that we know of to sanction such usage in English, any more than there is for "you is," "you pays your money," etc.

THE short time that elapsed between the close of the Summer School and the issue of the August number of the REVIEW did not give time for as complete a report as could be wished. The lectures of Dr. Reid of Middleton on school architecture and sanitation and on physiology were very instructive and were much appreciated by the students. R. R. McLeod's lecture on Evolution was a valued one, from the vast amount of research and care which were evident in its preparation. The Rev. T. H. Siddall, who gave an excellent lecture, "Science and the Bible," has done very much since the close of the school by his communications in various papers to make the objects and work of the Summer School better known to the public.

THERE appears to be a desire among the people of the cities and towns of New Brunswick that Labor Day should be observed as a holiday as it was when the day was first instituted. The holiday may not be generally observed in the country districts, but it is in cities by all classes of people. And many of these cannot enjoy the holiday if the children have to be at school. The consequence is that the schools have a very small attendance. School boards may have it in their power to

declare the day a holiday, but they do not feel that this action would be just to their teachers, because the latter would lose one day's government allowance of pay.

IT HAS been a matter of pride to the REVIEW that it has always steadily refused to admit to its columns any advertisement of a questionable character. It has even refused to admit advertisements of quack medicines; for although there may be some of these that are good and deserve to be known, yet the outrageous way in which some patent medicine vendors seek to impose upon the public, and to parade their nostrums, is most offensive. We are surprised that some educational journals should allow their columns, and the best places in their columns, to be used to advertise these and other frauds. There are other advertisements that are even more disreputable, as their object can only be to deceive. The journals that give them a place in their columns do not belong to that class that should circulate among teachers. A contemporary, *The West Virginia School Journal*, says of such papers:

"It is time for teachers to call a halt on fake educational journals. The country is being flooded with flashy publications whose advertising columns are crowded with offers of 'Free! Free!' 'Gold Watches Free,' 'This Beautiful Ring Free,' 'Send 2 cent stamp and date of birth for a typewritten horoscope of your life,' and dozens of others not less dishonest and disreputable. The few pages of such papers which remain are given up to showy illustrations and sensational articles written for the most part by some educational montebank or notorious faddist. Such papers have not the good of schools or teachers at heart. They are run for revenue only. They are humbugs and ought to be boycotted at once. They degrade the profession and seek patronage because they are cheap. The sooner teachers as a class refuse to patronize such fakes the sooner they will rise in professional honor and influence."

#### The N. S. Provincial Examinations.

A correspondent (C. M.) sends us some of the Nova Scotia examination papers on history and geography for Grade "B" for last July, and asks that we give answers such as average candidates might be reasonably expected to write to each question in 10 minutes. C. M. may think that the questions are too difficult, or that the examiner is too severe.

The time allotted is 60 minutes for 5 questions, so that if the easier questions take 6 or 7 minutes each, there may be 15 minutes each for the more difficult ones. If the candidate knows his subject at all well, and if he knows which facts are relatively the most important, he can in 15 minutes write, even on the most difficult questions, enough to satisfy any examiner. In mathematical problems some additional time might be

convenient, but it is not required in any other subject.

When we consider that a large proportion of the candidates come from ungraded or over-crowded schools, and that parents are unduly anxious to have their children pass at as early an age as possible, it is not surprising that many fail. If, under existing conditions, many passed, their diplomas would be of less value. Constant, and sometimes painful effort is needed, not only to make progress, but even to preserve the standard already attained.

In many cases pupils fail, not so much because of ignorance of a subject, as on account of not knowing how to display what they know to the best advantage. They have been taught, but not trained by written examinations to express their thoughts concisely and within a definite time. This is the teacher's fault.

As to the reasonableness of the questions submitted to us, and as to what the examiner, who is an expert, expects from the candidate in the time at his disposal, we can show by giving one or two actual examples of the papers of average candidates, with the marks which they received. This we will do in our next issue.

#### Educational Progress.

The school board of Truro, N. S. has set apart the Victoria school building in that city for the purposes of manual training and domestic science. Arrangements for the opening of the McDonald manual training school in this school building have about been completed. Mr. T. B. Kidner, the director, has had a wide experience in England in this work and there will be associated with him one or more assistants. Besides being director of the school Mr. Kidner has also authority with the consent of the Council of Public Instruction to confer with and assist local school boards who may think of opening departments for manual training.

The town of Truro has opened a department of domestic science, and has made the kindergarten a public school. The whole province as well as the town will be benefitted by these forward movements in education. Teachers' courses in manual training, domestic science, and the kindergarten have been provided for; and certificates will be granted to those qualified to teach these subjects. When the two first named subjects are taught by teachers so qualified, their schools will receive special grants from government. Such a practical and liberal policy cannot fail to be productive of excellent results.

Arrangements are also being made by which the public schools of Truro are to form model schools in which teachers will get fuller opportunities for practice in teaching school. These steps are progressive, and the advantages will not be confined alone to the town schools.

## Rambles through Forest, Lake and River.

### No. II.

In my last I spoke of some of the trials and pleasures of camping-out in the wilderness, and gave a general view of the trip which I made in July last with Prof. Ganong through the system of lakes and streams which find their outlet in the right-hand branch of the Tobique River in northern New Brunswick.

On the morning of the fifth of July we found ourselves encamped on the lower end of Trousers Lake, twenty miles from the nearest settlement. Our guides had departed, leaving us to pick out our own way through the wilderness. It had taken us two days to cross over that intervening stretch of twenty miles, on a road that tried the endurance of the horses to the utmost, over hills and through bogs, crossing streams swollen by recent rains, and winding occasionally along their rocky beds, removing obstructions from the way, such as "windfalls," and repairing "corduroy" bridges. Occasionally the rain descended in torrents, and every branch and leaf that we touched seemed only too ready to pour down its accumulation of moisture on our devoted heads and shoulders. But what cared we? Did not our "dunnage" bag, securely protected, contain plenty of dry clothing, and did we not see at the end of the day's march the cozy little tent illumined by the blaze of the camp fire, and did not our nostrils already catch the aroma of coffee and our ears hear the refrain, dear to the woodsman's heart, of ham and trout gently sizzling in the frying pan? So we took the day as it came, rain or shine, and the woods echoed with the sounds of genial comradeship—the joke, the story, snatches of song.

Once our guide brought us a fine specimen of a "Jack-in-the-pulpit," or Indian turnip, with a well developed bulb at the base, with whose pungent qualities he did not appear to be acquainted. On our solemnly declaring that it was not poisonous he prevailed upon to chew a piece of it. When the aforesaid pungent quality "took hold" he probably registered a vow that he would make other victims writhe in torture. But it was no practical joke on our part. Here was an opportunity to teach effectively the name and properties of at least one common plant by the laboratory method, and our guide assured us that he was zealous to begin the teaching.

Before reaching Trousers Lake we passed through a magnificent stretch of forest, where rock maple, yellow and white birch, beech and spruce, vied with each other in height, symmetry and beauty of foliage. The most impressive objects were the white birches, which pushed

their round, white boles skyward to the height of sixty or seventy feet, and the red spruces, from seventy to ninety feet high, straight as an arrow, with tops that tapered symmetrically like church steeples. This is the red spruce, though known to lumbermen as the black spruce. The latter is a smaller and less symmetrical tree, growing usually in swamps, and with a jagged and uneven top.

We were now entering what might be called the great spruce country of New Brunswick, and for weeks after our course lay through interminable dark forests of these trees, intermingled with birch and maple, especially on the ridges, with a few scattering white pines and no hemlock. If our lumbermen would select the largest and best trees for their operations, gathering the tops and branches, with some of the smaller growth in the denser portions, for the pulp-mill manufacturers, this great lumber region, and others through the province, would increase in value each succeeding year. The great need in these forests is a judicious pruning of small trees, especially on the low grounds, in order to give an opportunity for the stronger and more shapely trees to grow; and the careful removal of branches and tops to lessen the danger from forest fires. Thus the waste products of the lumberman, which have been the source of so much damage in times past to our forests, and the stunted and misshapen growth of smaller trees in the denser woods, would not only be removed, but much of it made use of for manufacturing purposes. The great lumber country around the Tobique Lakes has as yet been untouched by forest fires. The systematic and intelligent methods of the lessee of these vast forests, Mr. F. W. Hale, is adding to, rather than diminishing, their value from year to year, in spite of the quantity of lumber cut. This is the case in Germany, whose forests, in spite of the large and profitable lumber "cut" each year, are constantly becoming more valuable. And this is the result of trained and intelligent supervision. And so it would be in New Brunswick if similar methods prevailed. Our game and fish wardens should be trained in forestry. It would pay the government a hundred, yes a thousand-fold, to give our game commissioner added authority over forests, give him intelligent and trusted wardens, skilled not only in the knowledge and habits of game and fish, but also in forestry. It would take a little time to train such a body of experts, but the results would be great, placing New Brunswick in a position to preserve and add to what must prove the source of her greatest material wealth—her forests, her game, and her fisheries. At the same time she would place herself in line with those countries which, by wise and effective legislation, are

laying a foundation for the preservation and future development of rich material resources.

Trousers Lake is made up chiefly of two long "legs" four or five miles in length, extending toward the southwest, and separated by a narrow, low ridge. The "waist" portion of the lake, from which runs the outlet, is small, and is in two divisions, joined by a narrow thoroughfare. The whole aspect of the lake is gloomy and forbidding, owing to the spruce forests around it, but chiefly due to the dead and dying trees along the shores. The roots of these trees have been "drowned" by the building of a dam at the outlet, thus raising the surface of the lake five or six feet beyond its ordinary level, forming a reservoir. The gates of the dam are raised and the water poured through when the lumberman wants a "freshet" to float the logs down stream. Many lakes in the Tobique chain have had much of their natural beauty destroyed in this way, especially Trousers Lake, the Serpentine, and several smaller ones. The tangled maze of dead trunks along the shore have a repellent look, while their tops and sharp pointed branches form a succession of *chevaux-de-frise*, making an impenetrable barrier to the canoe-man should he attempt to seek a harbor of refuge.

With our frail canoe heavily laden with its precious stores, now so essential since we had dismissed our guides and cut off communication with the outside world, we sped up the right "leg" of the lake (it should be *down* in ordinary pantaloon parlance), before a brisk north-west wind. Arriving at the foot of the "leg"—(No! this is rather confusing; it should be *head*, for here we found a stream coming in from lakes further up)—we landed and pitched our tent, which was to be our home for several days. Having explored the portage path to the next lake, *Milpagos*—lake of many bays or inlets—next morning we carried our canoe and other impedimenta for the day's cruise and its enjoyment, across the path, a mile and a half in extent. We paddled up the lake until we found another path leading through to Gulquac Lake, one-third of a mile further on. Both these lakes are shallow, filled with mud and strewn boulders, their surface covered with grasses, carices and lily-pads, their shores boggy, the favorite feeding ground of moose, caribou, and deer. Standing at the end of the portage path on Gulquac Lake we saw our first bull moose, a noble, stately looking fellow, feeding quietly, some thirty yards from us. As the wind was blowing from us he did not get warning of our approach, so we had a fine opportunity to see him.

That was a day of sight-seeing and novel experiences, and we agreed that Paris and its Exposition would be tame in comparison. Before we returned to camp we

had seen nine moose, two deer, one beaver, and a beaver-dam and house, had canoed from end to end on one of the most interesting lakes in the province, had grown so familiar with moose that we paddled quietly up to them as they were feeding in the shallow parts of the lake, and then enjoyed the sport of chasing them, as, panting and frightened, they floundered through the mud and water shoreward.

G. U. HAY.

### NATURE-STUDY—SEPTEMBER.

A correspondent asks the REVIEW to give a lesson on maple leaves, with illustrations. If pictorial illustrations were given, both teacher and scholars might be content to study these on paper, draw them, and be led to think that they knew the different kinds of maple trees. Not at all. That would be a waste of time so far as nature-study is concerned. Let the children go to the trees themselves and compare the leaves of the different maples (there are five distinct kinds, natives of these provinces). It may take them several months, perhaps a whole year, before they know these certainly, but when they do know them it is for a lifetime.

Of the thousands of school children in these provinces I question whether there is one in every thousand who can tell our maples apart. And yet we sing of the maple leaf (which maple leaf?), and we shall probably all adopt the maple (which kind?) as the emblematic tree of Canada.

Nearly every one knows that the leaf of any maple is simple, that it is raised upon a stalk (petiole), that it has pointed lobes or divisions (generally three, sometimes five), that the edges of these lobes are irregularly cut, usually like the teeth of a saw, and that the hollows (sinuses) between these lobes or divisions are either rounded or pointed.

I have before me, as I write, the leaves of the five different maples, and the trees to which they belong are either in sight or within half a minute's walk. The differences in these leaves are so marked that it would be impossible for one who has seen them and marked the differences ever to make a mistake. And yet if I single out one tree I am amazed at the variety it presents—no two leaves exactly alike, and yet all follow the general plan of that species of maple.

Thus the correspondent who asks for illustrations will see that it would be misleading, in all this variety, to pick off one leaf and use it as an illustration. The children must be brought face to face with the tree. "Must I take my whole school out into the woods?" No, that is not necessary. Teach a few pupils, and impress it upon these few that they must observe carefully and teach others; and they will do it.



Our largest and noblest maple, the one found in rich woods, has a *rounded* or curving sinus between its lobes (the only maple that has rounded sinuses), its edges are sinuate or curving, and its lobes, three, or sometimes five, prolonged into long, slender points. This is the rock or sugar maple.

The red maple has an *acute* sinus between its lobes. The lobes, three or five, are irregularly notched and serrate. This is our most common maple, growing either in clumps or singly, in swamps, wet woods, or on high ground.

The white maple has *apparently* rounded sinuses, but on closer observation they will be seen to end in somewhat blunt points, and extend more deeply into the leaf than in any other maple. The lobes are narrow, pointed, and toothed, and the under side of the leaf is silvery white. It is found usually on river banks, grows rapidly, and is a fine ornamental tree.

The remaining two maples are somewhat shrubby in character, growing in rich, moist woods. The striped maple, called also striped dogwood or moose-wood, from its light green bark, striped up and down with dark lines, has *three* slender, pointed lobes, the edges closely and doubly serrate, the only example in maples of such fine and close serration. The sinuses in this and the next species are broad and do not penetrate far into the leaf. The mountain maple has three, sometimes five, lobes, tapering to a point, but not so long as the preceding, with broad, coarse teeth, pointing outward, rather than upward, as in the last. Its leaves, also, have a tendency to grow in clusters, and are downy beneath. The leaves of the latter two are bright green and softer in texture than the first three. It will be interesting to trace the palmate veining of maple leaves, to see how the larger veins end in lobes, the smaller in teeth. Peculiarities will be noticed in the veining of each kind.

#### THE HEAVENS IN SEPTEMBER.

The shortening days of September bear witness to the sun's continued southward progress. On the morning of the 23rd he enters the sign of Libra, and, in the language of the almanacs, "Autumn begins." With the change of season it is as well to take our monthly glance at the stars at an earlier hour—9 p. m. in the middle of the month. Right overhead is Cygnus, with Aquila on the south along the Milky Way, and Sagittarius setting below. Lyra is west of the zenith, and Hercules, Corona, Bootes, and Ophiuchus fill up the western and north-western sky. The Little Dipper extends horizontally to the left of the pole, and the Great Dipper is just below it. Due south of Cygnus, and east

of Aquila, is the little lozenge of Delphinus, or "Job's Coffin." Capricornus and Aquarius are to the south and east, and low down on the south-eastern horizon the solitary first-magnitude star Fomalhaut marks the constellation of the Southern Fish. Aries and Pisces are low in the east, and the Pleiades have just risen. Higher up is the brilliant array of Pegasus, Andromeda, and Perseus, and far to the northward Capella is once more visible.

Among the planets Mercury is too near the sun during the month to be well seen with the naked eye. Venus is by far the most conspicuous ornament of the morning sky, rising before 2 a. m. all through the month. On the 16th she reaches her greatest eastern elongation. Though past her time of greatest brightness, she is still very brilliant and can be easily seen in the daytime when properly pointed out. At noon, on the 19th, she is about 3° due north of the waning crescent moon, and should be easy enough to find. Mars is a morning star in Gemini, rising about 1 a. m. in the middle of the month, but is not yet conspicuous. Jupiter is in Scorpio, and is being rapidly overtaken by the sun, so that he is only visible in the early evening. Saturn is in Sagittarius, and remains visible in the southwest about an hour and a half longer than Jupiter. Uranus is in Scorpio east of Jupiter, and Neptune in Taurus, very difficult to find without a telescope provided with circles.

#### September Investigations.

What colors predominate among the ripened fruits?

Compare the outward appearance and covering of the apple, pear, peach and plum.

In what manner are seeds protected that they may ripen?

What seeds are wind-sowed?

What seeds are distributed by the birds and insects?

How are the seeds of edible fruits dispersed?

What bright-colored fruits and seeds serve as food for birds?

Note the raspberry and blackberry bushes. Of what use are the prickles on the stems? Find other shrubs that protect their fruit from ants.

Notice the fruit of the rose; why does it not fall from the stalk when ripe?

Encourage the children to bring in a collection of different seed vessels or pods.

Find the fruits which are covered with burrs or husks for protection; the chestnut, horsechestnut, walnuts, butternuts, beechnuts and acorns.

Call the attention of the children to the winged seeds. Find the stray keys of the maple, the tulip, ash

and pine. Where is the tough skin found? Of what use is the light, thin portion?

Again look for seeds with tufts of silken hairs or down. The milkweed, dandelion, clematis and cat-tail. Of what advantage to these seeds is the tuft of tiny hairs or feathers.

Finds seeds which depend upon animals for dispersion. Notice the distinct forms, whether they have hooks, prongs, or little spears. The burdock, beggarticks and goose-grass should be of interest to the children.

Collect and compare the ripened heads of wheat, rye, oats and barley.

Are the late flowers as fragrant as those of the early summer? What is the reason for this?

Compare the autumn flowers with the early ones; note the difference in structure, color and fragrance.

Have the trees finished their growth for this season? How can you tell?

Have old trees grown as rapidly as young trees?

What kind of trees have advanced the most?—*Journal of Education*.

#### A Notable Drawing Exhibit.

In 1872 the Massachusetts Board of Education held its first exhibition of drawing. Walter Smith was then agent of the Board to promote art education. Exhibitions were held annually until 1881, and then dropped until last September, when, under the management of F. A. Hill, secretary of the Board, and H. T. Bailey, the present agent, the progress of the last seventeen years was shown in Allston and Copley halls, by a grand exhibit of nearly 10,000 drawings.

Massachusetts leads in its encouragement of industrial and art drawing. Supervisors of drawing for the public schools are to be found in nearly every town. In connection with the last exhibition they held a conference and discussed the subject of drawing in the schools. The leading ideas advanced ought to be of interest and profit to our teachers. There is much that may be learned from their experience of 28 years.

"The exhibition, as a whole, impressed one as having—first, color." "The general use of color in the public schools has come within the last decade." "It betokened a health, a freedom, a delight in being alive, hitherto unknown in our public school drawing."

"A second prominent feature was nature drawing. During these last years nature has come into the schools like a flood, inundating every grade and penetrating every topic of instruction. Drawing has gained much through the coming of nature study."

"The third notable element was freedom. The children were free to use any medium—pencil, crayon, chalk, ink, charcoal, water-color—whatever would ex-

press the idea most directly and adequately; they could use paper of any color and quality, from rice paper to cardboard, from wrapping paper to Whatman's 'hot pressed,' provided it was appropriate to the subject. No object or subject was forbidden; from a rock crystal to the human figure, and from the section of a cucumber to a view of a landscape—all was free to them." "Free individuality is the ground of art."

"Many an observer was impressed with the fact that the drawings of the younger children were more satisfactory, as a rule, than were those made by the children in the higher grades." "The older children were nourished in the days of their infancy with geometric figures and dried leaves, graphite and india rubber."

"Nature drawing is now taught from nature, not from representations of leaves and flowers. Object drawing is now taught from objects, not from pictures of objects. And in both these departments the real things are supplemented by facsimile reproductions of drawings of recognized masters, by photographs of fine work by artists whose names will live forever, and by the original drawings of living men."

"In art instruction some may draw wretchedly, some may draw fairly well, some may draw very well indeed, and now and then a person may draw superbly. But nearly all, whether they can themselves draw or not, can learn to appreciate good drawing in others."

"I feel as if art education, rightly understood, intelligently practised, would be a splendid weapon in the hands of children; and that, having some of the beautiful possibilities of art, the children would be able to think better, to feel more nobly, and to live a larger life."

"The work (in the exhibition) is plain and simple, and is done directly from objects by children with human feeling and natural imitative gifts, and it certainly shows great interest on their part, and concern in what they are doing." "I think decidedly the best work of the exhibition is the direct and simple work from nature; it is best in its immediate results, and it is likely to lead to the best future progress." "The models one gets from nature are almost always beautiful."

"What pleased me most were the simple, naive drawings of the children. Formerly they were allowed to do nothing but what they were told to do, and they had to do this according to rules and regulations. Now the children are being allowed to express themselves."

"It seems to me that the natural expression of children should go on consistently. They should be all the time doing things more true and more beautiful, because they see and feel more of truth, more of beauty. We don't want any correction of drawings, any correction of art, on the part of the teacher; we want a correction of the mind that is back of the form of expression."

"Let the child correct his own faults by examining the object more carefully."

"When we get to enquiring very sharply what art is, and what art is not, we find ourselves dealing with a large and somewhat elusive theme." "It is something that permits fascinating approximations in one's thinking and talking about it, but always more or less baffles one at those critical times when one thinks the heart of the matter is being reached."

"The success of the teacher lies in creating this atmosphere of close attention. True expression, or beautiful expression, must follow according to the inherent power of each individual. Teaching must stimulate observation, but the expression of what has been seen should be largely a free act on the part of the pupil."

"It is of the utmost importance in teaching beginners to build on their self-activity as a basis. If children are permitted to give free expression to this activity in their first drawing, the signs of spontaneity and joy are obvious enough."

"There is a public sentiment now for better art instruction in all parts of the state, and at the present time the mechanical side does not have to be brought forward as an excuse for the rest. People desire the most beautiful."

"Perhaps the reason for the marked improvement in the primary grades is that there the children work more freely. The right plan, it seems to me, is that the child should begin with free expression of his crude ideas, and improve them by adding knowledge to knowledge year by year; and that his sense of beauty should be definitely trained, so that his idea may be expressed, not simply with more knowledge, but with greater beauty."

The principles advocated in these extracts seem to agree exactly with those underlying our proposed course in drawing. The teacher who would start aright would do well to read them two or three times, so as to reach their real significance.

### Outlines of a Course in Drawing.

(Continued from March Review.)

#### GRADE V.

(a) *As an aid to Language.* Continued as in Grades II. and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.—"playing ball," "fishing for trout," "snowballing," "what I saw on my way to school," "the hay-makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colors will greatly improve the effect.

(b) *As an aid to Nature-Lessons.*

Plants—thistle, horsetail, iris, wood-sorrel. Animals—sheep and goat, turkey and goose, salamander, beetle, butterfly. Analysis of leaves and flowers for color schemes.

(c) *As an aid to Mathematics and Geography.*

Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal Drawing Lessons.*

Study of good copies of famous paintings. Exercises in complex curves on blackboard—occasionally with both hands. The most elementary principles of free-hand perspective—the circle and the cube in different positions. The study and reproduction of historic ornament.

#### GRADE VI.

(a) *As an aid in Language.* As in Grade V. (a).

(b) *As an aid to Nature-Lessons.*

Organs of the human body—hands, feet, ears. Plants—lady's-slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of color in natural objects.

(c) *As an aid in Mathematics and Geography.*

The measurement of angles and lines. Plotting. Geometrical figures, and simple geometrical problems. Map-drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal Drawing Lessons.*

As in Grade V. (d), but more advanced. The idea of type forms developed from the study and drawing of simple objects.

#### GRADE VII.

(a) *As an aid to Language.*

As in Grade V. (a). Special attention to the drawing of the best buildings and landscapes of the section.

(b) *As an aid to Nature-Lessons.*

Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully colored natural objects.

(c) *As an aid to Mathematics and Geography.*

Plotting. More difficult geometrical problems. Map-drawing—Europe. Working drawings.

(d) *Formal Drawing Lessons.*

Object drawing. Freehand perspective. Decorative design. Study of tints and shades.

#### GRADE VIII.

(a) *As an aid to Language.*

Occasional practice in pictorial sketching.

(b) *As an aid to Nature-Lessons.*

Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons.

(c) *As an aid in Mathematics and Geography.*

Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.

(d) *Formal Drawing Lessons.*

The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative design. Complementary groups of colors in design.



Mr. J. D. Seaman.

Joseph Downing Seaman, whose portrait is given above, is so well known to patrons of the Summer School of Science for these provinces, that he needs no introduction to them. For the past seven years he has discharged the duties of secretary-treasurer in a manner that has left nothing to be desired. His obliging manners, capacity for work, and attention to details, has won for him each year the deserved esteem of every member of the school. If, at the close of any session in the last half dozen years, a vote had been taken on the most popular officer of the school Mr. Seaman would have had an overwhelming majority to his credit. Presidents may come and presidents may go, but Mr. Seaman stays; and the reasons for his staying powers have been already given. In faculty meeting when it comes to the election of a secretary everybody smiles at the thought even of going through the form. "Hadn't we better elect him permanent secretary," said some one at the last faculty meeting. "No," said Mr. Seaman gravely, "I expect to be president when you meet in Prince Edward Island." "Then we won't go to the Island," was the emphatic response.

Before one session is ended, Mr. Seaman is busily laying plans for the next. The continued success of the school, its growing influence and increasing membership from year to year, are largely due to his industry and successful business management.

The same qualities that have made Mr. Seaman a successful secretary have been at work to make him a successful teacher. Born at Suffolk, Queens County, he received his education at the district school. Graduating

at the P. E. I. Normal School with a third class or lowest license, he has steadily worked his way upwards by his own efforts, winning successively second and first class license, and steadily rising from one position to another until now he occupies one of the foremost educational positions on the Island—the principalship of the Prince Street School, Charlottetown. Mr. Seaman's force of character, integrity, and genial sympathy, have made him a power in the schoolroom. His opinions on educational topics, always having the impress of good sense and judgment, and expressed with moderation, are listened to with respect in educational gatherings, especially in the councils of the P. E. I. Association, of which he is a member.

Mr. Seaman was married to Sarah Jane Norton, daughter of Mr. John H. Norton, of Charlottetown. An hour spent in Mr. Seaman's home in the midst of his happy and intelligent family, is one that leaves a pleasant memory.

For the REVIEW.]

#### Parish Association Meetings.

A short time since I attended a parish meeting of teachers. The query arose in my mind,—institute *versus* parish association meetings; which are productive of greater benefits. True it is, that at institutes of the various counties, we are treated more or less to papers, or treatises which are largely theoretical, and are not suggestive enough to be applied practically. Hard to understand and readily forgotten. At parish association meetings it is to be inferred that the majority of the teachers are more or less acquainted with each other. And difficulties, which on account of shyness or from fear of appearing ignorant are withheld at an institute, are quite freely discussed at parish meetings. The practical side of questions here receives the greater attention and mistakes are discussed. These seldom receive attention at the larger gathering.

It is to the parish association movement that we are to look for the furtherance and improvement of our country schools, since the meetings can be held often. It is to this that we shall be indebted for the means by which we shall be lifted out of the old rut, and which shall prevent us from getting into the ruts of others.

MATTHEW G. DUFFY.

Sunbury Co., N. B.

THERE are many attractive features of the St. John Exhibition for teachers and schoolchildren. They should not miss the opportunity to spend at least one day at the Exhibition and take in especially the display in the natural history department which is more than usually interesting.

### A Wise Decision.

Years ago, a young man working his own way through college, took charge of a district school in Massachusetts during the winter term. Three boys especially engaged his attention and interest. They were bright, wide-awake lads, kept together in their classes, and were never tardy. One night he asked them to remain after school was dismissed. They came up to his desk and stood in a row, waiting with some anxiety to know why they had been kept.

"Boys, I want you to go to college, all three of you," said the teacher.

"Go to college!" If he had said "Go to Central Africa," they could not have been more astonished. The idea had never entered their minds.

"Yes," continued the teacher; "I know you are surprised, but you can do it as well as I. Go home, think it over, talk it over, and come to me again."

The three boys were poor. Their parents had all they could do to feed and clothe them decently, and allow them a term of schooling in the winter. One was the son of a shoemaker; another came from a large family, and the farm that supported them was small and unproductive.

The boys stood still for a moment in pure amazement. They then looked at each other, and around the old school house. The fire was going out in the box stove. The frost was setting thick on the window panes. As the teacher took out his watch the ticking sounded loud and distinct through the stillness of the room. Nothing more was said, though the four walked out together.

The third night after the conversation, the boys asked the "master" to wait. Again the three stood at the desk; one spoke for all. "We have thought it over, sir, and we have talked it over, and we have decided that we will go."

"Good," said the teacher. "You shall begin to study this winter with college in view."

Twenty years later two of the boys shook hands in the state capitol. One was the clerk of the house for eight years, and afterwards its speaker. The other was president of the senate. The third boy amassed a fortune in business.—*Christian Register*.

"Had I but two loaves I would sell one and buy hyacinths, for therewith I should feed my soul." So said Mahomet, and so says the growing sentiment of the people. "I feel it my duty to dress my children fairly well, for that is one of the ways to make them act fairly well. A boy who is ashamed of his personal appearance never behaves like a man," said a college president. Yet we ask our children to live day after day in dirty, uninviting schoolrooms where they feel something akin to hatred of the benches and grimy walls, and then expect them to be courteous and pleasant.—*Child Study Monthly*.

### Home Work by Pupils.

As pupils advance from the primary to the advanced school there will come an increased need of more study than can be done in school. What should this home work be? How much time should be spent on it?

Let us consider the last question. I have in mind a family where the daughter came home from the primary school and sat down to read; after supper she read again. Her father told me that she spent three hours each day over books, at home, of her own accord; she was not required to do anything at home by her teacher; it was supposed to be injurious. There are many exceptions, but I believe that nine-tenths of all the children that attend the primary school could give one hour a day to some work in line with school studies. In the advanced or grammar school two hours could be given per day.

What shall this work be? It is generally thought that it must be a preparation of lessons to be recited on the following day. Is not this a mistake? I would suggest: (1) Reading of histories, biographies and travels and good fiction. This would suppose that a library was either in the school building or available elsewhere. The books to be read should be known to the teacher; he should have a list of the names of pupils and of the books they draw; they should write their impressions of each book; some time should be spent in attempting to point out what are good things in a book. (2) Writing of essays, letters, criticisms; this will involve spelling and penning. (3) Numbers appropriate for the age, for example, in the fifth grade ten examples daily in the four rules. Suppose ten numbers similar to 162 to be added; each to be multiplied by 2; each to be divided by 2; the sum of the first five to be subtracted from the sum of the second five.

It is a good plan to talk with pupils about their use of time at home. They should be questioned as to the employment of their spare time. And here it may be added that there is no spur to this work like the example of the teacher. If he lets them know in a casual manner that he is studying German or French they will, like Ophelia, conclude that he is not simply pointing out the road to heaven but actually travelling on it.

From this it will be seen that the writer is a firm believer in directing the employment of the spare time of young people. Some day we shall have this taken up for the benefit of those not in schools, and in a very extensive manner too.—*N. Y. School Journal*.

"Tom, use a sentence with responsibility in it." Tom said: "When one suspender button is gone there is a great deal of responsibility on the other."

### Easier than Arithmetic.

It is easier to remember things usually if you know what they mean. A little boy could never remember even about how long a cubit is until his father told him the word was cubitus in Latin, which means an elbow, and that the measure called cubit was the distance from a man's elbow to the end of his middle finger.

"And how much is a fathom?" asked the little boy.

"Oh, fathom comes from the two words, 'fat,' which means in the Aryan language, to extend, and 'hom,' a man. A fathom is the length of a man extended; that is, when his arms are stretched out on each side from the shoulders, from tip to tip of his fingers.

The foot is an English word, and means just the length of the foot of a full-grown man.—*School Record.*

There is something decidedly out of place about the standard by which people ordinarily measure failure and success. Rev. Dr. Wayland offers this suggestive illustration of the popular idea regarding loss or gain. Our standards of success or failure are material. We say, "Did you hear of the great misfortune that has come to our friend Brown?" "Why, no; what is the matter?" "Why, he has lost everything he had in the world." "What! has he lost his character? Has he lost his conscience? Has he lost his health? Has he lost his wife and children?" "Oh, no; but he has lost his money; he has not a cent left after paying his debts." "And do you know of the great success gained by our friend Smith?" "No, I am glad to hear it. Has he conquered that great habit of lying that he had? Has he left off drinking and swearing, and has he become an honest man, clean man?" "Oh, no; but he has been elected mayor at a good salary."—*Pennsylvania School Journal.*

The time devoted to opening exercises for schools should be one of the most interesting periods of the day. It should mean more than simply using ten minutes of school time. Use the exercise as a powerful magnet to draw pupils to school at the ringing of the morning bell. This may be done by varying the exercises and by giving the pupils an occasional surprise. Singing appropriate songs is always in order. The teacher may read a few verses of Scripture and offer a short prayer. General work in nature and culture studies may be given. At least once a week have a discussion of current events; occasionally teacher and pupils recite quotations; the teacher may give a short address, or perform some experiment.—*Western School Journal.*

The tendency to abbreviate words is shown in the case of a girl in Randallville, named plain Mary at her birth, who dropped the "r" when she grew up, and became Miss May, and after her marriage dropped the "y" and became just plain "Ma."

### BUSY WORK.

Under this head each month there will be found exercises that may be used for silent seat work, class drills, and review work. Primary teachers are invited to contribute to this column any devices or suggestions they have found effective in keeping children profitably employed.

#### MIXED PICTURES.

A boy or girl of any age can make a mixed picture. All that is needed is a pair of shears, a bottle of paste and plenty of newspapers, magazines, picture cards or anything else containing pictures or parts of pictures in black and white. Four or more separate pictures or parts of pictures should be cut out, and so pasted on a sheet of paper that the combination will make a beautiful, amusing or interesting mixed picture. Simple, isn't it?

News pictures, story illustrations, advertisement pictures, diagrams, maps or any other pictures in black and white may be used in whole or in part. For instance, a man may be cut out of one picture and set to driving a horse cut from another picture, with a landscape background from a third picture, a barn or house from a fourth picture, or men may be made up, head from one picture, body from another, legs from another and so on.—*Educational Gazette.*

[Primary teachers especially will find this an excellent way to interest young pupils and keep them employed, besides cultivating their artistic sense.—EDITOR.]

#### DESK-WORK PUZZLES.

Divide the class into two or more sections. Each section may be assigned a different question or all may use the same. To illustrate the latter, the teacher may write on the board, "Name and locate the capitals of ten countries of Europe.

Each pupil, without consulting a geography, selects any ten European countries, forms a drop letter puzzle with their names, writes the puzzle neatly on a large sheet of paper, and signs his name.

At a signal the sections exchange puzzles, and each pupil bends his energies to solving the one he receives. He has, of course, to supply the missing letters to discover the ten countries, and then name and locate the capitals. He writes the answer neatly beneath the puzzle and signs his name.

The puzzles are then returned to their authors, and are all finally handed to the teacher for inspection.

Notice that the puzzles require double the amount of thinking that a simple question would, for instance in 1, the mind has to recall many cities and compare them with the skeleton names to discover which one is meant, and then has to remember of what country it is the

capital. Because it is put in the light of a puzzle, a recreation, the pupil thinks with a zest that is often absent when merely giving the capitals of countries.—*Indiana School Journal*.

#### GEOGRAPHICAL NAMES.

The following list of names, taken from the *New England Journal of Education*, with some alterations, will form the basis of abundant exercise for classes in geography. In addition to the examples given below other derivatives may be searched out and put in the list, and thus the origin and first meaning of a large number of names be gained.

"Ham," "a home," Hamburg, Petersham, Hampshire, Buckingham, Bellingham, Nottingham, Dedham, Wareham.

"Wick," "an abode," Warwick, Hardwick.

"By," "an abode," Ashby.

"Stret," "Strat," street, Stratford.

"Fleet," "a stream," Wellfleet.

"Linn," "a pool," Dublin, Lynn, Lincoln, Berlin.

"Well," "source of a stream," Wellfleet.

"Ford," "a shallow place in a river or stream," Oxford, Medford, Bradford.

"Or," "shore or bank of a river," Bangor.

"Den," "a wooded valley," Malden, Linden.

In America these names often have no significance.

Find geographical names illustrating each of the following:—

Names ending in "mark," Denmark, Chilmark, etc. signify "a boundary."

Ending in "dam," Rotterdam, Amsterdam, etc., signify "an embankment."

Ending in "werp," "a wharf," Antwerp.

Gar" or "ghar," "a grotto," Trafalgar.

"Minster," a "monastery," Westminster.

"Staple" or "stable" "a market," Barnstable, Dunstable.

"Ing," "sons of" Erving, Reading.

"Polis," "city," Minneapolis, Copperopolis.

"Don," a "hill fort," London, Mendon.

"Car," a fortress, Carlisle.

"Burg," "borough," "bury," "burgh," an "earth work" or a "fortified town," Pittsburg, Edinburg, Middleborough, Northborough, Marlboro.

"Worth," "an enclosure," Tamworth, Somersworth.

"Beth" or "elth," "house," Bethel, house of God; Bethany, house of dates; Bethlehem, house of bread; Bethsaida, house of fish; Bethphage, house of figs.

One flower dropped into the hand of the living is worth a thousand costly wreaths laid on the sarcophagus of the dead.

#### TEST SENTENCES.

Read the following aloud, repeating the shorter ones quickly half a dozen times in succession:

Six thick thistle sticks.

Flesh of freshly fried flying-fish.

The sea ceaseth and it sufficeth us.

High roller, low roller, rower.

A box of mixed biscuits, a mixed biscuit box.

Strict, strong Stephen Stringer snared slickly six sickly, silky snakes.

Swan swam over the sea; swim swan swim. Swan swam back again; well swam swan.

It is a shame, Sam; these are the same, Sam. 'T is all a sham, Sam; and a shame it is to sham so, Sam.

A growing gleam glowing green.

The bleak breeze blighted the bright broom blossoms.

Susan shines shoes and socks; socks and shoes shine Susan. She ceaseth shining shoes and socks, for shoes and socks shock Susan.

Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round.

Oliver Oglethorp ogled an owl and oyster. Did Oliver Oglethorp ogle an owl and oyster? If Oliver Oglethorp ogled an owl and an oyster, where are the owl and oyster Oliver Oglethorp ogled?

Hobbs meets Snobbs and Nobbs; Hobbs bobs to Snobbs and Nobbs; Hobbs nobbs with Snobbs and robs Nobb's fob. "That is," says Nobbs, "the worse for Hobb's jobs," and Snobbs sobs.—*Philadelphia Times*.

[The above is a good exercise for securing clear and distinct enunciation.—EDITOR.]

#### Language Exercises.

Write in columns the names of—

1. Ten things that you eat.
2. Five things that you wear.
3. Ten things that you play with.
4. Five things that you saw on your way to school.

Write the names of—

1. Five trees used for shade.
2. Two animals used for food.
3. Four things made of iron.
4. Two things that grow in gardens.
5. Five things that are found in earth.
6. Two things that you see in the sky.

State something about each of the above.

Use these names in statements: Coat, hat, goat, dog, swine, ox, tree, apple, peach, pear, geese, oxen, knife, knives, cow, duck, churches, box.

Use these names as questions: Ball, horse, dog, top, rabbit, drum, girl, doll.

## Animal defence:

1. How does the horse defend himself?
2.     The cow.                     The rat.  
        The turkey.                The hog.  
        The hen.                    The cat.  
        The duck.                  The goose.  
        The mouse.                 The squirrel.  
        The lion.                   The panther.  
        The elephant.             The snake.  
        The mule.                   The shark.  
        The whale.                 The monkey.  
        The bee.                    The donkey.

Write a story about each of the above animals.—  
*American Journal of Education.*

**SPELLING TEST.**—Due, dew; doe, dough; die, dye; dying, dyeing; desert, dessert; Dane, deign; descent, dissent; dire, dyer; draft, draught; doom, dome; door, doer; envelope, envelop; ewe, yew, hue, you, hew, Hugh; Ernest, earnest; earl, hurl; eddy, heady; elm, helm; erred, heard, herd; Eve, heave; ewer, hewer, your; eel, heal, heel; ear, hear, here; eye, high, I, ay.—*Western School Journal.*

The following words are very often mispronounced. They are all common words in use every day. Try them, then get the dictionary and mark them: Towards, again, bade, brooch, apricot, often, catch, hearth, aye, lien, greasy, sew, scarce, years, idea, area, bouquet, ague, bleat, rise (noun), arctic, shone, route, gaunt, canine, juvenile, infidel, corporal, tete-a-tete, trousseau, amendment, restaurant, bicycle, were, recipe, frontier, depot, process, recess, romance, tirade, essay, tarpaulin, wont.

### KINDERGARTEN AND PRIMARY DEPARTMENT.

#### SOME THINGS I HAVE FOUND IN VISITING PRIMARY SCHOOLS.

The teacher (in a first primary) said something in a low, conversational tone to her school, and instantly forty children bent forward with one motion, and were at work at their desks. It was as if they had been gently swayed by a breeze. I turned to my guide with a look of inquiry. "The principal of this school believes that when children are to do anything they should all do it together at once," was her answer. I asked myself, "Why didn't Mary want a pencil? Why hadn't Johnny lost his paper? Why didn't somebody have to fix her hair or feet—or something—to prevent that happy

unison in movement?" I also asked myself, "Are not these children just as happy as if they were illustrating the freedom of individual rhythm, in a go-as-you-please response to that teacher's request? Is not the character of these children being moulded in the right way, every time they give immediate attention and obedience to their teacher's direction? And, to myself, I answered an emphatic *Yes*.

Fifty right arms were moving slowly and significantly in the air and fifty pairs of eyes were dancing with enjoyment. "What are they doing?" "Writing the word *kitty*," was the reply.

A game was in progress in a first primary room—a squirrel game. Two children ran, with outdoor freedom around the room, out into the hall, and back again to their seats. I wondered at a possible result of such an unschool-like run. The teacher did not even turn her head to watch them and no disorder resulted. Why? That teacher had that school in her fingers, and she was sure of them. They could not "take advantage" under her influence.

In one room a large framed picture of *The Esquimaux* was hung over the blackboard in front of the children. "That picture is changed every month," said the teacher. In my mind's eye I saw trees for April, birds for May, and roses for June.

In a primary room I found a pretty picture upon the blackboard in crayon and charcoal—a deer, standing alert and listening, at the foot of a waterfall in a beautiful forest. Hidden behind a tree, a man with a gun knelt, taking aim at the deer. What will be the influence of that picture upon the children, with its representation of man taking the innocent life of that graceful creature just for the sport of it?

In one primary room the teacher was remarkable for her "go." Not a second was lost. "This class may pass to the blackboard, the A second may take their spelling, and the B first may read on the thirty-second page, Mary may begin," said the teacher all in a single breath. The puppet-children were used to it; every change was made, and Mary began on schedule time. I breathed fast sympathetically to save time, and sat very straight in a keyed-up tension. By and by some mother will say, "Mary comes home from school so tired. I am afraid I shall have to take her out."

"Ready for physical exercises," said one primary teacher in a room heavy with bad air and uncomfortable at a temperature of 75 degrees. The children rose to 1, 2, 3, and went half-heartedly and unmethodically through the exercises. No fresh air, and not a breath of relaxation. It was half-past ten. "Will these children have a recess?" I asked. "No, we have these exercises



in place of a recess. It saves time and trouble." Yes, it would save time in this world if there were no eating, no sleeping, no recreation, no laughing, no change of scene—no "let-up" in any direction. It would be good work for the legislature to declare against this no-recess craze. Those children were suffering for change of air, change of scene, change of thought, and a child-like abandon to spontaneous movement. They had a *right* to it, and no teacher should dare interfere with this right. There are psychological and physiological reasons for the old-fashioned recess.

In preparing a reading lesson, one teacher questioned her class so skilfully that every phrase in the lesson was needed and used in the reply. No new words to stumble over when they began to read.—*Primary Education.*

#### THREE LITTLE FRIENDS — A STORY ON COLOUR.

It was very early in the morning, and all the little girls and boys were still asleep. But the flowers were waking up, and lifting their tiny heads to the bright sun to try to catch some of his warmth.

"I wonder," said the little yellow Primrose to the dear little Pimpernel, "what makes our friend Forget-me-not so sweet and kind.

"Yes," answered Pimpernel, gently, for Forget-me-not was still asleep, and she did not want to wake her up, "she always looks pleasant and happy. And yesterday, when tall Sunflower looked down on her and said—'Child, why do you wear that little blue dress?' Forget-me-not said, 'Why, Sunflower, God gave me my little blue dress, and he told me I must never forget him. "Forget-me-not" were just the words he used. And that I must always try to make the place I live in beautiful, and everyone around me happy.'

"And then, do you know what Sunflower did? He looked down at her again and said—'Child, I believe you look just like a star in your little blue dress. Will you lend it to me?' But she answered—'No, Sunflower, God wants me to try to be good and beautiful in my blue dress, and he wants you to be good and beautiful in your yellow dress. We must each keep the dress he gave us.'"

"Oh, she is waking up," said Primrose, "let us go and say 'Good morning' to her, and try to be kind and sweet as she is."

And so from early summer till late autumn, these three little friends, the blue Forget-me-not, the yellow Primrose and the red Pimpernel, grew together, trying to be kind and sweet to all about them.—*Lucy S. Jackson in Child Garden.*

The rose lives but a day,  
But flowers of love bloom just as sweet  
In winter as in May.

#### BUSY WORK FOR PRIMARY GEOGRAPHY CLASSES.

How our menagerie grew! Each child was deeply interested. It all began because Robert, who was very fond of animals, brought a tiny collection of seven animal pictures, in colors, to the school one morning. He had cut them out, pasted them on a sheet of cardboard, and all the pupils were interested in them. There were polar bears, camels, monkeys and an elephant. Polar bears and elephants are not neighbors, so we at once began making separate charts: natural history charts.

One was devoted to Africa and its animals. The children secured pictures of Arabs and their camels in long caravans; and as pictures were contributed every day, our chart very soon showed a chimpanzee, a rhinoceros, a hippopotamus, a zebra, an ostrich, a crocodile, a lion, an elephant, a giraffe, a hyena, and an ibis.

These were arranged at the top, middle or bottom of the gray pasteboard sheet according to the habitat of the animal, whether found in the northern, central, or southern part of Africa.

Our natural history chart for North America was soon covered with pictures of the seal, the polar bear, the walrus, wild geese, eagles, the grizzly bear, the moose, the beaver, the deer, the wolf, the fox, the peccary and the alligator.—*Ella M. Powers in School Education.*

#### THE MISSING NUMBERS.

Pretty sticks on the school desks lay,  
And the children longed with them to play,  
They will have to wait without a doubt,  
Till they tell the words in the rhymes left out.

1. Seven red sticks in his hand had Ben,  
He took three more and then had —
2. "I have five times two sticks," said Kate,  
I'll give you two, then I'll have —
3. Fred used — sticks to make a tree,  
He took three away and that left three.
4. Three little butterflies flew toward heaven,  
Four sipped honey still. At first there were —
5. I have — and four, just as many as Hugh;  
For he has half a dozen and two.
6. May has three threes and that is fine;  
Maud has —, three more than nine.

They received two sticks for each word they could tell,  
Two sticks for each word — and they worked right well.  
How many had each without a doubt,  
If they told every word in the rhymes left out?

CONTRACTIONS.—Write the contractions for the following: Can not, do not, did not, could not, does not, I have, I will, would not, he is, you have, you will, it is, should not.

## CURRENT EVENTS.

The formal annexation of the Transvaal was proclaimed by Lord Roberts on September 1st, and the South African Republic belongs to the history of the past. Small Boer forces continue in the field, but the war is practically over. By the annexation of the two Boer republics, the Queen gains two million subjects, black and white; and the blacks will be glad of the change of masters.

The relief of the foreigners imprisoned in Pekin was accomplished on the 14th of August, the Russians, the Japanese, the British, the Americans and the French troops being represented in the relieving column. The Japanese began the attack, and seem to have held the bulk of the Chinese army engaged on the north of the city while the British and the Americans made entrance at the south. The first entrance of the rescuers was effected by a company of Sikhs, under the British commander, Sir Alfred Gaselee, who waded up a sewage canal under the Tartar City wall. Sixty-five of the foreigners had been killed, and many wounded, in the attacks on the legations, and the lives of the others were saved only by the timely arrival of the rescuing armies of the allies.

The Empress and her advisers fled before the arrival of the international forces, and took with them the Emperor, in whose name they are now trying to open negotiations for peace.

Russian troops have occupied the greater part of the province of Manchuria, and are preparing for a winter campaign. The great Trans-Siberian railway has been found inadequate for the transport of all the Russian troops required in China, and steamers have been chartered by the government for transport service.

Sian Fu, the Fu or capital of the province of Shen Si (Western Province), which has been chosen as the place of refuge for the Empress Dowager, is the oldest metropolis of the Empire, and was the actual seat of government under four dynasties. The city is full of palaces, which have been carefully kept up; and, being a great centre of trade, it swarms with merchants, shopkeepers, artisans, and all the classes that help to insure comfort and luxury to a wealthy court. There are more people in Sian than in Pekin, and they are more prosperous. It has communication by water through the Hoang Ho (Yellow River) and the great canals with every portion of the empire. It is protected on three sides by mountains, and on the fourth by the river; and its distance makes it practically inaccessible to the armies of the maritime powers.

The bubonic plague has made its appearance in Glasgow, and a case is said to have occurred in London.

The United States government will send a transport to Cape Nome, Alaska, to bring back such of the gold seekers as are destitute, and to distribute provisions and clothing to the Indians.

The Pope recognizes the new King of Italy as king of Sardinia only, reaffirming the Papal claim to

sovereignty over what were formerly known as the States of the Church.

The boundary dispute between Venezuela and the United States of Colombia has been amicably settled, a large portion of the disputed territory falling to Colombia.

Lieutenant-General Sir Charles Warren is to succeed Lord William Seymour in command of the troops in British North America, with headquarters at Halifax.

An insurrection is said to have broken out in Persia, with the object of dethroning the Shah, who is unpopular because of his fondness for western ideas.

Explorations at Nippur, in Mesopotamia, are said to have brought to light a library of no less than 17,000 tablets upon historical and literary subjects, but few of which are later than 2280 B. C.

The first battalion of the Canadian Mounted Rifles will, in future, be designated the Royal Canadian Dragoons whilst serving in South Africa.

A striking evidence of the union of the various parts of the British Empire in their loyalty to their sovereign is to be found in the offer of the Maharajah of Gwalior to equip a hospital ship for service in China at a cost of 20 lakhs of rupees, (about \$600,000). This princely offer was made by his Highness on behalf of himself, his mother and his wife, in testimony of their loyalty to the Empress Queen.

The scarcity of coal threatens to become a public calamity in Germany.

Time in Spain, after the close of this year, is to be counted from one to twenty-four hours, the day to begin at midnight.

The Queen is now authorized to declare that Western Australia may be considered an original state of the federation, if the result of the referendum shall show that the people of that colony are in favor of joining the new commonwealth. It is, therefore, probable that the first day of the coming century will see all the Australian provinces, New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania, united in a federal commonwealth under the crown of the United Kingdom of Great Britain and Ireland, with a freer government than that possessed by any republic in the world.

A general election will be held in Cuba, on the 15th inst., to elect delegates to the convention which is to draft a constitution for the proposed independent government of the island. There is some dissatisfaction amongst the Cuban leaders because of the wording of the proclamation calling the convention, which seems to offer them something less than complete independence; and one of the leaders has declared that "Time only will tell whether revolution against the Americans will be necessary."

The enactment or revival of compulsory military service laws in Chili and Peru is causing serious uneasiness in the other South American countries, particularly in the Argentine republic.

## SCHOOL AND COLLEGE.

During the months of August and September Inspector Smith has been visiting the schools of Botsford, Westmorland and Sackville, Westmorland county.

Principal Wm. M. Corbett of the Superior school, Blackville, N. B., has resigned his position to take a course in Dalhousie College, Halifax.

The Charlotte County Teachers' Institute will meet with the Washington (Me.) County Institute at Calais, on the 20th and 21st September. An unusually interesting session is looked for. The joint programme prepared for the occasion will be found in another column.

The Albert County Teachers' Institute will meet at Albert on the 27th and 28th September. An interesting session will be held, judging from the printed programme. Principal A. C. M. Lawson is the President.

The Kent County Institute will meet in the Grammar School, Richibucto, October 4th and 5th. An interesting session is looked for. Inspector Smith is the President and Mr. Geo. A. Hutchinson the Secretary.

It is proposed this year to hold a joint institute of the teachers of Restigouche, Gloucester and Northumberland. The proposed place of meeting is Bathurst, and the time proposed not yet decided upon, is the second week in October. Inspector Mersereau and the leading teachers in the counties named are moving in the matter, and the result may be confidently predicted—good institute work and a stimulus to greater educational effort on the North Shore.

Inspector Mersereau has nearly completed his visitation of the schools in Restigouche county, which was begun Aug. 13th.

Mr. J. D. Sprague, principal of the Liverpool, N. S., academy, died very suddenly at that place on Thursday, August 26th. He had been in poor health for some time. He returned only a few days ago from an extended tour in the upper provinces. He had been a teacher in Liverpool for upwards of twenty years and had charge of the high school for over five years.—*Yarmouth Herald*.

At the recent provincial high school examination, Truro Academy sent up five candidates for A and six for A partial. Of these four received grade A.—two A. Cl. and two A. Sc.—and of the six for partial A, five were successful. For grade B forty-three candidates presented themselves, of whom forty were successful. For grade C thirty-two candidates were successful, and for grade D forty-two. Harry Frame, Shubenacadie, has a record of 875 on B, and Miss Jennie McLennan, Truro, a record of 820 on D. The academy will resume work on September 10th, with the largest attendance in its history. The enrolment for A. Cl. and A. Sc., will be especially large. The McDonald manual training school for Nova Scotia will open at the same time, and the Truro training school of domestic science a few days later.—*Halifax Herald*.

Inspector D. Wilson, well and favorably known in New Brunswick, has for the past thirteen years been Inspector of Schools in Vancouver Island, B. C. He has recently been

transferred to the mainland of British Columbia, taking charge as resident inspector of the following districts in the lower part of that province: Westminster, part of Yale, Caribou, Lillooet, and Cassiar. Distance does not seem to count in the vast west, as Inspector Wilson travelled during the first week 500 miles to reach his nearest school. What would our inspectors think of that?

Miss Muriel B. Carr, A. M. (McGill), of St. John, has been appointed teacher in the Dunham Ladies' College, near Montreal, and will enter upon her duties in a few days. Miss Carr is a brilliant student. She graduated from McGill University two years ago, taking her A. B. with the highest honors. She has spent two years in post graduate work, giving special attention to languages, especially French, which she will teach at Dunham College.

The N. B. Normal School opened on Monday, 3rd September. The number of students who enrolled on the first day was 135, which with twenty in the French department makes an attendance of fifty less than last year. Probably others will enrol later.

Russel C. Hubly, formerly principal of the superior school at Hampton, who volunteered for service in South Africa in the first Canadian Contingent, has been sent to England ill.

The position of principal of the Model School, Fredericton, rendered vacant by the resignation of Mr. J. F. Rogers, has been filled by the appointment of Mr. Amos O'Blenus, late of Dorchester, who has been filling very efficiently the position of principal of the Charlotte Street School, Fredericton, since the opening of the term.

## RECENT BOOKS.

How should history be written in order that it may instruct and interest boys and girls, and at the same time give them a true picture of the growth of their country, its people and institutions? The question is not easily answered. It is too true that many of our school books on history completely fail in their object, so far as interesting children is concerned. The child is too often lost sight of when it comes to writing a history. Again, the methods of teaching history are not always such as can interest children, and this has been an influence against writing proper text-books. To read history with an examination in view, children must commit to memory an infinite number of details and events, and thus fail to grasp the real object in view in reading history.

There are three books before us on history, each written from a different standpoint and for a different audience. The first is *America's Story for America's Children*.<sup>1</sup> There is no preface or introduction, and the writer plunges at once into the story of the Northmen, following it up with that of Columbus, Montezuma, and others. It is a delightful story-book for a child. The real persons of history are surrounded with an atmosphere of romance. The myth enters into the story of the Northmen and other earlier explorers, but the writer, when she comes to Virginia Dare, Betty Alden, the story of the Revolutionary War, the story of the Civil War, passes through the realm of tradition and gets down to stories "founded on

<sup>1</sup>AMERICA'S STORY FOR AMERICA'S CHILDREN, by Mara L. Pratt. In five volumes. I. The Beginner's Book. Pages 132. Price 35 cents. D. C. Heath & Co., Boston, Publishers.

fact." The letter press and illustrations are good, and this—The Beginner's Book, the first of a series of five—is designed to introduce children in a pleasant way to a few leading events in the history of America.

The next is a Canadian History for Boys and Girls,<sup>1</sup> designed for children of a larger growth. The arrangement is very good, the style clear and simple, and events are narrated in chronological order, but no events are treated with any detail, and this is the weak point in the book. Children are fond of detail and action and adventure, and the book lacks these. It is only an epitome of events. The book is well printed, and the maps and a few of the illustrations are very good.

The third book<sup>2</sup> is written for more advanced students, by an editor and librarian, and bears evidence of the historical spirit of its author. The work in his own words, "is an outline of the principal circumstances and events in the history of the English people and the British nation, especially of those most connected with the growth of the English constitution of government, with its extension to the United Kingdom of Great Britain and Ireland, and with its expansion in sovereignty over a vast empire of British colonies and dependencies in every quarter of the globe." The author is a citizen of the United States, and the view he takes of the importance of English history should commend itself to many, more especially to the Chicago School Board, in its zeal to abolish English history from the curriculum of studies in the schools of that city. He says: "Naturally it follows that, excepting their own, there is no part of human history so important and interesting to Americans as the history of the English people. Indeed, their understanding of the meaning of their own history depends on their acquaintance with what went before it in the land which trained the founders of their national life. To trace from seed and root in England the many traits and habits, modes and forms, principles and sentiments, that have had a transplanted growth in the new world, is the necessary beginning of a profitable study of the history of the United States." The book should commend itself to readers of English history everywhere. It is admirable in plan, execution and printing, and its maps, illustrations, references, vocabulary, and its up-to-date information, even to the Boer war and its causes, make it a valuable contribution to English history.

The author of the "Story of the Cowboy" has given another story of absorbing interest descriptive of life in the West. "The Girl at the Halfway House."<sup>3</sup> It abounds in local color, incident, humour, with a polish and literary style quite unexpected from his practical experiences in the wild west. We have in this story the development and change in character of a cowboy town. The opening is descriptive of a battle scene in the civil war, after which we follow the hero to the western plains. Here the author is thoroughly at home, and sketches in semi-humorous, semi-serious style, the characters, types of people on the western plains, and early western life. The story is one of the most vivid sketches that has appeared this year.

<sup>1</sup>A CANADIAN HISTORY FOR BOYS AND GIRLS, by Emily P. Weaver, Toronto. Pages 312. Price 50 cents. Wm. Briggs, The Copp, Clark Co., Ltd., Toronto, Publishers.

<sup>2</sup>A HISTORY OF ENGLAND, for the use of schools and academies. By J. N. Larned, formerly superintendent of the Buffalo Public Library, editor and compiler of "History for Ready Reference and Topical Reading." With Topical Analysis, Research Questions and Bibliographical Notes by Homer P. Lewis, Principal of the English High School, Worcester, Mass. Crown, 8 vo., Half-leather. 675 pages. Price, net, \$1.25. Houghton, Mifflin & Co., Boston, Publishers.

<sup>3</sup>THE GIRL AT THE HALFWAY HOUSE. A Romance of the Plains. By E. Hough. Published by W. J. Gage & Co., Ltd., Toronto.

This book on the Rise and Fall of Rome<sup>1</sup> has been written in answer to requests that the author should expand his admirable little History of Rome, written some years ago. In this present work the author has given us practically a new volume, tracing more fully and carefully the development of the Roman Constitution during the republican epoch, the causes that undermined the republic and which later brought about the fall of the empire. Three chapters at the end of the book are devoted to Roman civilization. The text is supplemented by maps, illustrations, chronological tables, lists of colonies and provinces, census rolls and tabulated statements, and references that will be found especially valuable to teachers and students.

Readers of Marie Corelli, will be interested in her new novel, "Boy,"<sup>2</sup> the best she has written in late years and the first since her serious illness.

In "Nellie's Memories"<sup>3</sup> we have a story, abridged for schools, containing pictures of home and school life that will be found very entertaining reading for children.

Olive Thorne Miller's "A First Book on Birds"<sup>4</sup> is very delightful reading for those interested in the life and ways of birds; and who is not? The book is intended for children, but grown people will be just as interested in it, for they will find much that is new and interesting to them. It describes birds' nests, the young birds—their growth and how they are fed, how they get their feathers, and are taught to fly and to do various other things. Then it tells of the language of birds, their food, their migration, their physical; mental, and moral development, their economic value to mankind. It instructs how to attract them to visit about our houses, and how to study their ways. The twenty illustrations are a strong feature of the book. They are full-page pictures, eight of them being printed in colors.

In the *Histoires d'Animaux*, published by Longman's<sup>5</sup> we have a fine series of illustrated stories of animals which are admirably arranged and adapted for beginners in French. The notes, guiding marks in pronunciation, vocabularies, and imitative exercises are especially helpful. The teacher's edition contains the translation of exercises and additional notes. The illustrations and text are equally amusing and interesting. In the elementary UNSEENS,<sup>6</sup> published by Longmans, Green & Co., we have selections to give practice in a variety of authors and styles, making the student acquainted with a much more copious vocabulary than he could possibly obtain by an equal amount of reading confined to one author.

<sup>1</sup>ROME: ITS RISE AND FALL. A text-book for high schools and colleges. By Philip Van Ness Myers, L. H. D. Pages 554. Price \$1.40. Ginn & Co., Publishers, Boston, 1900.

<sup>2</sup>BOY. A sketch by Marie Corelli. W. J. Gage & Co., Ltd. Toronto, Publishers.

<sup>3</sup>"NELLIE'S MEMORIES." By Rosa Nouchette Carey. Abridged edition for schools. Pages 259. Price, 1s. 6d. Publishers, Macmillan & Company, London; The Copp, Clark Co., Ltd., Toronto.

<sup>4</sup>A FIRST BOOK OF BIRDS. By Oliver Thorne Miller. author of "Bird Ways" "In Nesting Time," "Little Brothers of the Air," "A Bird-Lover in the West," "Four-handed Folk," and "Upon the Tree-Tops." Illustrated. School edition. Square 12 mo. 60 cents net. Publishers, Houghton, Mifflin & Co., Boston.

<sup>5</sup>HISTOIRES D'ANIMAUX. Selected from A. Dumas. Edited by T. H. Bertenshaw, B. A., B. Mus., Assistant Master in the city of London schools. Pages 214. Pupils' Edition, price 2s. Teachers' Edition, 2s. 6d. Publishers, Longmans, Green & Co., London; The Copp, Clark Co., Ltd., Toronto.

<sup>6</sup>LONGMAN'S ELEMENTARY FRENCH UNSEENS. Teachers' edition, with additional notes. Pages 135. Price 2s. Longmans, Green & Co., publishers, London; The Copp, Clark Company, Ltd., Toronto.

The Macmillans have just published the second of three little volumes containing a course of experimental work on the elementary principles of Physics and Chemistry. This, and volume one, which was noticed in the REVIEW, are valuable for teachers, as they contain a number of practical exercises and questions, suitable for laboratory work and review. We have seldom seen books more suggestive and stimulating than these.

**ELEMENTARY PHYSICS AND CHEMISTRY.** Second stage. By R. A. Gregory, F. R. A. S., and A. T. Simmons, B. Sc. (Lond). Pages 140. Price 1s. 6d. London, Macmillan & Co., Publishers.

In the *Riverside Literature Series*, published by Houghton, Mifflin and Company, Boston, we have received No. 142, containing two extracts from John Ruskin's *Sesame and Lilies*; No. 143, *Plutarch's Alexander the Great*, "done into English by Sir Thomas North"; No. 144, *The Book of Legends* "told over again by Horace E. Scudder." This valuable series furnishes much useful material for supplementary reading in schools. Each number contains about 100 pages, and is edited, with introduction and notes, by Mr. Horace E. Scudder, whose literary qualifications are a guarantee of the excellence of the series.

## BOOKS RECEIVED.

**FROM BLAKE TO ARNOLD.** Selections from English poetry (1783-1853). With Introduction, Critical Essays, and Notes. By C. J. Brennan, M. A. Edited by J. P. Pickburn, B. A., LL. B., and J. le Gay Brereton, B. A. Pages 217. Price 2s. 6d. Macmillan & Co., London; Toronto, Copp, Clark & Co.

**EIN KAMPF UM ROM.** Von Felix Dahn. Edited by Carla Wenckebach, Professor of the German Language and Literature in Wellesley College. Pages 220. Price 70 cents. D. C. Heath & Co., Publishers, Boston.

**A GERMAN READER FOR BEGINNERS.** By H. C. O. Huss. **RODERICK BENEDIX'S "NEIN."** Edited with notes and vocabulary by Arnold Werner-Spanhoofd. **ELY'S "ER IST NICHT RIFERSUCHTIG,"** with a vocabulary by Benjamin W. Wells, Ph. D. Published by D. C. Heath & Co.

**ART HISTORY IN THE HIGH SCHOOL,** by Geo. Perrot. Translated from the *Revue des Deux Mondes*, by Sarah Wool Moore. Published by C. W. Bardeen, Syracuse, N. Y.

**SELECTIONS FROM THE LADY OF THE LAKE,** with introduction and notes, by A. Cameron, Principal County Academy, Yarmouth, N. S. Halifax: T. C. Allen & Co., Publishers.

**A GENTLEMAN IN KHAKI.** By John Oakley. Toronto, W. J. Gage Company, Limited.

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**Charlotte County Teachers' Institute.**

SESSION OF 1900.

At the invitation of the Washington County Teachers' Association, and by special permission of the New Brunswick Board of Education, the Charlotte County Institute will visit Calais, Me. The joint meetings of the two associations will be held in the Congregational Church, Calais, on Thursday and Friday, September 20 and 21.

## THURSDAY AFTERNOON.

- 1.30 Devotional Exercises.
- 2.00 Patriotism and Citizenship.—Mr. J. F. Ryan, President Washington County Association; Miss Grace B. Stevens, President Charlotte County Institute.
- 2.30 English and Literature.—Lower Grades, Miss Isabella J. Caie, Milltown, N. B.; Higher Grades, Miss Mary Wood, Eastport, Maine.
- 3.00 How to teach Primary Geography.—Miss Janet Clarke, Jonesport, Me.
- 3.20 Practical Value of Manual Training.—Supt. T. E. St. John, Eastport, Me.
- 8.00 Public Meeting—Addresses on Educational topics, by Dr. A. H. MacKay, Chief Supt. Education, Nova Scotia; Dr. J. R. Inch, Chief Supt. Education, New Brunswick, and Hon. W. W. Stetson, State Superintendent, Maine.

## FRIDAY MORNING,

- 9.00 Shall Short Hand and Type Writing be introduced in the Public Schools.—Affirmative, Supt. E. H. Bennett, Lubec, Me.; Negative—Mr. Henry E. Sinclair, Moore's Mills, N. B.
- 9.30 Arithmetic—Miss Annie Richardson, St. Andrews, N. B.; Mr. L. W. Gerrish, Milltown, Me.
- 10.30 Penmanship.—Supt. Frank S. West, Edmunds, Me.
- 11.00 Class Exercise in Music.—Miss Mina G. MacKusick, Calais, Maine.

## FRIDAY AFTERNOON.

- 1.30 Lessons with Plants.—Mr. J. Vroom, St. Stephen, N. B.
- 2.00 The School Improvement League of Maine.—Miss Kate McDonald, Machias, Me.
- 2.30 The Teacher out of School.—Hon. W. W. Stetson, State Superintendent, Me.

The Charlotte County Institute will meet for organization at Marks Street School, St. Stephen, on Thursday, at 10 a. m. Trustees, school officers and parents will be cordially welcomed at all meetings. Usual travelling arrangements for all members of the Institute, and reduced rates at hotels.

J. VROOM, Secretary.

## SEPTEMBER MAGAZINES.

In the *Chautauquan* is an interesting article on German and Russian Experiments in Cosmopolitan Education. The latest experiment in Berlin provides for an interchange of city and country children. This enables the poorer classes to send their children to the country, the lakes and the mountains, by offering similar accommodations in the city to children from such localities. The idea has been so well received that it is thought that exchanges of children to enjoy educational facilities may become international. An experiment at St. Petersburg is even more interesting. . . . In the Magazine number of the *Outlook* there is, besides interesting reviews of the events of the week and contributed and editorial articles on everyday topics of importance, the tenth instalment of Hamilton Wright Mabie's series of papers on Shakespeare with other literary contributions of interest to the general reader. Published by the *Outlook* Company, New York. \$3.00 a year. . . . The last two numbers of *Littell's Living Age* ending Sept. 1st, contain many valuable and interesting articles, such as Old and New Japan, China, The Future of Progressive Nations, The Art of Writing for Children, In the Bye-Ways of Rural Ireland, Chinese Society, Mr. Firth's Cromwell, Mrs. Gladstone as seen from Near at Hand, The Charm of Quotation and others. Published by the Living Age Company, Boston. . . . The *Canadian Magazine* contains a finely illustrated article on Canada at the Paris Exposition; A Walk to the North and South Poles, with special photographs, will interest very many readers; Canadian Celebrities, No. XVI, contains portraits and Sketches of the Roberts Family, five in number, with judicious selections from their poetic works, with other articles, stories, current events, etc. . . . In the *Atlantic Monthly* Dean Everett, of the Harvard Divinity School, gives a study of the character and career of the late Reverend James Martineau. This will be followed in the *Atlantic* by some unpublished letters of Martineau's. James Champlin Fernald holds up the modern psychological kindergarten child to ridicule by contrast with the actual entity of flesh and blood. . . . The influence of the Western World on China, is the title of a timely article in the *September Century*, the writer being the Rev. D. Z. Sheffield, D.D., for thirty years a missionary in the Middle Kingdom. Dr. Sheffield sailed from San Francisco on June 22, having just learned of the burning of the North China College, of which he is President. The article, written shortly before his departure, is wholly apropos of the present situation, and it contains a powerful protest against any dismemberment of the Chinese Empire. One can learn much about the Boxers from a paper by R. Van Bergen, on "The Revolution of China and its Causes." . . . The pedigree of the clothing of the present day is traced back to Assyrian times in a paper by George MacAdam entitled About Clothes, in *St. Nicholas*. Three of the five departments teem with illustrations, and one of them, "Nature and Science, is seasonably full of outdoor interest. . . . In the *Ladies' Home Journal* a large share of attention is given to the Anecdotal Side of Phillips Brooks, because of the new light it centres upon him as preacher and man. In Josiah and I Go a-Visitin'—the second visit—Josiah Allen's wife writes of their experience in her irresistibly humorous vein. The pictorial features include views of California gardens, of the Yellowstone Park, and a page drawing of A. B. Frost's Loiterers at the Railroad Station. Published by the Curtis Publishing Company, Philadelphia. One dollar a year; ten cents a copy.

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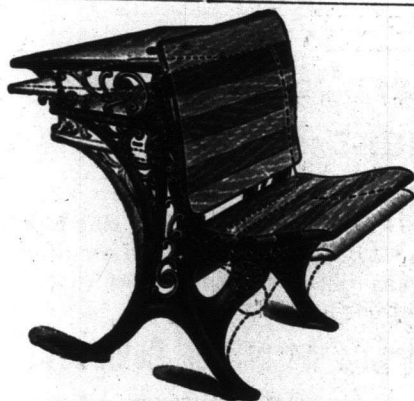
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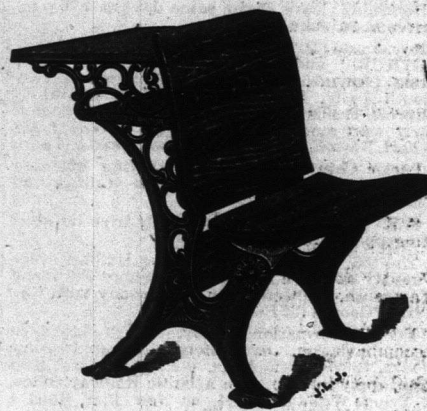
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