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FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., NOVEMBER, 1899.

WHOLE NUMBER, 149.

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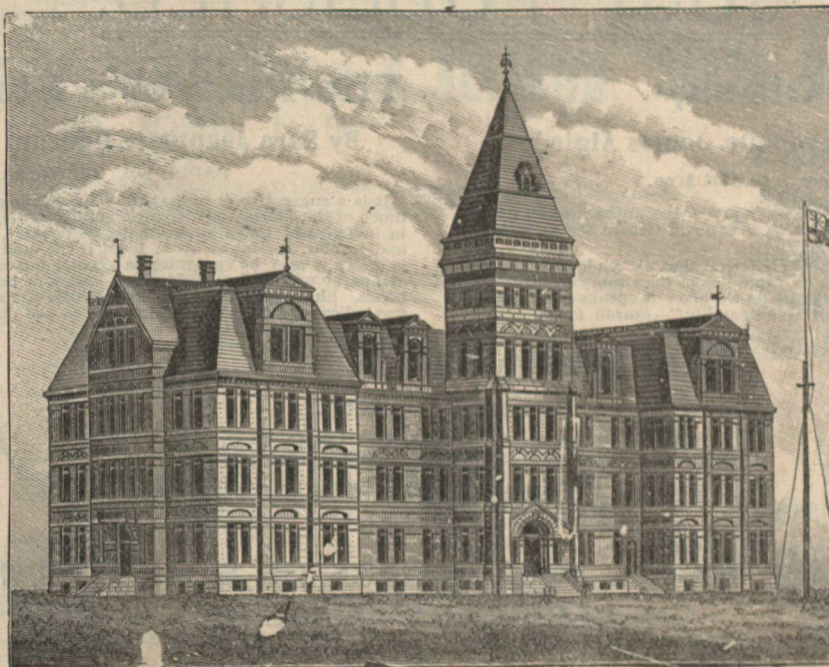
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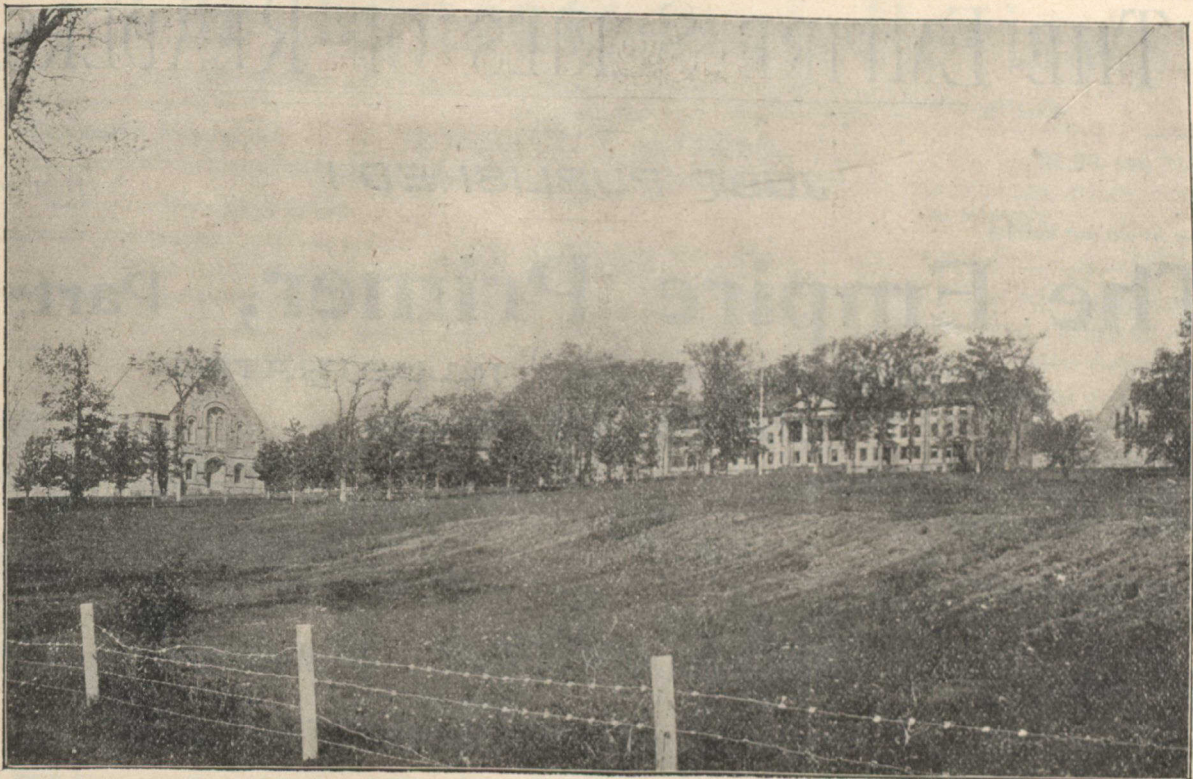
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THE REVIEW has always maintained that our public school system is not complete unless the elements of technical training is taught in them; or at least that some instruction should be provided by which pupils would be better equipped for the practical work of life. Something definite in this direction is now possible. Sir W. C. McDonald, of Montreal, whose magnificent gifts to McGill University have made him justly celebrated as a public benefactor to education in Canada, has placed in the hands of Prof. Robertson, Dominion Agricultural Commissioner, sufficient funds to establish for three years technical schools in various centres throughout the Dominion. The nature of the plan is to take one city or town in each province (Truro, N. S., Fredericton, N. B., and Charlottetown, P. E. I., are to be the centres for these provinces) in which to establish regular classes in some of the ordinary schools on one or two days a week, in which scholars between nine and thirteen years of age shall spend a portion of the day

in actual work with tools. This will be supplemented whenever desired by more advanced and special evening classes in manual training and technical instruction.

Prof. Robertson has already engaged competent men to superintend the experiment, the chief being a Scotchman who has been prominent in the establishment of technical schools in Britain, and who for that purpose made a study of the manual training schools of Sweden and Germany.

The hope is expressed that before the three years are expired, the system will be adopted by the majority of the school boards of Canada, and become a regular part of each school curriculum maintained out of the regular school rates. This generous offer by Sir W. C. McDonald, followed up by prompt and liberal action on the part of school boards throughout Canada, should lead to the equipment and proper support of technical schools in at least all the centres of population.

THE attendance at the Nova Scotia Normal School is the largest for many years past. The number now enrolled is 134, and provided that the "C" class which comes in in February is as large as usual, the total will be the largest on record for that institution, an encouraging outlook. Of those now enrolled, eighteen are in the "A" or Academic class, fifteen of whom are college graduates (Dalhousie, Acadia, St. Francis Xavier and Mount Allison being represented); seventy-one are in the "B" class, that is first rank common school, and forty-five are in the "D" class or third rank common school.

WE have received from the Montreal *Herald* two excellent colored war maps of the Transvaal. Accompanying the Canadian contingent which left Quebec by the "Sardinian" on the 30th October, was a special correspondent of the *Herald* thoroughly versed in military affairs, and also a special artist who will furnish that paper exclusively with sketches and photographs of the scenes on sea and land in which the Canadian contingent participates.

THE communication of our correspondent "S" on Drawing has been received. His questions and remarks

are to the point, but as they are answered in great part in the article on Drawing, number one, in this month's REVIEW, we have not the space to publish them. Our correspondent thinks that better work would be accomplished if pupils were allowed only blank books, the Education departments prescribing good books for teachers' use, and then insisting that a certain amount of time each week be taken for drawing, the teaching to be done from the blackboard. No doubt this would be a better plan if the teachers themselves had a sufficient knowledge of the subject, which a majority of our teachers have not. Something more definite than a teacher's manual is required.

CONSIDERABLE dissatisfaction has been expressed in many quarters at the nature of some of the papers set for the last license examination in New Brunswick. It is contended that in some cases examiners have not made themselves familiar with the requirements, and injustice has been done. This is a matter of regret, if true, as an examiner is a bit of an autocrat in his line and his decision may not be readily set aside. On one of the papers, which probably was the most objectionable, a student was marked nothing. This same student made an average of more than sixty per cent. on the other subjects, and had successfully passed her preliminary after an attendance at one of the best schools in the province, not to mention her year's attendance at the Normal School. Yet her knowledge of the subject as displayed upon the paper assigned was considered nothing!

THERE is much difference of opinion as to the wisdom of the recent suspension of senior students in the New Brunswick University for acts of rowdism. Such practices as hazing are not in accord with the spirit of the modern university or college. They belong rather to the mediæval school, and savor of coarseness and brutality. The students themselves should be the first to see this and to appreciate the desirability of creating for the institution to which they are attached a better tone and a genuine *esprit de corps*. The severe punishment that has been served out to them—suspension for nearly a year—tells against themselves and against the university.

ON October 31st, one of Yarmouth's school janitors finished the *thirty-fifth* year of his service to the town in that capacity, and on the same day one of the teachers under his care finished the *twenty-fifth* year of his service in the town. This janitor—Summer School Students of '97 will remember him as "Goldie"—has six Grade A teachers among his protégés.

Poor Districts.

In New Brunswick any school district having a valuation of less than \$12,000 is rated as "poor," and receives from the province and county from one-third to one-quarter more grant. The larger the list of poor districts, the less county fund there is to be divided among the districts that are not "poor." It is therefore desirable that there should be few districts entitled to special aid, and that the number should not be added to. Instead of decreasing, however, the number is rather increasing every year, and the cause is apparent.

It is due to the parish politicians. The choice of assessors is the principal issue in many parishes, and thus these officers are seldom permanent, and are in a measure hampered in the independent discharge of their duties. No one will deny that there is a moderate advance in progress and wealth throughout the province. Yet it is probable that a shrinkage is shown each year in the assessed valuation of country districts. Parishes vie with each other to reduce valuations under the impression that their county quota will be proportionately less. None of them pretend to assess on a full valuation; some of them profess to give a two-thirds valuation, and others a half. In some parishes there is no income assessed, and in others little personal property, and its value varies greatly. Debts go against personal property, and in some cases parties have been known to incur liability by making temporary borrowings in order to reduce their assessment.

All of these things tend to increase the number of poor districts, and, indeed, assessors are not unmindful of the advantages of being on that list, and are often very obliging in order that such an object may be attained. The time has probably arrived when the Board of Education should take into consideration the propriety of reducing the poor district limit from \$12,000 to \$10,000, and it should also be stipulated that no district making a local effort of, say, less than fifty cents on the hundred dollars should be entitled to rank as "poor." Increased government aid very often curtails local effort, and instances are not rare where poor districts on an assessment of \$40 support a school for a year. They employ third class teachers at the lowest possible rates, and while they contribute the sum mentioned, the province contributes twice as much, and the county about one and one-half times as much.

Canada lacks only 237 square miles to be as large as the whole continent of Europe; it is nearly 39 times as large as great Britain and Ireland, and 300,000 square miles larger than the United States.

TALKS WITH TEACHERS.

In the recent "Talks" I have taken occasion to bring to the notice of teachers deficiencies in the products of some of our schools and to point out our responsibilities in the matter. Circumstances that have come to my notice since, lead me to return to the subject, not only because it is worthy of all attention by teachers, but also because it is made the object of criticism as to our work. I do not assert that our boys are worse than others, or that they have not improved as the years have passed; but that is a poor consolation, if in the present they do not reach a satisfactory standard of deportment. I have already drawn your attention to the conduct of the boys of some communities regarding public meetings, on the roads and streets at night, and some of you have an intimate knowledge of the depredations that have been committed on the school grounds, especially with regard to Arbor day work. There are few of you but have had experience with windows wantonly broken by boys who have not belonged to the school, and whom it has been impossible to reach because they have been screened by their companions or friends,—and so it goes on without any check.

Why is it that boys cannot be taught to refrain from breaking the windows of an unoccupied building? I cannot answer the question, but I have no doubt that boys know that it is wrong, and they should be taught not to interfere with the rights and property of others. One trustee suggested to me a few days ago the propriety of giving set instruction in the criminal code, and that a digest of it be hung up in each school room. That would probably be a confession of weakness, but there is nevertheless a point in his suggestion. I noticed not long ago in one of our school rooms an admirable placard furnished by the Society for the Prevention of Cruelty to Animals, which enumerated the offences for which persons are liable. I think an effort should be made to secure one for each school, and no doubt they may be obtained from the secretary of the society.

I noticed in one of our cities not long ago, and it was not the first time, that the walls of the houses on some of the streets were defaced by chalk marks, and that some of the girls—not boys this time—had been indulging in uncomplimentary remarks regarding each other through this medium. The chalk probably came from the school rooms as did the girls who used it; and I would suggest to the teachers that a strong effort should be made to suppress the habit, as it is very annoying to the occupants of the houses, and is a bad advertisement of our work.

In the same city I saw not long ago a number of boys, that I knew belong to the public schools, following an old man along the street and striving in every way to annoy him. I do not think school boys should do this, and special instruction should be given them upon the subject. Nothing speaks more loudly for the home or school than polite and courteous boys and girls. Yet there are some of our teachers who affect to consider it undemocratic to cultivate it, and who not only are discourteous by their example, but fail to sow the seeds of politeness among their pupils.

Teachers, do not leave these matters to chance. See to it that the pupils are instructed.

As in former years, it is probable that the supply of teachers for the coming term will not more than equal the demand. It would therefore be advisable not to be in haste to engage, and certainly not to accept a rate of remuneration lower than your services are worth. Low wages are due more to the haste of teachers to engage, and the fear of not securing positions, than to any other causes. Do not accept less than your predecessor.

NATURE STUDY — NOVEMBER.

The bright weather during October no doubt tempted many teachers to make excursions with their scholars, as recommended in the last REVIEW. If they have done so they will appreciate what John Burroughs advises all teachers to do—get their pupils in touch, actually in contact, with Nature as much as possible, and to consider any intimacy thus formed of far more account than pages of even valuable information.

A few months ago I sat for an hour in a convent school in northern New Brunswick listening to a "nature lesson." The Sister in charge of the class said at the outset: "Now, I know nothing about natural science. We simply ask questions of Mother Nature, and my scholars teach me." Instantly, every one of the forty boys and girls seemed to feel the importance of "teaching" the teacher. They could scarcely restrain their eagerness while waiting to be called upon. Some had brought plants in flower, others leaves from trees; some brought insects, others told of birds they had seen in their walks to and from school, imitating their notes and describing their plumage; some drew on the board or in their exercise books the objects they had brought with them, or which they had seen and wished to describe; others described the weather, and explained in their own language the causes of rain, frost, snow, dew, etc. It must not be supposed that the teacher was idle. She directed the manœuvres of the little battalion before her with all the skill of a general,

asking questions, noting what was superficial observation, and recommending closer investigation; directing where fuller information than she was able to give could be obtained, and inspiring the young naturalists before her to further effort. It was just such a lesson as any one with an interest in nature and children could give, even with but little knowledge of natural science. The teacher was aiming to get the children close to nature, and she was succeeding.

The bright colors in forest and on hill side have given place to a sober November gray. The leaves have fallen and the evergreen trees stand out in greater relief than before. The blueberry and other heath plants, sheltered by their nearness to the ground, still retain their leaves, in red and purple, making brilliant many a rocky hillside and heath. A branch of a blueberry plant was shown me a few days ago on which were clusters of white blossoms nestling amid the purple leaves. A few belated strawberry and violet blossoms may be seen; but the flower season has closed. The golden-rod and aster have disappeared; and, in place of blossoms, their stalks, surmounted with gray feathery achenes, skirt the hedges and roadsides, allowing the autumn winds to scatter the seeds far and wide. Only a few of the hardy plants still can be seen in flower here and there, such as the Yarrow, the Fall Dandelion, the Ox-eye-Daisy, and a few others. That latest of all our plants to blossom—the Witch Hazel—may still be seen in flower along the banks of some streams and rivers, the yellow blossoms persisting after the leaves have fallen (See EDUCATIONAL REVIEW, Vol. VII, page 70).

Most of the birds have moved southward on their winter migration, except the robin and a few others that remain to gather the late fruits in sheltered places, such as the "hips" and "haws" of the rose and hawthorn. Have your scholars become acquainted with the Nuthatch, Chickadee and Woodpecker, which remain with us all winter and subsist on the larvæ and insect eggs found in decayed trees and stumps? If they have, you will probably be able to introduce them to another interesting bird, not so friendly, that comes to us late in the fall. It is the Tree Sparrow or Winter Chippy, a small bird, coming in flocks when the fields are beginning to look brown and dreary, and feeding on the seeds of weeds and grasses on the borders of hedges. You can hear their chorus of merry tinkling notes as you approach a thicket; but if you venture on too close an acquaintance all is silent until you withdraw or determine to "sit it out," when the tinkling notes will be gradually resumed. The Winter Chippy is a small bird, light in color, breast grayish white with a small black dot in the centre; middle of belly white; sides

tinged with pale grayish brown; greater and middle wing coverts tipped with white; top of head reddish brown; back streaked with reddish brown, black and pale buff; a grayish line over the eye and a reddish brown line behind it. I cannot tell whether this bird remains with us all winter or not. Will you and your scholars help to determine this point?

Why do birds migrate? Their movements north and south depend chiefly upon the food supply and better protection against extremes of heat and cold. In the autumn they go south, feeding as they go, those that subsist on flying insects, as the Swallow and Fly-catcher, making more rapid and longer journeys; others, like the Sparrows, that subsist on seeds, proceeding more leisurely and going only as far south as the snows will permit their favorite seeds to remain uncovered. Birds return northward in the spring for the double purpose of the greater abundance of food and greater security in rearing their young. Watch for the migration southward of Wild Geese and Ducks. Do they assume the same form in their flight? These birds, like the Kingfisher and others, seek countries where the rivers and lakes are open all winter. Do Crows remain with us all winter?

Pay a visit to some grove and notice how the ground is thickly carpeted with leaves, affording protection to the various stages of insect life, and to the early spring plants. Notice how the early frosts break up, reducing to fine particles, the soil on the surface of the ground. This is one reason why farmers do their ploughing in the fall—that the clods of earth may be broken up by the action of the frost. Notice, also, that shallow pools and ponds are skimmed with ice during these cool frosty nights, but that the deeper streams and lakes are unfrozen. The little fishes have left the shallower places and have sought the deeper and warmer waters. Why are the deeper pools warmer? Because water retains its heat longer than the atmosphere. The surface water, when chilled nearly to the freezing point during a cold spell, sinks and is replaced by a warmer layer from below. This in turn becomes chilled, sinks, and is replaced by another layer of warmer water. This goes on, if the cold weather continues, until all the water in the stream or pond becomes of the same temperature, about thirty-nine degrees Fahrenheit, or seven degrees above the freezing point. Water at this temperature is said to be at its "greatest maximum density," or heavier than at any other temperature. If the air is much colder, the surface water in contact with it cools but no longer sinks. When it cools to the freezing point (thirty-two degrees Fahrenheit) a coating of ice is formed on the surface. This acts as a blanket, keeping the water be-

neath it always above the freezing point, no matter how cold the weather may become. Thus, the little fishes are not so cold as one might imagine in winter. Further, if the water all cooled to the freezing point at once, our lakes and streams would form solid blocks of ice, which would take a long time to melt. If this were the case, how would it affect our climate?

The covering of snow on the ground in winter forms a blanket, protecting the roots of grasses and other useful plants—a great blessing to the farmer and to all mankind. If boys and girls think it a hardship to trudge through the deep snow in winter, they should think how safe and comfortable beneath these snows are the plants that will gladden the spring by their brightness and beauty. And some of these plants are even perfecting their fruit under the winter snow. Notice the small imperfect berries on the wintergreen (*Gaultheria procumbens*) this fall, and in early spring look in the same place. You will find the berries large and nearly ripe.

Do you know our Canadian Holly (*Ilex verticillata*)? The fall of its leaves discloses at this season the bright scarlet berries, growing singly in the axils of the twigs. They make a beautiful decoration for the school-room in winter. The Holly may be looked for in low thickets and on the borders of meadows. It is not too late to bring in from groves for winter decoration the Rock Fern and Christmas Fern, whose deep green fronds bear a close resemblance to each other. The latter is a Shield Fern (*Aspidium achrostichoides*) and must not be mistaken, as it too often is, for the Rock Fern, which grows on rocks. The other grows in the leaf mould of rich woods. Two other shield ferns which persist as evergreens beneath the winter snows, will also last nearly, if not quite through, the winter if brought in now from deep woods,—the *Aspidium marginale* and *A. dilatatum*.

H.

The Heavens in November.

The display of November meteors is expected to dwarf every other astronomical event this fall. They may be expected at their greatest brilliancy during the night of the 15th, although watchers of the sky are advised to begin at midnight on the 13th and continue their observations until the morning of the 17th. As this wonderful display of meteors takes place every thirty-three years, pains should be taken to observe them even at the risk of some loss of sleep. The display in 1833 was especially brilliant; in 1866 it was less wonderful; and this year the presence of the moon and other causes may contribute to dwarf the spectacle, although it is certain there will be a meteoric shower of some magni-

tude. Between one and two o'clock a. m., November 16th, the moon will be in the constellation Aries about two or three hours west of the meridian, while the radiant point of the meteors, in the constellation Leo, will be about two or three hours from its rising point in the northeast.

The watch for the meteors, shared in by thousands all over the civilized world, will inevitably call many unaccustomed eyes to the starry heavens, and luckily the constellations on view include several of the finest. At midnight, in the middle of November, the eastern half of the firmament is especially beautiful. Nearly overhead glitter the Pleiades, a silvery swarm. A little eastward appears the V-shaped figure of the Hyades, containing the red Aldebaran, marking the eye of the great bull Taurus which the imagination of the constellation makers pictured in the act of charging down upon the giant hunter Orion. The latter appears below the Hyades, toward the southeast, the uplifted "lion's skin," marked by a curving stream of small stars, being interposed between the hunter and the bull. Two brilliant stars, the brighter, Betelgeuse, of an orange tint, being the farther east, mark Orion's broad shoulders. A sparkling group above indicates his head. His beautiful belt, symbolized by three fine stars in a straight row, next catches the eye, while below the belt a splendid lone star, Rigel, shines in the giant's upraised foot.

An imaginary line drawn through the stars of the belt, and continued some twenty degrees toward the left, will point out the brightest star in all the heavens, Sirius, or the Dog Star. Northward from Sirius, and somewhat farther east, shines the lone first-magnitude star, Procyon. Above Procyon, but toward the west, are the twin stars of Gemini, Castor and Pollux. Between Gemini and Taurus flows the Milky Way, which makes its appearance north of Sirius in the east, and, crossing the heavens, disappears when the Northern Cross is setting in the northwest. North of Taurus and in the edge of the Milky Way is the brilliant white star Capella. West of this is a curved row of stars, in a bright part of the Milky Way, belonging to the constellation Perseus, and below Perseus, also immersed in the Milky Way, is the zigzag figure of Cassiopeia and her chair. Half way down the western sky is the great square of Pegasus, and extending from one corner of the square toward Perseus, is a row of second-magnitude stars belonging to Andromeda. The Great Dipper is low in the northeast, standing on its handle.

THE PLANETS.

At the beginning of November Mercury, Venus, Mars and Jupiter are all in the constellation Libra,

while Uranus is about 10° and Saturn about 25° east of its borders. All of these planets are too near the sun for satisfactory observation. Mercury and Venus, however, are moving away from the sun, and on the 16th the former attains its greatest eastern elongation, but it is so far south that it will not be conspicuous as an evening star. Venus will be seen in the southwest after sunset at the end of the month. On the morning of the 13th Mars and Uranus are in conjunction, and and at noon on the 14th Venus and Uranus. On the forenoon of the 16th there is a conjunction of Venus and Mars, and on the forenoon of the 26th a conjunction of Venus and Mercury. On the afternoon of the 27th Venus meets Saturn, and on the afternoon of the 30th Mercury and Mars are in conjunction for the second time during the month. As these various conjunctions, and others earlier in the month, occur while the planets concerned are crossing the astrologically condemned region of Scorpio the high priests of superstition may be expected to make the most of them.—
Condensed from Scientific American, Oct. 28th.

Drawing.—No. I.

The idea seems to prevail to some extent that the ability to draw well is a special talent,—that for those who have not this talent the time spent on drawing is largely wasted. It is true that artists of the highest type owe more to natural talent than to training, especially in music, sculpture, literature, and to a great extent in drawing. The ability, however, to draw well can be acquired by nearly everyone. It is probably waste time to try to make good pianists of more than one or two in a hundred, but ninety-five may be taught to sing fairly well and to enjoy music. But as drawing is more mechanical, proper training will greatly benefit ninety-nine out of a hundred, improve their taste and appreciation of beauty of form, secure to them its advantages in industrial pursuits, and place them in possession of that universal language which on occasion so powerfully supplements the written or spoken vernacular. In this subject, more than in others just named, success depends less on talent and more on good teaching. In advanced stages, and with persons of only ordinary ability, everything depends on a good beginning.

In the majority of our schools drawing is not seriously and systematically taught in any one of the grades. It is a new subject, and but little is yet known of the kind of drawing best suited to young children. Art teachers, being accustomed to teach only older pupils, are more apt to mislead than to help those who work in the primary grades. The systems of drawing books prepared by them do not seem to be founded upon any recog-

nized educational principles relating to the development of the child mind in this direction. In the high schools the Provincial examinations compel some attention to the subject, but in the common school there is no such stimulus. Much should not be expected from the school inspector, for he has not much time to devote to drawing during his hurried visits, even if he had the technical skill. In his early education his advantages in this respect were probably more meagre than those of the teachers whom he inspects. Nor does the teacher get much help from the course of study. Minute details are given of Nature lessons, and whole pages are devoted to the explanation of the best methods of teaching science. But as for drawing, a short paragraph refers to Thompson's and to McFaul's drawing books and the teacher is reminded that the "drawing of objects studied under the head of Nature lessons [is] to be constantly practised and carried on even in the high school." There is danger that if drawing is to be used mainly for illustrative purposes in science it may degenerate into caricature, as writing does to scribbling so often in the high schools. Drawing must be taught for its own sake if we are to secure its highest educational effects.

In teaching drawing, as in teaching any other subject, the first aim of the teacher should be to secure the pupil's interest. To do this most successfully it is necessary that the subject, both as to its content and as to its mode of presentation, should be suited to the stage of the child's mental development. It is true that a superior teacher may for a time at least cause his pupil to become interested in almost any subject, no difference how unsuited to his nature, but a very much greater expenditure of energy will be necessary than when he is following the lines of least resistance — the natural order of development.

The rapid progress of the child in learning his mother tongue is remarkable. He is interested in something. He has ideas to express. His first efforts are crude, but he is encouraged, and there is no attempt at accuracy or fulness. But with continued practice he improves rapidly in these as well as in other qualities of good speech. All this time he has been thinking more of giving expression to his ideas than of the form of expression. At the age of thirteen or fourteen he may have reached that stage of mental development at which he becomes interested in style, grammar — in language as a subject of study.

Now drawing is but another form of expression to which the same principles apply. Children at a very early age take much pleasure in making representations of objects in which they are interested. Their first efforts will be crude—only suggestive outlines—but full

of meaning to them,—their youthful imaginations filling in all necessary detail. Let them be encouraged in this kind of work—outline drawings of men and animals, of plants and playthings—and they will rapidly improve. Every good Nature lesson will deeply interest them in some object which they can describe better by drawing than by words. The stories of reading lessons may be depicted in pencil sketches—it is surprising how well sometimes—no better exercise for the imagination. At this stage the pupils will enjoy the repetition of simple figures, thus making borders, patterns, etc. Crude figures of natural objects and some attempts at ornamental design constituted all the drawing of primitive peoples, and it is about all that is suited to young children.

“The spontaneous efforts made by children to represent men, houses, trees and animals around them are familiar to all. This attempt to depict the striking things they see is a further instructive exercise of the perception—a means whereby still greater accuracy and completeness of observation is induced. A child first tries to represent things large, things that are attractive in color, things round which its pleasurable associations most cluster. Drawing-masters postpone coloring, and teach from a dreary discipline of copying lines. During these early years no formal drawing lessons are possible; we should aid the child’s efforts at self-culture, encourage and guide them as normal exercises of the perception and powers of manipulation. We wholly disapprove of the practice of drawing from copies; and still more of that formal discipline in making straight lines and curved lines and compound lines, with which it is the fashion of some teachers to begin. The abstract cannot be preliminary to the concrete nor scientific conceptions to empirical experience.¹

¹ Adapted from the luminous pages of Herbert Spencer on “Intellectual Education.”

Drawing—What one School is Doing.

Editor Educational Review:

DEAR SIR,—I see with great pleasure that an agitation is arising respecting the educational value of “Drawing” and the best method of teaching this subject in the public schools. I have felt for some time that we in Nova Scotia were not doing our duty towards drawing—that we were far behind other countries in respect to it—that many of our teachers neglected it altogether—and that those who did attempt to teach it were for the most part ignorant of the best manner in which to begin.

Determining, however, to make a start and evolve a system comprising a course of consecutive lessons to

extend from the first grade to the high school, I called a meeting of the Dartmouth teachers and invited Superintendent MacKay, Supervisor McKay, Inspector Creighton, and Miss Hill, teacher of drawing in Halifax Academy, to be present and give us the benefit of their varied and extensive experience. For over two hours—until it was so dark that teachers were unable to see each other—the whole subject of drawing was discussed from every standpoint. There was no time lost. Stirring and practical speeches from the visitors were listened to with close attention by the teachers; question and reply followed in quick succession. It was evident that all were in accord as to the value of drawing and the great necessity of beginning right and following one chosen system step by step through the grades.

As a result of that meeting and of the great help given by the gentlemen mentioned and Miss Hill, the primary teachers are outlining a course of lessons for their grades, to be followed, when discussed and approved, by a continuation of the course for the intermediate grades.

Dartmouth will have a drawing course as clearly outlined as is the course of lessons on arithmetic or any other school subject.

G. J. MILLER.

Principal Dartmouth High School.

Prevent Tardiness by Beginning the Day Well.

One way to begin the day well and make the pupils anxious to be on time is to make the opening exercises attractive. Let everything be bright and cheerful, inspiring and helpful. Do not scold, find fault or bring up cases of discipline during the opening exercises. Specially bright exercises should be carefully prepared beforehand for the primary classes. The following is a good opening exercise for more advanced schools:

1. Sing a short familiar piece.
2. Read a psalm, or New Testament selection, in concert, the teacher reading the first verse, the pupils the next, and so on. The place where the selection can be found should be written on the blackboard where all can easily see it.
3. Lord’s Prayer chanted or repeated in concert.
4. Singing for five minutes.
5. Recitations or short selections fitted to stimulate, strengthen and make the work for the day to be cheerfully and promptly done.
6. A short talk on the latest events, not to exceed five minutes, and leading the pupils to give brief, concise statements of what they have learned in the papers or from other sources since yesterday.

For the REVIEW.]

Music in Schools.

(Conclusion.)

After Grade V, little advance can be made, unless under the supervision of a special teacher. Of course three-part songs may be introduced in Grade VI, and four-part songs in Grade VIII, but it really needs the watchful eye of an experienced and judicious musician to decide what point each class may safely attempt, and at what point it should stop. Classes differ in musical as in mathematical or historical ability, and music cannot be forced. If, however, pupils are kept in touch with what they have already learned, and are not permitted to forget the knowledge that they already possess, and are obliged to read a new song each week and to memorize at least one each month, they will be unable to forget, and will acquire a readiness and fondness for the work.

Perhaps in this study as in no other is the individuality of the child disclosed. There cannot be expected a uniform aptness for music study, nor uniform acquisitions; some children are given the love of musical sound, some can acquire it; and to some the ability to distinguish tones from hearing them would be an utter impossibility.

But it is worth the trouble that it takes to teach a class if one sensitive little musical ear is given an impulse towards better things, or if one nature with the God-given sense of the musician be lifted to even a slight realization of the power of melody.

LUELLA E. BLANCH.

FOR THE REVIEW.]

Should the Public Schools Prepare Boys for Business?

In the EDUCATIONAL REVIEW for October the editor notes "an opinion abroad that the public schools are not devoting sufficient attention to the requirements of a business education." He points out the objections that any attempt to introduce business studies into the school courses will encounter.

Hear what President Eliot, of Harvard, says in the October *Atlantic* about the best preparation for a business career. In a review of the changes that have taken place in secondary education within two generations, he says: "The former conception was that different kinds of education were needed for the high school graduate who was going into some sort of commercial or industrial occupation at eighteen, and for the youth who was destined for college or scientific school at eighteen." . . . "A consensus of opinion arrived at from two different sides is gradually modify-

ing profoundly these views. From the side of the high school graduate, it is now contended that whatever subjects are fit to make a young man ready to pursue with intelligence and vigor some of the higher studies of a college or scientific school ought also to prepare him to grasp with rapidity the details of any business or mechanical occupation to which he may be compelled to resort at eighteen, and to enable him to prosecute that business with diligence and alertness. In either career after the age of eighteen, what the youth most needs is a trained capacity to observe, to reason, and to maintain an alert attention. In either career a firm mental grip is the first element of success. Whatever studies will impart this power will answer the main purpose in either career." M.

FOR THE REVIEW.]

"Historical Development of Reading Books."

Mr. R. R. Reeder of Teachers College, Columbia University, under the above heading in the New York *Educational Review*, traces the history of the school reader in America.

From the Reformation to about 1777, the reading book was the Bible, or adaptations of it. Luther's "Child's Little Primer," the model, "contained the Lord's prayer, the commandments, the creed, and the catechism, after the fashion of the Catholic primers of the time."

In the eighteenth century the child first made the acquaintance of the horn book, with its sheet of paper containing small letters and capitals, the Arabic and Roman numerals, several syllables, and the Lord's prayer, as Cowper says,—

Neatly secured from being soiled or torn
Beneath a frame of thin transparent horn.

Then followed the catechism. After passing through the catechism the child in the first class read the Psalter (containing the Psalms, Proverbs, Sermon on the Mount and creed); in the second class the New Testament; and in the third class the Old Testament. Near the close of the seventeenth century the New England "Primer" displaced the catechism. It contained such attractive themes as "Mind your book," "Be not a dunce," "Tell no lies," and such Scripture instruction as

Young Obadiah,
David, Josiah,
All were pious.

And—

Zaccheus he
Did climb a tree
Our Lord to see.

The close of the era of one book—the Bible—is marked by the appearance in Germany of Rochow's "Child's

Friend," containing, besides much didactic and religious matter, some secular matter,—bits of geography and science. In America, Webster's "Third Reader" seems to have been the first to introduce secular matter. This secularization of the readers increased, and selections, at first mainly moral and patriotic, latterly scientific and historical, were illustrated by wood cuts. About 1830 readers with selections of one character—historical or geographical or scientific—made their appearance.

These opened the way for the "series" readers. McGuffey's six book series appeared in 1850, and became the popular reading books. Thirty years later, in 1880, the Swinton series of supplementary readers brought literature to its rightful place in the schools. Although it gave but scraps, yet these scraps were chosen for their literary merit and not for chance information, useful or entertaining. Gradually the supplementary reading passed from the stage of selections to that of literary wholes, and now the writer says the American school is entering on an era of classic literature. From the "one book"—the Bible—through the secular in the form of moral and patriotic pieces, through "one series," through the era of supplementary readers, the American school boy is emerging into that of classic literature. But he has not yet emerged.

President Eliot of Harvard in 1891 said, "I have paid some attention to the readers used in our public schools throughout the country. I have read an enormous quantity of them and can express the conviction that it would be for the advancement of the whole public school system if every reader were hereafter to be excluded from the schools. I object to them because they are not real literature; they are but mere scraps of literature, even when the single lessons or material of which they are composed are taken from literature. But there are a great many readers that seem to have compositions expressly for children. They are not made from selections of recognized literature, and, as a rule, this class is simply ineffable trash. They are entirely unfit material to use in training our children. The object of reading with children is to convey to them the ideas of the human race. Our readers do not do that, and are entirely unfitted to do it. I believe we should substitute in all our schools real literature for readers."

Teachers who daily carry home basketsful of papers to be marked have no time for self-culture, no time to keep abreast with the latest pedagogical thought, and, best of all, no time to form adequate plans for the work of the following day.—*Supt. Frank Riger, Portland, Ore.*

Russel C. Hubly.



Mr. Russel C. Hubly, whose portrait is published above, was one of the contingent of one thousand men furnished by Canada for the Transvaal war. He was principal of the Superior School at Hampton, N. B., which position will be kept for him for the period of eighteen months. He had recently entered on his duties at Hampton, having taught for several years very successfully in Albert County. He is the son of Rev. A. M. Hubly, of Sussex, who was one of the volunteers at the time of the Fenian Raid in 1866. Mr. Hubly has many friends in Albert and Kings Counties who will wish him Godspeed and a safe return.

We are indebted to the *Sussex Record* for courtesy in loaning the above cut. Mr. Hubly will act as the special correspondent of that paper while in South Africa.

The Better Way.

He serves his country best
Who joins the tide that lifts her nobly on :
For speech has myriad tongues for every day,
And song but one ; and law within the breast
Is stronger than the graven law on stone ;
There is a better way.

He serves his country best
Who lives pure life and doeth righteous deed,
And walks straight paths, however others stray,
And leaves his sons, as uttermost bequest,
A stainless record, which all men may read ;
This is the better way.

—Susan Coolidge.

English Literature, Third and Fourth Grades.¹

MISS NESSIE FERGUSON, Richibucto.

The Course of Instruction prescribes nothing definite in the way of literature for the lower grades, and many teachers are therefore at a loss as to what literary matter they shall place before the children in these grades—say the third and fourth. The selections in the Second and Third Readers can hardly come under the heading of literature, excepting perhaps "Lucy Gray" and "We Are Seven" in the Third Reader. It is with the hope of being able to offer a few suggestions in this way that this paper has been written.

The study of English literature is one of the most refining and elevating influences that can be brought to bear upon the life of any individual, and it is important that children should early in life be trained to have a taste for what is best in our literature. The majority of boys and girls leave school with their habits of reading fixed either in one direction or another; for while a few may have a love for good literature, many have acquired the habit of reading only what is trashy and worthless. Therefore, I think the teacher of the lower grades should strive, as far as is possible, to lay the foundation of a genuine love for the writings of those men and women who have done so much to bring honor and glory to the Anglo-Saxon race. If the minds of the children are early filled with good and beautiful thoughts, clothed in beautiful words, they will grow to be better men and women as a result of their acquaintance with good literature. They will also have placed within their reach a source from which they can derive the greatest benefit and pleasure, as those who make books their closest friends can well testify.

It is well not to attempt to set too much before the children: just a few poems carefully studied and memorized, and the reading of one or two good books, is enough for a year's work. For the third grade I would suggest the following poems: From Longfellow, "The Children's Hour;" Tennyson's beautiful song, "Sweet and Low," found in the long poem, "The Princess;" Eugene Field's "Little Boy Blue," and Matthew Browne's poem, "The World." In the way of prose the teacher could read some of Andersen's or Grimm's Fairy Tales.

For the fourth grade the following poems are suitable: Lowell's "First Snowfall;" "Seven Times One," by Jean Ingelow; from Longfellow, "The Arrow and the Song," "Come to Me, O Ye Children," and selections from Hiawatha.

For prose read to them some selections from Hawthorne's "Wonder Book," or some fairy tales from

Andersen and Grimm. Then for general reading to both classes I would recommend "Black Beauty," "Beautiful Joe," and Ruskin's "King of the Golden River."

In taking up this work, of course each teacher will have a different plan, but the following suggestions as to the teaching of this subject may not be out of place. Take, for example, the poem, "The Children's Hour." Read it carefully to the class; tell them in simple words something of the poet's life, and have a little talk with them about the poem. This will be sufficient for the first lesson. After this the poem may be written on the blackboard, a verse or two at a time, when the children should copy it into their note-books and memorize it. Study each verse carefully, leading the children to see every beauty of thought or expression. Last year when we were studying this poem, we happened to have in our school-room a picture of Longfellow's home, and also one of the three children "descending the broad hall stair," and these added greatly to the interest taken in the poem. Do not hurry with this work, spend considerable time over each poem, and make each lesson short, not more than fifteen minutes in length. A similar plan may be followed with each poem studied. When taking up something from Tennyson, impress upon their minds that he lived a good and true life, telling how many people have been enabled to live better lives by reading the grand and beautiful thoughts he has left behind him. Tell something of Ruskin's efforts to make the world brighter and better,—in this way trying to create in them a desire for everything that is noble and uplifting.

Do not be discouraged if the children are not immediately interested in this work. Like every other subject, this one requires interest and enthusiasm on our part, and we will have all the better success if we have a genuine love for the subject.

In conclusion, I would urge it upon the teachers themselves that they be always earnest students of English literature, not in a hap-hazard fashion, but following some definite plan. Study the very best writers, keep the company of "those kings and statesmen who," as Ruskin says, "linger patiently in those plainly furnished and narrow ante-rooms, our bookcase shelves," and "we shall possess that purest kingly and queenly power which consists in a truer, more thoughtful and stronger moral state."

A Scotch dominie, after telling his scholars the story of Ananias and Sapphira, asked them: "Why does not God strike every one dead who tells a lie?" After a long silence one little fellow exclaimed, "Because, sir, there wadna be onybody left."

¹Read at the Kent County Teachers' Institute, Oct. 12th.

Alderman J. M. Geldert.



The retiring chairman of the Halifax School Board was born in Halifax and received his early education from Mr. W. H. Waddell, of Fort Massy Academy, and Dr. Gilpin, of the Halifax Grammar School. In Dalhousie College he studied classics with Professor Johnson, mathematics with Professor Macdonald and literature with Professor DeMille. He spent several years in the office of H. Oldright studying law. While here he became an expert shorthand writer—an accomplishment which has been of the greatest value to him in all his subsequent career. He graduated from the law department of Harvard University in 1872, after which he spent a number of years engaged in editorial work on the *Citizen* with Mr. Russell and Judge Chesley, and later, on the *Evening Citizen* and *Chronicle*. For ten years he has been law reporter of the Supreme Court, during which time he has edited several volumes of law reports. In 1894 he was elected Alderman for Ward One, and in 1897 he was again returned, this time unopposed. In the City Council meetings he seldom speaks, but when he does, he receives a respectful hearing and his opinions generally prevail.

He has taken great interest in the Halifax Public Library—cataloguing its 22,000 volumes according to the most approved modern methods—a work entailing an immense amount of labor, but of the utmost value. He may be almost said to have created the library, for before he undertook its management it was of small account. He also took a deep interest in the public schools and was, both by education and subsequent training, well fitted for the position of school commissioner—a post which he filled most acceptably for three years—the last year as chairman of the board. In spite of his weighty public duties he is able to devote time to modern literature, and reads the latest books almost as easily in French and German as in English.

CURRENT EVENTS.

The Transvaal War claims undivided attention throughout the civilized world. Although but a month since war was declared, important events have followed each other in rapid succession. War was begun by the Boers immediately after the reply from Her Majesty's government was received to the Boer ultimatum, sent on the 9th October, which demanded the recall of the British troops from the borders of the Transvaal and ultimately from South Africa. The British Parliament assembled October 17th for a short session. The government, though sharply criticized, received an overwhelming support in favor of war. After preliminary skirmishing, the first battle was fought at Glencoe, on Friday, October 20th, and following closely, another at Elandslaagte. Both proved victories for the British, but were dearly purchased by loss of life, especially among the officers, who furnish conspicuous targets for the Boer marksmen. General Symonds, who led the British at Glencoe, was mortally wounded and died a few days afterwards. The English forces have been compelled to fall back on Ladysmith, in northwestern Natal, which is now completely invested by the Boers under General Joubert. Ladysmith is garrisoned by an army of about 12,000 men under Gen. White, and is furnished with an ample supply of provisions and ammunition to stand a siege of several months. In spite of this some anxiety is felt in England, the cutting of the wires and railway communication making reports uncertain, and giving rise to all sorts of rumors. But later news is more hopeful in spite of the reverse met by the British during the last of October, when a force sent by Gen. White to capture a Boer position a few miles from Ladysmith, was surrounded and nearly 800 taken prisoners, after a desperate resistance had been made to a greatly superior force and only after the ammunition of the British had been exhausted.

In Cape Colony as in Natal, the plan of the Boers is to capture the railways, interrupt communication, and endeavor to overwhelm the garrisons before reinforcements can arrive. Kimberly, the centre of the diamond fields, is closely invested and so is Mafeking about 200 miles farther north. Col. Baden-Powell, the commander at Mafeking has hit upon an ingenious plan to keep the Boers at bay, and prevent their getting too near. A circular railway has been constructed around the city, and armored trains are kept continually on the move. These armored trains have been used with great effect, as they were in the Egyptian war, to transport troops and passengers, and to keep the enemy from getting too close to certain points. Such trains are

nearly always improvised and are nothing more than a train of ordinary freight cars whose resistance to attack has been increased by plating the inside with sheets of metal. Holes are pierced in the cars through which rifles and small cannon can be used on the attacking party. Sometimes a freight car mounting a piece of artillery forms a part of a train. These trains are improvised as needed, and are fitted up with the nearest materials available, such as sheets of steel, sandbags or lumber.

Gen. Sir Redvers Buller, who was appointed chief of the South African forces, has arrived at Capetown and assumed command. Transports, containing soldiers and supplies, are rapidly arriving there, and soon the British army will be able to assume the offensive. That the comparatively small and widely separated forces of the British have been able to maintain their ground is a wonder when we reflect that the Boers are thoroughly acquainted with the country, are well prepared, and are using their utmost to annihilate the British before reinforcements can be brought up. It may be said, Why are not the British as well prepared? But if they had sent a large force into South Africa, the Boers would have taken the alarm long before this and precipitated the war.

The sending of detachments of volunteers from Australia and a contingent of 1,000 men from Canada has called forth the utmost enthusiasm, and will do much to unite England and its colonies more closely.

The news from the seat of war in South Africa brings to notice many Dutch names which English speaking people find it difficult to pronounce. The following rules give a rough indication of the correct sounds of vowels and consonants in the Boer tongue, some of which can not well be represented in English:

The vowel "a" in Dutch has approximately the sound of the "a" in the English word war; the sound of "e" is nearly like that of the English "e" in there; "i," like the "i" in the English word marine; and "o" the same as the "o" in note. The Dutch "u" is the same as the French "u" and has no equivalent in English. The sound may be likened to a combination of the sounds of double "e" and double "o." Those who have not learned it from oral instruction can imitate it best by placing the lips as for the sound of "oo," and holding them in that position while attempting to give the sound of "ee." The vowel "y," in Dutch, is replaced by "ij," (so written instead of double "i") which has the sound of the English long "i," as in pine. With this exception, a doubled vowel in Dutch represents a prolongation of the same sound; "oo," for instance, having the sound of the "oo" in the English word door.

The sound of the diphthong "æ" is like the sound of "a" in the English word far; that of "ai" or "ei," nearly like that of "ij," above mentioned. The sound of "ui" has no equivalent in English, but may be likened to that of the English "u" in bur, gliding into that of the English "ee," or to a sound intermediate between those of "ei" in eight and "oi" in oil. The diphthong "au" has the sound of the English "ow" in now; "ie" the sound of the English "ee"; "ue" the sound of the French "u"; and "oe" nearly the sound of the "oo" in the English word poor. While the sounds of most of the consonants are the same as in English, that of "g" is not like either the hard or the soft English sound, but more like that of "h" strongly aspirated; "ch" has a sound much the same; "w" is pronounced something like "v" in English; "v" nearly like the English "f"; "j" like the English consonant "y," and "d" at the end of a syllable like "t."

Following these rules, if one would pronounce Oom Paul as the Boers do he should say it as if spelled "Ome Powl." Kruger would be not "Kroog-er," nor "Kroo-ger," but more like "Kree-her." Uitlander would be not very far from "Eight-lont-er." Vaal is "fall;" veld is "feldt;" rand is "rhint," or "ront"; Boer is "Boor," while the earlier Dutch form of the same word, Boor (farmer), would be pronounced "Bore," the Dutch sounds of "oe" and "oo" being just the reverse of those given to them by the English.

Of course there is an open question as to how far one should go in imitating the home pronunciation of foreign words in an English sentence. Many prefer the Anglicised form, Outlander, for instance, to either a mispronunciation or too great a straining after the true pronunciation of Uitlander; and no one thinks of saying or writing Boeren for the plural of Boer. While it is well to know as nearly as possible what is strictly correct, it is not advisable, in practice, to depart too far from English usage.

As a temporary settlement to the Alaskan boundary question, Canada insists as a pre-requisite to further arbitration that she be given Pyramid Harbor, as an outlet to the sea.

The international series of yacht races between the *Columbia* and *Shamrock* was won by the *Columbia*; and the much coveted cup, won by the yacht *America*, in 1851, still remains the property of the New York Yacht Club. Sir Thos. Lipton, the owner of the *Shamrock*, accepted his defeat like the true gentleman and sportsman that he is.

Grant Allen, the Canadian author, is dead. He was born at Kingston, Ont., about fifty years ago. He wrote many popular books upon scientific subjects. His writings were not confined to scientific subjects, however, but included works of fiction, theology and guide books. He lived the greater part of his life in England.

TEACHERS' CONVENTIONS.**P. E. I. TEACHERS' ASSOCIATION.**

The twentieth annual meeting of the P. E. I. Teachers' Association was held at Charlottetown, Oct. 5th and 6th, the president, A. P. Trowsdale, in the chair. The session was one of the most interesting and largely attended in the history of the Association, the presence of the Hon. W. W. Stetson of Maine being a great stimulus to the proceedings. The president's opening address was an able one, dealing with the educational affairs of the Island in a moderate spirit. He regretted the tendency towards lowering teachers' salaries and the underbidding for positions carried on by some, but noted the general improvement in education. He favored a midsummer vacation for country schools instead of the present awkward plan of a spring and an autumn vacation. Mr. E. Stewart, Supervisor of City Schools, Charlottetown, read a paper on "Practical Penmanship," in which he showed the advantages of the vertical system. A thoughtful paper on "Mind Growth and Pedagogics," was read by Rev. Father Campbell. Mr. J. D. Seaman read a carefully prepared paper on "Examinations." He questioned their benefits. Mr. Edgar Shaw read an excellent paper on "Some Essentials of Practical Teaching." Rev. Chas. McKay delivered an address on the "Moral Side of Education." He showed the moral advantage of correct study and expression in history, mathematics, classics and other subjects, thus making moral and mental training go hand in hand.

The following recommendations were made: That the Board of Education be asked to place new text books on geography and spelling in the schools, and to grant midsummer holidays throughout the province; that the Executive of the Association be urged to continue its appeals to have a representative placed on the Board of Education, and that the government be memorialized to grant financial aid to the Summer School of Science and to make concessions to those teachers who attend its sessions.

Officers were elected as follows:

President, N. E. Carruthers; *Vice-Presidents*, for Prince County, David Shaw; for Queens, Matthias Smith; for Kings, Inspector McCormac; *Secretary-Treasurer*—Ira Yeo, Charlottetown; *Additional Members of Executive Committee*, Inspector McIntyre, John McSwain, Maggie Donohoe, Wellington McCoubrey and J. D. Seaman.

KENT COUNTY INSTITUTE.

The meeting of the Kent County Teachers' Institute was held in the Superior school room, Kingston, October 12th and 13th, Inspector Smith presiding. A lesson

on "Primary Reading" was given to a class of children by Miss Chrystal, teacher of the primary department in the Richibucto schools. It exemplified the value of the sentence method. Miss Fraser followed with a short paper on "Arithmetic," the keynote of which was "thoroughness" with abundance of practice. C. H. Cowperthwaite, A. B., principal of the Richibucto grammar school, read a paper on "The Influence of the Home on the School." He pointed out that the discipline of the home was in many cases too lax. Mr. G. U. Hay gave a lesson on plants, illustrated by specimens from the vicinity of the school room. Miss Nessie Ferguson read a valuable paper on "English Literature in the Early Grades." This is published in this month's REVIEW. All these papers were practical and were very fully discussed, Dr. Inch, Chief Superintendent, who had arrived by the train late on Thursday afternoon, taking part. A largely attended public meeting was held on Thursday evening, at which Inspector Smith presided. Addresses were delivered by Dr. Inch, G. U. Hay, Rev. H. A. Meek and Rev. D. Fraser. At Friday morning's session Miss Mina B. Farrar gave a lesson on "Number" to a class of children of the primary grade. The lesson and the discussion which followed showed the value of introducing in number teaching a variety of objects which keeps up the interest and cultivates observation at the same time. Miss Daly also gave an excellent lesson on "Reduction," and interesting papers were read by Miss McLean on "Geography," and by Mr. Geo. A. Coates, principal of the Buctouche school, on the "Pleasures of Teaching." Votes of thanks were passed to Chief Superintendent Inch, who, at some inconvenience to himself, had come to the Institute, and to Geo. U. Hay, for their services. The attendance of Mr. Ferguson, secretary of the school board at Kingston, Mr. R. W. Beers, secretary of Richibucto schools, Rev. Mr. Meek, Rev. Mr. Fraser, Mr. R. H. Davis, Mr. Hutchinson, and other gentlemen, many of whom took an active part in the discussions, added greatly to the interest of the proceedings. The Institute will meet next year in Richibucto. The following officers were elected:

President, Geo. Smith; *Vice-President*, R. G. Girvan; *Sec'y.-Treasurer*, Geo. A. Hutchinson; *Additional Members of Executive*, Miss N. Ferguson and Mr. C. H. Coperthwaite.

CARLETON COUNTY INSTITUTE.

The Carleton County Teachers' Institute met at Hartland on Thursday and Friday, October 12th and 13th, President C. H. Gray presiding. Mr. John Brittain, instructor in science at the Provincial Normal School, was present and added much to the interest and profit of the proceedings. He gave a talk on "Plants and their Ways," after which the Institute adjourned for field work along the banks of the river St. John. Mr. D. W. Hamilton read an excellent paper on "Ethics in the School Room," and Miss Barker a practical paper

on "Sound," illustrated by various experiments. Mr. T. M. Jones read a valuable paper on "Grammar," and papers on "Vertical Writing" were contributed by Misses Avard and Raymond, recommending this system for its legibility and neatness. At the public meeting on Thursday evening Mr. Brittain read a paper on the "Relations of the Public to the Schools," and addresses were given by Messrs. Carr, Jones and others. The next session of the Institute will be held at Florenceville unless arrangements can be made in the meantime to meet with other counties in a joint convention at Woodstock. The following officers were elected for the ensuing year:

President, D. W. Hamilton; *Vice-President*, Allan Rideout; *Secretary*, Miss Avard; *Additional Members of Executive*, F. A. Good and H. G. Perry.

[Reports of Northumberland and Westmorland Institutes next month.]

In the report of the Kings County Teachers' Institute in the October REVIEW, Mr. R. C. Hubly's remark on the text-book on Canadian history should read, "A good text-book will minimize the work to be done by the teacher."

SCHOOL AND COLLEGE.

During the remaining part of November and in December Inspector Morse will visit the schools in the municipality of Clare, Digby County, and adjoining sections.

The Charlotte County teachers have received an invitation from those of Washington County, Maine, to unite with them at a convention to be held in Calais in September, 1900.

At his recent visit to St. Martins Inspector Carter had a combined meeting of the trustees and teachers of Quaco. In this place there is a vigorous Teachers' Association, which meets regularly, and under the leadership of Principal Trueman does excellent work.

St. Stephen, which was the pioneer town in New Brunswick in carrying into effect promptly the provisions of the free school law, and has continued most progressive in educational matters since that time, has taken the initiative among the towns in a movement that is attracting attention in enlightened communities, viz., the relations of the home and school. Under the leadership of Miss Grace Stevens, one of the trustees of the town, and the president of the Charlotte County Teachers' Institute, an excellent meeting of parents, teachers from the town and adjoining districts, and others interested in schools, was held on the evening of October 27th last. The discussions were participated in by both parents and teachers, and were both animated and interesting. Many valuable suggestions came from both parents and teachers, and future meetings will be looked forward to with interest. An excellent musical programme was given, some of the leading vocalists of the town lending their assistance.

The public opening of Acadia University took place on Monday evening, October 9th, although the regular work at the College, at the Ladies' Seminary, and Horton Academy, began earlier. President Trotter spoke of the excellent prospects for the year, the Freshman class numbering over forty students. Prof. Wortman gave an excellent address on the Drama of Victor Hugo. The Ladies' Seminary, under its new principal, Rev. J. H. McDonald, begins the year with gratifying prospects of increased excellence and vigor, as does Horton Academy under its new principal, Mr. Horace L. Brittain.

The trustees of Kingston, Kent County, are building a commodious addition to their school house to accommodate the primary department. It cannot be long before a new and larger building will have to be put up to meet the growing requirements of that prosperous town. The teachers, Mr. Geo. A. Hutchinson, principal, and Miss McLean and Miss Farrar are doing excellent work to increase the efficiency of the schools under their charge, and there is a growing disposition on the part of the trustees to appreciate their painstaking efforts by better buildings and improved apparatus. Money was voted for the latter purpose at the recent meeting of ratepayers.

A local teachers' association, to include the towns of Richibucto and Kingston—only a few miles apart—and some adjacent villages, would give a great impetus to education in Kent County.

A largely attended public meeting was held by Inspector Carter at Oak Hill, Charlotte County, N. B., on the evening of September 25th, in the interests of centralization and other educational work. There were present trustees and teachers from Moore's Mills, Lynnfield and Basswood Ridge.

Miss Mary Shaughnessy is taking a course at the Bridgewater, Mass., Normal School.

One of the best and neatest fences for school grounds is to be found around the grounds of Basswood Ridge school, Charlotte County, N. B.

A meeting of the teachers of the Kings County inspectorate (Prince Edward Island), called by Inspector McCormac for the purpose of organizing a Teachers' Association, was held in the Y. M. C. A. Hall, Charlottetown, on October 6th. The following officers were elected for the ensuing year: President, J. E. Jay, B. A., Montague; Vice-President, A. B. Campbell, Souris East; Secretary-Treasurer, Parmenos McLeod, Georgetown. These, with the following, constitute the Executive Committee: Miss Kate Shaw, Miss Annie Lannan, J. A. McDonald, B. A., Wm. O'Brien, D. J. McCarthy.

From the proceeds of three socials, W. N. Biggar, teacher at Drury's Cove, No. 16, Sussex, has been able to have the exterior of the school house nicely painted and to pay half the cost of a Yaggy's Portfolio for the school.

'ROUND TABLE TALKS.

A. Z.—"Which do you consider of greater practical importance to pupils in drawing, rapidity or delicacy? Why?" Your reply to this in the last issue of the REVIEW, to the effect that rapidity should not be secured at the expense of accuracy, yet minuteness of detail is seldom desirable, seems to me to leave the question unanswered. Is there not room for a difference of opinion as to which should be considered of most importance?

Undoubtedly there is. The question occurred in a recent examination in New Brunswick. The examiner may or may not have had a decided opinion of his own in respect to the relative merits of rapidity and delicacy. The question as it stands does not call for a decision, but for an intelligent discussion of the matter. Arguments in support of any opinion should have received, and probably did receive, due consideration; while an opinion expressed without a reason probably counted for nothing. Our reply of last month was a brief example of the way in which the question might be discussed, to meet the evident intention of the examiner. To deal with it more fully, we should remember that there are several divisions or classes of drawing. Accuracy, (and therefore delicacy, so far as it implies accuracy) is of first importance in mechanical drawing, including map-

ping, plotting, and the delineation of working plans; because measurements are to be taken from such drawings. This also is true, to some extent, in respect to freehand drawing from objects; and, briefly, in all cases where the truth to be expressed is one that comes within the range of mensuration. There is, nevertheless, a delicacy of line and finish which does not at all imply accuracy of form; and this is seldom desirable, even in this class of drawings. Applying the question to decorative drawings, in which the shape and distribution of lines are meant to satisfy the eye, and subtlety of form and proportion are the chief consideration; or to illustrative drawings, in which are to be expressed thought and feeling, rather than physical facts; we cannot do better than adopt the words of the authorized manual for New Brunswick teachers: "It is regarded as a matter of vital importance, that the pupils, from the outset, and always, draw with considerable rapidity, though they draw rudely; otherwise spirit and boldness, as well as knowledge, will be sacrificed to delicate, laborious finish."

SUBSCRIBER.—Parse and analyze the following sentence: "Flour is worth five dollars."

"Worth" is an adjective; "dollars" is a noun in the objective case, used adverbially. Rule:—Nouns in the objective case are used adverbially after verbs, adjectives, and adverbs, to denote time, space, direction, measure, value, and degree of difference between objects compared. Note:—"Worth" is sometimes parsed as a noun, "of the worth of"; by others as a preposition. It is probably a contraction of a participle of the Anglo-Saxon "weorthan" (to become), and may be considered as standing for "worthy."

R. S.—Journalize the following: (1) Our agent, John Brown, has sent us an account sales of merchandise, consigned to him, showing receipts \$1,100 and expenses \$45; and has remitted cash for the same, less his commission at 2%.

(2) Lost \$20.* Money returned and we paid the finder \$1.

(3) Gave our cheque on People's Bank in payment of Jas. Black's note for \$300 which we had endorsed and discounted at the bank, and which he failed to pay on maturity.

(4) Black has compromised with his creditors at 80 cents on the dollar, and has given us an accepted order on James White for our proportion of the \$300 which we receive in settlement of the claim.

(5) Error discovered in [under] charging Burton & Co. with flour sold to Peter Murphy, \$40.

(1) Cash\$1100.00
Shipment, John Brown, \$1100.00

Note: The charges of the agent do not appear in the books of the principal.

(2) Suspense Account\$20.00
Cash \$20.00

Loss and Gain \$ 1.00

Cash 19.00

Suspense Account \$20.00

(3) Jas. Black\$300.00
Cash \$300.00

Note: Some accountants would charge such an item to Protested Paper.

(4) Bills Receivable\$240.00
Loss and Gain 60.00
Jas. Black \$300.00
(5) Burton & Co. \$40.00
Mdse \$40.00

S.—Average the following account:

Jan. 20. Mdse. 30 days.....\$150 00
27. " 4 mos 100 00
Feb. 15. " Net 150 00
\$400 00

CR.

Feb. 10. Cash 75 00

Balance\$325 00

When Due.

Focal Date, Feb. 0.

DR.

Jan. 20. Mdse. 30dys. Feb. 19—150x0mos. 19dys= 95

27. " 4mos. May 27—100x3 " 27 " = 390

Feb. 15. " Cash. Feb. 15—150x0 " 15 " = 75

400 560

CR.

CR.

Feb. 10. Cash. Feb. 10— 75x0mos. 10dys= 25

325 535

1mo. 20ds

Hence due March 20th.

S.—How can *one* man do the work of the high school when it takes five or six to do just the same work in an Academy? The course of study, under the circumstances that exist in nine-tenths of the sections, is an utter farce. I know a young girl just out of the high school teaching every grade from the first through the eleventh. What a profound knowledge those pupils will get! And there are hundreds of similar instances. Do you not think her time would be much more profitably employed in teaching the three R's?

L. D.—My pupils found a nest in a tall spruce. It was broken when brought to me, but I think, if whole, it would fit on the top of a large pail. The outside was stout and thick and made of brakes, leaves and small twigs, the inside was a great mass of birch bark, torn into very fine shreds, making the house as cozy and soft as a feather-bed. I would like to know what creature built it.

Can any of our readers tell what bird may have built and occupied this nest?

RECENT BOOKS.

Prof. W. F. Ganong's book, *The Teaching Botanist*¹, is not only of great value to the teacher of natural science, but it is a distinct contribution to the science of education. The author impresses us as being himself a teacher, not in any narrow or specialized sense, but one who takes the widest view of his subject, and who has grasped its foundation principles in a singularly clear and accurate manner. The key-note of the book, and the one that seems to have been uppermost in the mind of the author in its preparation, may be stated briefly in

¹THE TEACHING BOTANIST; a Manual of Information upon Botanical Instruction, together with Outlines and Directions for a Comprehensive Elementary Course. By William F. Ganong, Ph.D., Professor of Botany in Smith College, Northampton, Mass. Cloth; pages, 270; price, \$1.10. New York, The Macmillan Company, 1899.

his own words: "The revival in students of the spirit of inductive inquiry, a spirit which they naturally possess, but which is usually crushed out of them by their school course, is the first and greatest task of any teacher of a science."

Mr. Ganong does not pin his faith to any plan or method of study. The thinking, active, resourceful teacher is the *sine qua non* in the educational field; one who gathers fully from the experiences of others, but whose best achievement must be evolved from a study of his own environment, and the best possible equipment from it.

The best review of this book we could give would be to quote from the First Part which is more generally educational, some bits of wisdom and practical common sense, but we ask every teacher to do this for himself by reading the book. We cannot forbear giving one. The author in estimating the value of classics, mathematics and other subjects to secure culture, says: "Culture consists less in wide knowledge than in wider sympathy; not so much in stores of facts as in ability to transmute facts into knowledge; not only in well-grounded conviction, but in toleration; not alone in absorption of wisdom, but as well in its radiation; in patriotism that is without provincialism; in the development of character. . . . True culture cannot be attained by forcing all minds into any one mould, however carefully that may be made, but is rather to be attained by allowing each mind to expand for itself under a proper combination of nourishment within and stimulus from without."

This is not the narrow and too prevalent idea of culture, but it is an ideal to which many may attain and with advantage to themselves and the world.

The Second Part of the book is devoted to the practical attempt to apply to the subject of botany the principles which the author has so clearly and comprehensively stated in the first part. It is a guide to the study of plant life in the classroom, laboratory and field. Every step is clearly set forth with the directions, illustrations and appliances necessary to secure the best results.

One of the best indications that Nature Study is receiving the attention that it deserves in English schools is the excellence of the text books which are being provided and which aim to foster intelligent teaching by the natural process of observation. We have had occasion to notice before the character of the books on Elementary Science by Vincent T. Murché, published by the Macmillans of London. To these are now added a series of object lessons in Elementary Science and Geography Combined.¹ These are for teachers. The design is to unite geography with the study of common objects so that children by their own observation of the simple everyday phenomena of earth, air, water, sky, may be able to form intelligent ideas of the world of wonders in which they live. The term "earth-knowledge" is given to this comprehensive practical study of the earth, well calculated to prepare the pupil to take up with zest and intelligence the study of definite portions of the world, beginning of course with his own country. Models in sand of portions of country, the drawing of plans on horizontal black-boards, observation of falling rain, roadside pools, streams, and other every-day phenomena—all combine to make the entrance to science and geography a delightful one to the pupil. These manuals are to be succeeded by a series of science readers for the children. The whole scheme is an advanced one, providing an easy and natural course in elementary science and geography.

¹THE TEACHERS' MANUAL OF OBJECT LESSONS IN ELEMENTARY SCIENCE AND GEOGRAPHY COMBINED, by Vincent T. Murché, F. R. G. S., Head Master of Boundary Lane Board School, Camberwell. Vol. I (Standard I), pages 194; Vol. II (Standard II) pages 187; price, 1s. 6d. each. Publishers, Macmillan & Co., London.

*Le Roi des Montagnes*¹ is not a novel. There is practically no plot and the incidents are improbable. It depends for its interest on the author's abundant wit and his exquisite power of presenting ludicrous situations. The scene is laid in Athens and neighborhood at the time of the Crimean war. As a satirical and humorous work, the book is extremely popular. It belongs to a series which is intended to cultivate literary taste on the part of the student, while it helps him to acquire a knowledge of French life and customs. The notes, vocabulary and introduction are concise and lucid.

Mr. Farjeon has rare ability to interest his readers in what he writes, so that the announcement of his new book,² which he tells us is a mystery, will be received with pleasure by all who have read his previous books. In fact, all of Mr. Farjeon's works are full of mysteries, but they are mysteries which heighten the interest and absorb the reader's attention. It may be taken for granted that those who enjoy reading a good cleverly written detective story will not fail to secure and read "Samuel Boyd of Catchpole Square." The interest is well sustained from the first, and Mr. Farjeon's style is never dull or prolix.

Who has not read "Tom Brown's School Days?"³ and who has not been benefitted by its manly healthful tone? It is a book that every boy and girl should read. The writer once asked a class of girls how many had read it, and more than half signified by a vigorous wave of the arm that they had; and their looks showed that they had appreciated it.

The lessons in Domestic Science, published by the Macmillans,⁴ are certainly doing a vast amount of good from the plain direct way they deal with the preparation and culinary treatment of food, rules for health, management of a sick room, and common ailments and their remedies. Our teachers should see and read them. They would find them of vast help in their lessons on physiology and kindred subjects.

These exercises in practical physics⁵ are admirable for the simplicity, neatness and abundance of the experiments. The book will be a welcome addition to the outfit of any teacher of elementary physics. The characteristics of the volume are briefly: (1) the number and variety of exercises used to exemplify each of the principles dealt with; (2) the limitation of the texts to instructions necessary for the intelligent performance of the experiments; (3) the number of new and simple experimental devices used; and (4) the numerous illustrations, showing at a glance the apparatus required and the method of procedure.

¹LE ROI DES MONTAGNES, par Edmond About. Adapted and edited by Ernest Weekly, M. A., Professor of French at the University College, Nottingham. Cloth; pages, 177; price, 2s. 6d. Publishers, Macmillan & Co., London.

²GAGE'S FICTION SERIES (Canadian Copyright Edition), *Samuel Boyd of Catchpole Square*, by B. L. Farjeon. Pages 395; cloth, \$1.00; paper, 50 cents. The W. J. Gage Company, Limited, Publishers, Toronto.

³TOM BROWN'S SCHOOL DAYS. Abridged edition for schools. Pages 251; price, 1s. 6d. Publishers, Macmillan & Co., London.

⁴LESSONS IN DOMESTIC SCIENCE, Part III, by Ethel R. Lush, organizing mistress of the Ipswich School Board, etc. Pages, 85; paper; price, 6d. Publishers, Macmillan & Co., London and New York.

⁵EXERCISES IN PRACTICAL PHYSICS, for Schools of Science, by R. A. Gregory, Professor of Astronomy, Queen's College, London, and A. T. Simmons, B. Sc., (London.) In two parts. Part I. (First year's course); pages 200; price, 2s. London: Macmillan & Co., Ltd. and New York.

Book Twelve of the *Aeneid*³ contains an excellent sketch of the life of Virgil with an appreciative criticism of his writings. The notes and vocabulary are as good as in other books of this neat, well printed, and scholarly series.

² ELEMENTARY CLASSICS: *P. Vergilii Maronis Aeneidos*, Lib. XII. Edited for the use of schools, by T. E. Page, M.A., assistant Master at Charterhouse; with vocabulary by the Rev. G. H. Nall, M.A., assistant Master at Westminster School. Pages, 171; price, 1s. 6d. London, Macmillan & Co., Limited; New York, The Macmillan Co., 1899.

NOVEMBER MAGAZINES.

In the *Canadian Magazine* Robert Barr writes of Literature in Canada, and compares our whiskey buying and our book buying with startling results. Bernard McEvoy contributes a thorough article on Technical Education in Canada, which is quite apropos. Besides several illustrated articles and a series of war articles, there are a half dozen good poems, and three excellent short stories. This November number opens the fourteenth volume of our national magazine.... The *Atlantic Monthly* for November is marked by that scholarship, attractiveness and literary style which make it of value to teachers and students. Among the contributors are Rollin Lynde Hartt, who treats of The Ohioans in an entertaining and outspoken vein of fact and fun, description and criticism. Bradford Torrey furnishes an appreciative tribute to The Attitude of Thoreau toward Nature; how he loved the swamps... Variety and excellence are qualities that have not been lost sight of in making up the November *Ladies' Home Journal*. There are contributions by Ian Maclaren, Sir Henry Irving, by the author of "In His Steps," Clifford Howard, Mrs. Burton Kingsland and others. There are innumerable pictorial features, and practical, useful and helpful articles. By The Curtis Publishing Company, Philadelphia. One dollar per year; ten cents per copy.... Perhaps the handsomest number of *The Century Magazine* ever issued is that

which bears date November, 1899. The cover design includes a portrait of Cromwell redrawn on stone by Ernest Haskell and printed in four tints; while the frontispiece—also in tints—is a wood-engraving by T. Johnson from Cooper's painting of the Protector in Sydney Sussex College, Cambridge. But apart from the illustrations there are excellent contributions from Mark Twain, Governor Roosevelt, John Burroughs, Dr. Weir Mitchell, President Eliot and John Morley, who begins his papers on the study of Cromwell... *St. Nicholas* for November, beginning a new volume, is a number of unusually varied interest, not the least striking of its contents being the announcement of The St. Nicholas League, with its motto, "Live to Learn and Learn to Live," its conditions of membership, and the prizes it offers in competition... In *Popular Science Monthly*, under the title An English University, Mr. Herbert Stotesbury describes Cambridge. He gives an interesting account of its history and present methods, as well as a number of very good portraits of the leading professors of the university. The curious "kissing bug" epidemic, which was with us so recently, is next discussed by no less an authority than Prof. L. O. Howard, chief of the Division of Entomology at Washington. The origin of the whole thing in a newspaper reporter's brain is shown, and finally a number of the bugs, which might have been responsible for the bites, are described and pictured. The theory that the disease, malaria, is spread by mosquito bites has been much discussed of late years, many physicians laughing at the notion, and others again thinking it a very probable explanation of the origin of the disease. Investigations during the last year, however, have tended to confirm the theory... The Rev. William Barry's paper, "The Keepers of Literature," in the *Living Age* for November 4, is a defence of that much abused class, the literary critics. The numbers of the *Living Age*, issued weekly, contain the best of what appears in the latest English magazines... The *Chautauquan* for November contains an account of life in the English colonies, the struggle for the Mississippi valley, national boundaries and the public domain, with many unique illustrations, by Prof. Edwin Erle Sparks.

The Century Magazine in 1900. NOVELTY IN LITERARY AND ART PICTURES. The Best Illustrations, with Cole's Engravings and Castaigne's Drawings.

PRINTING IN COLOR.

A New and Superbly Illustrated LIFE OF CROMWELL,

By the Right Hon. John Morley, M. P.

The conductors of *The Century* take especial pleasure in announcing this as the leading historical serial of the magazine in 1900. No man is more competent than John Morley, who was selected by Mr. Gladstone's family to write the biography of Gladstone, to treat Cromwell in the spirit of the end of the nineteenth century.

The Illustrations

will be remarkable. Besides original drawings, there will be valuable unpublished portraits lent by Her Majesty the Queen, and by the owners of the greatest Cromwell collections. Other features include:

Ernest Seton-Thompson's

"Biography of a Grizzly," delightfully illustrated by the artist author,—the longest and most important literary work of the author of "Wild Animals I have Known."

Paris, Illustrated by Castaigne.

A series of papers for the Exposition year, by Richard Whiteing, author of "No. 5 John Street," splendidly illustrated with more than sixty pictures by the famous artist Castaigne, including views of the Paris Exposition.

London, Illustrated by Phil May.

A series of papers on the East End of London by Sir Walter Besant, with pictures by Phil May and Joseph Pennell.

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The record of a voyage of 46,000 miles undertaken single-handed and alone in a 40-foot boat. A most delightful biography of the sea.

The Author of "Hugh Wynne,"

Dr. S. Weir Mitchell, will furnish a short serial of remarkable psychological interest, "The Autobiography of a Quack," and there will be short stories by all the leading writers.

A Chapter from Mark Twain's Abandoned Autobiography.

Literary Reminiscences.

Familiar accounts of Tennyson, Browning, Lowell, Emerson, Bryant, Whittier and Holmes.

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A series of papers of commanding interest.

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It is everywhere conceded that *The Century* has led the world in art. Timothy Cole's unique and beautiful wood blocks will continue to be a feature, with the work of many other engravers who have made the American school famous. The fine half-tone plates—re-engraved by wood-engravers—for which the magazine is distinguished, will appear with new methods of printing and illustrating.

Begin new subscriptions with November. Price \$4.00 a year. Subscribe through dealers or remit to the publishers.

THE CENTURY CO.,
UNION SQUARE, NEW YORK.

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University of Mount Allison College.

DAVID ALLISON, LL.D., PRESIDENT.

THE University of Mount Allison College offers to students, whether desiring to take a full under-graduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces.

The new University Residence has been constructed and is furnished with every provision for comfort, convenience and health.

Annual Session 1899-1900 begins Sept. 21st.

Send for Calendar.

Mount Allison Ladies' College, Owens Art Institution and Conservatory of Music.

REV. B. C. BORDEN, D. D., PRINCIPAL.

INSTRUCTION is imparted on subjects ranging from the primary English branches through the whole University Curriculum to the Degree of B.A. Young ladies studying for the purpose of qualifying themselves to teach may here combine the accomplishments with the thorough drill necessary to their profession.

THE CONSERVATORY OF MUSIC is under the direction of a strong staff of experienced teachers, representing the best conservatories and teachers on both sides of the Atlantic.

Art students have the inspiration which comes from constant contact with the splendid paintings which constitute the Owen's gallery.

Mount Allison Wesleyan Academy.

JAMES M. PALMER, M. A., HEAD MASTER.

NO Institution of learning in the country has had a more successful history, and none is more worthy of patronage for the future. Many of the most prominent men now in Canada, and in other lands, had their training at Mount Allison Academy. A thorough English and Commercial Education is imparted and students are prepared for College Matriculation and for Civil Service examination. Every care is given to the private interests of the boys, so as to ensure their comfort and happiness.

The building is commodious, well heated throughout by the hot water system, and comfortably furnished.

Expenses very moderate.

For particulars apply to the Principal.

McGILL UNIVERSITY, Montreal.

THE CURRICULUM comprises Courses in Arts, including the Donalds Special Course for Women, Applied Science, Medicine, Law, Veterinary Science. Copies of the Calendar containing full information may be obtained on application.

TWENTY EXHIBITIONS IN THE FIRST YEAR (value from \$60 to \$200) will be offered in competition at the opening of the Session, September, 1899. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

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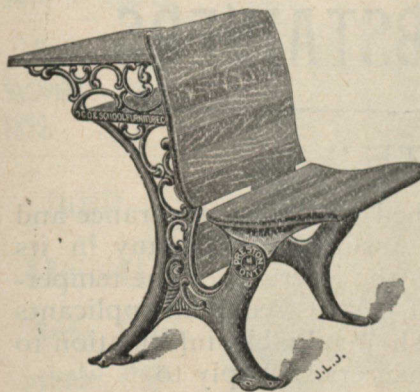
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