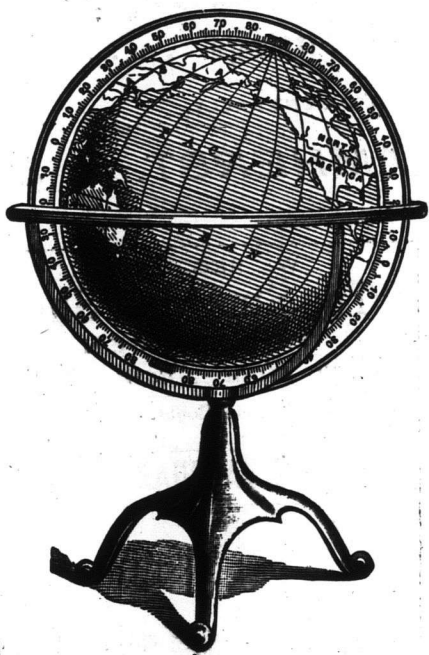


# THE EDUCATIONAL REVIEW

VOL. XXI. Nos. 5.

ST. JOHN, N. B., OCTOBER, 1907.

WHOLE NUMBER, 245.



## School Supplies.

**ACT NOW** and order your **School Supplies** while stocks are complete. Our mail order business has assumed such large proportions that when the rush is on it is almost impossible to give our usual prompt attention to orders. When ordering, you will find our **School Lists** **just what you require**, and we will cheerfully forward one on application.

### McMILLAN'S,

J. & A. McMILLAN, - 98-100 Prince Wm. Street.  
ST. JOHN, N. B.

## DALHOUSIE UNIVERSITY, HALIFAX, N. S

### Faculties of Arts and Science.

Courses in Mining, Engineering and Civil Engineering are offered in the Faculty of Engineering leading to the Degree of B. E.

Session begins September, 1907.

### Faculty of Law

Session begins September, 1907.

### Faculty of Medicine.

Session begins August 27th, 1907.



### Entrance Scholarships in Arts and Science.

Open for competition at the Matriculation Examinations, in September, 1907.

Mackenzie Bursary of \$200.00.

The Calendar, containing full particulars of the courses of instruction, examinations, regulations, exhibitions, bursaries, medals and other prizes may be obtained by applying to the Secretary of Arts Faculty, who will be glad to correspond with any student wishing information.

### Good Texts.

"Kindly send us 1 doz. DeBrisay Latin Method, Part I. and 15 copies of Part II." St. Agnes Academy, Houston, Texas.

"Please send us the following books: 8 copies DeBrisay Latin Method, Part I, 8 copies Part II, 6 copies Part III, and 6 copies Part IV." Dominican Sisters, Lampasso, Texas.

Private and public schools throughout the United States are adopting our system of teaching languages. In some cases where other texts have been purchased they are cast aside to make room for our books. It does not pay the carpenter to use crude tools, nor the teacher to use poor texts.

We teach by mail, Latin, French German, Spanish.  
L'Academie DeBrisay, Ottawa.  
414 BANK STREET.



**DIAMONDS & OPALS**  
Gold Chains, Bracelets,  
Watches, Sterling Silver  
Goods at

A. & J. HAY'S, 76 King Street  
St. John, N. B.

### CANADIAN HISTORY

Is so important a subject in our schools that no teacher should be without the

### CANADIAN HISTORY READINGS,

a volume of 350 pages dealing with the chief events in the History of Canada, written in a most charming and instructive way.

Price one dollar. To subscribers of THE REVIEW it is sent post paid on receipt of SEVENTY FIVE CENTS. Order at once from EDUCATIONAL REVIEW, St. John, N. B.

## RHODES, CURRY & CO., Ltd.

....MANUFACTURERS OF....

School Desks, Teachers' Desks, Church,  
Bank, Store and Office Fittings. . . . .

BUILDING MATERIALS GENERALLY.

**AMHERST, N. S.**

Branches at HALIFAX and SYDNEY.

## FLAGS.

All Kinds of British Flags,

Sizes from one to seven yds. in length.

....ALSO....

**COMMERCIAL CODE SIGNALS.**

Flags of Special Designs Made to Order.

Price List on application to

**A. W. ADAMS,**

Ship Chandlery and Outfits,

ST. JOHN, N. B.

WE RECOMMEND  
**"The Sardon Shoe"**  
FOR WOMEN.

*They Hold Their Shape.*

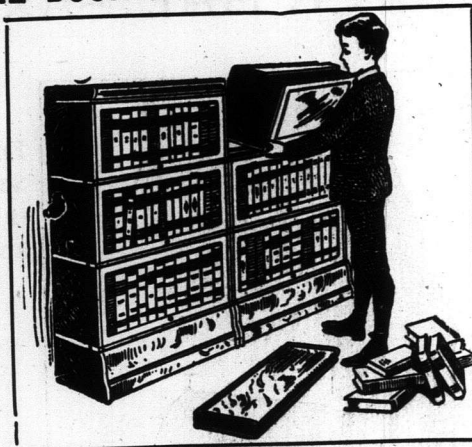
Laced and Button Boots, - \$3.00 to \$4.50  
Oxfords, - - - - - \$2.50 to \$4.00

**FRANCIS & VAUGHAN, 19 King St.**



## SECTIONAL BOOK-CASES. THE FAMOUS GLOBE-WERNICKE SYSTEM.

An ideal book-case for home or office. It is the original sectional bookcase, the best known, best regarded and most extensively used in the world. There is no risk assumed, no experiment in getting a Globe-Wernicke. Its reputation is firmly established.



Its good features are unequalled and comprise perfection dust-proof roller-bearing doors and metal interlocking strips. It's the best constructed and lowest price sectional book-case in the market. But the catalogue tells the whole story and can be had for the asking.

ONE UNIT OR FIFTY. CONVENIENT, ORNAMENTAL, ELASTIC.

**MANCHESTER ROBERTSON ALLISON, - - ST. JOHN, N. B.**

## BOOKS FOR PRIZES.

We have a fine assortment of Books suitable for Prizes at very low prices.

POETS, STANDARD WORKS, NATURE BOOKS, ETC.

Mail Orders will receive Prompt Attention.

**E. G. NELSON & CO.,**

CORNER KING AND CHARLOTTE STREETS, ST. JOHN, N. B.

Know  
the  
Maritime  
Provinces

Your  
Own  
Line

.....THE.....

*Intercolonial Railway's*

**PUBLICATIONS**

contain valuable information for teachers and students regarding the country traversed by its rails.

Write to **JNO. M. LYONS**  
General Passenger and Ticket Agent  
Moncton.

**THE UNIVERSITY OF MOUNT ALLISON COLLEGE**  
**SACKVILLE, N. B.**

Complete Faculties in Arts, Applied Science, and Theology.  
**ALL DEPARTMENTS WILL OPEN FOR THE ANNUAL SESSION, 1907-8, ON THURSDAY, SEPT. 19**

For Calendar containing full information as to Courses of Study, Scholarships, Prizes, Degrees, etc., . . . . .

Address D. ALLISON, LL.D.,  
*President.*

**University of  
 New Brunswick.**

**T**HE next Academic year begins September 26, 1907, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 5th, at all the Grammar School centres. The Wilmot Scholarship (value \$300) and an Asa Dow Scholarship (value \$90) will be offered in competition in September. The St. Andrew's Scholarship will be awarded in September by the Fredericton Society of St. Andrew. The Departments of Civil and Electrical Engineering are open to properly qualified students.

*Copies of Calendar containing full information may be obtained from the undersigned.*

HAVELOCK COY, Esq., M.A., REGISTRAR OF THE UNIVERSITY, FREDERICTON, N. B.

**McGILL UNIVERSITY, Montreal.**

THE CURRICULUM comprises courses in Arts, Applied Science, Medicine and Law.

**Eighteen Exhibitions in the First Year of the Faculty of Arts, (value from \$100 to \$300) will be offered for competition in connection with the Matriculation Examination.**

Copies of the Calendar containing full information regarding courses of study, etc., may be obtained on application to

**J. A. NICHOLSON, M.A., REGISTRAR.**

**Acadia  
 University.**



**L**ARGE STAFF OF PROFESSORS AND INSTRUCTORS. WELL EQUIPPED LABORATORIES. ALSO LARGE MANUAL TRAINING BUILDING, WITH INSTRUCTION IN WOODWORKING, IRON WORKING, AND DRAWING.

THE FOLLOWING COURSES ARE OFFERED :

- (1) Course leading to degree of Bachelor of Arts.
- (2) Course leading to degree of Bachelor of Science.
- (3) Abbreviated Science Course without diploma.
- (4) Special Course of selected studies.

*Either of the courses [2] and [3] qualifies for admission to the third year of the Faculty of Applied Science, McGill University, without examination.*

SEND FOR CALENDAR.

**KING'S COLLEGE, WINDSOR, N. S. Founded 1790**

A College which offers thorough teaching, combined with the special training peculiar to Residential College life.

FULL PARTICULARS ON APPLICATION TO THE PRESIDENT

---

NOW READY!

---

**CALKIN'S**  
**Brief History of Canada.**

Maps and Illustrations. Price 25c. Each.

**Calkin's Brief History of Great Britain.**

Maps and Illustrations. Price 35c. Each.

**A. & W. MacKINLAY, Ltd.,**

Publishers,

135 and 137 Granville St.,

HALIFAX, Nova Scotia.

Our Educational Catalogue for 1907 is ready.

---

**EVERYMAN'S LIBRARY.**

---

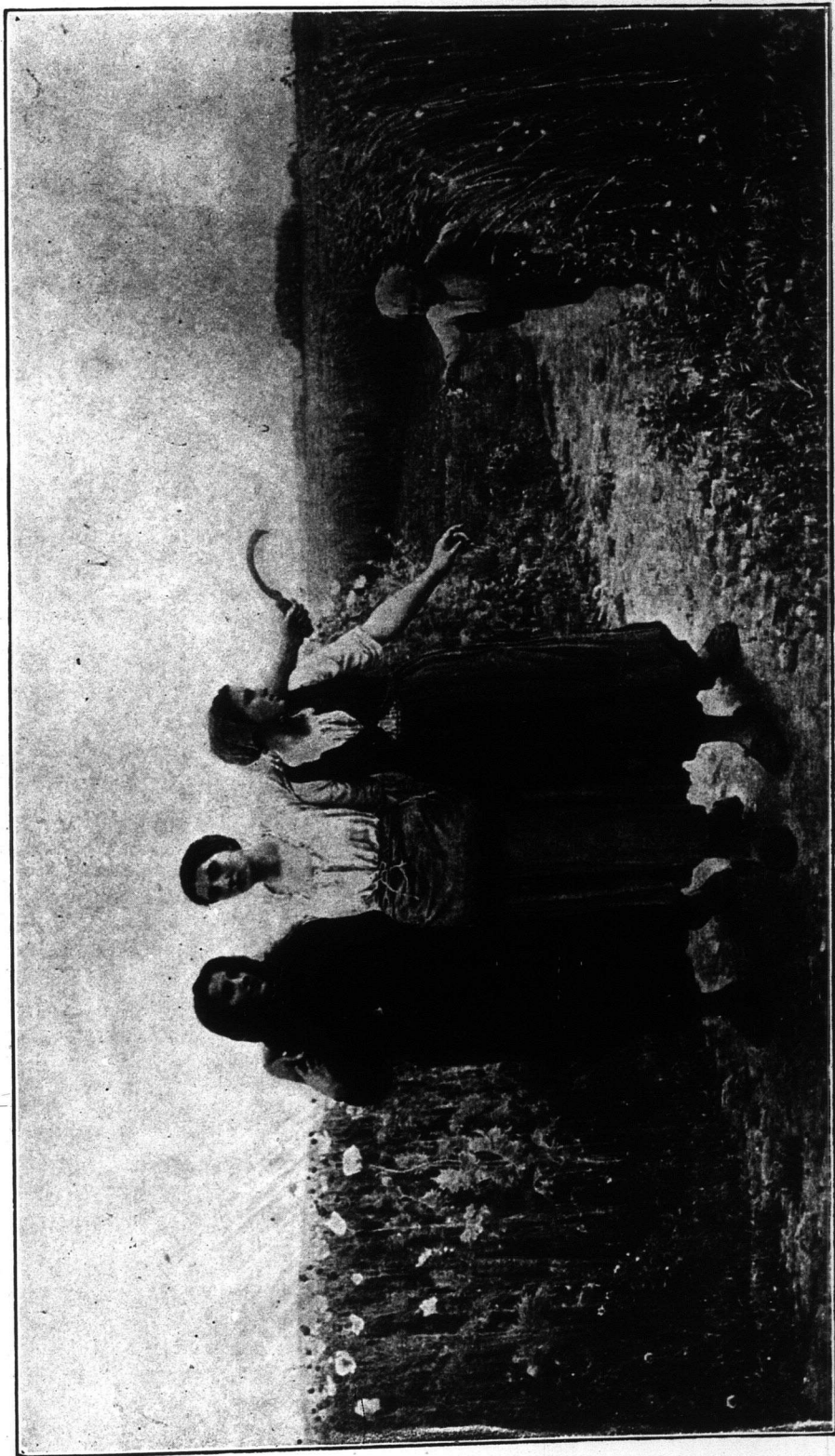
Biography, Classics, Juvenile, Fiction, History,  
 Oratory, Philosophy and Theology, Poetry and  
 Drama, Romance, Science and Travel, neatly  
 bound in cloth, - - - 35cents per volume.

SEND FOR LIST OF TITLES.

---

**T. C. ALLEN & CO.,**

**Halifax, N. S.**



*From the Painting by Jules Breton.*

**THE GLEANERS.**

**THANKSGIVING NUMBER.**

**TWENTY-EIGHT PAGES.**

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., OCTOBER, 1907.

\$1.00 PER YEAR.

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

## THE EDUCATIONAL REVIEW.

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

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

### CONTENTS:

Editorial Notes.....	89
War Upon Weeds..	90
How to Punctuate.....	90
Visits to English Schools III....	91
Noted Days in October.....	92
Nature Study.....	94
Manual Training in Nova Scotia.....	96
Thanksgiving Day.....	97
For Friday Afternoon.....	98
Stories from Natural History... ..	101
Mark Twain on Birds.....	102
Two Teachers—Two Girls.....	103
The Late Principal Kennedy.....	104
Teacher's Institutes.....	106
Current Events.....	107
School and College.....	108
Recent Books.....	110
Recent Magazines.....	110

NEW ADVERTISEMENTS—Academie DeBrisay p. 86; E. N. Moyer Co., p. 109; Albert and Westmorland Counties Teachers Institutes p. 111; St. John Teachers Institute p. 111; Canadian Correspondence College p. 111; Globe Furniture Co. p. 111; G. O. Fulton p. 112.

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

When a change of address is ordered both the NEW and the OLD address should be given.

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

The number accompanying each address tells to what date the subscription is paid. Thus "240" shows that the subscription is paid to May 31, 1907.

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

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

The normal institute in Eastern Nova Scotia, referred to on another page, should attract a large gathering. To young teachers of receptive minds the opportunity to observe skilful teaching in actual schools is of far greater importance than to listen to papers about teaching.

Chancellor Jones at Fredericton a few days ago pointed out that there is no quarrel between science studies and language and classics. This is the attitude of every true teacher. It is only by teaching hobbies and petting certain subjects, to the exclusion of others equally important, that the educational balance is disturbed and courses of study are deranged.

The pictures offered to new subscribers of the REVIEW during August and September are now entirely exhausted, and the offer is withdrawn after the first of October.

The excellent paper on nature study in this number may show some anxious teachers how to carry out such a course without interfering with other subjects.

While not in favor of all the details of the new pension scheme for New Brunswick teachers, a bare outline of which is given on another page, the REVIEW is disposed to give it a kindly nod of recognition and to invite brief discussions of its features in these columns. Such discussion may show that it is, or is not, the best available scheme to secure a most desirable end—the pensioning of aged teachers and the granting of an annuity to those afflicted with a permanent disability. Since there are comparatively few of these in the profession, would it not be a simpler matter for the government, which is willing to aid a pension scheme, to give a moderate annuity to these few on retirement?

The July number of *Acadiensis*, D. Russell Jack, editor, is something more than a magazine—it is an interesting volume of history comprising some 160 pages of matter of the greatest interest to its readers. The volume, which is chiefly devoted to the history of St. Andrews, and a continuation of the history of the Judges of New Brunswick and their Times, is embellished with portraits of noted persons, scenes, coats-of-arms, maps, descriptive of the text. Such a publication is creditable to its editor and to the Acadian provinces.

The prize winner in the Landseer picture competition will be announced in the next number of the REVIEW. The prize was offered in August and the children's stories were to be handed in on or before the 15th of September. So many competitors have been heard from that it is impossible to read all the essays and announce the result in this number.

### War Upon Weeds.

This question of how to get rid of weeds has become of such vital importance to the farmer, that any means of eradicating these pests of his fields and of directing wholesale attention to them will be eagerly welcomed. The book on Farm Weeds,\* just published by the Department of Agriculture, is not only a very useful work, but the attractiveness of the volume and the skilful and artistic manner in which the more prominent weeds of Canada are represented in full page pictures, will make the study of them of absorbing interest in the school and on the farm. If the motive in publishing the volume was to interest everybody in weeds and lead all, young and old, to engage in a war of extirpation upon them, no better plan could have been devised than this.

The work was prepared at the suggestion of Mr. Geo. H. Clark, Seed Commissioner in the Department of Agriculture, Ottawa. The text, which embraces an introduction on weeds, the losses due to them, etc., their place among plants, and a particular description of each weed—its time of flowering, mode of propagation, in what parts of Canada it occurs, the injury it causes, and the method of eradicating it, is the work of Dr. James Fletcher, botanist and entomologist of the Central Experimental Farm, Ottawa. He has done his work with characteristic ability and thoroughness, leaving little to be desired.

The full page illustrations were made in water-colour from actual specimens, under Dr. Fletcher's supervision, by Mr. Norman Criddle, a well-known plant student, of Aweme, Manitoba. It is but just to say that no better or more artistic portraits of plants have ever been published in Canada.

A book like this, printed and illustrated in such attractive style and published by experts on weeds should have a wide circulation and be followed with excellent industrial results. It may be had for the asking for every home and rural school in Canada.

Attention is directed to Dr. Inch's notice on another page of the Lord Meath prize essays, and to other new advertisements in this number.

\* FARM WEEDS OF CANADA; by Geo. H. Clark, B. S. A., and James Fletcher, LL. D., F. R. S. C., F. L. S., with illustrations by Norman Criddle. Published by direction of the Hon. Sydney A. Fisher, Minister of Agriculture, Ottawa.

### How to Punctuate.

An exceedingly useful and concise little volume\* of less than fifty pages is that on Punctuation by Dr. Logan, of Toronto, in which the writer presents a few compact and simple hints on a subject that appeals to everyone who wields a pen. The rules for the use of the comma, semicolon, colon and dash are brief and to the point, and "follow the tendency of publishers and printers in dispensing with every sign of punctuation not positively required to make sense or to prevent obscurity." Armed with the few hints that the book contains, which can be made a permanent equipment of one's literary style after an hour's study, the busy man or woman may with pleasure forget the cumbrous and arbitrary rules of the rhetoricians, which if he ever laboriously studied in his school days must have made his last state worse than the first.

A long suffering army of conscientious writers and proof-readers may hail the appearance of a sensible argument that at last seems to settle this awkward business of punctuation.

The book is dedicated in very felicitous language to a well-known teacher, Dr. Soloan, principal of the Nova Scotia normal school. "To David Soloan, sturdy citizen—expert teacher . . . both as an appreciation of your sane pedagogic ideals and your great gifts in teaching, and as a memorial of the genial friendship between us, which began twenty years ago under the early half-lights of knowledge in the college by the sea."

A few weeks ago a teacher wrote us asking where he could obtain pictures of our leading educationists to adorn his schoolroom. No pictures exist, so far as we know, that would be suitable for school decoration, but the REVIEW is desirous of meeting this very proper request by publishing full page engravings of our superintendents of education, normal school and other leading teachers. The portrait of Chief Superintendent Dr. Inch was printed several years ago, and we have had frequent requests for it recently. With Dr. Inch's permission it will be re-printed at an early date. Next month we hope to give Dr. A. H. MacKay's portrait. It is not the intention to discontinue the reproductions of art paintings now being sent out with the REVIEW, but in future these will be published alternately with those of our leading educationists.

\* QUANTITATIVE PUNCTUATION; an Essay in the Pedagogy of English Composition; by J. D. Logan, A. M., Ph. D., (Harvard). Wm. Briggs, Toronto.

## Visits to English Schools—III.

By G. U. HAY.

The pupils in our schools have home lessons to learn, perhaps not in all, but certainly in most of the schools in this part of Canada. The other evening I met a little maid carrying a load of six books strapped together. She told me she had a lesson to learn for the morrow from each book. If this was done with any kind of thoroughness, it would take considerable time from the child's recreation hours. If it was done by other pupils of the same school a larger portion of the time of the teacher would be taken up in hearing and marking recitations instead of teaching. If the teacher spends an hour or two in her own preparation of the same lessons that are given to the pupils, there may be an advantage in giving home lessons in moderation. But it is not an advantage if the child has too many, and if the preparation of these saves the teacher the necessity of *teaching*.

In English elementary schools no home lessons are given to the pupil. A teacher may stimulate his more ambitious pupils to "look into" the subject-matter of a lesson at home, or a pupil may do so of his own free will, but there appears to be no compulsion exercised in the matter.

In a village school where I spent a few hours, a young teacher was giving an oral lesson on history. No text-books are used in history in English elementary schools, so far as I could learn, but the teacher gives orally stories of leading events. The class was composed of boys of the sixth standard, about ten or eleven years of age. The story told by the teacher was an incident from Nelson's victory of the Nile. The pupils were expected to listen attentively and reproduce the story in their own words. The teacher had evidently caught the spirit of battle, for he repeated with considerable unction at every interval where he seemed to lose the thread of the story, or to be at a loss for suitable ideas, "Our fellows licked the French," a sentiment that each young Briton before him religiously reproduced when it came to his turn to give a version of the story. The teacher had referred several times to "Napoleon Bonaparte, the French admiral, and the little chap, his son Casabianca," and gave a dramatic finish to his story by reciting how "the admiral's flagship 'L'Orient,' blew up with the little chap Casabianca at his post on the deck." No explanation was given of the memorable part of the

incident—that Casabianca was at his post in obedience to the orders of his dying father, nor was there a hint of the heroism of the boy and his sacrifice to duty. After the class was dismissed, I ventured to hint to the teacher that Napoleon was not Casabianca's father, and that the illustrious general was not even in the battle of the Nile. I hope the teacher has reconstructed his story by a closer examination of the facts, which he could have done in the first place by some thoughtful preparation of his work.

In this village school and in others that I visited, the first hour of the morning was taken up by the principal in giving religious instruction. On this day he impressed very clearly the duty of obedience, the duty to God and to one's neighbour, the being honest and faithful, and avoiding every appearance of sin and the lusts of the flesh. He spoke of the care of God for every one of us, in keeping us in health and providing us with the good things of life. There was nothing approaching to any dogma or creed in the teaching of that particular morning, and its simplicity and directness impressed me.

In the infant department of this school there was more of an approach to kindergarten methods than we usually see in the first classes of our primary schools. All the teaching was done from objects. A class in number was adding and subtracting by means of small shells in figures above ten—or at least the teacher was doing it for them. The little ones, between the ages of four and six, could of course have no conception, except in a few individual cases, of what they were attempting to do.

In the principal's room two classes were being taught at the same time, which led to considerable confusion. The desks and furnishings of the room were of Spartan plainness and simplicity—wooden benches and desks which made a harsh grating noise every time they were moved, which was frequently, along the stone floor; the stone walls of the room were ornamented with a few pictures, chiefly on religious subjects, and antiquities, none of them of a cheerful nature, and none having references to characteristics of the country, or of its institutions, except the picture of the King and Queen. The school was situated in the midst of what may be justly regarded as the most beautiful scenery of England, and yet the building was the most hopelessly plain in its exterior and interior furnishings of any I saw in the village.

Plain English people perhaps think anything is



good enough for a school house. It is not many years ago that the same feeling prevailed here; but better buildings with brighter surroundings are gradually taking the place of the "old red school-house"—sometimes not even red or of any well-defined colour. A few of these, however, are still left for the historian of education for the future to look upon.

### Noted Days in October.

BY MISS E. ROBINSON.

On the 4th of October, 1226, there died one of the most famous men of the Middle Ages—one of the noblest and most attractive of those holy people who have won the title of saint. This was the great St. Francis of Assisi, the founder of the order of Franciscans. When St. Francis was young, he was very gay and fond of pleasure, but with a quick intelligence and fine tastes. When he was about twenty-five, he had a bad illness, and this turned his thoughts to living for others instead of for himself alone. He began to give away everything that he had, and to care for the poor and sick, especially for lepers and others who had loathsome diseases that made most people hold aloof from them. He wished to live, as nearly as he could, the life that our Lord had lived on earth, and little by little he won over other people to imitate him. He gathered a band of disciples round him, at first only seven or eight, and sent them out, telling them: "Preach peace and patience; tend the wounded; relieve the distressed; reclaim the erring; bless them which persecute you, and pray for them that despitefully use you." Ten years after the band had increased to five thousand, and before the end of the century the followers of St. Francis had spread themselves over the whole of Christian Europe, and had sent missionaries to every part of the known world. Their strictest rule was that of poverty; they were to possess nothing of their own. St. Francis himself laboured in different countries as a missionary, and everywhere he gained disciples. At last, worn out by toils and sufferings, he died in his cell near Assisi. As death drew near, he tried to say the 142nd psalm, and at the words: "Bring my soul out of prison," he breathed his last. St. Francis was filled with the spirit of the words: "The Lord is loving unto every man, and His mercy is over all His works." Not only did he love his fellow-men, and show his love in deeds of mercy and kindness,

but he was passionately fond of all God's creatures.

He praised God for "the sun which shone above; for the day and for the night; for his *mother* the earth, and for his sister the moon; for the winds which blew in his face; for the pure precious water, and for the jocund fire; for the flowers under his feet, and for the stars above his head;—saluting and blessing all creatures, whether animate or inanimate, as his brothers and sisters in the Lord.

In a well-known book called the "Froietti," that is, "The Little Flowers of St. Francis," many marvellous stories are told of him, some of them too wonderful to be believed, but all bearing witness to the beautiful depths of love in his character, and to the influence for good that he exerted. The poet Longfellow has put into verse the famous legend of the saint's preaching to the birds in his poem called "The Sermon of St. Francis."

St. Denis, the patron saint of France, is commemorated on the 9th of October. For hundreds of years this saint has been believed by many people to be the same as the Dionysius who is named in the 17th chapter of the Acts, and who was converted by the preaching of St. Paul. And though it is maintained that this belief is a mistake, the popular story will be given here. Dionysius was an Athenian philosopher who, while our Lord was on earth, went to Egypt to study astrology. There he observed the three hours darkness which overspread the earth at the time of the crucifixion, and was much troubled, and meditated long and deeply. When St. Paul preached at Athens, Dionysius heard and believed; he was baptized and became a bishop, and later was sent to preach the gospel in France. An old narrative says:

St. Denis arrived at Paris, the capital of that country an exceeding great and rich city, full of inhabitants and well provided with all the good things of this earth; the skies were bright, and the lands fertile, and it seemed to Denis another Athens. So he resolved to fix his residence there, and to teach these people who were learned and happy and rich in all things but those which concerned their salvation, the way of truth and righteousness. Therefore Denis preached to them the gospel and converted many. This displeased Satan, the enemy of the human race, who stirred up enemies against him.

So St. Denis was persecuted; and when he refused to worship the Roman gods, his head was struck off with those of his companions. Their bodies were left to be devoured by wild beasts; but the legend says that St. Denis arose, and, carrying his head in his hands, walked two miles, to the site of the Abbey which bears his name. It was the story of this miracle which called forth the well-known witty saying: "*La distance ne vaut rien; ce n'est que*

*la premier pas qui coute*" (The distance is of no consequence; it is the first step only that is difficult). But this part of the story is undoubtedly of later date, and arose from the fact that in pictures of martyrs who have been decapitated, the martyr is represented carrying his head in his hands, to show the manner of his death. St. Denis became the patron saint of the French monarchy, and had the same place of honour with the French army as was given to St. George by English soldiers. The oriflamme, or royal standard of France, was the banner consecrated upon his tomb. An old ballad says:

St. George he was for England,  
St. Denis was for France,  
Singing "*Honi soit qui mal y pense.*"

October 18th is the day of St. Luke the Evangelist. We are told very little of St. Luke in the Bible. He appears to have been a native of Antioch. St. Paul calls him "the beloved physician," but there is a tradition that he was an artist, and he has been chosen as the patron saint of artists and academies of art. He is sometimes represented in pictures as painting a portrait of the Virgin. His symbol is the winged ox; this is because the ox is the emblem of sacrifice, and St. Luke's gospel deals especially with the priestly office of our Saviour in offering Himself as a sacrifice for all mankind. The book of the Acts was also written by St. Luke, who accompanied St. Paul on many of his journeyings. He continued his missionary labours long after the death of St. Paul, and is believed to have been martyred at the age of eighty.

St. Crispin's day falls on the 25th of this month. St. Crispin and St. Crispian were brothers, who went with St. Denis from Rome to preach the gospel in France. They supported themselves by making shoes at Soissons; but the governor of the town, finding that they were Christians, caused them to be beheaded. They are called the patron saints of shoemakers. The battle of Agincourt was fought on St. Crispin's day, 1415, "a day," says the old chronicler, "faire and fortunate to the English, but most sorrowful and unluckie to the French." Shakespeare puts the following words into the mouth of King Henry V, as he encourages his men before the battle:

This day is called the feast of Crispian:  
He that outlives this day, and comes safe home,  
Will stand a tip-toe when this day is named,  
And rouse him at the name of Crispian.  
He that shall live this day, and see old age,

Will yearly on the Vigil feast his neighbours,  
And say, 'Tomorrow is Saint Crispian.'  
Then will he strip his sleeves and show his scars,  
And say, 'These wounds I had on Crispin's day.'

This story shall the good man teach his son;  
And Crispin Crispian shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remembered.

The apostles St. Simon and St. Jude are together commemorated on the 28th of October. Very little is known about them. St. Jude, in his epistle, calls himself "the brother of James." Traditions agree that they were martyred in Persia. A superstition very like that attached to St. Swithin's day is held of St. Simon and St. Jude's day.

October 31st, the eve of All Hallows, or All Saints' day, Hallow E'en, as it is popularly called, has from very early times been held to be a season when supernatural influences had especial sway, and when the future could be divined by certain rites. This questioning of the future generally turns on the subject of the future husband or wife, and the ceremonies observed are very much the same wherever they are practised. The poet Burns, in his "Halloween," gives a full account of these sports as they were carried on in Scotland in his day. Nuts and apples are always eaten, and play an important part in divination. A common name for the Eve is "Nut Crack Night." In some parts of Great Britain, an old custom is to light a fire and arrange in a circle in the ashes a number of stones, one for each person in the assemblage. When the fire goes out the stones are sought for, and if any have been displaced or injured, ill luck is foretold for their owners. A common superstition says that children born on this day have certain supernatural powers. Scott, in "The Monastery," makes use of this belief. The little heiress of Avenel is said to have seen the ghost of her father, and the gossips explain:

Touching the bairn, it's weel kend she was born on  
Hallowe'en was nine years gane, and they that are born  
on Hallowe'en whiles see mair than ither folk.

"Now children," said the teacher, "see who can make up a 'story' containing the words 'boys,' 'bees,' and 'bear.'" The freckled boy's hand was up at once. "Well, Michael." And Michael responded: "Boys bees bare whin they goes in shwimmin'."

**Nature Study.**

MISS MARY A. REID, CAMPBELLTON, N. B.

Our course of instruction is so full that it seems as though very little time can be spared for nature study. This subject, left as it is largely to the teacher to select what and how much shall be taught, is the easiest crowded out. But surely it is one of the most important, if not the most important, subject of the whole course. The child who has been led to know something of his own surroundings, and to be interested in and in sympathy with them, has an added interest in life. His powers of observation are developed, and he sees what otherwise he would pass by without noticing. Generally speaking, it is the things we are interested in we see. The teacher who has led the child to love the study of nature has done much more for him than if she had taught him to work out the most intricate problems or led him to memorize history until he knows the event connected with every date between the covers of the text-book. These things he soon forgets, to a great extent, and most of them he never misses, although he has, of course, the benefit derived from the exercise of his reasoning powers and memory in the mastering of them. But could not his mind be developed equally well in acquiring something that will stay with him and be to him a lasting source of interest and pleasure? The study of nature is a live study. The text-book, the world around him, is ever open before him with its changing aspects as the seasons change—always new, always interesting—with its past history written on its face for the student of nature to read. It is a subject large enough to last a lifetime, and the results of the years of study will be meagre, but interesting enough to be a source of pleasure through all that time. And it has a telling effect on the boy's moral character. No boy can be cruel if he has learned to love the study of birds and insects. It makes him better, happier, more useful—and this is surely the aim of all true education.

Quite often, too, the teacher, having got very little nature study as a pupil, feels that she knows too little to undertake to teach it. What is she going to teach and where will she begin? As regards herself, the first study of all true teachers is the highest of all nature studies, the study of the child. As regards where she shall begin to teach, Prof. Lochhead's advice is "Begin—anything that has an interest for the children, anything that has an inter-

est for you—something suggested by a reading lesson. Once begun you will be surprised at the number of subjects that will come up for investigation—only be sure to begin. There are many commonplace things to study when we really see with our eyes and hear with our ears and realize that every detail of the structure of a plant or an animal, or of the country around, has a history and a meaning, most of it within the comprehension of the child."

Of course, as teachers, we must have some definite knowledge of the subject ourselves before we attempt to teach it. It is right to study and investigate with the pupils, but we need help outside of this. There are many excellent books on nature study, some of which every teacher should have, and that such be in the library of every school fortunate enough to have a library. Every teacher should read "The Nature Study Idea," by Bailey, and "Flash-lights of Nature," by Grant Allan; then there is "Nature's Garden," by Blanchard; "Nature Study Course," by Deerness, and a great many others on nature study in general, besides a great variety of comprehensive ones on the different departments of the subject. These latter are many of them too expensive for a teacher to afford in a private library; and here is where the school library should come in.

Granted that very little time can be given to nature study, there are spare moments that can be utilized—just a few minutes here and there on something that happens to come up—excursions to be made after school, questions put to the children and suggestions made that will lead them to keep their eyes open and senses alert outside of the schoolroom, and come in next morning full of the things they saw. It may be a new bird—it often is—of very wonderful colour and marking, showing how sadly in need of training the pupil is along the line of making correct observations in detail; later, the wonderful specimen sobers down into something quite ordinary. Thus, with only a few minutes now and then, with very little space on the time-table, nature study may be made a very important feature of the year's work.

We can begin work right where we are—in our home surroundings, in the school-yard. Study the plants that grow there—not for the purpose of analysis particularly, but with regard to their environment. Why they grow in that particular locality; what in their structure makes them adapted to their surroundings; the effect of light and

shade; which appear first in spring; the dispersion of their seeds; the insects that visit them. Study the plants of the locality—which thrive as wayside plants; which grow in the fields; which of these latter may be classed as obnoxious weeds, and why some of them are so difficult to exterminate. Keep a plant calendar for the room; if board space is limited, a sheet of manilla wrapping paper tacked on the wall answers, where the children themselves may keep a record of the season's flowers in the order in which they find them, with the name of the finder, date, locality, and a brief description of the plant—and have every child keep a similar one for himself. They are interested and kept on the watch for new flowers, that they may be the first to bring them. If they are taught to press and mount plants, it adds to their interest, and may help them to identify the same plant afterwards.

Study the trees as they blossom. Which of them bear blossoms before the leaves, and which do not; which have perfect flowers, and which have two sets of flowers, and whether these occur on the same or on different trees. Just here you may be enlightened as to how little the children really know. If you have thought that the children knew as much, or more, than you, and that the little you knew was not worth trying to teach, it may be encouraging to find a boy who does not hesitate to assert his belief that the branch another has brought into school hanging with blossoms never grew on any maple tree! Then there are the birds, in which the children are always interested, even if their descriptions are at first somewhat startling. Caterpillars brought into the schoolroom in the fall form an interesting study, and the children learn to distinguish, from the cocoons, which will develop into moths and which into butterflies. The most interesting event in connection is the emerging of the insect, when the children can learn its name and have its life history. They may learn, also, to distinguish between those insects which are beneficial and those that are injurious to plant life.

An aquarium is always interesting and easily made. Take a glass jar, or make one by cutting the shoulder off a large bottle. In the bottom put two or three inches of clean sand and a few stones. Put some water-plants in this, placing stones or shells at their roots to keep them in place, and add any kind of suitable animal life available—tad-poles, water-snails, minnows. Keep it supplied with plenty of fresh water—a little algæ or pond scum

helps to keep the water pure. It requires some experimenting at first to get the right balance between plants and animals. If properly adjusted, little is needed but the addition of fresh water. The children like to collect frog and toad spawn, and take a great interest in the development of the tadpole as he comes out and begins to wiggle round. By making drawings of the different stages they have its history.

A terrarium may be made from a crate or soap box. Remove two of the sides, nail on fine wire netting instead, and make a door of the netting for the open end. It should have three inches of good rich soil—sod with the grass on does very well. This will form a home for grass-hoppers, caterpillars, toads, or even snakes, which the children can study at close range. In making this colony, it is necessary to study the favourite diet of each proposed colonist, otherwise some of them may be missing.

Then there is the school garden, which in some form every school, rural or town, can have. If space is not available in the school-yard, or if, for any reason, it is not possible to have one, then a window garden may be made by fixing a box on the outside of the window ledge. But if possible have a garden in which each pupil has his own little plot and is responsible for it. At the consolidated school in Guelph the first four grades had plots of two feet by three feet, the higher grades three feet by five feet. The little tots had flowers, the larger pupils vegetables. And they were so interested in their plots during vacation that those living near came regularly to see to them; and the teachers gave it as their experience that the time taken from their studies to devote to gardening was more than compensated for by the deeper interest they took in all that pertained to school life. The planning of the plots, the measuring and staking of them out, is practical work that makes the pupil more skilful of hand, more accurate of eye. The improvement of the environment, which improvement he has assisted in, gives him a sense of responsibility with regard to the school, and leads to a different attitude towards the school and grounds. He takes a pride in trying to keep them neat, and in some cases the influence has extended to his home life, where he has attempted a flower or vegetable garden of his own. With neat and beautiful surroundings comes a change in the moral tone of the school. Consideration of the beautiful helps to exclude the base, and thus it becomes an aid to discipline.

In country districts the objection may be raised that such work at school is waste time—that the children get all they need of that at home. If the boy's work in the future is to be along that line, is that not an additional reason why he should begin its study now? Why devote all his time to studies that beyond a certain point cease to be of practical use to him, and whose trend is in the direction of the college, not the farm? The aim of school gardening is not to make farmers, but one purpose is to teach the children that there is a scientific way of approaching every occupation of life and lead them to respect and be ready to accept the improved methods that will apply in the future to whatever professions they may choose.

The scope of nature study is simply unlimited, and the enthusiastic teacher will never be at a loss for material. The teacher who waits for good apparatus, a well-prepared school-garden, a sympathetic public and other ideal conditions, will always find excuses for neglecting to begin to teach it; but the teacher who is willing to be contented with what is within her reach, and to do the best she can with what she has, will find that her opportunities widen, and learn that in nature study, as in all else, "perfection consists not in a having and a resting, but in a growing and a becoming."

#### France as a World Banker.

Among other results of the Algeciras conference France has come to a consciousness of her real power in the world at large. An English financier had already said that if the French people continue to live on the principle, "Where you have four sous, spend only two," they will end by having in their possession all the coined gold in the world. The great portion of it which they already possess, and the distress caused to German finance and industry by the patriotic refusal of the united French banks to allow their gold to be drawn until peace was secure, had a great and probably decisive influence in the happy termination of this entangled affair of Morocco. The floating of the latest Russian loan has since come to show yet further the riches of France, to which tourists alone, it is estimated, add two billion francs in gold each year. This money power and money need should tend to the keeping of European peace more than all the theories of the pacifists who clamor for a disarmament impossible to obtain. In favor of France should also be added the unwieldiness of parliamentary government in case of sudden war.—*Stoddard Dewey, in the August Atlantic.*

#### Manual Training in Nova Scotia

C. W. PARKER, M. T. INSTRUCTOR, HALIFAX.

The July number of the *Manual Training Magazine*, Peoria, Ill., says:

Nova Scotia is on the eve of a boom in manual training and an extension of the work throughout the province may confidently be looked for in the near future. There are now a score or more mechanic science schools in the province, and more than half that number of domestic science schools. The Macdonald training school supplies the demand for teachers. Salaries have advanced materially within the past year, and no teacher is out of employment. There seems to be a strong probability that metal work will be introduced for high school grades in one or more towns shortly. One of the Nova Scotia teachers has taken a course at the Bradley Institute, and another expects to do so this summer. The superintendent of education is an enthusiastic supporter of manual training. He has just returned from an extended visit to English, German, French and Belgian schools, and his visit will undoubtedly lead to good results.

A number of changes have taken place this year in the teaching staffs of the mechanic science schools. Clifford W. Fairn, a graduate of the Macdonald school, and who for the past three years has been director of manual training in St. John's, Nfld., has assumed the directorship of the manual work in Dartmouth public schools in the place of H. W. Hewitt, resigned.

Manson Lyons, who has recently returned from taking a course in the Massachusetts Institute of Technology, has taken charge of the Lunenburg and Bridgewater schools, in the place of V. W. Messinger, resigned. Mr. Messinger and Mr. Hewitt have both gone into journalistic work. H. B. Clark, another graduate of the Macdonald school, has received the appointment of manual instructor in the New Glasgow schools, and A. J. Patton, of Annapolis, has been appointed vice-principal of the training school, Truro. N. T. Cooke, who organized the manual training school in Glace Bay, N. S., and who has had charge for six years, has gone to St. John's, Nfld., having charge of the manual training in the Methodist college there.

E. H. Blois, the energetic superintendent of the Halifax Industrial school, and president of the M. T. T. A. of Nova Scotia, has been developing the manual work in his school along industrial lines. This year he is offering courses in brick-laying, blacksmithing, wood-turning, etc. Mr. Blois is a very successful teacher in this line of work.

**Thanksgiving Day.**

Thursday, October 31, has been fixed for Thanksgiving day throughout Canada. It is a holiday and a day of feasting, but all hearts will join in giving thanks to God for His plenteous mercies during the past year. In schools special attention should be called to the day and the many causes for rejoicing and thankfulness for the favors we have received and the misfortunes we have been spared. Although there have been fewer days of sunshine in this part of Canada during the past summer than for many years past, the crops have no doubt been up to the average. We have had no wars or pestilence or great calamities. Business has been good and trade prosperous. All minor inconveniences and troubles we may have had are more than counterbalanced by the peaceful and prosperous condition of the country at large. In this there is cause for general public thankfulness and rejoicing.

**Wheat Raising.**

A description of our Canadian North-West and wheat raising would be an appropriate lesson for the Thanksgiving season. Imagine an extent of country nearly 1,000 miles from east to west, dotted with great fields of grain in early June, in September waving with stalks of golden wheat. Hundreds of men go from the maritime provinces every autumn to help garner in this crop of wheat. Many of them return home after the work is done; many stay and buy farms for themselves, or seek their fortunes at other occupations in the new West. The grain ripens very quickly under bright sunshine, and often a delay of a day or two in harvesting causes a loss of many hundreds of dollars to the wheat farmer, so that all those great fields of waving grain have to be harvested at the same time, often within the space of a week or two. Expensive machinery is used to cut the wheat. One of these machines will cut the grain, lay it in swaths, and tie it up in bundles ready for stacking. It remains for some time in stacks, which are so built as to shed the rain and let the air through, to complete the drying process. Then it is ready for threshing. This is done by steam threshers which separate it from the straw and clean the grain. The wheat is then stored in elevators and the straw stacked. The elevators are huge buildings, which are often capable of holding a million bushels of grain. From the elevators the grain is taken to the flour mills, after it has been examined by inspectors to determine the

different grades or qualities. Much of the wheat grown in Canada is shipped to Great Britain and there ground into flour. All through the winter trains of cars carry this wheat to the seaboard, much of it to St. John and Halifax, whence it is sent across the ocean.

The pupils should find on the map of Western Canada the wheat-producing area in Manitoba, Saskatchewan and Alberta, and the railways, chiefly the Canadian Pacific, that carry this grain to the east. Let them trace this and also the projected Grand Trunk road, crossing the continent from the maritime provinces to Fort Simpson in British Columbia, and opening up some of the richest wheat lands in the world.

Canada is destined to be the greatest wheat growing country of the world. Only a small portion of the land suitable for raising wheat has been cultivated. As the growth of wheat extends, other great railroads from west to east will have to be constructed to carry this wheat to the seaboard, through our own country, to be shipped to the millions of people in Europe. More great flour mills will have to be built throughout Canada to grind this wheat, which is more easily and safely carried in flour than in grain, and thus give employment to a greater number of people. Flour mills of the United States have been built on a vast scale, but their tariff of twenty-five cents on Canadian wheat practically prohibits its importation into that country.

Our picture for this month represents a party of gleaners, those who go over the harvest fields and gather up the tufts of grain left by the harvesters. That is not done in this country; but in France and other European countries, everything that will help to eke out the existence of the poor is looked after and gathered. Even the children, as the painting shows, help to do this work. The following poem by Clinton Scollard will help to explain many of the features seen in the picture:

**Reminiscence of Thanksgiving.**

Though poppies grew amid our wheat,  
Like tiny urns abrim with heat,  
To dim remembrance are not banned  
The radiant days when life was sweet  
Amid the harvest-goldened land.

Nay, all the glamour and the glow  
Is ours to hold, is ours to know,  
Though the grim leaguer, Winter, soon  
Will blur the face of dawn with snow,  
And pale the watches of the moon.

The meadow-paths we used to stray  
About the glowing shut of day  
When maiden reapers, arm in arm  
(Behind, a child, with garlands gay)  
Went happy homeward toward the farm;

The wood, a scented maze of green;  
Bird-song, with brook-song shot between  
The cadences; the hum of bees;  
The dancing water's shifting sheen—  
The Summer's orient imageries!

Aye, here is but a little part  
Of our rich treasure-trove of heart—  
An opulence to tide us o'er  
Till Winter cease his bitter smart,  
And Spring come singing up the shore.

For all these sweets of memory,  
And fond hopes of the yet-to-be,  
Lift we a canticle of praise  
Unto the Lord of land and sea—  
The Moulder of the nights and days!

### October's Bright Blue Weather.

(This poem, by Mrs. Helen Hunt Jackson, should be read and learned, talked over and enjoyed, in every school-room above the third grade, every year.)

Suns and skies and clouds of June,  
And flowers of June together,  
Ye cannot rival for one hour,  
October's bright blue weather.

When loud the bumblebee makes haste,  
Belated, thriftless vagrant,  
And goldenrod is dying fast,  
And leaves with grapes are fragrant.

When gentians roll their fingers tight  
To save them for the morning,  
And chestnuts fall from satin burrs  
Without a sound of warning;

When on the ground red apples lie  
In piles like jewels shining,  
And redder still on old stone walls  
Are leaves of woodbine twining;

When all the lovely wayside things  
Their white-winged seeds are sowing,  
And in the fields, still green and fair,  
Late aftermaths are growing;

When springs run low, and on the brooks,  
In idle golden freighting,  
Bright leaves sink noiseless in the hush  
Of woods, for winter waiting;

When comrades seek sweet country haunts,  
By twos and twos together,  
And count like misers, hour by hour,  
October's bright blue weather.

O sun and skies and flowers of June,  
Count all your boasts together,  
Love loveth best of all the year  
October's bright blue weather.

### For Friday Afternoons.

#### Recitations.

(Fast.) Why do you suppose that old clock goes  
So fast when I am having fun?  
You wouldn't think! Quick as a wink  
The hands go round; they truly run!

(Slow.) And do you know why it is so slow  
At lesson time? The hands just crawl!  
And when I look up from my book,  
I think they do not move at all.

—Great Thoughts.

### After The "Tallow Dip"

When Grandma was a little girl,  
And was sent up to bed,  
She carried then a "tallow dip,"  
Held high above her head.

When Mamma used to go upstairs,  
After she'd said, "Good-night,"  
Her mother always held a lamp  
So she could have its light.

As soon as sister's bedtime came,  
When she was a little lass,  
If she found the room too dark,  
Mamma would light the gas.

Now, when the sandman comes for me  
I like to have it bright;  
So I reach up and turn the key  
Of my electric light.

And maybe, my dear dolly,  
If she lives out her days,  
Will see through the darkness  
With the magical X-rays! —St. Nicholas.

### Table Manners Among Birds,

The bluejay is a greedy bird. I often watch him eat  
When crumbs are scattered from our door, he snatches all  
the treat;

He drives the smaller birds away, his manners are so rude—  
It's quite a shocking thing to see him gobble down his food!  
And sometimes when I'm not polite I hear my mother say:  
"Why, now I see a little boy who's eating bluejay way!"

The sparrows are a noisy set and very quarrelsome,  
Because each hungry little bird desires the biggest crumb.  
They scold and fight about the food, all chirping, "Me!  
Me! Me!"

And sometimes when we children are inclined to disagree  
About the sharing of a treat, my mother says: "Why you  
Are acting now the very way the silly sparrows do!"

The jolly little chickadees are perfectly polite,  
They never snatch, they never bolt, they never, never fight,  
They hold the crumbs down daintily with both their little  
feet,

And peck off tiny little bites—we love to watch them eat!  
And when my sister's good at meals, my mother says: "I see  
A little girl who's eating like a darling chickadee!"

—Hannah G. Fernald, in *Good Housekeeping*.

"Mamma," said little Bessie, at the table one noon, 'I'm to write something to read in school next Friday, but I've forgotten what the teacher called it.'

'An essay, perhaps,' suggested Bessie's father.

'An oration,' offered the little maid's high-school brother, teasingly.

'A valedictory,' prompted a senior sister.

'No,' said Bessie, suddenly brightening. 'I remember now what it is—it's an imposition.'

[Perhaps it may be necessary to explain to the pupils of some schools (happy schools!) what an imposition is.]

#### To the West Wind.

Oh, western wind, that softly blows,  
These bright October days,  
When Autumn's red and yellow leaves  
Set all the woods ablaze.

Oh, western winds, when long ago  
Columbus sailed away,  
You brought him hope, you brought him cheer,  
One glad October day.

You brought the fragrance of the flowers  
Across the saltry seas,  
And told him that a land was near,  
Oh, merry western breeze!

We thank you for the help you gave  
Columbus long ago,  
Oh, give to us his courage brave  
Whatever winds may blow!

—Selected.

#### Dialogue—Columbus and His Men,

The anniversary of the discovery of America by Columbus is the twelfth of October. As this occurs on Saturday, the Friday afternoon before may be celebrated as the anniversary of Discovery Day. The pupils should be encouraged to prepare for the day all the information they can about the birthplace and early life of Columbus, his interest in the study of geography, his fondness for making maps and poring over them, his visit to the coast of Ferdinand and Isabella of Spain. The following dialogue, adapted from the *Teachers' Magazine*, will prove interesting if acted with spirit:

*Characters*—Columbus, his Sailors, the Women of Spain.

Columbus should be one of the oldest and brightest boys in the room. If possible, he should be dressed in costume. An old-fashioned courtier's suit with gay jacket, knee buckles and lace ruffles would be very pretty and appropriate, but if that is

not practicable let him be wrapped in a long dark cloak. The sailors may come in in groups, as indicated, or one at a time. Only one is expected to speak each stanza.

*Columbus* (entering):

I sail o'er the ocean dark;  
Where none have sailed before;  
To lands marked in no chart,  
To a far and unknown shore.

My men are full of fear;  
They urge me to go back;  
For terrors seize us here  
And death lurks by our track.

But onward still I speed;  
My steadfast way I hold  
To where the west winds lead  
Through dangers manifold.

No threats can make me quail;  
No terrors move my mind,  
But westward still I sail,  
An unknown world to find.

*A Sailor* (Running in and kneeling before Columbus):

Master, master, I have come,  
Sent by all the rest  
To entreat you to turn home;

*Columbus*—Sail on to the west!

*Two Sailors* (Rushing in in great excitement):

Master, we have seen a mountain  
With a burning top,  
Evil sign, we all agree,  
Master, let us stop.

(Columbus shakes his head in refusal. Enter another group of sailors, very much terrified).

*Sailors*—Master, fearful monsters near  
Rear up horrid crest.  
They will kill us! Pray go back!

*Columbus*—Sail on to the west!

(A larger group of sailors enter. They look angry as well as terrified).

*The Leader*—

Master, now the wind has ceased!  
We shall be becalmed  
We shall starve unless we turn.

(Looks pleadingly at Columbus, but Columbus shakes his head. Then the leader turns to the other sailors, saying threateningly):

We are strong men, armed;  
If he turns not back today,  
Heeding our request,  
Let us throw him in the sea.

(All make threatening gestures).

*Columbus* (sternly)—

Sail on to the west!



*Another Sailor* (Rushing in with branch of a tree bearing red berries)—See! See! This came floating by the ship! We must be near some land!

(All crowd around and examine it. While they are looking, another sailor comes in with a bit of wet wood. He cries out)—

Look! Look! We have found this floating on the water. It *must* have come from land, for, see, it is cut with a knife!

*Another sailor in the group* (pointing)—And see: There is a land-bird alighting on our mast! And there is another! Those birds could not get here if land were not near.

*All* (Suddenly becoming very glad)—It is true! Land must be near! (Going to Columbus) O, master, forgive us that we doubted so and were so discouraged.

*Columbus*—Surely, my men. You have had much to make you discouraged, and you have worked bravely in spite of your fears. Now that we have seen such signs, I feel sure that land is at hand. We have succeeded in our enterprise. We have crossed the great, dangerous, unknown ocean and sailed west until we have come to land. Can you not think how the women of Spain will sing songs in our honour? Listen, I can fancy I hear them now!

(Boys led by Columbus go to one side and stand there as if listening. A number of girls come to the front and sing to the tune of "Columbia, the Gem of the Ocean.")

O Columbus, so brave, crowned with glory,  
O crew, sorely troubled and sad,  
The ages shall tell of your story,  
Your deed has made distant worlds glad.  
With heart never failing nor faltering  
You conquered the sea's threatening wave  
And gave us the land that we live in,  
Columbus, so steadfast and brave.

## REFRAIN.

Columbus, so steadfast and brave!  
Columbus, so steadfast and brave!  
You gave us the land that we live in,  
Columbus, so steadfast and brave!

(At the close of the song, the boys march to the girls, with Columbus in the place of honour in the centre, and all repeat the chorus together. If desired, Columbus may then be crowned with a wreath of laurel or oak-leaves. They then march off in couples down the centre aisle; turning at the back of the room to go to their seats. Let the organ play or the school sing while they march).

## October Flowers.

Take a walk with your scholars for a half hour on Friday afternoon, 18th October, and see how many late blooming flowers you can find. The REVIEW will give a prize of a book for the best collection of wild plants in bloom, gathered on that day, neatly pressed and mounted on white paper (named, if possible) and sent in within a month from that date. Each plant should have a label attached, showing its name, its habitat (whether in field, forest, meadow or swamp), the locality where it is found, the name of the finder and the date.

To give you a start on this pleasant walk, suppose we go along with you for a little distance. You will be sure to find some goldenrods and asters still in bloom. Do you know that there are nearly twenty different species of wild asters found growing in the maritime provinces and nearly as many kinds of goldenrod? Surely some of these will be in bloom on the 18th of October. Another wild plant very likely to be found is the common field daisy, growing in some neglected field, or the "Brown-eyed Susan," with its dark centre and yellow petals, and another, very like the field-daisy, but with finely cut leaves, called the mayweed or chamomile. Some late buttercups will possibly be found, and the common yarrow is still in bloom on the roadsides. A very bright flower is the butter-and-eggs, growing in grassy or sandy places by streams or rivers. There is no need to ask why it is called butter-and-eggs. Each creamy-yellow blossom has two lips and a long spur in which is placed nectar for the bees. If you press the blossom half way down lightly between thumb and finger the lips will open as if the little mouth were going to welcome you (or perhaps complain of being so unceremoniously throttled!) Such a blossom is said to be *personate* (Latin *per* through and *sonare* to sound). What an appropriate name!

Perhaps you will find some late violets, both blue and white. You will certainly find the August flower or autumn dandelion. Notice how different is its stem from the spring dandelion, whose soft stem the children delight to split into curls with their tongues.

And there will be others. But, you say, it will be hard to visit many places and gather all these in one afternoon. Perhaps it will; so take the following few days to complete the work. Whose name shall we have to record as the winner of the prize for the best collection of late blooming autumn flowers?

**Stories from Natural History.****Herrings.**

A herring come out of an egg which is as small as a pin's head and has no shell, and of which the mother herring lays an extraordinary number, as many as forty thousand. The people of a big town could be fed on the young of a single herring, and if half the number of these forty thousand young herrings were to lay an equal number of eggs, eight hundred million herrings would come out of them, which would be more than enough to give a herring a-week to every person in England for a whole year.

The eggs are laid near the sea shore, where the water is warmer than in the deep sea, and when the minute fishes slip out of the eggs they find plenty of food in the seaweed, and yet tinier animals in the water. Many of them are devoured by other sea-beasts, but by the time the winter comes those that are left have grown much larger, and when the sea is lashed into great waves by the stormy winds and grows bitter cold under the freezing air, they leave the shallow water and dive down to greater depths. They are mostly to be found in the North Sea, where the water is so deep that in many places two or three church spires could be piled one on top of the other without reaching from the sea bottom to the surface. Down in the depths the water is not disturbed by the waves, but remains equally calm and of equal warmth all the year round, never as warm as on the sea coast or in a quiet bay amidst cliffs, but as warm in the midst of winter as it is in summer. Here the young herrings and the old assemble in large shoals, and here they find other sea-creatures, little fishes and crab-like animals, which they eat; and a big herring will occasionally eat up a little herring if he happens to take a fancy to it. The herring has little teeth in his mouth with which he holds his catch.

When summer comes, and the sun shines warmer, the herrings in the deep, assembled in large shoals, swim nearer the surface of the sea and near the coast, and that is the time when other beasts fall upon them and devour them. Sea-gulls and all other sea birds dive down and seize the wriggling fish for themselves or for their hungry nestlings. Whales and dolphins, sharks and seals, and other big sea creatures push in among the shoals and swallow hundreds at a mouthful, and lastly come the fishermen in many boats and form a circle round the frightened fishes with their enormous nets. The

meshes of these nets are of a certain size, and in some countries the size is regulated by the State, so that the young and slender herrings can slip through them. The older fishes can only get their pointed heads through, and when they want to draw them back they find themselves caught in the meshes by their gill-covers. When the fishermen draw up their nets thousands of herrings at a time are left in them. They are killed, cut open, and their entrails taken out, after which they are washed and salted down. They come to us packed in tubs, and some are smoked and are then called "bloaters" or "kippers."

But when a million have been killed, enough are left to lay their eggs, from which, the following year, new shoals of herrings will come.—*Richard Wagner.*

**A Weasel's Air-Ship.**

There is a little weasel who has her home by a white, sunny garden wall, and the door to her well-concealed house is behind a pear-tree. A long passage leads downwards between the bricks to her softly padded room, where her children sleep on a bed of grass blades. The gardener has a friendly feeling for the weasel, because he knows that she keeps away the mice with their ever hungry, destructive little teeth. She is for ever hunting these unbidden guests of the garden, following their scent where they have passed, dodging them among the flowers, cabbages and the young trees of the nursery garden, till she discovers the hole in the ground into which they have escaped. She can slip through the narrowest openings with the greatest ease, for where her head can pass, there her body can follow. Ever supple and agile she follows along the many turnings of the underground passages, and the little feet, with the strong claws, are quick to scratch a way where the road becomes too narrow. She never stops till she has caught and punished the little garden thieves, even swimming across water to reach her prey.

Watch her coming to the opening of her hole, peering about with her clever eyes to see if all is safe, and, seeing no danger, she slips out and lies down to warm herself in the sunshine. Her body is about seven inches long and the thickness of two fingers, her soft coat is brown on the back, with a snow-white throat and chest.

Suddenly, high up in the clouds, watch a hawk

hovering! He is feared and hated far and near as a wicked robber, for many a chick he has stolen from the hen, many a pigeon he has strangled, and many a gosling has been torn to pieces by him. As soon as the hens see him they gather their chicks together and hide them under their wings. The sparrows slip into the thickest foliage, and the pigeons circle with rapid, twisting flight away from the field into shelter. But far above, the hawk sweeps in wide circles over field and garden to mark his booty with his keen eyes. All at once he sees the weasel. "A new morsel," thinks he, "and one I have not as yet tasted." It is but a slim little thing, but bigger than a mouse or a sparrow! He takes unerring aim at the unconscious creature, closes his wings, and, like an arrow from the bow, falls upon his prey. Hardly has the weasel noticed his dark shadow when she is seized and caught up by the sharp claws. Up, higher and higher she is borne into the air, till poor little Mrs. Weasel wonders where it will end. Her highest flight heretofore has been to the top of the garden wall, where she has climbed at times to take a good look round, but as high as this she never hoped to mount. She wriggles and struggles, but the hawk, rejoicing in his catch, only holds her the tighter, meaning to carry her off to his nest. But he has reckoned without his host. The weasel suddenly wriggles up his leg, and digs her strong sharp teeth into his wing. He wavers and flutters, turns on his side and sinks, struggling, to the ground. In terror, he opens his claws as he nears the earth, and the weasel tumbles out, whilst he flutters, bleeding, along the ground, to seek a leafy hiding place. But the weasel hurries off to her children in their safe, warm home, where they have long since been anxiously wondering what had become of their affectionate and tender little mother.—*Richard Wagner.*

Little Margie (travelling with her mother in a sleeping car)—"I guess it isn't any use to say my prayers to-night, mamma."

Mamma—"Why not, darling?"

Little Margie—"Because with all this noise God couldn't hear a word I said."

The evaporation of very volatile liquids has been found to charge objects in contact with electricity and give rise to sparks. It is therefore recommended that in handling these liquids all metallic vessels and pipes have good earth connection, and that funnels of glass or earthenware be used instead of metal.

### Mark Twain on Birds.

"The moment Tom begun to talk about birds I judged he was a goner, because Jim knowed more about birds than both of us put together. You see, he had killed hundreds and hundreds of them, and that's the way to find out about birds. That's the way that people does that writes books about birds, and loves them so that they'll go hungry and tired and take any amount of trouble to find a new bird and kill it. Their name is ornithologers, and I could a been an ornithologer myself, because I always loved birds and creatures—and I started out to learn how to be one, and I see a bird sitting on a dead limb of a tree, singing, with his head tilted back and his mouth open, and before I thought I fired, and his song stopped, and he fell straight down from the limb, all limp like a rag, and I run and picked him up, and he was dead, and his body was warm in my hand, and his head rolled about, this way and that, like his neck was broken, and there was a white skin over his eyes, and one little drop of blood on the side of his head, and laws! I couldn't see nothing more for the tears; and I hain't ever murdered no creature since that warn't doing me no harm, and I ain't going to."

### Two Teachers—Two Girls.

They had grown up side by side. Together had they chased the butterflies in the sunny meadows, picked the luscious berries, or climbed trees in the big orchards behind the two homes which stood near each other in such friendly fashion. What one child enjoyed, the other must always share, and whatever childish troubles affected one, the other must be made acquainted with as soon as flying feet could take the news and a ready tongue tell all to the eager listener.

The school days came and went. Each little girl studied hard and stood well in her class. Each seemed to share equally in this world's goods, but the one took the gifts of the gods with thankfulness and joy. Each new pleasure brought a new reason for being happy, enjoying life, and making others happy. The other accepted her good fortune passively, as if it were her due; but any disappointment was always "just her luck."

The four high school years had passed, and the girls began attending a normal school.

"I know I should love to teach," said one when discussing her future.

"I suppose I may as well teach as do anything

else," responded the other, "though how I shall ever endure associating with a lot of dirty children is more than I know."

A few years later we are permitted to enter two schoolrooms in a city not far distant. As you enter one, a harsh voice is saying, "You may all write that whole lesson over again. Not one paper is a decent one."

We glance around at the dubious faces and black looks which this unwelcome verdict produces. The next lesson was in reading. The children read, but no one seemed glad to read, or proud to have done his best.

"Eyes on the book," sternly demanded the teacher, when a little boy with brightening eyes raised his hand to tell of something of which the lesson had reminded him.

The other work was carried on in much the same way, and it was with a sigh of relief that we took our departure, and stepped across the hall to another room.

In response to our knock, the door was opened wide by a child who smiled us a welcome. We were charmingly greeted by the sweet-faced teacher, who said, "We always love to have company." The children's faces reflected the same thought as they patiently awaited directions for their next occupation.

"Children, I have written some secrets on yesterday's language papers," she said, as she began to pass them. "Nobody is to know them but you and I."

Some of the little faces flushed as they read their secrets, others smiled, and some looked rather ashamed, but in each little heart was awakened a desire to do his very best this time, as we readily discovered when both sets of papers were shown to us and we were permitted to peep at the secrets. One paper said, "Try, keep trying," another, "Fill spaces a little better," a third, "Is this your best?" and so on through the list.

This was only one of the many ways in which the teacher, by her sweet sympathy, kindly encouragement, ready tact, and words of praise was inculcating in the children her secret, that part of her own character which would enable them in the future to become strong men and women.

Need we ask if we had ever met either of these teachers before, or which was the child who had only learned to make the best of things and to enjoy her work?—*Primary Education.*



**The Late Principal W. T. Kennedy.**

Mr. W. T. Kennedy, late principal of the Halifax Academy, was one of the best known teachers in the Maritime Provinces. He died on the 17th of June, just as he was about closing his work for the school year, and when he was anticipating a pleasant summer in extending modern educational methods to Sunday-school development by a series of lectures and lessons in various centres—a work in which he was an acknowledged leader and in which he took the deepest interest.

The respect in which he was held by his pupils, by educationists, and by the churches, was shown by the large number of all classes who attended his funeral, and by the raising of a memorial fund of one thousand dollars.

Mr. Kennedy was born at Sunnybrae, Pictou, in 1853, and was educated in the common schools of Pictou and in Dalhousie College. He began teaching early in life, first in Pictou County, afterwards removing to Richmond school, Halifax. In 1877 he was appointed principal of Albert Street school. Here his extraordinary ability as a teacher was shown by the large number of students which he sent every year to the academy. In 1889 he was appointed to the teaching staff of the academy, and in 1894 he succeeded Professor Howard Murray as principal.

Mr. Kennedy's great capacity for work was shown

by the many diverse activities in which he was successfully engaged. He wrote school text-books, superintended a large Sunday-school, was an active temperance worker, took an interest in civic politics, was well read in social questions, as ruling elder took a leading part in the management of Chalmer's church, attended many sessions of the summer school of science, and was several years managing editor for Nova Scotia of the EDUCATIONAL REVIEW. As secretary of the Nova Scotia Teachers' Union, he showed much tact in settling disputes between teacher and parents or trustees. For the last two years he was president of the Young Men's Christian Association at Halifax, and gave valuable assistance in its re-organization.

Regarding his educational work, the supervisor of the Halifax schools, who knew him probably better than any one else, wrote at the time of his death as follows:

In the death of Principal Kennedy the teaching profession in Nova Scotia has sustained a most serious loss. He was a teacher of very exceptional ability. Whatever subject he taught, whether latin, geometry, or geography, became for the time being, the favorite study of his pupils. The larger his class the greater the enthusiasm he could arouse and the more thorough his work. It was his extraordinary power of placing the facts of a lesson in true perspective, of emphasizing fundamentals, and subordinating minor details, that enabled him to accomplish so much. With the feeling of power that came with the mastery of the subject, there was created in his pupils an interest that made hard work a delight. This being the case it is not surprising that at the Provincial Examinations, which are a fairly good test of good teaching, his pupils usually made very high marks, often the highest possible.

The Halifax Academy was fortunate in having in succession as principals three of the ablest teachers ever produced in Nova Scotia, namely, Dr. Gilpin, Dr. A. H. Mackay and Professor Howard Murray. Mr. Kennedy, although coming after such men, suffered neither the numbers nor the prestige of the Academy to be lessened in any respect. On the contrary the Academy, under his able management, kept steadily improving and never stood higher in the estimation of the public than it does today.

But he was sufficiently large a man to be able to extend the beneficent influence of his work beyond the walls of the Academy. Many teachers throughout the Province will gratefully recall cases in which he helped them out of difficulties.

He put his splendid teaching abilities to good use in greatly aiding the movement for the introduction of modern methods of teaching in Sunday-schools. In this respect his services were in constant demand and were greatly appreciated by many of the ablest men in the Province. He was a fluent and ready speaker, and took a prominent part in our educational meetings.

### Teaching Religion.

A teacher of little children is teaching religion when she tries to form the elementary habits of cleanliness, order, punctuality and courtesy. (These qualities are necessary if we wish to show love to our fellows). She is teaching religion when she helps her children to make animals—wild or domestic—happy and responsive. She is teaching religion when she helps her children to take care of their gardens, plants and flowers—to leave beautiful things to grow in their own green world—to exercise self-control in a country lane in June. When a teacher touches her class with a beautiful song, picture or poem—the history of our planet and other planets, and all the natural lore of the world—she is giving religious teaching. If she turns the instinct of destruction into one of creation, if she helps, a self-centred child to make himself useful by preparing the accessories for the next lesson, if she teaches her pupils to respect persons and property—all this is part of religion. Above all, the imagination, the emotions and the sense of reverence for beauty—anything that awakens these qualities—must be religious teaching; for are they not the roads leading to love, which is God?—*Sir Oliver Lodge, in North American Review.*

### Teachers' Institutes.

YORK, QUEENS AND SUNBURY, N. B.

The Teachers' Institute of York, Queens and Sunbury Counties, N. B., met at Fredericton on Thursday and Friday, September 19th and 20th. The attendance was exceptionally large, nearly 150 teachers being enrolled. The proceedings were of great interest and the papers and addresses stimulating. The address of the president, Mr. John E. Page, was scholarly and thoughtful. It recognized the nobility of labor. The power to do effective work is the result of education. Good literature, which is the result of the highest thought, emanating from the highest mind and put in the highest and best shape, is one of the greatest products of this power. The highest culture is to be attained from a study of the classical languages and from literature. Too much attention is given in our schools to manual training, school gardening and other fads.

Dr. Inch addressed the institute at some length on the educational conditions in the province. He regretted that so many teachers are leaving for the West, and pointed out that it was scarcely fair for teachers who had received their normal school training here, and whose expenses had in part been paid while receiving this training, should go away without giving the province any return for the expenditure. He reminded teachers that in return for such

advantages pupil teachers were required to give their services at least for three years to the province. He had known of a few teachers who had departed for the West as soon as they had left normal school.

He was gratified to be able to tell the teachers that their salaries would in all probability be improved, the increase to take effect from the beginning of the present term. This increase would raise the salaries of male teachers of the first class from \$135 to \$150 a year for those who had been two years in the service, and to \$175 for those who had seen seven years' service; for second class male teachers the salaries would be increased to \$120 and \$140; and for third class to \$90 and \$100. For first class female teachers the increase will amount to \$110 and \$130 respectively for the above terms of years; second class \$90 and \$105, and for third class \$70 and \$80. The grammar school teacher's salary for those who have taught for seven years would be \$400 and for superior teachers \$275.

Dr. Inch gave an account of his recent visit to England and some results of the recent educational conference of the Empire, which was supplemented by Dr. Hay, who gave some account of English schools. Inspector N. W. Brown then addressed the teachers on the importance of keeping their minds always open and alert, and the necessity for a wider reading.

Principal B. C. Foster, in an oral address on the teaching of arithmetic, showed how important it is to have the fundamental steps and processes clearly illustrated and understood. He contended that arithmetic is not such a practical subject as many people suppose, not to such an extent as geometry, but it is a study very useful in developing the reasoning powers.

Mr. B. R. Armstrong, of St. John, and Mr. Lovell, manager of the Annuity Company of Canada, addressed the institute on the proposal to establish an annuity fund for teachers. This provides a pension at 60 years of age of \$7.50 for each year of contribution for those under 35 at commencement, and \$15.00 for those of 35 years and over at commencement. Toward the fund the government is expected to contribute 50 cts. for each teacher under 35, and \$1.00 a month for teachers at 35 years of age and upward. The teachers, irrespective of age, are to contribute \$1.00 a month. Teachers retiring after one or more payments have been made will be entitled to a return of one-half the money they have paid in, with interest at three per cent. They will also be entitled to a retirement allowance if disabled.

After considerable explanation and discussion a motion was made to approve the scheme, but after further discussion at a subsequent session it was withdrawn.

An admirable address on the teaching of English was given by Miss Eleanor Robinson at the first session of the second day. This was very thoroughly discussed, as was also a very excellent address

on drawing by Mr. H. H. Hagerman, M. A., of the Provincial Normal School. Miss Robinson also gave a typical lesson on reading to a bright class of grade seven girls on Tennyson's "Lady Clare."

Dr. Jones, Chancellor of the University of New Brunswick, gave a compact but very suggestive address on some present day aspects of education, in which he deprecated the absurdity of keeping up the threadbare discussion on the utility of science *versus* classics. A liberal education should include a reasonable amount of the ancient classics, modern languages (including English), mathematics and science, such as the amended course in Nova Scotia now provides, and which the course in New Brunswick has always aimed to provide.

The following is the list of officers for the ensuing year: President, A. S. MacFarlane; vice-president, Miss Alexander; secretary-treasurer, Miss Ella L. Thorne; additional members of the executive committee, Berton C. Foster and J. W. Hill.

#### CHARLOTTE COUNTY, N. B.

The Charlotte County Teachers' Institute met at Marks Street school, St. Stephen, on the 26th and 27th of September, with an enrolment of 121. The president, Mrs. John McGibbon, of the St. Stephen school board, occupied the chair; and, after routine business, gave an opening address in favour of spontaneity, elasticity and adaptability, adapting the system to the child, and not the child to the system.

Dr. Inch, Chief Superintendent of Education, followed, reviewing the progress of educational work in New Brunswick in the two years since the last meeting of the institute, especially in the erection of handsome and spacious school buildings in several parts of the province, and in the slow, but steady, increase in the average salaries of teachers. He announced that he had the premier's assurance of the promised increase in provincial grants taking effect during the present term, and believed it would be accompanied by a considerable advance in the local pay of teachers. Referring with some pride to the positions occupied by New Brunswick teachers in the west, he suggested that it was hardly fair for teachers who had received their training in the provincial normal school to go away to distant parts of the country in the pursuit of their chosen work without first teaching for some years in their own province, as they are under some obligation to render service here for the benefits received.

The Chief Superintendent gave an interesting account of the great educational conference in London, in which representative men from all parts of the Empire met for consultation; and had been glad to see that we in Canada are free from many of the perplexing problems that confront educational workers in the mother land.

Inspector Carter spoke of recent changes in the school law, and their meaning; and advocated parish school boards as an improvement upon the existing

district organization. He warned teachers against certain unscrupulous agents pretending to have special authority from the board of education to canvass for the sale of books or maps.

At the second session, Mr. B. R. Armstrong, of St. John, with the approval of the board of education, presented a plan for teachers' pensions, which led to a formal resolution of appreciation of the efforts of the government in this direction, and the hope that they would still give the subject careful consideration.

A very instructive paper on school gardens was presented by Miss Margaret Kerr, of Bocabec. In the course of the discussion which followed, Inspector Carter spoke of Bocabec as the most progressive school district in Charlotte County.

Dr. Inch explained the Empire Day prizes offered by the League of the Empire, including the Lord Meath challenge cups, and hoped that Charlotte County schools would compete.

Rev. T. Hunter Boyd called attention to the illustrative material offered by the League of the Empire, and a resolution asking the Chief Superintendent to take steps towards making this material available in New Brunswick was passed at a later session.

In the evening a reception for the visiting teachers was given by the St. Stephen school board and teaching staff, Col. Chipman, as chairman of trustees, presiding.

"What knowledge is of most worth" was the subject of the first paper on Friday, and it was ably dealt with by Miss M. A. C. Osborne, A. B., of St. Andrews. Principal M. R. Tuttle, of Grand Manan, followed with a thoughtful paper on "the representative powers and their cultivation." The institute then divided, the high school section taking up English composition and the primary section the first steps in number.

At the afternoon session Miss Jean Millidge, of Oak Bay, led in the discussion of freehand drawing in schools; Miss Bartlett, of the St. Stephen high school staff, introduced the subject of spelling, and both were followed by profitable discussions.

Very eloquent addresses were given at this session by Principal Bridges, of the Provincial Normal School, and Dr. W. J. Corthell, late principal of the normal school at Gorham, Me.

The election of officers placed Mrs. W. J. Graham, of the Milltown board of school trustees, in the chair for the next institute; with Mr. Wm. Woods, of St. Andrews, as vice-president; Mr. F. O. Sullivan, of St. Stephen, secretary-treasurer; and Misses Margaret Kerr, H. Louise Milliken and Rheta M. Allingham, additional members of the executive.

The time and place of next meeting were left to the executive committee. After adjournment, the members of the institute were permitted to visit the factory of Messrs. Ganong Bros., Limited; and each was presented with a box of chocolates as a souvenir of the visit, a souvenir which, it may be feared, was not very lasting.

## CURRENT EVENTS.

The last Thursday in October, which happens this year to be the last day of the month, has been proclaimed Thanksgiving Day in the Dominion.

The new international postage stamp, current between all countries of the postal union, will come into use on the tenth of this month. It bears an image of the goddess of peace.

Though it is difficult to know what is going on in Corea, it is quite apparent that many of the Coreans are opposed to Japanese rule. Small bands of insurgents are active in different parts of the country. Corea now stands in relation to Japan much as Cuba does to the United States, and has the same alternatives before it—to carry on its local government quietly within the limitations prescribed, or submit to annexation.

An imperial edict has been issued empowering certain officials to draw up plans for a representative government in China.

San Francisco is in the grasp of labor leaders. The rebuilding of the city is retarded for want of workmen; and yet skilled workmen from other parts of the United States, though they may belong to labor unions in their own states, are not allowed to join the San Francisco unions, or to work at their trades without joining. These same labor leaders are largely responsible, it is said, for riotous outbreaks against the Japanese and other Asiatics, which, beginning in San Francisco, have since occurred in other parts of the Pacific coast. A number of Hindus, British subjects, were recently driven out of a town in the State of Washington, and obliged to seek refuge in Canada. And while the British government was inquiring into the trouble, with a view of obtaining redress, another and graver disturbance has occurred, and this time on British soil. It is none the less to our disgrace that the organized attack upon Chinese and Japanese residents in Vancouver, B. C., is thought to have been in great measure the work of immigrants from the United States, and known to have been led by labor agitators sent from United States territory for the purpose. All Asiatics, and more especially the Japanese, who are our treaty allies, and the Hindus, who are our fellow subjects, should be safe in Canada under the protection of the British flag. We must pay heavy damages for the destruction of property at Vancouver, bear the disgrace as best we may, say less about the Chinese if at some future time they fail to protect foreigners from the violence of their mobs, and take better precautions for the prevention of mob violence at home.

Marconi announces that he has overcome all difficulties in wireless telegraphy, and will soon be ready for commercial work. The messages will be sent from Cape Breton to Clifden, Ireland, where a new station has been fitted up and is now in good working order. The Cape Cod station is not yet ready for work. The charge for messages will be ten cents a word.

After two years of hard work, the mounted police have cut an eight foot trail from Peace River through the Rocky Mountains, giving a route from Edmonton to Dawson entirely over Canadian territory.

Prof. Montgomery, of Toronto University, has found traces of the prehistoric moundbuilders as far north as one hundred and forty miles above the international boundary line. He believes they were related to the Aztecs of Mexico, and to the cliff dwellers of New Mexico and Arizona.

By some miscalculation in the plans, or, more probably, by some imperfection in the work, the great railway bridge which was partly constructed across the St. Lawrence at Quebec fell and was completely ruined, with the loss of many lives. A royal commission is investigating the matter.

Japan has taken possession of Prates, a small island north of the Philippines, which can be converted into a strong naval base.

The premier of the Province of Quebec advocates the annexation to that province of the territory of Ungava, which would make Quebec the largest province in the Dominion.

From experiments made during the current year, Prof. Lowell is convinced that the planet Mars is at present the abode of intelligent constructive life. Though possessed of intelligence and of the power to plan and execute great public works such as the canals are supposed to be, it by no means follows that these Martian beings, if they really exist, in any other way resemble human beings.

The Cullinan diamond, which it is proposed that the Transvaal government should purchase and present to King Edward, is the largest diamond known, being more than three times the original size of the famous Koh-i-noor, which weighed nine hundred carats before it was cut. The gift is proposed by Gen. Botha, premier of the Transvaal, as a token of gratitude for the grant of responsible government. The stone is valued by experts at £150,000.

The teaching of the English language is compulsory in the schools of Japan. As they do things thoroughly in Japan, this would seem to mean that in a few years Japan will be an English speaking nation, or at least that her people will be able to use our language for all their intercourse with foreigners, the English tongue being made the international language of the East.

To lift the water from the lowlands, Holland has over ten thousand windmills. The average area drained by each mill is something more than three hundred acres.

Certain coloring matters, including zinc white, cadmium yellow, vermilion, and others, are now obtained on a commercial scale from suitable solutions by the use of the electric current.

New experiments have shown that disease germs are very rapidly destroyed by sunlight. The time required for completely killing them was found to be from two to ten minutes. In diffused light, however, as that from a north window, the time required ran into several days. The importance of this from the point of view of public health is very clear.

A German engineer has invented a wireless telegraph for short distances. The apparatus is easily portable, and will probably be found useful in military operations.

As most of our pencils are made in Germany, it is interesting to know that the Germans are now using a material made of potatoes as a substitute for cedar for that purpose.

Peary decided some time ago not to make his next start for the North Pole this year; but Wellman, who was planning to carry the stars and stripes to that point from Spitzbergen in his airship, has started. He has also stopped, after a flight of a few hours duration; and concluded to make no further attempt this year.

A royal proclamation has been issued, in virtue of which our sister nation of the South Pacific will hereafter be known as the Dominion of New Zealand.

With a view to helping to solve the problem of the unemployed, the Transvaal government has determined to work the tin fields of the Pietersburg district in the interest of the state.

The Hague Conference has agreed that the contracting powers must not commence hostilities without a formal declaration of war, and that a state of war between two nations must be notified without delay to the neutral powers.

The French government is greatly encouraged by the improvement in the Moroccan situation, and hope soon to have accomplished the purpose of the joint French and Spanish occupation, namely, the restoration of order and security at the Moroccan ports. The outcome of the struggle between the rival sultans of Morocco is a matter of little concern.

The King of Annam, deposed by the French authorities in July last, has abdicated in favor of his son. The new king is eight years old; and now rules his kingdom by the aid of a regency composed of the council of ministers.

The King of Spain has signed a decree authorizing the construction of a railway across the Pyrennes into France.

Recent explorations in Equador have brought to light ruins of an ancient city, supposed to have been inhabited by a race of people hitherto unknown to us, and of higher civilization than any other living in America before the coming of Columbus.

The National Trades and Labor Congress, recently in session at Glace Bay, declared itself in favor of purely Canadian organizations; and declared unpatriotic the action of self-styled labor leaders in maintaining foreign organizations on British soil.

### SCHOOL AND COLLEGE.

The St. John County Teachers' Institute will meet at the high school in St. John, on the 10th and 11th of October, (see advertisement on another page). The Kings County Teachers' Institute will meet at Hampton on the above dates.

Professor E. W. Sawyer has removed from Wolfville, N. S., to be principal of the New Baptist college at Summerland, B. C.

Mr. Corbett is the principal of the school at Maitland, Hants County, and Miss Agnes A. Dodds is the teacher of the primary department.

The question of the establishment of technical schools by the Nova Scotia government was informally discussed at a recent meeting of the board of school trustees, it being the opinion of the board, that such a school should be established in Yarmouth.—*The Yarmouth Herald*.

Frank A. Good, of the Fredericton high school, whom



we can safely claim as a Woodstocker, naturally did good shooting at the spoon match on the King's rifle range, St. Mary's, York Co., on September 7th, making 100 points out of a possible 105, and breaking the range record of 97 points. He made 34 points at two hundred yards, 32 at five hundred, and 34 at six hundred, and out of 21 shots made 16 bull's eyes and five inners.—*Woodstock Press*.

The action of the board of school trustees in refusing permits to a number of Chinese boys who are desirous of attending the public schools, on the ground that they are unable to speak English, and are not amenable to the school discipline, and cannot take the usual school courses of study, will in all likelihood lead to court proceedings.—*Victoria, B. C., Colonist*.

Mr. A. N. McLeod, of Pictou, has been appointed principal of the high school, Canso, N. S.

Mrs. Edna C. Harper, B. A., a graduate of Acadia University, has been appointed to the department of English literature and music at the Nova Scotia normal school.

Mr. W. T. Denham, recently on the staff of the Chatham, N. B., grammar school, has been appointed to a position on the Dorchester, N. B., superior school.

By means of a picnic held June 26th, Miss M. McNabb, teacher at Dumbarton, Charlotte Co., has been able to provide new seats and desks for the school, at a cost of \$75.

The Teachers' Institute of Albert and Westmorland Counties will meet in joint session at Moncton, N. B., October 10th and 11th (see advertisement). The Carleton County Teachers' Institute will meet on the dates above named in the consolidated school building at Florenceville, N. B.

The number of New Glasgow boys in attendance at Dalhousie College this term is seventeen. A pretty strong representation from one town.—*New Glasgow, N. S., Chronicle*.

Miss Louise Wetmore, teacher of manual training at Woodstock last year, and recently in charge of that department at the Hampton, N. B., consolidated school, has resigned her position and will take a trip to the West Indies.

Mr. E. S. Eaton, B. A., of Acadia University, recently on the staff of the Maritime Business College, Halifax, is now principal of the business department of Alberta college, Edmonton.

There is need of additional accommodation in the Stelarton, N. S., school, many of the rooms are over crowded, and some of the classes too large for the teachers to handle successfully. In one room, Miss Boutilier's, there were present one hundred scholars on a morning soon after the opening of the schools. One teacher can scarcely do justice to half that number.

Mr. L. R. Hetherington, B. A., is the recently appointed principal of the Kent County grammar school, Richibucto.

The superior school at Millerton, N. B., this term is in charge of Principal Carr, with Miss Weldon in the primary department.

Mr. Robert Colwell, B. A., a graduate of the University of New Brunswick, and a post-graduate of Harvard, has been appointed professor of mathematics and physics in Geneva college, Pennsylvania.

The honorary degree of LL. D., has been conferred by Toronto University, on Chancellor Jones, of New Bruns-

wick University, and on Professor Howard Murray, of Dalhousie.

Mount Allison University has a freshman class this year of forty members with a prospect of additions.

The Association of Protestant teachers of the Province of Quebec, will hold its Annual Convention in Montreal, October 10th, 11th and 12th.

Mr. S. A. Morton, B. A., has been appointed principal of the Halifax Academy, successor to the late Mr. W. T. Kennedy.

A normal institute for the six eastern counties of Nova Scotia, will be held at Antigonish, during the week beginning, Monday, October 21st. The success attending former institutes held at Hawkesbury and North Sydney inspired the hope that even greater benefits will result from this meeting. The actual teaching of classes of grades one to nine, drawn from the schools of Antigonish, will engage the attention of the institute during the three hours of each morning, followed in the afternoon by discussion of methods and kindred pedagogical matters. With a strong force of directing teachers, embracing some of the best talent in Nova Scotia, and a body of earnest teachers seeking improvement, the opportunity presented for the young and inexperienced is almost incalculable. We hope to be able to give some results of this practical educational gathering in the next number of the REVIEW.

A deputation of French citizens of Moncton, N. B., waited on the school board recently, and presented a petition asking that the French language be more thoroughly taught in the public schools.

### RECENT BOOKS.

SELECTIONS FROM THE PROSE AND POETRY OF JOHN HENRY NEWMAN. Edited by Maurice Francis Egan, LL. D., J. V. D., Professor of English Language and Literature in the Catholic University of America. Paper, 30 cents; cloth, 40 cents, post-paid. Pages 327. Houghton, Mifflin, & Company, 4 Park Street, Boston, Mass. and Company, 4 Park Street, Boston, Mass.

This little book presents in a compact and attractive form selections from the pen of John Henry Newman, with an introduction containing the chief events of his life, and a concise estimate of his works. The book is not intended to be an exhaustive presentation of the works of Newman, but is rather intended for younger students and for those who are too much absorbed in other things to read his works in full. The editor has accomplished his work in a very thorough and painstaking manner.

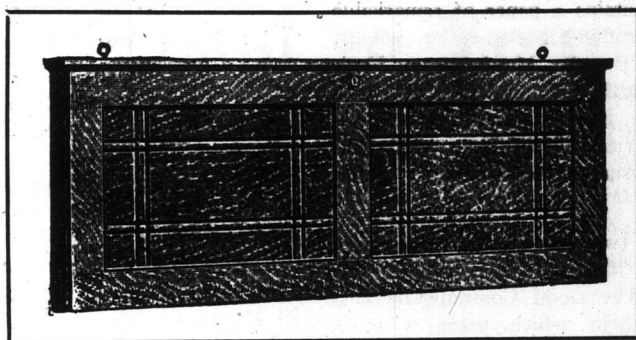
CARDBOARD MODELLING. By Albert Sutcliffe. Second Edition, revised and enlarged. Price 2s. 6d. Geo. Philips & Son, Ltd., 32 Fleet Street, London, E. C.

This scheme of cardboard work is arranged chiefly for use in elementary and secondary schools. The first twenty models are easy enough for children, while the whole course of thirty-two models covers a sufficiently wide ground for the training of teachers. The book is printed on good paper, in clear large type, and the illustrations of models are clear and accurate. To those teachers interested in cardboard work this book should be very useful.

PHILLIPS SERIES

# Large School Wall Maps

IN CABINET CASES.



SERIES CONSISTS OF

N. America.  
 S. America.  
 Europe.  
 Mercators World.  
 Scotland.

Asia.  
 Africa.  
 Australia.  
 England.  
 Indian Empire.

British Isles.  
 United States.  
 Hemisphere World.  
 Ireland.

SIZE 68 X 54 INCHES.

New Map of Canada, - - - 80 x 60

New Map of Maritime Provinces, 80 x 60

SOLE AGENTS FOR CANADA.

# E. N. MOYER COMPANY,

LIMITED.

HALIFAX, NOVA SCOTIA.

**New Maps** } DOMINION OF CANADA, Showing New Provinces of Alberta and Saskatchewan.  
 } BRITISH EMPIRE, by Sir Howard Vincent.  
 } WORLD IN HEMISPHERES. Shows all New Changes.  
 Write for Special Prices.

**Milton Bradley Kindergarten Material.** Send for Special Catalogue.

Send 15 cents for small box 12 assorted Dustless Colored Crayons, postpaid.  
 Headquarters for everything in School Furnishings, including Hylo Plate Blackboards.

**The STEINBERGER HENDRY CO.,** 37 Richmond St., West, Toronto, Ont.

### RECENT MAGAZINES.

The September *Atlantic* contains a paper of remarkable interest to literary students, entitled Elizabethan Psychology, and an article by Professor Brander Matthews, on Fenimore Cooper. Professor Matthew's essay is a just and readable appreciation of the famous American novelist. Other articles and essays, varied and brilliant, adorn this number, which presents the usual attractive literary matter to its many cultured readers.

*The Living Age* announces two new and striking serials, beginning in October: The Return of the Emigrant, by Lydia Miller Mackay, and The Good Comrade, by Una L. Silberrad. A question about which there is much speculation nowadays, and a wide difference of opinion among scientific folk, namely, Is Mars a Habitable World, is interestingly discussed in an article which the *Living Age* for September 21 reprints from *The Fortnightly Review*.

*The Canadian Magazine* for September is unusually attractive. First place is given to an article by J. S. Willison, editor of *The Toronto News*, entitled, The Genius of the Canadian Club. Then follow an illustrated historical article entitled, Lower Fort Garry; an account of the progress that has been made towards union of the Presbyterian, Methodist and Congregational denominations; British Columbia; An Eldorado; Fruit Growing in Nova Scotia; an account of an interesting experiment in preparing for national defence; besides a good supply of short stories.

*The Canadian Pictorial* for September, a monthly which although only in its second year, bids fair to become a leading periodical of Canada. It announces an enlargement for its October issue. (The Pictorial Publishing Company, Montreal.)

*The Chautauquan* for September, is a very interesting number. There is a frontispiece portrait of Dr. Asa Gray, the eminent botanist, and a sympathetic sketch of his life and work, by Professor Charles Reid Barnes.

The October *Delinctor* as usual is filled with matters of interest for the month to ladies, including literature, the fashions and housekeeping. Among the most readable articles are, The Child without a Home. The Mischievous Boy, Men and Women in the Public View, The Home Kindergarten, Boy-and-Girl Land, and others.

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

#### ESSAY COMPETITION FOR EMPIRE DAY, 1908.

The following are the subjects and conditions for the Essay Competition inter-all-Secondary Schools and inter-all-Primary Schools of the Empire for Empire Day, 1908.

#### A. SECONDARY SCHOOLS.

*Subject.*—State and criticise the relation between Great Britain and any Country or Crown Colony with which you are acquainted.

*Conditions.*—(Secondary Schools). A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a personal prize of £5. 5s., given by the League of the Empire, is offered for competition, inter-all-Secondary Schools of the Empire, for an Empire Day Essay not exceeding 2,000 words. Age limit, 14 to 18 years old.

#### B. PRIMARY SCHOOLS.

*Subject.*—(a) Write a letter to a friend desiring to emigrate, and point out the advantages of any Country, State, Province, or Crown Colony with which you are acquainted; (b) or to a friend living in any other part of the Empire, and point out the advantages of coming to settle in the United Kingdom.

*Conditions.*—(Primary Schools). A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., and a personal prize of £3. 3s., given by the League of the Empire, is offered for Competition, inter-Elementary Schools of the Empire, for an Empire Day Essay, not exceeding 1,000 words. Age limit, under 14 years old.

All essays must first be judged in the schools, and afterwards by the authorities kindly co-operating with the League in the different countries of the Empire.

Only those Essays sent in through the authorized channels will be eligible for the final judging arranged for by the Federal Council of the League in London.

The Essays which are entered for the final judging in London, must reach the Central Office by the 1st of February next, and New Brunswick Essays must be sent to Education Office, Fredericton, not later than Jan. 1st, 1908.

The names of the winning schools will each year be engraved upon Cups, which are replicas of the Warwick Vase.

The Cups and Prizes will be dispatched in time to reach the winning schools before the 24th of May each year.

J. R. Inch, *Chief Supt. Education.*

**The Teachers' Institutes**

—OF—

ALBERT AND WESTMORLAND COUNTIES

WILL MEET IN JOINT SESSION AT

Moncton, Oct. 10th and 11th,  
1907.

**FIRST SESSION, THURSDAY, 10.45 A. M.**  
Enrolment.  
Address..... By Presidents.

**SECOND SESSION, 2 P. M.**

Paper—"Teaching of Composition from the Primary Grades up," W. A. Cowperthwaite, M. A. Institute divided into sections: Teachers in advanced Schools. Leader, J. R. Inch, LL. D., Chief Supt. of Education.

French Teachers: Leader to be selected.  
Teachers in Miscellaneous Schools, Leader, Inspector O'Blenis.

Teachers in Primary and Intermediate Schools, Leader, Miss Horsman.

**THIRD SESSION, FRIDAY, 9 A. M.**

Paper—"Manual Training in the Lower Grades," Miss F. Bertha Hoar.

Paper—"Physical Culture in the Day School," Joseph F. Alexander.

**FOURTH SESSION.**

"Teaching of Grammar." Inspector O'Blenis.  
Discussion of "Pension Scheme."  
General Business.  
Election of Officers, &c.

**PUBLIC MEETING THURSDAY EVG.**

Teachers will procure first class single fare tickets and obtain standard certificates.

**ST. JOHN COUNTY  
TEACHERS' INSTITUTE.**

This Institute will meet on  
Thursday and Friday, 10th and 11th Oct.  
in High School Building, Union Street,  
ST. JOHN.

Standard Certificates must be procured with tickets to obtain reduced travel rates.

A. M. HEA, Secretary,  
St. John, N. B.

**50 YEARS' EXPERIENCE**

**PATENTS**

TRADE MARKS  
DESIGNS  
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. **HANDBOOK** on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

**Scientific American.**  
A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers.  
**MUNN & Co.** 361 Broadway, New York  
Branch Office, 625 F St., Washington, D. C.

**EDGEHILL, CHURCH SCHOOL FOR GIRLS.**  
**WINDSOR, NOVA SCOTIA.**

INCORPORATED 1891.

The Bishop of Nova Scotia, Chairman Board of Trustees *ex officio*. The Bishop of Fredericton, and the Coadjutor Bishop of Fredericton, members of Board of Trustees.

Lady Principal, Miss Gena Smith (late lady Principal of King's Hall, Compton, P. Q.), formerly Headmistress of St. Stephen's High School, Windsor, England, assisted by Eleven Resident Experienced Governesses from England, (five of whom are specialists in the Music and Arts Departments) Housekeeper, Matron and Nurse.

Extensive Buildings, with capacity for 100 Residents; Heated by Hot Water; Lighted by Electricity. Grounds covering eight acres, with Lawns for Tennis, Croquet, Basket Ball, Hockey, etc. School Dairy and Laundry.

Preparation for the Universities.  
For Calendar apply to **DR. HIND.**

**NETHERWOOD,**

**THE ROTHEsay SCHOOL FOR GIRLS.**

College Preparatory, Music, Art, Elocution, Physical Culture.

Specialist in each department of instruction. Home School with careful supervision. Large Campus for Out-of-Door Sports. Re opens for thirteenth year, Sept. 11. For Calendar apply to

MISS E. R. PITCHER, B. A.  
or MISS S. B. GANONG, B. A.

**Add to Your Salary!**

You can do so by securing a higher grade of certificate. You can qualify for examination by taking a course with us while you are teaching. We give instruction by mail in all Academic subjects required for Normal School Entrance and Closing Examinations, New Brunswick; or for Grades IX, X, XI, XII, Nova Scotia.

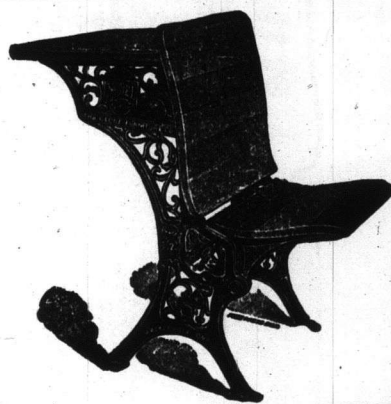
Special rates for full course. Fee good until you pass the examination. Write to-day.

**Canadian Correspondence College, Limited,**

552 Temple Building, Toronto, Canada.

In consolidation with the Home Correspondence School of Canada, Limited.

524



**Our Model Desks**

will stand the wear and tear and are recognized all over Canada as the Standard School Furniture.

WRITE US FOR PRICES.

**THE GLOBE FURNITURE CO., LIMITED.**  
WALKERVILLE, ONT.

Agents Wanted.

526

### It is Grand

To live in a time of such great opportunities. Years ago, we had difficulty in getting situations for all our graduates. Now, we find it difficult to keep our students until they graduate, the demand for proficient Bookkeepers and Stenographers being so great. We are glad to have the privilege of starting so many on successful careers, and are thankful for the patronage we are receiving. No vacations. Students can enter at any time. Send for Catalogue.



**S. KERR & SON,**  
Odd Fellow's Hall.

### Compare Results.

The average salary to Public School Teachers last year was:

Males, ..... \$455  
Females, ..... 314

To Maritime Graduates:

Males, ..... \$712  
Females, ..... 407

You can have our Course of Study for the asking.

**MARITIME  
BUSINESS COLLEGE,  
HALIFAX, N. S.  
KAULBACH & SCHURMAN,  
Chartered Accountants,**

### Everything that is right in Stationery.

**BARNES & CO., ST. JOHN, N. B.**

### Bird Guide, EAST OF THE ROCKIES.

No. 1, Water and Game Birds.  
No. 2, Land Birds.  
Cloth 50 cts., Leather 75 cts. Colored Illustrations.  
Names of Birds.

**G. O. FULTON,** Truro, N. S.

### COWAN'S MILK CHOCOLATES

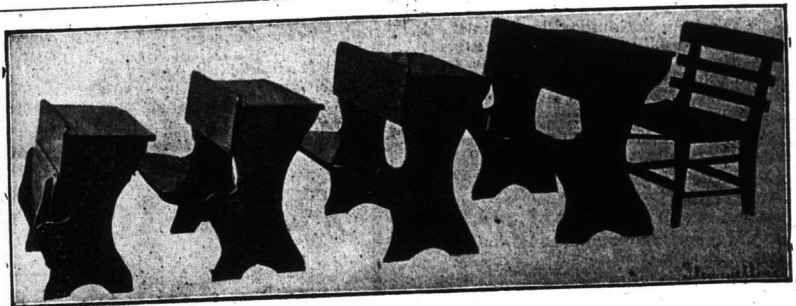
These are delicious goods and we ask everyone to try them.

## SLATE BLACKBOARDS.

CHALK CRAYONS, SCHOOL SLATES,  
SLATE PENCILS, LEAD PENCILS,  
SCHOLARS' COMPANIONS.

**W. H. THORNE & CO., Limited**

HARDWARE MERCHANTS,  
Market Square, SAINT JOHN, N. B.



**SCHOOL DESKS, S. B. LORDLY CO., St. John, N. B.**

### The Standard of the World.

IN the manufacture of School Furniture we are many laps ahead of our competitors. For durability, honesty of construction, and superior points of merit, our goods and superior points of merit, our goods

**EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE**

Our New Patent "Ball Bearing" School Desks lead all others. They are absolutely the ONLY School Desks ever made having a Permanently Noiseless Ball Bearing Seat Hinge.

This device is NOT an experiment, but has been thoroughly tested, and its practicability proved.

Our Combination "Ball Bearing" Adjustable School Desk is the greatest success ever achieved in School Desk construction.

The time has passed when students must adjust themselves to fit the desks. Health and comfort demand that the desks should adjust themselves to fit the students.

That is why our Adjustable Desk should be in every school room in the land.

Write for Catalogue.

**Canadian Office and School Furniture Co., Ltd.**  
PRESTON, ONTARIO, CANADA.