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FOR THE ATLANTIC PROVINCES OF CANADA.

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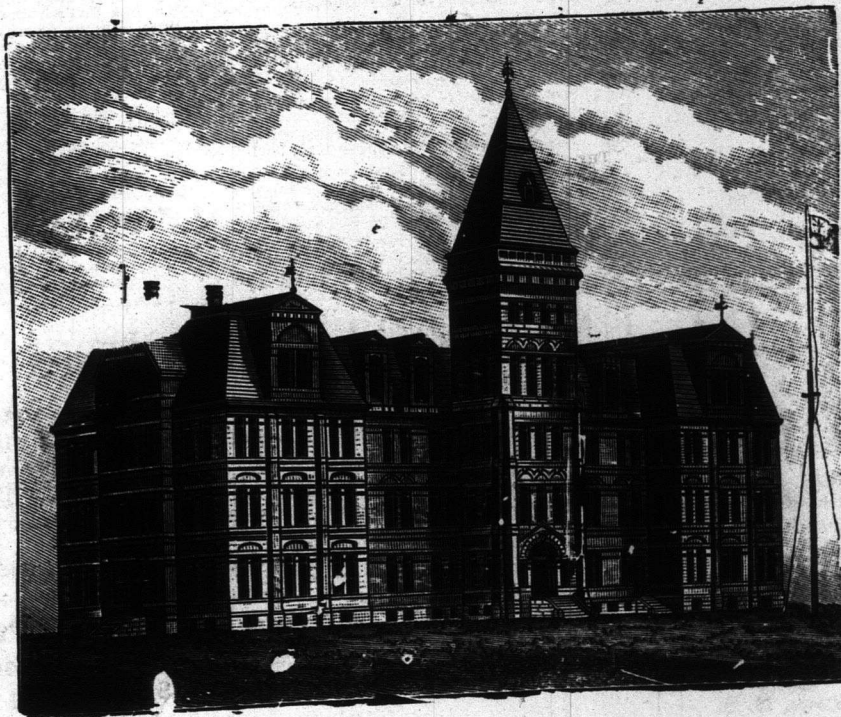
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CONTENTS:

EDITORIAL.....	37
The Investigating Spirit.....	38-41
Natural History and Science.....	42
Provincial Teachers' Institute.....	42-43
Summer School of Science.....	43-44
Annapolis and Digby Institute.....	45-46
The Twin-Flower.....	46
A Fable for Specialists.....	46
Current Events in School.....	47
Private Schools.....	47
Lawyers and Teachers.....	47
Talking the Lesson Over.....	48
A Fish Game.....	48
Can You Answer These?.....	48
CURRENT EVENTS.....	49-50
SCHOOL AND COLLEGE.....	50-51
RECENT BOOKS.....	51-52
THE MAGAZINES.....	53
NEW ADVERTISEMENTS—	
Copp, Clark Co., Limited, p. 34—A. & W. MacKinlay, p. 36—	
Morang's Twentieth Century Text Books, p. 55—G. B. Fulton,	
p. 56—Exhibition, St. John, p. 52—Canadian Pacific Railway, p. 53.	

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THE third number of the current volume of *Acadiensis* opens with an instructive article on Old Plate, by the editor, with photographic illustrations of old silver now in the Acadian Provinces. The subject is to be continued, and those who have old silver in their possession are asked to contribute photographs and information. The diary of a Halifax privateer of 1757 furnishes material for a very amusing article by Archibald MacMechan, which is by no means an unimportant contribution to the history of the time. The series of articles on book-plates is continued, and also the records of the Wetmore family of Charlotte County. C. Ward edits a series of letters of the Hardy family of St. John in the early part of last century; Jonas Howe contributes an article on the *Amaranth*, the first monthly magazine published in St. John; and Dr. Ganong tells of his quest of the origin of the name of St. Andrews. Shorter articles in prose and verse make up with these a particularly interesting number.

A new edition of Calkin's School Geography has just been issued from the press of Nelson & Sons. The important subject of physical geography receives more attention than before, and there are more illustrations throughout the book. The results of the war in South Africa are, of course, embodied in the text. The pronouncing vocabulary at the end, which was a good feature of the old edition, is retained, and serves also as an index, helping, to make the book not only useful in the school, but also a convenient book of reference for the home.

LOOKING to the establishment of intermediate technical schools in Nova Scotia, Mr. T. B. Kidner, organizing director of manual training schools in that province, has been sent to England to gather information concerning the organized science schools of that country. Speaking in his native city, Bristol, Mr. Kidner told of the deep interest Canadians are taking in education generally, comparing the

Canadian schools most favorably with the English elementary schools. Drawing was, perhaps, the weakest subject; but great efforts were now being made to improve it. It was easier, he thought, for young men and women to obtain higher education in Canada than in England; for the whole school system in Canada was correlated, the common schools leading to the high schools, and these in turn to the universities. The manual training movement, he said, had been very successful in Nova Scotia, where the provincial government had heartily supported the efforts of Sir William MacDonald. In less than two years, eleven schools had been organized; and some ten more were to be opened next term. In nature study, the schools of Nova Scotia were distinctly in advance; and the Danish government had copied the Nova Scotia system in their latest arrangements for country schools.

Such words as these, from one who is recognized as a competent authority, will carry undoubted weight. A fuller knowledge of the natural advantages of Canada, and such an estimate of its educational advantages as Mr. Kidner gives, must attract to us the most desirable immigrants from the mother land.

THE History of England and Canada, by Principal Robertson and Dr. Hay, has been adopted for the schools of Nova Scotia, and will go into use there at the beginning of the new school term. Some changes have been made in the Canadian portion of the history which will make it more useful to teachers and pupils. These changes are also incorporated in the edition used in the New Brunswick schools, and will be welcomed as an improvement.

The *Educational Review*, a periodical "devoted to advanced methods of education and general culture," published at Saint John, New Brunswick, celebrates its entrance upon the sixteenth year of its existence by a number containing thirty-two pages, in a brand new suit of type, several new features in its make-up, and a generally prosperous appearance. This will give satisfaction to all interested in the better education of the rising generation of Canadians, for the EDUCATIONAL REVIEW is true to the higher ideals of its profession. We bespeak for it the support of teachers not only in the Atlantic provinces but throughout Canada, for it is bound by no mere provincialism, ever regarding the Dominion as a whole, and an integral part of the British empire.—*Orillia Packet*.

The Investigating Spirit.

[Address of Dr. G. U. Hay at the closing exercises of the Normal School, Truro, June 25th.]

After referring to his recent visit to the Normal School, where faculty and students were celebrating the return of peace, and where the spirit of rejoicing and playfulness were uppermost, Dr. Hay said: The occasion was a very pleasant one, and when Principal Soloan did me the honor to ask me to come back and address to you a few words at closing, it occurred to me to choose a subject that would be as congenial to him and his methods as it would be to yourselves—and that is the cultivation of the investigating spirit,—the turning loose of a spirit of inquiry, that shall take possession not only of schools, but of whole communities. The keynote of all true patriotism is a pride in the community in which we live and work, and an honest attempt to help build it up. If we are doing this, our cheers for the empire, our waving of flags, our patriotic words and songs, mean something. If we are not doing it, they mean very little.

I suppose the great work of the public school of to-day is to train up the "average citizen." Probably nineteen-twentieths of the children who are at school to-day will have to be content with the lot of "average citizens," and a very happy lot it is if they are trained in the broadest sense to fill it. The remaining one-twentieth who are to become the governors, statesmen, poets, philosophers, the men and women who plan work for others to do, may, with a little assistance from the schools, be left to work out their own destinies. Such men and women have done so in the past, and they will do so in the future in spite of disadvantages.

Now I am not going to weary you with any views of my own how the average school children may be trained to become honest, useful average citizens. That has been done, to a large extent, and much more carefully and methodically in the school from which you are graduating. But you will soon find that learning how to teach and the actual contact with the child are two different things. And here is where your spirit of investigation must have full play and its greatest opportunity. If we become absorbed in the mere distribution of knowledge—the facts of history, geography, mathematics, grammar—and fail to watch the growth of the child, there will come disastrous failure. The most of us have had some success, at some time or other, in planting seeds and watching them grow into plants, and we have noticed, too, probably, that the weeds, that plant their own seeds, will beat us every time. And so it will be if we content ourselves with simply imparting or distributing a knowledge of subjects. The child's mind will be "an unweeded garden that grows to seed" if we neglect to study his life, his chances for opportunity, his surroundings. If we give too much attention to the book, we forget to watch the growth of the child. We must study life as it is to-day, and as it will be in

the coming generation, and thus determine the qualities which, when developed, will enable the child to live in his world and become a useful citizen. I would not undervalue books and studies. They are in part the means which enable us to attain our ends. But in the solving of a problem in arithmetic, or any branch of mathematics, it is not the "answer" which is the main thing. It is the quality of perseverance, the power of concentration, the methodical reflection and planning, the obedience to known laws and rules—these are the qualities we must seek to encourage and develop. If it is a lesson in history, facts and dates are not the important things. Is not the prime object to fire youthful enthusiasm in the deeds and traditions of our own and the mother land; to teach self-control, the cultivation of the will power, the encouragement of worthy aspirations and high resolves, and the putting underfoot whatever is mean and small? If it is a lesson in reading and literature, you will question, I think, the wisdom of cultivating a mechanical inflection or the stopping at every comma. Will not the time be better spent in drawing out the meaning of the printed words, and in getting an impression of the thoughts and emotions of the writer? If it is a lesson in the natural or physical sciences, the manipulation involved in picking a flower to pieces, or in separating oxygen, is not vital. It is vital, however, to stimulate the mechanical ingenuity of pupils toward providing their own apparatus, and to investigate slowly and patiently the truths of science. But as Sir Joshua Reynolds fitly observes: "A provision of endless apparatus, a bustle of infinite inquiry and research, may be employed to evade and shuffle off real labor—the real labor of thinking." Ah, that is the point. The ability to think with correctness, precision and promptness is the true test that we must apply to our school life if we would estimate its productiveness. You will find that your scholars will do anything for you except think. They will yield implicit obedience to your reasonable commands, they will memorize whole pages of text-books, they will be diligent students of the word, if you do not ask them to think. And yet if you carry your pupils patiently into this laborious process, you will give such a power and joy to their whole lives that in future years they will rise up and call you blessed. Is not that something worthy of your accomplishment? How is it to be done? It can only be done by a thorough sympathy with and consideration for the life and surroundings of every boy or girl. Do you recall the derivation of those two words to arrive at their fulness of meaning? Sympathy means *suffering, passion, feeling for or with another*. Consideration means *the act of sitting down and thinking together*: "Come let us reason together about these things." Can you find two nobler words than these, or better illustrative of the spirit that should prevail between teachers and students?

And now let me briefly recall a few points: If

working out the problem in arithmetic patiently and persistently is helping to form the boy's character, the answer is of secondary importance; if an honorable ambition is stimulated within him by his study of history, facts and dates may be left to take care of themselves; if his reading lesson begets a zeal for the study of literature and the ability to use clear, correct and concise English, the use of commas and inflections, even the moral of a story, that I have seen teachers sometimes labor to inflict on patient children, will come naturally enough; and finally, if the study of natural science or any subject begets the habit of intelligent observation and clear thinking, the use of books and apparatus will be amply justified if the investigating spirit of teachers and students make these only the means to secure an end.

And now let me come to a few thoughts closely related to our home surroundings. I have said that the key-note to all patriotism, worthy of the name, must be the pride we take in our own community, and the labor and sacrifice we devote towards building it up. "It is wonderful," says President Elliott of Harvard University, "what small personal gifts may become the means of conspicuous service if only they get discovered, trained and applied." Now, this problem—how to train every personal gift, no matter how small, how to give a fair chance of development to the special needs and aptitudes of every boy and girl in the schools to-day is one worthy of your closest study and your highest ambition. The school that is to discover and develop the special gift and capacity of each student in it, and so train that gift and capacity that the highest product of civilization is the result, is largely an ideal school yet, but none the less to be sought for because it is ideal.

In the strong competition that distinguishes every phase of our busy modern life, there is a demand that our education be made as practical as possible. And by a practical education we do not necessarily mean that every boy or girl shall be trained in our schools for a trade or a profession, or for the sole object of making money, or even making a living. We mean, or should mean, that each student shall be so trained that he will enter into the activities of modern life and thought, each one in his own sphere, and each one as a good man or woman prepared to do honest and effective work therein.

I need not here remind Nova Scotians of the many names of those who have been an honor to the land which gave them birth, names of men who have been connected with the history and public life not only of the province, but of every land where the English language is spoken.

Nova Scotia is said to be, in the variety of its productions, the richest country in the world. Its history is the most interesting of any province of Canada.

What, then, should be the attitude of the students in the schools towards their own country? Should

they not know well its history and geography; endeavor to understand its varied resources; appreciate its matchless scenery, and by a minute study of their own surroundings lay well the foundations of patriotic citizenship?

And first, as to the history of this province. It is not sufficient to study its general history as laid down in books. Every section of Nova Scotia, the name of every place, has something in connection with its past records well worthy of the investigation of the teachers and students in our schools. There are men and women living in every locality who have interesting stories to tell of the early settlement of the country, and of the trials and privations endured; there are letters and documents existing which will prove valuable to the future historian; there are historic relics and sites which will soon become obliterated unless something be done to preserve and hand down the memory of them. Every section in all these provinces should have its local historical society, whose duty it should be to collect and preserve these records, to gather the stories from the men and women who are fast passing away, and to erect tablets on the historic spots that mark the dawn of discovery and settlement, or the sites of forts and battle grounds. Teachers should take the lead in this movement, not only because of its value to the country, but of the stimulating effect it would have upon themselves. Prof. Ganong, of Smith College, says: "Every teacher ought to pursue some systematic investigation for the sake of its invigorating effect upon his own intellectual fibre and upon his teaching; every normal person ought to have a hobby to which he can turn with pleasure as a relief from the monotony of every-day work; every citizen should take an interest in the history and geography of his country. The study of local place-names combines these three interests in an exceptional manner, and it has the further advantage that through it one is likely to make substantial contributions to local history. The investigation is not easy, but it is most alluring. A chief requisite is that it be attacked in the scientific spirit, the spirit which doubts, weighs, tests, and rests satisfied with nothing less than complete logical demonstration. One must go systematically through the local histories, through the old maps and plans in crown land offices, to old residents, to Indians, to biographical dictionaries, recording all early forms of the names, and tracing them back systematically until the earliest appearances are found, or until the origins are otherwise fully solved." In the June number of the EDUCATIONAL REVIEW, Prof. Ganong shows the results of this patient investigating spirit in tracing the origin of the names *Nova Scotia* and *Acadia*.

Nor is the subject of geography less important than that of history. It is not important to memorize a list of towns, capes, rivers and islands of the province. It is important to know why a town has grown up at a certain point. The considerations,

for instance, why the city of Truro has grown up on this site would lead us to inquire into its early history, the choice of an inland position, near enough to the Bay of Fundy to enjoy occasionally its invigorating breezes, but far enough to be absent from its fogs; how well it is adapted for the mercantile, manufacturing and agricultural interests that have sprung up in and around it; and how its position as an educational and a railway centre has advanced its growth. And so it is with other cities and towns throughout Canada. Their history and position lead us to inquire into their growth and the natural conditions of their surroundings. How a city like Quebec, built for purposes of defence, should be almost stationary in its growth during a period of prolonged peace; how Montreal, built at the head of ocean navigation, should be pre-eminent as a commercial city, and illustrate from its position the cheapness of water carriage over land carriage; how Toronto and Winnipeg, in rich agricultural sections, measure by their rapid growth the extent of the agricultural industry of the country; and how Victoria, Vancouver, Dawson, Sydney, illustrate by their rapid rise the richness of the mineral wealth in their vicinity.

The study of geography in its bearing upon the material and intellectual development of the people is as interesting as it is delightful, and if pursued intelligently it throws a light upon history such as no other subject possibly can.

Closely connected with our geography is the study of our natural history and resources. What we need in these provinces is a studied and systematic investigation of our forests and mountains, our lakes and rivers, our plants and animals, in order to acquire a fuller knowledge of our soil, climate, capabilities and natural products. This can be done to a great extent by amateur students trained in our schools and colleges to observe and investigate about their own homes. They should be taught to make observations with the barometer and thermometer; to make weather reports daily; to study rock exposures and soils; to make maps on which would be outlined the courses of streams in their neighborhood, the lakes, the cleared and wild lands, the mountains, valleys and plains; to measure the length, velocity of current, and depths at various points of the streams in their vicinity; to give the dimensions of lakes and extent of forests; to measure the heights of hills and mountains, thus acquiring a knowledge of the use of the barometer and surveyor's instruments; to be able to distinguish at sight and classify the native plants and animals of each locality, with observations on their habits, mode of life, uses, appearance, occurrence. To these studies and observations might be added the survey of school grounds and adjacent fields, the dimensions of the largest trees in the neighborhood, the depth of the snow in the woods in winter, the dates of closing and opening of lakes and streams, the migration of birds, the opening of flowers and leaves, and other data that I will not

here stop to detail, but which would be of value to science if made with accuracy and regularity. Much of this work is now being done in Nova Scotian schools through the stimulus given by the Superintendent of Education, Dr. MacKay. Some of the results of this work might not be accepted by scientific experts; but though you cannot expect to make trained experts out of boys and girls, you can make them beginners. You can impart a zest and pleasure to their country life that they never enjoyed before, and you can make them know and appreciate their home surroundings.

But how is all this to be done? I think I hear some one asking, Where is the time for it? and can teachers direct such work in which they themselves have received but a scanty training?

Children are born investigators and observers. Under proper direction they will become interested in and readily undertake at least some of this work. And the wise plan would be to see that they do not attempt too much. Such work will not interfere with the regular school work,—it will rather stimulate and encourage a greater zest for knowledge at first hand; and the students will bring some of this vigorous outdoor life and investigating spirit into the schoolroom; and there is plenty of opportunity for its exercise there.

Very little of the work that I have outlined above can be done in the schoolroom, and so much the better if it is not, provided that the impulse and direction come from the teacher. I have seen some excellent results—provided a definite end is kept in view—from the organization of an outdoor club, an observation club, a village improvement club, among larger students. A little skill is required to direct these movements, and a wide sympathy with nature and children.

Interested students will not be satisfied with investigations in their own locality. They will come to find out that every hill, every valley, every river, lake and bog, has some peculiarity in formation, or in the life which inhabits it, which makes it different from the hills, streams, lakes which are found elsewhere. They will soon come to have an interest in comparing their own section with others; and hence will make excursions into other places and meet with other students to compare the results of their observations. This is the spirit of investigation that is abroad in this the beginning of the twentieth century, and one is surprised that it has not taken a greater hold in these provinces, where so much that is new and undiscovered in our natural features awaits the enthusiastic and keen-eyed explorer, and where such matchless scenery tempts him to its rivers and woodlands. In New Brunswick we do not know accurately the heights of its mountains; many of its lakes and streams have not yet been explored, except by lumbermen and sportsmen; we have not sufficient data to make correct maps of the province; the distribution of its plants and animals is not known to any considerable extent. And I presume that this is largely

the case in Nova Scotia. The scientific world is looking to us for more exact information on all points regarding our climate, natural features and resources. And we are looking to our teachers and students, to those who have a bent for exploration and investigation, to solve some of those problems; which will be a wholesome and invigorating pursuit to them and a real benefit to the scientific world.

But the greatest advantage will be to have this spirit of investigation aroused in our young people, to awaken their interest in the capabilities and fine natural scenery of these Atlantic Provinces, thus begetting a wholesome admiration and respect for their own country—a kind of loyalty that needs to be patiently and insistently cultivated.

Have I outlined too large a scheme for you to follow out? Be contented with small beginnings. To attempt too much will result in discouragement and failure. But there will be among your students the beginners in public life, in agriculture, in history, geography, science, literature, in everything that tends to a higher and better life. Strive to infuse into them this investigating spirit—the spirit that seeks to discover, to think out and to know the truth. It will be an inspiration to your own life as it will be to theirs, and give a keen, vigorous and healthy tone to everything you undertake.

I read in a paper a few days ago this paragraph: "The vacation is now approaching, and the poor, tired teacher will now have a rest." The poor, tired teacher! Well that seemed to me a little funny! Wherever I meet teachers, whether at their institute meetings or travelling in the trains, they seem to me to be a well dressed, healthy, vigorous and happy lot of people; and as I look round among you to-day I see the same abundant life and spirit, a life and spirit which I hope may never give place to weakness, care or anxiety. And there is no reason that it should. It rests with yourselves in training the fresh, vigorous life in the schools and communities to which you will shortly go, to have your own lives stimulated and refreshed. And wherever I may meet you after this, in schools or institutes, or in travelling, I hope that I shall see the same evidences of bright intellectual enjoyment, the same evidence of healthy and vigorous life and spirit that I see before me to-day.

A friend has sent this delicious bit of a prologue to the popular song, "Go way back and sit down." A young superintendent was requested to address a few words to the assembled pupils of the schools, to the headship of which he had just been elected. Facing the expectant youngsters from his intellectual heights he began with the question: "Well, children, what shall I talk to you about?" A bright boy, who is going to be a steel trust lawyer some day, chirped up, "What do you know?"

Nature Study.

To the Editor of the Educational Review.

DEAR SIR,—I have examined the work sent in from schools in New Brunswick and Nova Scotia, in response to the questions in Natural History and Science given in my articles in the REVIEW.

The answers indicated much careful observation on the part of the children, and the results were mostly correct and often interesting. Much of the manual work was excellent, some of the drawings from nature being especially creditable.

I have much pleasure in making honorable mention of the following schools, and request that the REVIEW send to each some suitable token of appreciation:—

St. Vincent's School, St. John, N.B.

Black Lands, Restigouche; Miss Susie B. McPherson, teacher (Fall Term).

New Mills, Restigouche; Miss Susie B. McPherson, teacher (Winter Term).

South End School, Yarmouth, N.S.; Mr. J. Logan Trask, teacher.

The St. John Baptist Convent School, New Glasgow, N.S.

Rothsay School, N.B.; Miss Beatrice E. Duke, teacher.

Cassilis, Northumberland Co., N.B.; Miss Jane Brown, teacher.

White's Point, Queen's Co., N.B.

Rolling Dam, Charlotte Co., N.B.; Miss Margaret Kerr, teacher.

Holderville, King's Co., N.B.; Miss Margaret E. Tippett, teacher.

Bocabec, Charlotte Co., N.B.; Miss Jennie M. McIntyre, teacher.

Basswood Ridge, Charlotte Co., N.B.; Mr. Will Whitney, teacher.

JOHN BRITAIN.

A tiny traveler, looking from a car window at a foaming water-fall, called out: "O mamma, see the soda-water running down the mountain!"—*Youth's Companion.*

The following suggestive questions are distributed by Supt. T. S. Johnson, of McPherson, among his teachers: Do I scold? Dispute? Threaten? Worry pupils? Use sarcasm? Appear to fret? Reach each pupil? Repeat questions? Permit interruptions? Make clear every essential? Talk in a high key or loud tone of voice? Carry a buoyancy into each daily exercise? These queries are in order everywhere.

Provincial Teachers' Institute.

The Provincial Teachers' Institute of New Brunswick met in the Normal School building at Fredericton, June 26th, 27th, and 28th, with an attendance of 450 teachers, the largest in its history. The previous meeting was held at Moncton in 1900; and the practice seems now to be well established of holding biennial sessions, alternating with the Dominion Educational Association.

Dr. Inch, Chief Superintendent of Education, presided in a dignified and impartial manner, conducting the affairs of the Institute with skill and moderation. It was generally conceded at its close that no more successful and interesting educational meeting had ever been held in the province.

Mrs. Oberholzer, of Philadelphia, in her address on school savings banks, carefully presented arguments and statistics in their favor; but her arguments did not seem to carry conviction. In the discussion that took place before the close of the institute on a resolution to give effect to her recommendations, the resolution was voted down, most of the teachers who took part in the discussion holding that time could not be taken to attend to this in the schools, and that it was of doubtful advantage to teach habits of saving at too early an age.

Prof. Davidson's paper on Teachers' Wages and How to Increase Them, was read in his absence by Dr. H. C. Creed; Prof. Davidson maintained that the initial salaries of third class teachers were greater in proportion to the cost of preparation and efficiency required than those of first class teachers. The remedy for low salaries was not in complaint, but a step in the right direction would be in the appointment of parish school boards and by centralization of schools. At a later stage of the institute Dr. Inch took occasion to say that teachers should be influenced by the missionary spirit and await with patience for a proper financial recognition of their services.

Mr. E. W. Lewis, principal of the Campbellton Grammar School, read a paper on the Inductive Method of Teaching Latin, which he favored, stating that it required better teaching skill than the old method. He was followed by Mr. McFarlane, of the Fredericton High School, and Dr. Bridges, of St. John, who thought that the inductive method had not produced the results expected from it. An animated discussion rose on the merits of Roman *versus* English pronunciation of Latin. It was announced that the Board of Education had passed

an order that those beginning Latin in future should use the English pronunciation, although in schools which had adopted the Roman pronunciation, it might still be used.

A discussion on the course of instruction for high schools was opened by Principal Oulton, of the Moncton High School, who urged that the natural sciences should receive more attention than they do now. In this view he was strongly supported by Mr. Brittain, of the Normal School, who pointed out that in the high school leaving and university matriculation examinations Latin and Greek were marked at 300, while the maximum of 150 marks were given for chemistry and botany. Mr. C. H. Acheson, of Moncton, and Mr. R. D. Hanson, of Petitcodiac, urged a wider course of elective studies. Dr. Bridges, of St. John, favored the classical course as being of greater educational value.

Inspector Carter read a paper on the Centralization of Rural Schools, summing up with great force and skill the advantages to be derived therefrom with some of the arguments against it. To add to the practical value of Inspector Carter's paper, there were present to discuss it Principal W. A. Hickson and Trustee Mitchell, of Welchpool, Campobello, the only place in the province where school consolidation has been carried out. The testimony of both speakers was strong in favor of the plan, showing that it had worked admirably.

Miss M. E. Knowlton, of the St. John High School, read a paper on English Literature, which drew forth many words of praise both for the style and the spirit of its teaching.

Mr. W. M. McLean, of St. John, moved that the institute appoint a standing committee on text-books and course of study, and that the Board of Education be asked to consult with this committee before making changes in prescribed text-books or course of instruction. This was carried and the following committee appointed to act with the Chief Superintendent of Education: B. C. Foster, Fredericton; H. S. Bridges, St. John; F. O. Sullivan, St. Stephen; S. W. Irons, Moncton; and Miss A. M. Harvey, Fredericton.

The following were elected members of the Executive Committee: B. C. Foster, Miss Ella Thorne, Fredericton; Frank A. Good, Woodstock; C. H. Acheson, Moncton; P. G. McFarlane, St. Stephen; C. J. Mersereau, Bathurst; E. W. Lewis, Campbellton; Miss Bartlett, St. John; G. J. Oulton, Moncton; and R. D. Hanson, Petitcodiac.

The public educational meeting held on the even-

ing of the 26th was addressed by Mayor Crocket and Dr. Atherton, chairman of the School Board; Inspectors Carter and Mersereau; Dr. Adams, of the Teachers' College, Glasgow University, and Prof. Robertson, of Ottawa.

On the following evening Chancellor and Mrs. Harrison held a reception at the university, which will long be remembered by those who were present, all of whom bore away with them the liveliest impression of the courtesy and geniality of their hosts.

Principal Wm. Brodie, of Sussex, was elected the institute's representative on the Senate of the University of New Brunswick.

Dr. Inch announced that a week's extra holidays would be allowed to those who attended the Summer School at St. Stephen.

Dr. G. U. Hay drew the attention of the teachers present to a new list of plants that is being prepared by a committee of the Natural History Society of New Brunswick, and invited the co-operation and help of all plant students of the province to make the list as complete as possible.

The fine exhibition of manual work, arranged by Prof. MacCready and his associates, and the unremitting attention they gave to the explanation of the various phases of this work to teachers, was one of the best features of the institute. Another excellent feature was the exhibition of pupils' work from the schools of Fredericton, arranged in the various rooms of the Normal School.

Summer School of Science.

The Summer School of Science for the Atlantic Provinces held its sixteenth session at St. Stephen, N. B., July 22nd to August 8th, with an enrolment larger than in any preceding year, excepting the session of 1901, in Lunenburg, N.S., where the local attendance was unusually large.

The opening meeting of the session was held in the St. Stephen curling rink.

Dr. Bailey, of the University of New Brunswick, president of the school, took the chair, and gave a brief sketch of the organization and its work. Mayor Murchie, as representing the town, and G. W. Ganong, M.P., in behalf of the local school board, welcomed the visitors. Short addresses were made by Hon. H. A. McKeown, of St. John, N.B., Rev. Canon Vroom, of Windsor, N.S., and others; and good music varied the programme.

The regular work of the school began on the following day, the mornings being given to lectures and the afternoons to field and laboratory work. The staff of the instructors was as follows:—Blowpipe Analysis, Prof. W. W. Andrews, LL.D., assisted by L. E. Rowley; Botany, J. Vroom; Chemistry, W. H. Magee, Ph.D.; Drawing, F. G. Matthews, of MacDonald Manual Training School. Truro; Education, J. B. Hall, Ph.D.; English Literature, Miss Eleanor Robinson; Geology, Prof. L. W. Bailey, LL.D.; Kindergarten, Mrs. S. B. Paterson; Music, Miss Ada F. Ryan; Physics, W. R. Campbell, M.A., and Dr. Magee; Physiology, S. A. Starratt; Zoology, Prof. W. F. Watson, of Furman University, Greenville, S.C., and Mr. Starratt.

Dr. Fletcher, the botanist and entomologist of the Central Experimental Farm, Ottawa, visited the school twice during the session, and led classes in field work.

The session was marked by regular attendance and close attention throughout, though the lecture rooms, in some cases, were uncomfortably crowded. A good audience greeted Attorney General Longley, of Nova Scotia, whose instructive address on "Great Questions" occupied the second evening of the school. The next evening meeting was held in St. Croix Hall, Calais, where a still larger gathering listened to Prof. Watson on the subject of "Genesis and Geology." The other evening speakers were Miss Van Horne, who gave an illustrated talk upon "Mushrooms, Edible and Poisonous"; Dr. Bailey, whose lecture on "Geology and History" was also illustrated by electric lantern; Dr. Fletcher; Prof. Robertson, Commissioner of Agriculture; Mr. Starratt, and Hon. W. W. Stetson, State Superintendent of Schools for Maine. The annual school sermon was preached by Rev. Canon Newnham.

A special train on the C.P.R. took the field classes to Moore's Mills on the afternoon of Saturday the 25th. On the Monday following, upon the invitation of the local committee, the visitors were given a free excursion to Campobello and Eastport by the steamer "Viking," passing the historic St. Croix Island on the way. The day was cool and pleasant, and the beauty of the scenery made it a very enjoyable trip. Another day's outing was taken on August 5th, when about half the members of the school went by the steamer "H. F. Eaton" to St. Andrews, where they found carriages in

waiting to take them to points of interest in the shire town.

But the days off work were not the most attractive part of the session. Enthusiastic classes filled the lecture rooms day after day; sat in rapt attention while Miss Robinson unfolded the beauties of Tennyson; trooped across the fields for geology and botany with the class leaders; gathered by brooks and ponds; listened to Dr. Bailey's discussions of rock formations, or learned from Dr. Fletcher and Mr. Vroom to look upon trees and plants as living things; eagerly watched or conducted experiments in the laboratory practice; found a new interest in drawing and music; gained inspiration in their work, if teachers, under the influence of Dr. Hall and of Mrs. Patterson, whose kindergarten lessons had to be repeated in successive hours to accommodate all who needed them; delighted the members of the faculty by their earnestness in their work, and found the session all too short.

A noticeable feature of the enrolment was that over half the teachers of the Lunenburg schools were present, having been so favorably impressed with the work of last year that they were induced to continue it at St. Stephen. There was also a good attendance of Calais teachers; and Dr. Stetson has recognized the school by granting the usual summer school certificate to all Maine teachers who enrolled.

Next year's session of the Summer School will be held at Chatham, N.B. The officers elect are: Prof. L. W. Bailey, LL.D., University of N.B., president; B. McKittrick, B.A., Lunenburg, N.S., and Philip Cox, Ph.D., Chatham, N.B., vice-presidents; J. D. Seaman, Charlottetown, P.E.I., secretary-treasurer. The president, the secretary-treasurer, W. R. Campbell, M.A., S. A. Starratt, J. B. Hall, Ph.D., and J. Vroom are the board of directors.

Color Lesson.

Ask the children what colors they can see. Write these colors on the board as they are named by the class. When five have been given, have them write a story, using these words. Vary the exercise by asking them to name all the things in sight, which are brown, or white, or blue, etc. Write these down as they are given, and have a story written about them, having the color always named with the object. Ask which makes the prettier mind picture. The object of this exercise is to teach how much color adds to any picture or description.—*American Primary Teacher.*

TEACHERS' CONVENTIONS.**ANNAPOLIS AND DIGBY INSTITUTE.***(Condensed from report of A. H. Armstrong, Secretary).*

The teachers of Inspectoral District No. 4, embracing Annapolis and Digby Counties, and many from Yarmouth and Lunenburg Counties, gathered at Annapolis, May 7th. In the evening they were given a grand reception in the Academy of Music by the citizens of the town. Mr. H. D. Ruggles, the chairman of the School Board, presided, and extended a hearty welcome to the teachers. Inspector Morse responded gratefully in behalf of the teachers, to the cordial welcome they had received on all sides.

On Thursday morning, President Morse called the meeting to order in the Masonic Hall at 9.30 a. m. One hundred and twenty-five teachers were present during the session. The following officers were elected: Vice-President, Principal A. W. L. Smith; Secretary-treasurer, A. H. Armstrong; Executive Committee, Principals H. B. Hogg, E. Robinson, L. Ruggles, and Miss Hamilton.

Mr. J. Crowe, of Annapolis, opened a discussion on "Text Books in our Common Schools." Principal A. W. L. Smith taught a very interesting lesson on a selection from Milton's "Comus" to his B class, in which careful preparation was evinced both by teachers and pupils, the principal showing that he was a painstaking and energetic teacher.

At the opening of the afternoon meeting Mr. Crowe replied to some criticisms on his discussion and introduced a resolution, which passed unanimously, suggesting to the Council of Public Instruction the desirability of a change in the readers which have been in use in the schools for the past twenty-five years.

President Morse introduced the following gentlemen, who were present, and invited them to take part in the discussions: Supt. MacKay, Inspector MacIntosh, Principal McKittrick, Judge Savary, and Rev. Mr. Coffin.

Dr. Hall, of the Normal School, read a paper, entitled, "Geography in our Common Schools." After presenting the importance of the study, he showed that it must be taught by object lessons or from observation.

Mr. Crowe thought it was both convenient and necessary to know the location of important places and to study maps. Principal Ruggles spoke concerning the advantages of a dark room for using stereopticon views to teach geography. Mr. T. B. Kidner, of the Manual Training School, Truro, thought geography in harmony with his work. The concrete was presented first and then the abstract. Emphasize the sand and clay tables for all grades. Dr. Hall thought examinations could be successfully passed if geography was studied in this way. Examination questions were to test general knowledge. Miss Harris showed how she taught the geography of Annapolis and vicinity, having ample

illustrations of bays, capes, watersheds, etc., and from this the rest of the country. Principal Trask then showed how, by map drawing on blackboards, the geography of high school grades could be taught after the same method.

Principal Robinson then, by means of a paper and by blackboard illustrations, taught a very interesting and helpful lesson on geometry. He would teach the axioms and definitions only as the propositions called for them; would take up the propositions in order of their difficulty and importance, and would teach the exercise with the proposition, as they are really of the same value and involve the same principles. Principal Longley read a paper on "Elementary English." Some of the points were that language should be taught first by simple sentences used in reproducing stories and then more difficult words and sentences introduced. Technical terms should not be introduced until called for. The English and composition of the paper was excellent and a lesson in itself.

The public meeting which was held in the Academy of Music, on Thursday evening, was called to order by President Morse, who in a few words complimented the people of the town on their new school building, the best in his inspectorate, and thanked them for their cordial welcome.

Supt. MacKay, being introduced, recalled his stay in Annapolis some years previous, and signified his pleasure to be there on the present occasion with so many teachers from the three inspectorates. He explained that the institute was not a mere pleasure trip to teachers, but a signal benefit to their schools obtained at some expense to themselves and should be so recognized by parents and trustees.

He spoke of the great divergence of opinion on educational subjects and the difficulty of legislating to suit the needs, purses and minds of all people in all parts of the province. Trustees should aim to secure the best, not the cheapest, teachers. Centralization of schools should tend to give good instruction to all. Education obtained in crowded country schools has its advantages as strengthening the power of initiative. He briefly mentioned the subject of manual training which the government is so generously helping to establish in town and also in country schools.

The next speaker, Mr. Kidner, of the MacDonald Manual Training School, elaborated this subject to some length, showing its practical value. During the twenty months since he came from England, eleven schools have been established in the province. He showed the bearing of his subject upon drawing and how it tended to develop all the functions, mental, moral and physical, of the pupil. He explained clearly the distinctions between manual training and technical schools; mentioned the need in Canada of skilled handi-craftsmen, for which manual training forms a good basis. Lady teachers may be proficient in this work. Consolidation of schools would facilitate its introduction.

Dr. Hall, Judge Savary and Inspector MacIntosh also addressed the audience. The latter spoke of

the progress of the schools of manual training and domestic science in Lunenburg and Bridgewater, which towns work together in employing one teacher. Although pupils doing this work lose some school time, the general work had improved. The cost of fitting a desk for manual training is twenty-five dollars.

On Friday morning Mr. Kidner gave an object lesson on his work, showing models of things that may be constructed from card or bristol board by small children. Instruments such as set squares, rulers, etc., and material may be obtained for a few cents. This work is both interesting and educative to the children. It demands neatness and accuracy. Don't ask for definitions, but evolve them from the work. Any useful article should be made as soon as possible. Never attempt to teach what you have not done yourself and noted your difficulties. Mr. Kidner showed how difficult figures like the tetrahedron may be easily made. Principals Longley and Shaffner spoke very highly of the value of the lesson, and wished to thank Mr. Kidner on behalf of the teachers. Mr. Kidner had present for inspection a full set of bristol board articles from the simplest in construction to the most difficult, made by himself and pupils.

Mr. B. Havey, in his inimitable manner, elaborated the subject of penmanship. Every system has something good in it in its day. Don't overlook simple things, as they are fundamental. Keep pupils in good humor, show sympathy and admonish gently. Teach from blackboard, and in classes encourage and get all enthused. Children cannot write with equal ease, but practice will bring the same proficiency.

The Institute closed on Friday afternoon, the registration being the largest in its history. The following were nominated as representatives to the Provincial Association: Principals A. W. L. Smith, Mr. Bond, L. Ruggles, A. H. Armstrong, and Miss L. Harris. Invitations were presented from Bear River and Weymouth Bridge, inviting the Institute to meet with them in 1903. The usual votes of thanks were passed.

The Twin-Flower.

Once upon a time, when the flowers first came to the earth to live, a slender vine crept into the woods.

It was June, the month when the leaves are freshest and happiest.

Deep in the cool, mossy woods crept this little vine. The woods were full of singing birds that had come North for the summer.

The little vine had pretty, round leaves. She loved her leaves and kept them green and shining all the year.

When the first snowflakes fell they found her leaves green and bright.

When the last snowdrifts melted away in the spring, the little vine waved her leaves and nodded to the first bluebird.

But now it was June, the little vine had something besides leaves to think of. She was making some dainty pink bell-like flowers.

It was time for the flowers to bloom, but still they did not blossom.

They were so tiny, and the woods were so dim and shady that each little flower was afraid to stand up alone and bloom.

One moonlight evening Mother Nature whispered softly, "Dear little flowers, why don't you bloom."

"You need not be afraid, dears," said Mother Nature, "and you need not stand alone. You shall be little twin-flowers, and always stand two together."

So the little flowers stood up two by two, such shy little blossoms as they were.

Mother Nature filled each of the little bell-like flowers with dainty perfume.

"When you hear any one coming," she told them, "just turn your flower cups down and shake out this perfume. Then the air shall be so sweet with your fragrance that whoever is coming will look to see what is giving such a dainty greeting, and will not tread on you."—*Elizabeth W. Dennison.*

A Fable for Specialists.

The following fable, as told in the *Saturday Evening Post*, has an application sufficiently wide to suit all faddists. The only trouble is there are no faddists in these days. A copy of the *North-West Review* was sent us the other day in which there is a little article bemoaning the variable curriculum of the modern college or university and extolling the fixed course of study of those colleges which still give the humanities the chief place. This is all very well, but it strikes one sometimes that the study of Greek and Latin may be just as much of a fad as the study of anything else. However, here is the fable:

An ornithologist invited an ichthyologist to walk in the woods with him, and the ornithologist said: "I suppose you know that the crow——"

"I know nothing about birds."

"But surely you have heard that the cuckoo——"

"I don't know a hawk from a handsaw, I am sorry to say."

"Yes, but you surely have heard so common a thing as the fact that the swallow never——"

"My friend, I know less that nothing about birds."

They finished their walk, and the ornithologist went home and said to his wife:

"The man with whom I walked to-day in the woods is woefully ignorant. How can a man go through life with so little knowledge of the things about him?"

The next day the ichthyologist invited the ornithologist to walk along the sea cliffs with him.

So they walked together, and on the cliffs a doltish fellow was standing.

"Good morning," they said to him, but he only stared at them, open-mouthed.

"A fool!" cried both.

And the ichthyologist said to the ornithologist: "Of course you know that the blue fish of these waters——"

"I know nothing about fish."

"But surely you have heard that the swordfish——"

"I would not know a cod from a kid, I am sorry to say."

"Yes, but you surely have heard so common a thing as the fact that a porpoise never——"

"My friend, I know less than nothing about fish."

At this point the ichthyologist was so impressed by his friend's ignorance of common things that he did not mind his steps and fell off the cliffs into the sea, and not knowing how to swim he called to his friend for help.

"Alas, I do not know how to swim," said the ornithologist.

"More of his ignorance," said the ichthyologist as he went down for the second time.

But the dolt had been watching, open-eyed, and he plunged into the sea, and swimming out to the ichthyologist he saved him.

MORAL—Each one of us has his special brand of ignorance.

Current Events in School.

Until quite recently such attention as has been given in the schools to the news of the day has consisted mainly in compilations from the daily press during morning exercises or in other odds and ends of time in the school day—of miscellaneous items about everything in general and nothing in particular. This was called "studying current events," and bore the same relation to the true study of current events that the mere memorizing of names and dates bears to the true study of history. Now, however, it is beginning to be recognized that the right conception of the educational value of what is called "news" is not to teach it as a separate study—to load another branch upon an already overloaded list—but to use it to teach most, if not all, of the other studies. To learn the location, climate, physical and political features and products of a country in connection with great and dramatic events taking place there—the war in South Africa, the uprising in China, the treaty between England and Japan, the establishment of the Australian Commonwealth, for example—all

and much more information than can be taught by rote in the ordinary method of studying geography—is so plainly the best and most economical expenditure of the mental effort of teacher and pupil that only its obvious nature has so long kept it from being recognized.

"Genius," says some paradoxical philosopher, "is the art of seeing the obvious." Genius is rare.—Francis B. Atkinson.

Private Schools.

There are many reasons why people prefer a private school to a public one. I was employed in one of the latter for several years, and then sought a situation in the former kind. The principal was an accomplished man and watched me for several days; often he would say, "Try to forget that you are in a public school; the only fault I find is that you have acquired mechanical ways; try for naturalness." I think it took me several months to get rid of the feeling that some one was coming in to question the pupils.

Not far from me is a large and fine public school building, and I am acquainted with some of the teachers. They ask me why parents will pay \$300 a year to have their children in a private school when they could send them free to the public school? They look at our course of study and find it is essentially like theirs, and are puzzled over the situation. The best answer I can give them and not offend is that parents say they have tried the public school and are willing to pay the sum we ask.

A friend of mine taught for many years successfully in a private school and then went into a public school. He told me that the principal kept at him for a year, saying, "That won't do; we don't want private school ways; never mind whether they like it, drill, drill, drill." My friend received a good salary, but finally resigned, and is now in a private school again.

Lawyers and Teachers.

I hesitate considerably, Mr. Editor, about complying with your request to indicate the difference between my present and my former labor. I entered upon teaching intending to stay in it; I liked it and held a fair position. It was not to do better financially that I left it and took up law. But at the county and state meetings of teachers I found so many picayune men and women (pardon me, old associates) that I was disgusted; and they never seemed to grow any bigger, alas! In the town where I taught the lawyer grew year by year; he was a young man when I came, but in a few years he was recognized as a power.

This aspect of the case troubled me. I attended the church, helped in the Sunday school, but I could

see I held no respected position like this lawyer. He consorted with the best intellects; I did not; I suppose I could not. My associates were nice people, but they never had an idea the size of a pinhead. I remember it was thought best to enlarge the school building, and I drew a plan; but the school board went to this lawyer to ask whether it was a good plan. People in general seemed to think the teachers in that school possessed ability to teach, but were good for nothing else.

Now as I look at my present work I see that I try to get at the truths involved. The one who gets the best hold of the truth and can state himself clearest is the best lawyer. But in teaching there was no truth involved; it was keeping order and hearing lessons. So that the difference between the lawyer and the teacher is very great. There are small men in the lawyer's profession, but even they have to grapple with law-truth, and they grow even when they don't intend to. The men I now meet are strong men; they are, most of them, my superiors.

I do not disparage teaching, mind you; it is a most useful work. But only one or two that I knew, and I did know a good many, were persons of mental vigor; they got a little knowledge and stood still on that. One could feel they were fossils. At the meeting the most trivial things were debated. Possibly this is inherent in the work: possibly it is a habit the teacher gets into. I note in *The Journal* you send me from time to time what seems to me like solid scholarly discussions; the writers must be a different style of persons from those I used to meet. This hasty scrawl is at your service, but not my name.—*Lex*, in *Journal*.

Talking the Lesson Over.

It was in the Forestville school, Chicago. It was a strange-looking sight. The children were all talking in groups. Every six children formed a group. They turned in their seats so that they faced each other, and the four outside ones turned slightly inward so that they could look in one another's faces, and while talking low could hear one another.

They were reciting in this way.

It was a lesson in history.

It was a conversational exercise.

Each child was taking some part in it.

They were telling what they had learned about the subject beyond what was in the book.

They were asking one another's opinion of certain men and measures.

No group disturbed any other group.

The teacher was walking about the room and listening to the discussions. A few minutes before the time was up she had them face front, and some one in each group told what was most interesting to them.—*A. E. W.*

A Fish Game.

One of the lately devised games in which children will probably find amusement may be termed the "fish game," and the questions and answers that furnish the amusement are the following:—

1. A fish that represents light?
2. The fish beating time for the march?
3. The carpenter's fish?
4. A fish that bears a weapon of war?
5. A fish who will act as guide?
6. A fish very useful at night?
7. A fish that never bites?
8. A blacksmith's fish?
9. A fisherman's fish?
10. The spherical fish?
11. The hunter's fish?
12. The smoker's fish?
13. A weapon no longer used?
14. A part of the foot?
15. A female bartender?
16. An evil spirit?
17. A hand measure?

ANSWERS.

1. Sun fish; 2. drum fish; 3. saw fish; 4. sword fish; 5. pilot fish; 6. moon fish; 7. sucker; 8. bellows fish; 9. angler's fish; 10. globe fish; 11. hound fish; 12. pipe fish; 13. pike; 14. sole; 15. ale-maid fish; 16. devil fish; 17. perch.—*National Educator*.

Can You Answer These?

Here are some questions about things you have seen every day. If you are a wonder you may possibly answer one or two of the queries off-hand. Otherwise not.

What are the exact words on a two-cent stamp, and in which direction is the face on it turned?

In which direction is the face turned on a cent? On a quarter? On a dime?

How many toes has a cat on each fore foot? On each hind foot?

Which way does the crescent moon turn—to the right or left?

What color are your employer's eyes? The eyes of the man at the next desk?

Write down, off-hand, the figures on the face of your watch. The odds are that you will make at least two mistakes in doing this.

Your watch has some words written or printed on its face. You have seen these words a thousand times. Write them out correctly. Few can do this. Also, what is the number in the case of your watch?

How high (in inches) is a silk hat?

How many teeth have you?

CURRENT EVENTS.

On the eve of the day fixed for the coronation, the sudden illness of King Edward, and the need of performing a dangerous surgical operation to save his life, caused the ceremony to be indefinitely postponed. Grief and anxiety took the place of rejoicing throughout the empire. The King, however, quickly rallied; and his crowning took place on the ninth of August, with much less splendor and magnificence, and with briefer ceremony, but, no doubt, with deeper religious fervor than if the interruption had not occurred. And this, perhaps, was fitting; for the crowning of an English king is essentially a religious ceremony, an acknowledgment that all rule and all authority comes from God.

A Russian chemist has invented a new process of treating wood in such a manner as to make it fire-proof. Experiments made by the German navy with wood so treated show that it will withstand the blaze from petroleum soaked faggots for an hour before taking fire.

The completion of the great dam across the Nile, at Assouan, is announced. It is about a mile and a quarter in length, and rises ninety feet above the river bed. Its purpose is to regulate the height of the river for agricultural purposes.

The Baldwin Arctic expedition, which, when it set out last summer, was said to have been better equipped than any other, has returned unsuccessful.

The campanile of St. Mark's, Venice, one of the most famous and beautiful detached bell towers of the world, has fallen. The foundations of this tower were laid in 911, and it was completed in 1591. Its height was 322 feet.

It is said that the new irrigation works in Egypt have so increased the humidity of the air that the Sphinx may become a ruin. There are now from fifteen to eighteen days of rain in Egypt annually where formerly rain was almost unknown, and the crumbling away of this remarkable monument of ancient art, that has stood through so many centuries, is believed now to be only a question of years.

The College of Cardinals, at Rome, after due consideration, has definitely refused to canonize Joan of Arc. Some of the reasons for refusal are that her capture disproves her divine mission, that she suffered martyrdom unwillingly, and that her own admissions throw doubt upon her moral character.

The abandonment by Great Britain of five small islands in the Bay of Honduras has caused great indignation among the inhabitants. These islands, which belong territorially to the Republic of Honduras, were unoccupied until about sixty years ago,

when some colonists, principally from Jamaica, made a settlement there and claimed British protection. The claim was allowed for a time, but the British flag being now withdrawn, the inhabitants who choose to remain must become citizens of Honduras.

The growing influence of Great Britain in the east is shown in the announcement that an agreement has been concluded under which Great Britain and Japan guarantee the independence of Korea.

The Marquis of Salisbury has resigned the premiership of the United Kingdom, and been succeeded by his nephew, the Right Hon. A. J. Balfour. Lord Salisbury, in retiring, leaves the Empire at peace, and free from the two great dangers that threatened it in Africa, the hostility of the Soudan and the ambition of the Boers to control all South Africa and "drive the British into the sea." There have been no important changes in the cabinet, and the Balfour administration may be regarded as a continuance of the Salisbury administration.

The first of the Welsh settlers from Patagonia have arrived and been forwarded to their new homes in Assiniboia. Others will probably follow.

Among the discoveries made now that the war is over, is the fact that the Boers had a very much larger number of men under arms than we supposed.

Foreign prisoners of war taken with the Boer prisoners will not be allowed to return to South Africa when they are set at liberty.

Schools for natives are to be among the new things introduced in the Transvaal and Orange River colonies under British rule.

Good progress has been made in resettling the Boer farms. Already 9,000 families have been reinstated on their lands, though the work of replacing them is accompanied by many difficulties.

Canada is to be the great source of the world's future supply of pulp wood. Her magnificent belt of spruce, extending from Quebec to the Mackenzie River, is as yet practically untouched, except along its southern margin. Railway projects now undertaken will before long open up this belt and make its wealth available.

Steamers running between the United States and Central America are now using oil for fuel. The experiment is to be tried on a large passenger steamer crossing the Atlantic. It has already been found practicable in Russia; and it seems probable that oil will soon take the place of coal on all ocean steamers.

The premiers of the Atlantic Provinces, it is said, will hold a meeting in Quebec in September to discuss an important amendment to the British North

America Act. According to present arrangements each of these provinces will lose one member in the next parliament. Manitoba and British Columbia were taken into the dominion with the understanding that their representation would not be reduced, and the premiers of the lower provinces wish to have this provision applied to them.

The character of the immigrants arriving in Canada this year is very much above the average. In numbers, also, the volume of immigration this year is the most considerable by far in the history of the country. Settlers from the United States are pouring into Manitoba and the North West; and European immigration is increasing as Canada becomes better known.

The military authorities have decided to add to the fortifications in Halifax. For the past year the fortresses have been undergoing reconstruction. The old forts were condemned, and guns which had been in position for very many years were dismantled and converted into junk. Expert fort builders came from England, and at the present time hundreds of men are engaged in making alterations that will cost an immense lot of money. Over one hundred men are at work on the new fort near Murray Cove, which is called Spion Kop. This fort will be fitted with everything modern, which will include the largest type of guns. Other new fortifications will be constructed. One will be at Devil's Island, and will cost an immense sum, the first year's estimates alone amounting to \$1,250,000. Devil's Island is located on the eastern side of the entrance to Halifax harbor. It also stated that another fort will be constructed on the western shore near Sambro.

The conference of colonial premiers at London has adopted a recommendation to the parliaments of the Empire in favor of imperial preferential trade in whatever direction this is possible; and also a resolution providing for the use of the metric system of weights and measures throughout the Empire. A similar conference is to be held every four years.

A German scientist declares that in Central Europe there was a race of pigmies in existence down to within a thousand years of our own times. The belief in fairies has, no doubt, had its origin in some such fact.

The long looked-for site of an Indian city, once an important mission station, has been discovered on Fox River, Wis. The city is reported in 1675 to have had 20,000 inhabitants. It was visited by Nicolet in 1634 and by Radisson and Grosellier in 1659. The mission was founded by Allouez in 1669, and was described by Dablon in 1670 and Marquette on his voyage with Joliet in 1673. Several other fort and village sites have been discovered incidentally in the course of the investigation.

SCHOOL AND COLLEGE.

Miss Bessie Tufts has been appointed teacher of piano music and vocal culture at the Sackville Ladies' College.

Principal Cameron thinks the manual training department the most valuable of all the departments in the Yarmouth schools.

Miss Annie Gallagher has succeeded in raising over \$50 by an entertainment for the benefit of the school at Quispamsis.

The teaching staff at Norton for the next term will be Geo. M. Price, principal, and Miss Annie Cosman, in the primary department.

In the results of the matriculation examinations in the province of New Brunswick, a Fredericton student heads the list of successful candidates.

The pupils of Miss Maggie Munroe, Sundridge, presented her with an affectionate address and a work-box, pen and inkstand at the close of the term.

The members of the teaching staff of Kentville Academy and public schools have presented a handsome travelling bag with fittings of ebony and silver to Miss Jennie W. Ross, the retiring principal.

Both Dr. Allison and Prof. Hammond, of Mount Allison University, have married and gone on a wedding tour during the summer vacation. Dr. Allison will return to Sackville about the end of September.

Prof. Robertson, administrator of the MacDonald fund, was present at the closing of the MacDonald Manual Training School in Truro, where nine persons, six of them from Nova Scotia, and three from New Brunswick, graduated as trained instructors.

William Brodie, M.A., late principal of the Sussex schools, has been appointed to the staff of the St. John high school. Mr. Brodie was for some years the successful principal of the Charlotte County grammar school at St. Andrews; which place he left to take up a course of study at Harvard.

B. R. Field, principal of the schools at Port Elgin, and Saben Allen, of the intermediate department, have both resigned their positions. The pupils presented Mr. Field with a ring, and Mr. Allen with a travelling case, accompanied by appropriate addresses. The people of the town regret the leaving of the teachers, as both were competent and much thought of in the school and community.

The young lady teachers who sailed from St. John to South Africa are located as follows: Pretoria, Miss Carr; Bloemfontein, Miss Bremner, Miss Dutcher, Miss Lee, Miss DeWolfe; Vryburg, Miss Hebb, Miss Ellis, Miss Johnston, Miss McLeod, N. B.; Kroonstadt, Miss Murray, Miss Crandall, Miss Younghusband; Norval's Point, Miss McDonald, Miss Graham, Miss Arbuckle; Brantford, Miss Fleet, Miss Burns, Miss Pickle, Miss Elliott.

The closing exercises of the Provincial Normal School at Truro were this year of unusual interest. On the platform with the principal were ex-Principal Calkin, Attorney-General Longley, Chief Superintendent MacKay, Dr. G. U. Hay, of St. John; Hon. A. McGillivray, of Antigonish; Rev. Father Dagneau, of St. Anne's School, Church Point; W. E. McLellan, of Halifax; and Dr. Adams, of Glasgow, Scotland. Father Dagneau spoke in French, the others, in English; and the Chief Superintendent presented the diplomas to successful candidates.

On June 21st last an entertainment was given by teacher and pupils of School District No. 12, Parish of Lancaster, St. John Co. (Pisarinco), in the public hall. There was realized the handsome sum of \$51.36. This amount will be devoted to improving the school equipment in the way of additional maps, a globe, blackboard surface, a teacher's table, etc. The services of Miss Girdwood have been secured for another term at least.

At the annual school meeting of District No. 1, North Head, Parish of Grand Manan, Edmund Daggett, Esq., retired from the trusteeship. He has been a member of the school board continuously since the organization of the district immediately after the passing of the N. B. School Act, and during nearly all that time has been secretary of trustees as well. His services in this double capacity have made a record hard to beat.

T. H. McKay, M. A. (Dal.), son of Supervisor McKay, of Halifax, has been appointed assistant in physics at Harvard University.

At a social held in Canobie, District No. 10, Gloucester County, under the direction of Miss Jennie M. Dunphy, the teacher, the sum of \$23 was raised. This amount will be used to purchase desks for the school.

Murray Macneil, B. A. (Dal.), son of Rev. L. G. Macneil, St. John, has been appointed a teaching fellow in mathematics at McGill University.

Douglas McIntosh, B. Sc. (Dal.), has been appointed senior demonstrator in chemistry at McGill University, and Eben Archibald, B. Sc. (Dal.), has been appointed a demonstrator in chemistry at the same university.

Principal Frank Simpson, G. W. McKenzie, G. G. Archibald, all recent graduates in arts at Dalhousie College, have been appointed to the New Glasgow high school staff.

Mr. Jos. Mills, B. A. (U. N. B.), principal of the Charlotte street school, Fredericton, is spending his vacation at Harvard, taking a special course in English.

Percy B. Perkins, B. A. (U. N. B.), and winner of the Governor General's gold medal, has been granted \$150 from the Price-Greenleaf Aid Fund, to enable him to attend Harvard University next term.

Mr. R. D. Hanson, recently principal of the Petitcodiac Superior School, has been appointed to the principalship of the grammar school, Bathurst, N. B.

B. P. Steeves, B. A. (Mt. Allison), recently principal of the Bloomfield, Kings County, Superior School, has been appointed to the principalship of the Dorchester, N. B., Superior School.

H. B. Steeves, B. A. (Mt. Allison), has been appointed to the high school staff, Moncton. In July Mr. Steeves was united in marriage to Miss Bessie Harper, Shediac. The REVIEW tenders its heartiest congratulations and good wishes to the happy pair.

Mr. J. W. Menzie has resigned the principalship of the Norton Station, N. B., Superior School after six years of service. Mr. Menzie was presented by his scholars with a gold headed cane as a mark of their esteem.

Stewart McDonald, B. A. (Dal.), has been granted a scholarship of \$300 in philosophy at Cornell University.

The retirement of Miss M. Maude Narraway, of the St. John High School staff, to be united in marriage to Mr. Chas. F. Sanford, took place at the close of last term. Miss Narraway's career has been particularly successful. The REVIEW extends its hearty congratulations, with wishes for a prosperous and happy married life.

Mr. A. C. M. Lawson, recently of the Superior School, Salisbury, has accepted the principalship of the Chipman, N. B., Superior School, the late principal, Mr. C. F. Dole, having entered the university.

Mr. R. Tuttle, of Bathurst, has accepted the principalship of the Blackville Superior School.

RECENT BOOKS.

LES MALHEURS DE SOPHIE. Edited by Eliz. M. White, Worcester, Mass. Cloth. Pages 76. Price, 45 cents. D. C. Heath & Co., Boston, Mass.

"The misfortunes of Sophie" will prove to be a very amusing book for children, and with the notes, vocabulary, questions in French, also English exercises, will serve as an excellent reading book for those beginning French.

MacMillan's New Geography Readers: AFRICA AND AUSTRALASIA. Cloth. Pages 279. Price 1s. 6d. Macmillan & Company, London, 1902.

These divisions of the world are interesting to us at all times, doubly so at present. The appearance of this reader cannot fail to draw increased attention to them at the present. The readers are illustrated, written in an entertaining way, and cannot fail to be of great use and interest to students of geography.

PRINCIPLES OF CLASS TEACHING. By J. J. Findlay, M. A., Wadham College, Oxford. Cloth. Pages 442. Price 5s. Macmillan & Co., London, 1902.

This book is written with the very practical purpose of helping the younger generation of teachers—those who are either already at work or are preparing for school work. The topics which it embraces, including subjects of the curriculum methods, hints on school management, are treated in a concise and practical way, arising directly out of the author's own experience in school and carrying on his school work under ordinary conditions. This should make the book especially valuable to elementary teachers.

LIFE AND HEALTH. A text-book on Physiology for high and normal schools. By Albert F. Blaisdell, M.D. Cloth. Pages 346. Price \$1.00. Ginn & Company, Boston, 1902.

This book follows the general plan of the author's larger work, but the text has been much simplified, and a large amount of new and instructive matter added. Marked emphasis is laid upon such points as bear directly on preserving the health of the body; and special effort has been made to incorporate the latest teachings on the prevention and restriction of disease. The text and illustrations are especially clear and plain.

THE TEACHER'S MANUAL OF OBJECT LESSONS IN GEOGRAPHY. By Vincent T. Murche, F. R. G. S. Cloth. Pages 334. Price 3s. 6d. Macmillan & Co., London.

Every page of this book is full of valuable suggestions how to teach geography by means of awakening observation on commonplace and other topics instead of a meaningless round of lessons and definitions of geographical terms. Amongst other aims of the book the author has set himself the task of trying to do away with the ridiculous and illogical practice of drawing plans and maps on an upright blackboard, which is so confusing to the young child.

UNDER SUNNY SKIES. Cloth. 144 pages. With pronouncing vocabulary. Illustrated. Price 25 cents. Ginn & Company, Boston.

In this volume, the third issued in the *Youth's Companion* series of supplementary readers, are included attractive pictures of Spain, Italy, Greece, Turkey, Asia Minor, and northern Africa. The variety, not only in material but also in treatment, makes impossible the dullness too often found in books of travel, and will provide a refreshing change in routine school work.

SELECTIONS FROM CAMPBELL. Edited with introduction and notes by W. T. Webb, M. A. Cloth. Pages 133. Price 2s.

BURKE'S THOUGHTS ON THE CAUSE OF THE PRESENT DISCONTENTS. Edited with introduction and notes by F. G. Selby, M. A. (Oxon.). Cloth. Pages 170. Price 2s. 6d. Macmillan & Co., London, 1902.

The student will find in both these books excellent material for reading. The introduction and notes with their useful suggestions will help him to understand many complex references and historical allusions.

Holmes' THE AUTOCRAT OF THE BREAKFAST TABLE. Edited with introduction and notes by John Downie, M. A. Cloth. Pages 350. Price 2s. 6d. Macmillan & Co., London, 1902.

It is with some interest that one takes up an American author, edited and annotated by an English critic. The work has been well done, and with a spirit of keen appreciation of the wit and wisdom, the fun and fable which radiated "from that Boston breakfast table."

GREEN'S SHORT HISTORY OF THE ENGLISH PEOPLE. Illustrated edition, edited by Mrs. J. R. Green and Miss Kate Norgate. In 40 parts, 6d. each, issued monthly. Macmillan & Co., London.

Admirers of John Richard Green's "History of the English People" will be glad to learn that a new and popular issue of the beautiful illustrated edition of this standard work is being brought out in monthly parts. This will bring within the reach of all this greatest work on English history with its complete series of illustrations embracing no less than fourteen hundred in all.

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BRITANNIA HISTORY READERS: Four attractive books—Introductory book, price 1s; No. I, price 1s. 3d.; Nos. II and III, price 1s. 6d. each. London: Edward Arnold, 37 Bedford Street Strand. Toronto: Copp, Clark & Company.

These books, four in number, neat and attractive in appearance, and copiously illustrated, will serve admirably for supplementary reading in British history, more especially in connection with the somewhat brief outlines of the text now in use. They are well adapted for this purpose, being published in separate volumes for different grades. One set would be a boon for a school.

THE "GLOBE" POETRY READER for Advanced Classes. Price 1s. 4d. Macmillan & Company, London.

This contains a series of selected poems from the works of the great English poets, in advance of the "Globe Poetry Books" for lower classes.

SPANISH AND ENGLISH CONVERSATION. By Aide Edmonds Phinney. In two books. Cloth. Price 65 cents each. Ginn & Company, Boston, 1902.

The exercises and reading material in these books are given in both Spanish and English. They aim to teach the spoken language, the words and sentences being those used in every day intercourse. The conversation lessons are progressive and complete in themselves, and the simplicity of the words and phrases used adapts the lessons to the needs of beginners. The little collection of classic stories included in the first volume uses the vocabulary contained

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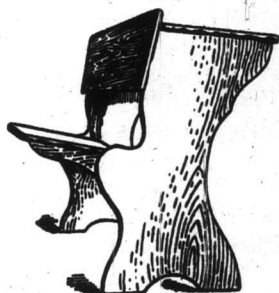
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People who would not dream of letting such an absurdity as "he do" cross their lips seize every occasion to declare that "he don't," without apparently the least idea that they are offending against the laws of language. It is very nearly as easy to say "he doesn't"—one would not be so unreasonable as to look for a complete "he does not" in this age of scuttle and rush—and the grammatical integrity of the phrase ought to compensate for the labor of an extra syllable.

in the conversation lessons. At the end of the book are four national hymns with the words in both Spanish and English. The second book is designed for somewhat more advanced pupils.

THE MAGAZINES.

The August *Atlantic* is largely and seasonably a fiction number. Entertaining literary contributions are also a noteworthy feature. Edmund Gosse contributes a timely paper on The Revival of Poetic Drama... The August *Canadian Magazine* is an Empire Number. Lord Strathcona, Sir Gilbert Parker, Professor Goldwin Smith, the Hon. J. W. Longley, Chancellor Burwash, Chancellor Wallace, Professor John Campbell, John Reade and others discuss the various phases of Imperialism... For fifteen years *The Outlook* has made its first of August issue a Special Illustrated Educational Number. The issue for this year is not only remarkable because of the number of eminent educationists who contribute to it, and the importance of the topics discussed, but also from its general attractiveness as an illustrated magazine. Among the contributors are President Nicholas Murray Butler, of Columbia University, President Hyde, of Bowdoin, President Harris, of Amherst, Dean Jordan, of Smith College, Professor George E. Vincent, of the University of Chicago, Professor J. R. Wheeler, of Columbia, and Dr. Edward Everett Hale... James Furman Kemp, Professor of Geology in Columbia University, contributes a valuable illustrated article in the August *Century* on Earthquakes and

Volcanoes. The Last Days of St. Pierre, in the same issue is a graphic record of the Martinique disaster in the form of a journal by the Vicar-General of the Island to the absent Bishop of the Diocese... England After War, re-printed from the *Fortnightly Review*, is the opening article in the *Living Age* for August. It is of great interest... In the July *St. Nicholas* Arthur Johnson Evans raises the question: "Is King Edward really Edward the Seventh?" He speaks of a little discussion he had in England recently with some young relatives of his, and he recalls to the reader what a good many of us have perhaps forgotten, that there are at least three Edwards whom history has failed to designate with numerals. Edward the Confessor was one. Then there was Edward the Elder, who reigned just after Alfred the Great, and Edward the Martyr, who figured in English history just before Ethelred. But the author, instead of suggesting that England's new monarch have a few numbers added to his name, makes the statement that in reality he is the first Edward to be ruler of Great Britain and Ireland. The other Edwards of history were simply Kings of England. This little discussion really serves as an introduction to many interesting facts and anecdotes of English history, particularly timely at this coronation season... Under the title of "The Speaking Cocoon," Charles McIlvaine begins in the August *Delineator* a series of natural history sketches adapted to youthful readers. A large amount of scientific knowledge is presented in a most alluring sort of way, which will hold the attention of the children and enlighten their elders as well.

WHEN YOUR SCHOOL OPENS

THE GREAT EXHIBITION, ST. JOHN, N. B., 30TH AUGUST TO 6TH SEPTEMBER, 1902.

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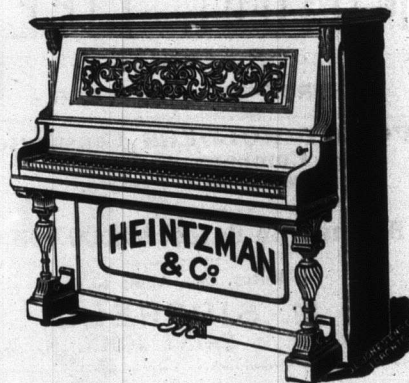
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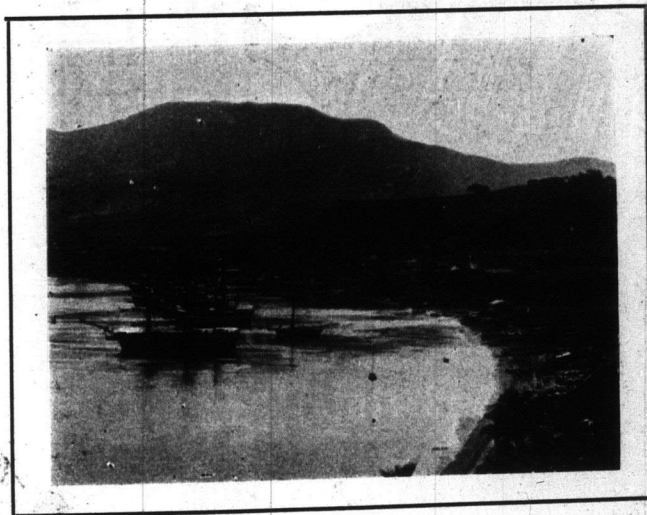
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