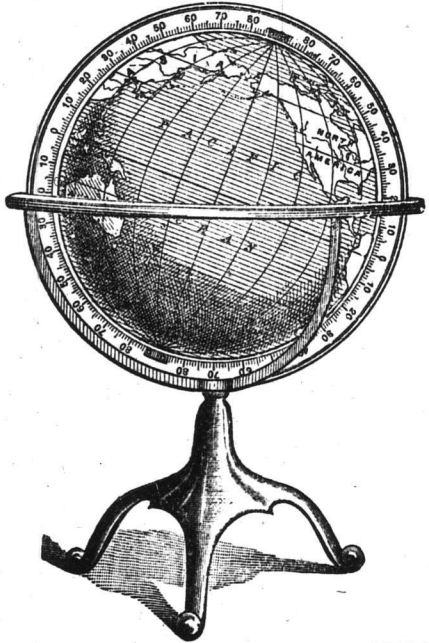


# THE EDUCATIONAL REVIEW

VOL. XX. No. 8.

ST. JOHN, N. B., JANUARY, 1907.

WHOLE NUMBER, 236.



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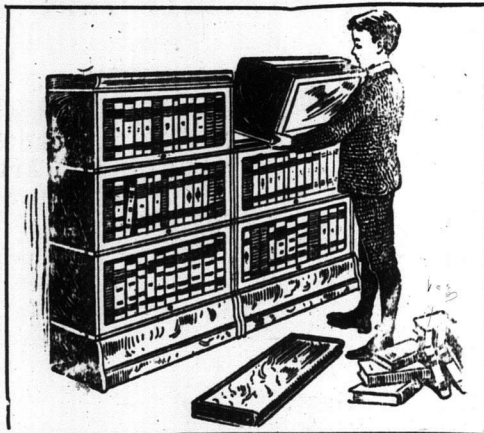
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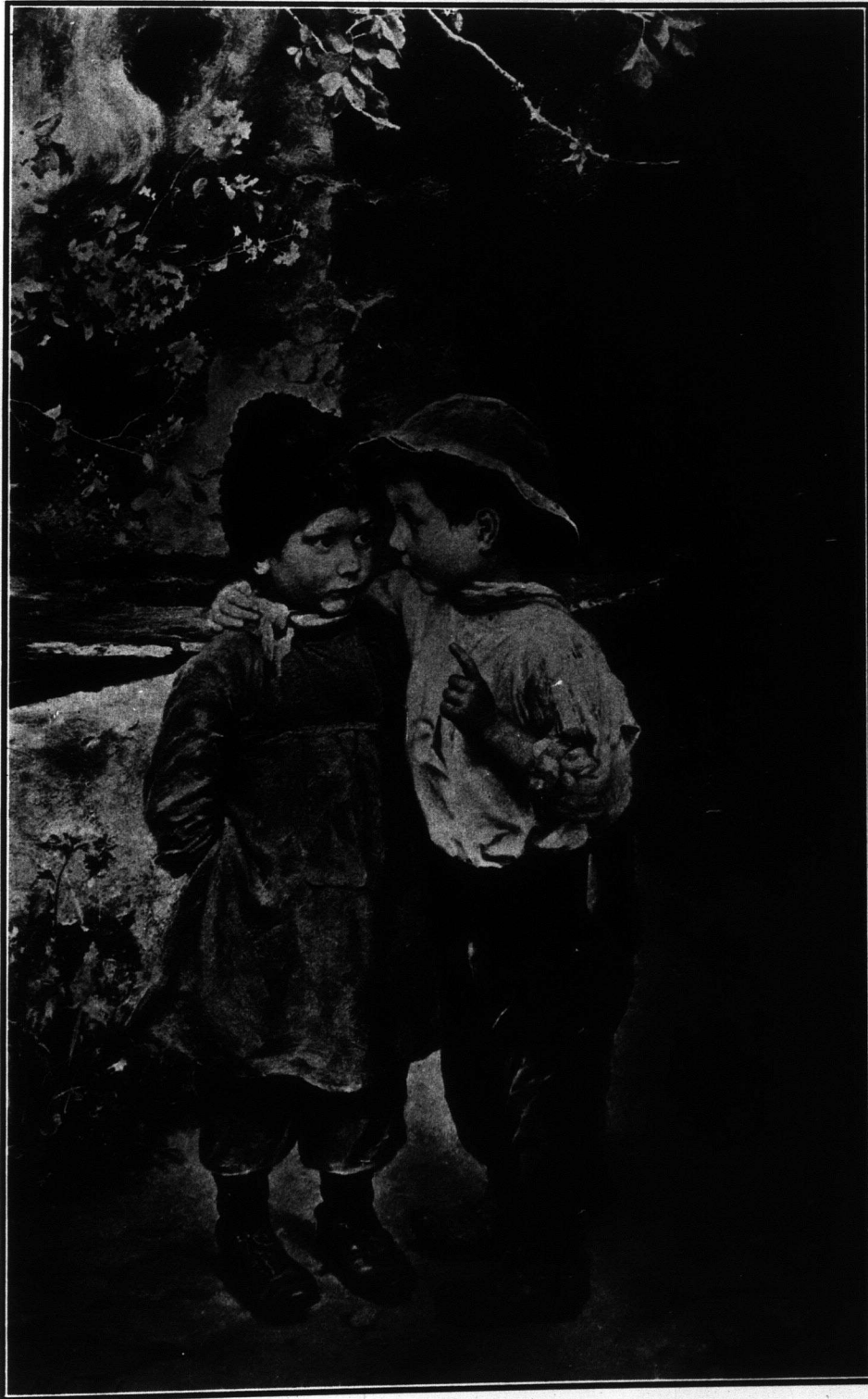
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ST. JOHN, N. B., JANUARY, 1907.

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The number accompanying each address tells to what date the subscription is paid. Thus "235" shows that the subscription is paid to Dec. 31, 1906.

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

THE REVIEW thanks its readers for the many expressions of kindness and good-will it has received from them during the past year and especially during the Christmas season. We wish for all of them A Happy New Year, every day of which may have some blessing and achievement in store for them.

OUR picture this month represents one boy telling another a great secret. Whether there is "Mischievous Brewing" or not may be left to the fancy of children. It is a good picture from which to draw forth impressions from pupils and to let them write these impressions in the form of a story.

Belcher's *Farmers' Almanac*, 1907, for the Maritime Provinces, is a compendium of useful information on a great variety of topics, arranged in a form ready for immediate use. Price 25 cents. McAlpine Publishing Company, Halifax.

THOSE who are accustomed to snowdrifts in the east will appreciate the conditions prevailing in Alberta referred to by our correspondent, Mr. W. B. Webb, who writes under date of December 10: "We have had great quantities of snow here, perhaps two feet on the level. It is almost always perfectly calm in the Edmonton district during the winter, so that drifts are rare. When the snow melts it will be a great help to next year's crop. The snow-fall has been so light during the last two winters that this will be all the more needed next summer."

LOVE of children, skill in teaching, and knowledge are three great requisites for teachers. The first is born in nearly all human beings and is susceptible of cultivation. It is the great requisite for teaching. Knowledge, and the skill in imparting it, come from earnest pleasant toil which has its stimulus in love for children and a desire to awaken their interest and self-activity. Teachers who simply hear recitations and teach with text-book in hand usually fail to arouse the minds of their pupils.

ONE effect of Carnegie's large gifts to the Scottish universities is that teachers and students, where these gifts have been received, have become less earnest. This is not to be wondered at. Many of Scotland's most famous scholars have won their education in spite of poverty and by self-denial, and have preserved their self-reliance under difficulties. It is this character and self-reliance which counts. If it is sapped at the outset of the student's career the results cannot but be lamentable; and this is true the world over. There is perhaps wisdom in giving to universities where their effectiveness is increased by endowments and other additions to their resources; but such gifts to persons may be looked at with some suspicion.



**Glimpses into Schoolrooms.**

BY THE EDITOR.

A few weeks ago I visited a country school of two departments. The principal's room was large for the number of scholars in it, well ventilated and looked out upon a charming rural scene, with well kept houses and barns, acres of upland and meadow, in some cases carefully tilled, in others with evidence of neglect. The primary room was small and on occasions, the teacher told me, crowded. Above this was a room that had just been fitted up for manual training, and near by a plot of ground had been secured for a school garden. Teachers and pupils were rejoicing in the new order of things where pleasant occupations were in future to relieve the monotony of school studies.

I remembered the place. As a boy I had trodden the familiar roads and paths on my way to and from school. As a young man I had taught the school there. Many of the old landmarks had disappeared, among them the early schoolhouse, and afterwards the old hall that had served for a schoolhouse. In their place stood a more pretentious building of two departments; and now manual training and the school garden have come and will add to the pleasures and activities of school life. As I looked over this neighborhood and saw where old houses had given place to newer and more comfortable homes, I saw with gladness that the spirit of progress had also entered the school, which, so far as I could judge, was vastly superior to that of my own boyhood and youth. But school officers, parents and teachers have yet much to learn and to do in reaching out for still better things.

My next visit was to a school of five departments, in the neighborhood of a large city. The buildings are on a commanding site overlooking a picturesque country,—a glad prospect for little eyes wearied of poring over the printed page. The rooms were neat and attractive, hung with pictures, and in the principal's department was a reading table with a good selection of magazines and books. The scholars were all attentive to their work and happy. Evidently the "whining school boy" of Shakespeare's time is a rarity in schools like those of to-day.

In one of these rooms where I spent a longer time than usual, I remarked on the excellent discipline. The teacher told me that it gave her no trouble. Her scholars were interested in their work and there was the evidence of good order and sympathy be-

tween teacher and pupils. That was the secret. The teacher, a bright young woman, told me that she walked to her school every morning, a distance of two miles, and back in the afternoon, in all weathers, and had not missed a day from school for five years. I thought of the good air and exercise and of the opportunity such a walk afforded of making many little plans for school work; and I thought this, too, had something to do with helping to make up a happy, well disciplined school.

The class of fifth and sixth grade pupils was engaged in a number lesson. The work was chiefly done with pencil and chalk, and with large numbers. This led me to think that such work can best be done (I make the simple suggestion) up to the eighth grade without chalk or pencil. The important thing in teaching arithmetic is skill and quickness in the manipulation of numbers, and small numbers are better than large ones for this purpose. More alert, mental work in arithmetic and less figuring with pencil, which serves to divide the attention of the child, should prevail in all the classes, at least as far as the high school.

I dropped into a city school a few days ago, not with the purpose of hearing a lesson, but to consult with one of the teachers. I found the principal's room, and was impressed with the good order prevailing, the neatness of the room, and the spirit of industry that seemed to prevail. This building, too, is situated on a hill which commands a broad look over hills and valleys, with a considerable river view. In the other rooms visited I noticed some excellent work in writing. The letters formed were neat, large and clearly cut, no evidence of a cramped hand. What a relief it is to see writing of this character!

In future visits to schools I hope to describe more fully some impressions of the work that is being done.

**Answers to Questions.**

The following are the names of the "Mysterious Cities," in answer to questions found on page 161 December REVIEW: 1, Cologne; 2, Lyons; 3, Rome; 4, Christ's Church; 5, Morocco; 6, Little Rock; 7, Berne; 8, Brest; 9, Ghent; 10, Liverpool; 11, Canton; 12, Leghorn; 13, Bologna; 14, Hamburg; 15, Dayton; 16, Windsor; 17, St. John; 18, Brooklyn; 19, Bath; 20, Washington; 21, Bismarck; 22, Lincoln; 23, Sacramento; 24, Santa Fe.—*The Teachers' Gazette.*

**Field Clubs and Nature-Study.**

We are glad to notice that the Pictou Academy Scientific Association has been reorganized, and has already published two bulletins giving interesting details of collections of local fauna and flora of the neighborhood. This association has done some excellent work in years past, work that has helped to make the scientific resources of Pictou county better known than of any other county in the province. It was organized in 1882 under the supervision of A. H. MacKay, then principal of Pictou Academy, whose scientific work in earlier numbers of the REVIEW is still gratefully remembered. The birds and plants of Pictou county have been especially well studied, and the names of former members of the association, as Dr. MacKay, W. A. Hickman and C. B. Robinson, are among those who have done important work in science. The revival of the association and the re-issue of the bulletins speak favorably for the prospects of nature-study in Pictou county.

This is a good example for every academy and school in these provinces. Every teacher with some push and a little ability could organize an out-door club for the study of the physical features, the plants and animals of the neighborhood. It would add zest to the other school studies; it would be a useful recreation; it would make nature-study a living subject in every school, and it would make pupils pleasantly acquainted with their surroundings. If only a few birds, plants and insects each year were found out and studied in their native haunts, it would be a great gain.

Try it! if only for the pleasure there is in some active field work that will take one out of doors with a purpose in view.

**Shirking Work.**

Many grown people as well as school children do not like to work. It is much easier to drift into habits of laziness, to take things easy, to expect big returns on no investments, than to get down to hard work and through it achieve success. Great plans usually come to naught because of personal laziness. Most people believe in this doctrine for their children, and endeavor to practise it,—to have them do as little work as possible. They want them to be free from drudgery. This seems to be natural to many a parent; but it makes the child flabby, helpless, and a parasite in the community. Success in life depends more on ability to do honest work, whether in the school, at home, or in the busy

industries of the world, than all other characteristics combined. Children need to have their courage developed and trained, so that whenever they go at whatever is set them to do, they will stick to it till it is finished. Quickness of mind and vigor and strength are all required. Courage to do is of a high moral quality when it is directed to worthy objects.

To have confidence in one's self, to be cheerful in doing, to have a definite purpose and to keep moving forward toward its accomplishment, will bring victory in the end. The best gospel is work; work physical, work mental, and work moral. Work is the very condition of the enjoyment of life. Every good thing in this world is the product of work. Every parent who brings up his child to eschew work, to be indulged in idleness, to fritter away its time and its life in mere frivolities, hates his child and is preparing it for an idler or a tramp,—a fungus growth for the state to take care of. Coddling children in school leads them to the same dire consequences later in life. All sensible persons feel a contempt for the idlers, the useless, and the counterfeits of society.

—Since the school is one of the greatest forces in the manufacture of human character, as teachers we must see to it that we are not blameworthy. A teacher who is always grumbling about the weather, the schoolroom, the drudgery of his work, and a thousand other things, is preparing his pupils for idleness, dissatisfaction, and to become a sort of human shadows walking aimlessly about. A good teacher will cultivate in his pupils the power of sticking to a thing till the end is reached. Steady industry and diligence will bring rich results to one of ordinary gifts. Self-independence, to be quiet and steady, to be cheerful, not to be hysterical, not to have others continually bracing one up—are some of the qualities that are admired by right thinking people. A strong, self-reliant spirit is always an inspiration to others.—*Superintendent J. M. Greenwood.*

Mrs. Tompkins went to visit her mother for a few days, leaving her husband to get his own meals. Entering the kitchen, he found she had

—left a little note,

And this is what she wrote:

II Kings, xxi. 13.

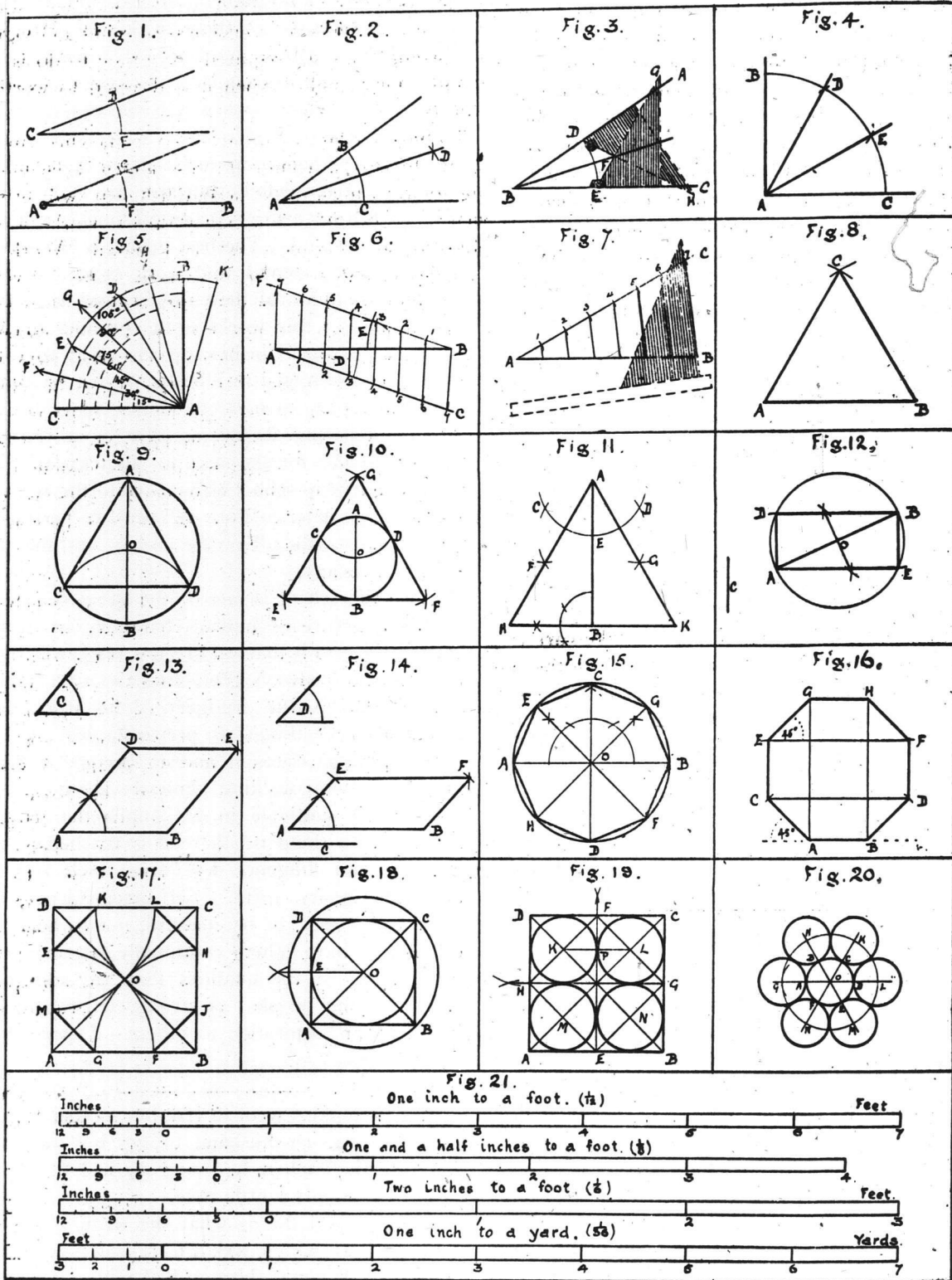
When he himself had fed

This is what he read:

Find for yourself what he read,



GEOMETRICAL DRAWING. GR. VI.



**Geometrical Drawing.**

F. G. MATTHEWS, TRURO, N. S.

Principal Macdonald Manual Training School.

The exercises presented this month are designed for grade VI. It will be noticed that the new principles introduced are not many in number, as those given for grade V are constantly recurring, and also a certain space is given to exercises in which extreme accuracy is necessary. As several of the exercises have reference to angles and degrees, it is advisable to introduce the protractor at this stage. It need not be used so much for construction as to prove the truth of the angles made by compass methods.

For the benefit of teachers in grades VI, VII, or VIII, it should be stated that if they wish to commence work along these lines without any having been done in grade V, they should commence at the beginning, and take up the main principles. Also in response to some enquiries already made, it would be well to mention here, that this is not intended to supplement freehand or ruler drawing, but to be taught in conjunction with both.

FIG. 1. *To construct an angle equal to a given angle.*—Let CDE be the given angle, and A the point at which it is required to make a similar angle. From A draw the line AB. With C as centre and any convenient radius, describe the arc DE. With A as centre and the same radius, describe the arc FG. Measure DE with the compasses and cut off FG equal to it. Join AG. Then GAB is the required angle.

For an exercise let the children make an angle equal to a given one, but making the legs twice as long as the original. This will give an opportunity for showing that angles are not measured by the lengths of the sides, and therefore a good introduction to a lesson on *degrees* and the protractor.

FIG. 2. *To bisect an angle.*—Let BAC be the given angle. With A as centre and any radius described the arc BC. With B as centre and any radius more than half BC describe an arc. With C as centre and the same radius described another arc cutting the first in D. Join AD. This line bisects the angle.

Exercise.—The two lines forming the angle represent two of the fences bounding a piece of ground. The owner wishes to make a path across the land beginning at B and keeping equidistant from the two fences. Lay out the path.

FIG. 3. *The same as Fig. 2.*—Set square method. Mark off a point on each leg equidistant from B.

Place the set square with one edge on BC, and the corner at E and draw the line EG. Similarly from D draw DH. Join B to the point of intersection F.

FIG. 4. *To trisect a right angle.*—From A as centre and with any radius describe arc BC. From B and C as centres and the same radius describe arcs cutting the first in E and D. Join AD and AE. Most children will solve this exercise without any instruction. If not, a few questions on degrees will have the desired effect.

FIG. 5. *To construct angles of 15°, 30°, 45°, 60°, 75°, or 105°.* Draw the right angle BAC. Mark off D and E as in the previous exercise. Bisect CE for 15°. CB or ED for 45° and DB for 75°. For 105° mark off BK equal to BL.

This is simply a combination of exercises 2 and 4, and can also be solved by the children without assistance.

FIG. 6. *To divide a straight line into any number of equal parts.*—Let AB be the given line. It is required to divide it into 7 equal parts. Draw AC at any angle with AB. Make the angle ABF equal to the angle BAC (Ex. 1). Step off 7 equal divisions of any convenient length on AC and BF. Join A to 7, 1 to 6 and so on as shown in the diagram. These lines will divide AB into 7 equal parts.

This exercise may be varied in form, such as:—Cut off 1-5 of AB; or, AB represents the length of a piece of land owned by two persons. One owns 2-5 and the other the balance. Show their portions.

FIG. 7. *The same as Fig. 6.*—Set square method. Draw AC at any angle. Step off seven equal divisions on AC. Place the set square in a position to join B 7. Before moving the set square, place the ruler under it as shewn. By sliding the square along the ruler, parallels can be drawn through 6, 5, 4, 3, 2 and 1, dividing AB into 7 equal parts.

FIG. 8. *To construct an equilateral triangle on a given base.*—With A and B as centres and radius AB describe arcs cutting at C. Join AC and BC.

By applying the set square shew that the triangle is also equiangular, and that the three angles are together equal to 180°.

FIG. 9. *To inscribe an equilateral triangle in a circle.*—Draw any diameter AB. With B as centre and radius BO describe arc COD. Join AC, CD, and DA.

This exercise may be made the basis of several designs. For example, if the working be repeated starting from A as centre, we get a six pointed star, a favorite shape for flower garden plots.



FIG. 10. *To describe an equilateral triangle about a given circle.*—Draw any diameter AB. With A as centre and radius AO, draw arc COD. With B, C and D as centres and radius CD, draw arcs cutting at E, F and G. Join EF, FG and GE.

This also forms a good exercise in design.

FIG. 11. *To construct an equilateral triangle, given the vertical height.*—Let AB be the vertical height. At A construct angles of  $30^\circ$  on each side of AB. Through B draw HK at right angles to AB, to meet AH and AK.

FIG. 12. *To construct a rectangle, the diagonal and one side given.*—Let AB be the diagonal and C the side. Bisect AB in O. With O as centre and radius OA describe a circle. With A and B as centres and C as radius draw arcs cutting the circle at D and E on opposite sides of the diagonal. Join AD, DB, BE and AE.

Exercise.—A rectangular field is divided by a fence 200 yards long joining opposite corners. One of the sides is 80 yards long. Complete the drawing of the field.

FIG. 13. *To construct a rhombus, side and one angle given.*—Let AB be the given side and C the given angle. At A construct an angle equal to C. Cut off AD equal to AB. With D and B as centres and radius equal to AB, draw arcs cutting at E. Join DE and BE. This exercise may be given in the form of plotting out ground, using scales as in Fig. 21.

FIG. 14. *To construct a rhomboid, two sides and the included angle given.*—Let AB and C be the sides and D the included angle. Construct the same as Fig 13.

FIG. 15. *To inscribe a regular octagon in a given circle.*—Draw any diameter AB. Draw another CD at right angles to it. Bisect angles AOC and COB. Produce bisecting lines to form diameters EF and GH. Join AE, EC, CG, etc. This gives required octagon.

Exercise 1.—Join every other point AC, CB, etc., to form an eight pointed star.

Exercise 2.—Join every third point AG, GD, etc. to form another shape of star.

FIG. 16. *To construct a regular octagon on a given base.*—Let AB be the given base. By means of set square, protractor, or compass, make angles of  $45^\circ$  at A and B. Cut off AC and BD each equal to AB. Erect lines perpendicular to base from C, A, B, and D. Cut off CE and DF each equal to AB. Join EF. At E and F draw EG and FH, making angles of  $45^\circ$  and cutting the perpendiculars in G and H. Join GH.

FIG. 17. *To inscribe a regular octagon in a given square.*—Draw the diagonals AC, BD. With A as centre and AO as radius, draw arc EOF. Similarly at BC and D draw arcs GOH, JOK and LOM. Join GM, EK, LH, and JF, which together with the middle portion of each side, form the octagon.

FIG. 18. *To inscribe a circle in, and describe a circle about a given square.*—Draw the diagonals AC and BD. From O drop perpendicular OE to side of square. With centre O and radius OE inscribe circle. With centre O and radius OA describe circle.

This exercise and the two following are samples of a number that may be inserted to give practice in the foregoing principles. It will be noted that to get correct results the utmost accuracy is necessary in every detail.

FIG. 19. *To inscribe four circles in a square, each to touch two sides and two other circles.*—Draw diameters and diagonals. Join FG, GE, EH, and HF. Join LK. With K, L, M, and N as centers and radius KP draw required circles.

FIG. 20. *To describe six equal circles about a given circle.*—Divide the circumference of the given circle into 6 equal parts, producing the diameters.

With AD as radius and O as centre describe circle GKM. Where this circle cuts the produced diameters will be the centres of the required circles; the radius to equal AO.

FIG. 21. *The construction of plain scales.*—This has been placed last for the sake of convenience in arranging the drawings for the plate, but in practice they should be spread over the year's work, so that they may be utilised in any plotting-out problems. Four only are shewn, but others of similarly easy nature may be taught.

*To make a scale of one inch to a foot.*—Draw two parallel lines about 3-16 of an inch apart and divide them by vertical lines into one inch divisions. Divide the left hand inch into twelve equal parts, number them as shewn, the first division from the left always being marked O (zero). The divisions to the right will now represent feet, and those to the left inches, and may be labelled as such. To use this scale, suppose a line three feet five inches is required. Stretch the dividers from the third division to the right of O to the fifth to the left. This will give the required length. As this scale gives a drawing 1-12 of the original size, it is said to be a scale of 1-12 and this fraction is called the 'Representative Fraction.'

The other scales are made in the same way. In the fourth the inch divisions represent yards,

The one on the left is therefore divided into three parts to represent feet, that being the next denomination below yards.

If rulers with sufficient scales to mark the subdivisions of the left hand division be not obtainable, the method of exercise 7 may be adopted.

### Personality of the Teacher.

Personality is what wise employers of teachers try and secure above all else. People with mean natures and small souls never ought to try to teach. Still, personality is greatly capable of cultivation. It is largely an affair of our own making. Five great schools of teachers tried to find a solution of this problem. They were the Epicurean, the Stoic, the Platonic, the Aristotelian and the Christian. Whoever follows the teachings of all these schools will become a popular and successful teacher, and anyone defective in a majority of them is unfit to teach.

The Epicurean idea was that one should get at all costs as many pleasures as possible. Teachers should have good food, no hurried meals, a comfortable room in which to be quiet. In the long run these are half the battle. Teachers should not deny themselves these. Restful quiet and good food are necessary. Next is needed wholesome exercise. The teacher shut up for five or six hours must have one or two hours under the open sky every school day, care free. The teacher should do a lot of outdoor things in vacation and the one who doesn't is falling away even from this low ideal.

The Stoic teaches one to keep the mind free from all worry and anxiety; the mental state makes the man. The teacher's troubles can be reduced by reducing the mental worries. The blunders once made should be left behind, not brooded over. There is no situation in which we can not be masters, is the Stoic's lesson. Every teacher must sometime learn it. The teacher's life is more full of general discouragements than any other profession, but the Stoic formula, faithfully applied in reasonable limits, will overcome them. Teachers should live in care-proof compartments.

Platonism bids us rise above this world. Platonists were not the most agreeable people to live with. Much that passes for Christian religion is simply Platonism in disguise. Still, it contains some truth that every teacher ought to know and sometimes apply. A teacher would hardly keep his poise without these Platonic resources, but moderation is necessary.

By the Aristotelian school man was to find his

end here and now on earth, not in heaven. Teaching is an extra hazardous profession as far as nervous energy is concerned. The teacher's problem is one of proportion—what to select, what to leave out. The essentials to the main end ought to be taken, the others left. The teacher must say no to calls good in themselves, but not for themselves. Amateur theatricals, church fairs, dancing and dinner parties, ought to be taken part in only in great moderation. One service Sunday is as much as one can well attend, and Sunday school teaching is the one thing that the conscientious public school teacher must rigidly refrain from. Physical health and vivacity of spirits must be maintained at all costs. Teachers should be sure what they do is best for them and then never mind what people say. Teachers should have their own individual ends in view.

The counsel of the greatest teacher remains. Christ says to the teachers to make the interest and aims of each pupil their own. Where the un-Christian teacher's work ends, the Christian teacher's work begins. Teacher and pupil are engaged in a common work. The attitude of the Christian teacher is, "Come, let's do this work together, I'm ready to help you and want you to help me." The un-Christian is not concerned with the home-life of the pupils, the Christian teacher knows his pupils and their homes. The successful teacher looks forward to the pupil's future. Teachers learn to see with pupils' eyes, share their work, rejoice in their success, be more sorry than they at their failures, lead them, never drive. Any teacher who can combine the five qualities I have mentioned will find teaching a pleasure and achieve success.—*Abstract of Address by President William DeWitt Hyde, in New York School Journal.*

There is probably no country in the world where nature has been more lavish in the stores of fertility provided in the soil, or where the land has greater capacity for the production of food for mankind than Canada. While the resources of the Dominion in its minerals, its forests and its fisheries are very great, it is in the soil that the greater wealth of the country lies. The immensity of the area of fertile land in Canada is very imperfectly understood, even by those who have travelled through the country, and but a very small proportion of the arable land has yet been brought under cultivation.—*Dr. Wm. Saunders—Report Experimental Farms of Canada.*

The old man said to the young man: "My son, I have had a great many hard times in my life, and most of them didn't happen."



### Manners the Morals of the Heart.

BY MRS. C. M. CONDON.

In the Victorian era, among the items in the bills rendered from Ladies' schools, was always one set down to "Deportment." Great stress was laid upon training and instruction in this subject, which embraced table manners; behaviour at church, on the street, and other places of public resort. It also prescribed the different forms of salutation according to the rank, age or position of the person saluted; the correct method of entering and leaving a room; also the art of entering and alighting gracefully from a carriage, to which was frequently added equestrian practice and etiquette at a good riding school. Special pains were taken with the different *curtsies*, made by the ladies, from the simpler forms, up to the three sweeping reverences made to Her Majesty on presentation at Court.

Sometimes with narrow-minded people, there was an unbending adherence to rules that degenerated into an ungraceful formality; but, on the whole, this careful training in the minutiae of social convention fully justified itself.

The mother of our late beloved Queen, the Duchess of Kent, was the careful trainer of the young Princess in a high-bred courtesy, at once simple and sincere.

At her coronation Victoria beautifully exemplified her exquisite courtesy. Lord Rolles, a very aged peer, when about to swear fealty to the Sovereign, stumbled on the steps of the dais; instantly the young Queen rose and extended a helping hand to the feeble old man, involuntarily shewing that respect for old age which was a strong point in the teaching of the day.

There was, undoubtedly, at times undue repression of youthful spirits, and when out of range of the eyes of authority nature asserted itself, and manners might not then be so commendable. But no greater tribute can be paid to the training, as a whole, than the delightful manners of some of the best specimens of those whose parents paid for this item of "Deportment."

One who loves children cannot but be glad that they have so much freedom and scope for expression of their individuality; we cannot but regret when freedom degenerates into a license that ignores the just claims of age and authority to respect and courtesy. It is to be feared that the present age is not strong in reverence, and the gentle manners that spring from that great quality. Many causes contribute to this; the rush and hurry

of daily life, the keen competition, the insatiable curiosity to which nothing is sacred, especially if its objects are raised somewhat above the level, either in rank or fortune.

Even the press, unmindful of its high mission, as the guide of public opinion, sometimes sets a bad example, by indulging in reckless statement, attacking personal character, and dragging into unseemly publicity incidents which have no real bearing on the point at issue, simply to mortify and wound an opponent. Criticism is necessary, but it gains in point and effectiveness when it disdains personalities and deals only with the merits of the question, in a spirit of fairness and good will.

But laying aside the consideration of those merely conventional rules, necessary to the smooth working of social intercourse, let us see what are the principles that will always secure good manners if reduced to practice. We may as well place, first, a profound reverence for man as man, made in the image of the Creator, a reverence quite irrespective of all accidents of birth or fortune. If parents, teachers and all who are in authority will heartily recognize this supreme fact, it will revolutionize manners and elevate the whole tone of society. Then there must be recognition of the fact that every one has a right, not dependent upon our moods and feelings, to fair and civil treatment.

How many parents and teachers, to the great detriment of the children, make sickness, pressure of business, and every disagreeable happening, an excuse for ungentle behaviour, and even for positive discourtesy.

How greatly children, even babies, suffer in this uncongenial atmosphere is well known to the sympathetic observer. As the practice of this infraction of the rules of good manners is generally confined to children and inferiors, it is as mean as it is immoral. A great aid to agreeable manners will be found in that intelligent sympathy which springs from the head as well as the heart, and finds in the limitations of the individual, nay, even in his very depravity, such a strong appeal for help, that self sinks out of sight, and the morals of a generous heart shows itself in perfect manners.

The refinement and grace of Elizabeth Fry won insensibly upon the hardened criminals of Newgate, and influenced them to listen to her prayers and preaching; for who could be obdurate in a presence so sweet and genial?

Another help to good manners will be secured by the determination to cultivate, as a matter of duty,

cheerfulness and good humor, and under no circumstances of personal discomfort, to look sullen, or unpleasant, to speak with unbecoming harshness, or to treat an offender with contempt, or wither him with sarcasm.

Let our teachers ponder seriously this question in regard to the children whom they have, for the larger part in their waking hours, under their care. The hurry and drive of our daily life, keen competition, free discussion of public affairs, and the too free and easy manner of speaking of those in authority, are not marks of that good breeding which gives honor to whom honor is due. Judicious and temperate criticism is the right of every citizen, but a becoming reticence should be observed in the presence of children and immature youth, whose manners will not be improved by invective, often crude and ill-considered, against "the powers that be."

Some formal instruction in what constitutes good manner should be given by the teacher, but the repose, the self-restraint and the charm of good-breeding, may be best illustrated in the behaviour of the teacher himself. Set before pupils good models, and what better than that of the Divine man whose manners were so perfect that a mediæval chronicler quaintly speaks of him as "That gentleman Jesus." The courtesy, too of "the great Apostle" was so inbred that in the most trying circumstances it never forsook him.

Let not teachers imagine that an autocratic, repellent manner is an aid to discipline; on the contrary, it arouses opposition in the bold, and so overcrows the timid that they cannot do and be at their best.

"Good manners make the man," says William of Wykeham; he uses the word "make" as opposed to "mar" (spoil), and as he was a man of affairs he spoke from a wide experience, plainly seeing that good manners build up character, and also help to make the success of the man in the practical business of life.

OUT OF DANGER.—Dr. Whipple, long Bishop of Minnesota, was about to hold religious services near an Indian village in one of the Western states, and before going to the place of meeting asked the chief who was his host whether it was safe for him to leave his effects unguarded in the lodge. "Plenty safe," grunted the red man. "No white man in a hundred miles from here."—*Woman's Home Companion*.

### Girls I Have Known.

The liveliest girl I ever met  
Was charming Annie Mation;  
Exceeding sweet was Carry Mel;  
Helpful Amélia Ration.  
Nicer than Jennie Rosity  
It would be hard to find;  
Lovely was Rhoda Dendron, too,  
One of the flower kind.  
I did not fancy Polly Gon,  
Too angular was she;  
And I could never take at all  
To Annie Mosity.  
I rather liked Miss Sarah Nade,  
Her voice was full of charm;  
Hester Ical too nervous was,  
She filled me with alarm.  
E. Lucy Date was clear of face,  
Her skin was like a shell;  
Miss Ella Gant was rather nice,  
Though she was awful swell.  
A clinging girl was Jessie Mine,  
I asked her me to marry,  
In vain—now life is full of fights,  
For I'm joined to Millie Tary.

—*Boston Transcript*.

### Hand Work in a Country School.

At a country institute this summer I saw displayed a collection of excellent hand-work done by the children of a rural school. The paper-cutting and raffia work—mats, baskets, holders, and other conventional pieces—were as well done as the products that I have seen of many city schools; in fact, some of the raffia pieces will bear comparison with the best. Upon enquiry I found that the teacher who had accomplished all this is a young man—a young man, moreover, who has himself had no training in manual work, learning all that he knows of the subject by observing several classes at a state normal school last summer. Being further interested at this, I found that he had bought the necessary materials himself, at a cost of \$3.75 for the raffia and of forty cents for the colored paper; and that the children had done the work altogether outside school hours, before school, and at recess on rainy days, with the exception of the smallest children who were permitted to use this as seat work. Although the teacher conducted this manual training merely for its educational value in the school, it is interesting to know that for next year he has the best paying country school in this county.—*Thomas H. Briggs, Charleston, Illinois*.



**Memorable Days in January.**

MISS ELEANOR ROBINSON.

[It is proposed to publish in each issue under the appropriate heading an article dealing with the days of the month that are celebrated in tradition, in literature and in art. Our readers will be glad to know that Miss Robinson, whose writings on English literature have helped so many readers of the REVIEW, will have charge of this department. EDITOR.]

**January 6th Epiphany, or Twelfth Day.**

This day has always been closely associated with Christmas Day, and the Armenian Christians still keep Christmas on January 6th. The word Epiphany means an *appearance*, or *manifestation*, and since the fourth century the special event commemorated on this day has been the manifestation of Christ to the wise men from the East, as narrated in the second chapter of St. Matthew's Gospel. Tradition, probably influenced by such passages as Ps. 72: 10, and Isaiah 60: 6, has called the wise men Kings, and declared them to be three in number. The names usually given to them are Melchior, Balthazar and Gaspar. In pictures they are generally represented, respectively, as an old man, a man in the prime of life, and a youth. The significance attached to the gifts is expressed in the words of the well-known hymn:

"Sacred gifts of mystic meaning,  
Incense doth their God disclose,  
Gold the King of Kings proclaimeth,  
Myrrh His sepulchre foreshows."

The adoration of the wise men has been the subject of many beautiful pictures. Reproductions of some of these are to be found in Farrar's "Life of Christ in Art." An old legend says that the star, on its first appearance to the wise man, had the form of a radiant child bearing a sceptre or a cross, and in some early Italian paintings it is so depicted.

An interesting memorial of the offerings of the three kings is kept up in England by our sovereigns, who still, on this day, make an offering of gold, frankincense and myrrh at the Chapel Royal in the Palace of St. James. George III was the last king who offered these in person, and the presentation is now made by an officer of the royal household.

"In the days of King Alfred a law was made with relation to holidays, by virtue of which the twelve days after the Nativity of our Saviour were made festivals."—*Collier's Ecclesiastical History*.

The whole twelve days seem to have been devoted to feasting and jollity. The social customs varied in different parts, but all showed some reference to the Eastern Kings. One famous fashion was

to have a Twelfth cake, rich with spices, which contained a bean. Whoever drew the bean was made King or Queen for the evening. Other characters, such as maids of honor, lord chancellor, courtiers, etc., were assigned by lot, and each person was required to act his or her part throughout the feast. In later times, these games seem to have come down to children. Thackeray, in his preface to that delightful children's story, "The Rose and the Ring," refers to them as follows:

"It happened that the undersigned spent the last Christmas season in a foreign city, where there were many English children. In that city, if you wanted to give a child's party, you could not even get a magic-lantern, or buy Twelfth-Night characters—those funny painted pictures of the King, the Queen, the Lover, the Lady, the Dandy, the Captain, and so on—with which our young ones are wont to recreate themselves at this festive time."

So the great novelist, who loved children, himself drew a set of Twelfth-Night characters, and then composed a story about them to amuse the little people.

**January 21st — St. Agnes Day.**

In the year 306 A. D., there was a terrible persecution of the Christians under the Emperor Diocletian, and among many other martyrs there perished a beautiful young girl named Agnes. The story is that the son of an important Roman official loved her and wished to marry her; she refused, saying that she would not marry anyone as her affections were set on heavenly things. She was then asked to offer incense to the Roman gods, and when she refused she was put to death. Eight days afterwards, her parents going to lament and pray at her tomb, saw a vision of angels and their daughter standing among them, with a snow white lamb by her side. In pictures she is often represented with a lamb beside her, and she is always held up as an example of innocence and constancy.

It used to be the custom in different parts of England for girls to go to bed fasting and silent on St. Agnes' Eve, in the belief that they would see their future husbands. The following lines have been handed down in the county of Durham:

"Fair St. Agnes, play thy part,  
And send to me my own sweetheart,  
Not in his best or worst array,  
But in the clothes he wears every day,  
That to-morrow I may him ken  
From among all other men."

Two great English poets, Keats and Tennyson, have made use of this tradition in poetry. The former, in his famous poem, *St. Agnes' Eve*, tells

the story of how "ages long ago," the two lovers, Madeleine and Porphyro, fled away on one stormy St. Agnes' Eve, after Madeleine had tried the spell.

The opening lines of the poem are a fine description of the cold of the January night:

"St. Agnes' Eve!—ah, bitter chill it was!  
The owl, for all his feathers, was a-cold;  
The hare limped trembling through the frozen grass,  
And silent was the flock in woolly fold."

In Tennyson's "St. Agnes," the speaker is a nun, who also seeks to have a "vision of delight," but her thoughts are not of any earthly love, and through faith and prayer she wins a vision of the Heavenly Bridegroom.

#### January 25th — St. Paul's Day.

This day has been observed since the 12th century in commemoration of the conversion of St. Paul. For some unknown reason, it is considered to foreshow the weather and events for the whole year. "If it be a fair day, it will be a pleasant year; if it be windy, there will be wars; if it be cloudy, it doth foreshadow the plague that year." And nearly the same prediction is found in verse:

"If St. Paul's day be fair and clear,  
It doth betide a happy year;  
But if it chance to snow or rain,  
Then will be dear all kinds of grain;  
If clouds or mist do dark the skie,  
Great store of birds or beasts shall die;  
And if the winds do fly aloft,  
Then wars shall vex the kingdom oft."

The well known superstition about the effect of rain on St. Swithin's Day, may be compared with these prognostications. But the poet Gay, writing in 1715, says:

"Let no such vulgar tales debase thy mind;  
Nor Paul nor Swithin rule the clouds and wind."

Even in so remote a period as 2,000 years ago, in the Jewish schools, a teacher was appointed for every twenty-five pupils, and when the number reached forty an assistant-teacher was given. Here are the qualifications which the Talmud says a teacher should possess: He—the teacher—should be slow to anger, courteous in his language, free from conceit, loving criticism and not exalted by his knowledge, sedate in study, widely observant, eager to extend knowledge and to make others learn; above all, he must be God-fearing and free from worldly ambition. These requirements and qualifications would not be out of harmony with the year 1907.—  
*Western School Journal.*

#### A Little Known Waterfall

*To the Educational Review:*

DEAR SIR,—While reading "Our Waterfalls" in the November REVIEW, a wish came to me that I could give an adequate description of the falls in a little brook which empties into the Southwest Miramichi, about sixteen miles above Boiestown, N. B.

I was up this river on a fishing trip with some friends during last summer's vacation. When we came to the mouth of the brook called Fall Brook, we left the boats on the shore and walked up along the side of the brook about eighty rods to the falls. Those of us who had never been there were not expecting to see much, as all the sign of a brook that we could see at the mouth was a little water, trickling between some large rocks, the water being down to the summer depth. But the fall was magnificent; the water comes over a perpendicular wall which we were told is ninety-five feet high. At the top, a shelf of rock projects out about four feet, and the water pours down over this shelf in a thin sheet. The straight wall is from ten to twelve feet wide, and the rocks curve around it on each side like the walls of a cave. When the spring freshets occur, the water also pours over the curving sides. We could see the marks where it had been, and the men who had seen it in the spring told us of the volume of water that pours down when the stream is full. The pool at the fall was alive with trout.

MARGUERITE MARIE NORRAD.

Taymouth, N. B., Dec. 12, 1906.

The first thing to do in the study of English literature is to read it intelligently, to hear the very voice of it speaking to us directly and without impediment, to make its thought pass through the minds of those who created it, to make its thought our thought. There must be no half knowledge, no vague concepts. The words of it should not convey hazy notions. If we are to know the full force of it we must know that the words that the author chose were the only ones that he could have chosen. The turns of expression must be happy ones, fitting the thought like a glove. It is the perfectness of form that makes it literature and gives it a claim to our attention.

Without a historical knowledge of our language, such a full appreciation of much of our best literature is impossible. Criticism with the best of intentions cannot make up by any æsthetic fervor for what it lacks of such knowledge.



**Murderous Millinery.**

Do you ne'er think what wondrous beings these?  
Do you ne'er think who made them and who taught  
The dialect they speak, where melodies  
Alone are the interpreters of thought?

—Longfellow—*Tales of a Wayside Inn.*

One of the most pitiful sights in London is the sale of thousands of birds of paradise, humming birds, parrots, owls, terns, kingfishers, finches, swallows, crown-pigeons, tanager, cardinals, golden orioles, and other bright tropical creatures, besides hundreds of packages of the long, loose, waving "osprey" plumes taken from the backs of various species of small white herons and egrets. Last year, in London alone, to give only two conspicuous instances, the feathers of 150,000 herons and egrets were sold, and over 40,000 birds of paradise.

Steadily, year after year, this appalling waste of bird-life goes on, not for the purpose of food or warmth, or any wise economic reason, but solely to minister to a "fashion" in millinery that consists in the wearing by women in their bonnets and hats of the dead and mutilated bodies of one or more birds. The very existence of the beautiful bird of paradise is endangered so that a fashionable woman may flaunt from toque or picture-hat a bunch of its plumes. The most beautiful and wonderful species are rapidly being exterminated, many are on the verge of extinction, whilst others have entirely disappeared. In our own country some thirty species of British birds are named by Mr. W. H. Hudson, a noted authority, as either having been extirpated or in a fair way of becoming so in recent years.

The trader, who waxes fat on this infamous trade, and the feathered woman, vain and heedless, or ignorant and thoughtless, as the case may be, are jointly responsible for this state of affairs. The fashion of wearing birds and their plumage is in itself indefensibly cruel. Nothing can excuse the wanton destruction and the wearing of any bird, not killed for the purpose of food, other than the ostrich, which sheds its feathers naturally. Every lover of nature, every person of humane feeling, every thinking woman, once she knows the facts, must regard this traffic as infamous. It is hardly credible that any woman who once realizes how and when an "osprey" is procured could bring herself to wear one. It cannot be too often repeated, or too widely known, that to secure these graceful plumes not only is there wholesale slaughter of the adult birds, but, as these feathers are worn by the white herons and egrets during the breeding season only, and by both sexes, their death ensures that

of thousands of young by the most horrible of fates—that of slow starvation. These "nesting" plumes then, are the outward and visible sign of man's inhumanity and woman's criminal ignorance and, alas! heedless vanity and indifference to cruelty.

The late Queen Victoria was so impressed by the knowledge of these facts when they were brought to her notice that an order was issued for the substitution of ostrich plumes for the "ospreys" then worn in the head-dress of officers in certain regiments of the army. The present Queen also desires it to be known that she never wears osprey feathers herself and discountenances their use whenever possible. Many ladies of high degree, including the Duchesses of Portland, Northumberland and Somerset, are avowed enemies of the fashion, and there is hope that, with wider knowledge of the cruelties practised in securing these plumes, the good taste of the vast majority of women will become apparent and they will cease to be parties to it.

The only hope of stamping out this fashion lies in the force of public opinion. Once let it be understood that it is "bad form" to wear dead birds, or portions of them, and particularly ospreys, on one's person, even only from the æsthetic point of view, then there is a chance of this horrible fashion dying out. The men must help by forwarding wise legislation on the subject of the protection of birds, and by constant supervision of the millinery of their feminine belongings; but it is to the women themselves we must look for any real result. If women decided that feathers should not be worn, always excepting the ostrich feather, they would soon cease to be worn. All honor to the women who refuse to wear them—and they are many—and thus lift a little of the reproach that sits so hardly on the so-called gentle sex.—*The Speaker*, London.

"Picking" at pupils—telling them to "sit up," "to keep quiet," "to study,"—does little or no good. In a short time the disregard for the oft repeated injunction is seen in increased restlessness and disorder. When pupils learn that the injunction is only formal—a sort of habit—they do not even hear it, for pupils hear only what has meaning. The remedy is in the teacher—in the recitation. Get the pupils to work, and there will be little use for phrases which only irritate. Or, stop the recitation, say nothing, and stand still until the room is quiet. Stop the work of the school whenever necessary to give meaning to your general regulations. A teacher who cannot command and maintain order is a failure.—*Patrick's Pedagogical Pebbles.*

**Natural History Stories for Little Folks.****The Little Fawn.**

The fawn was born in a quiet valley in the great forest, and where the bushes grew thickest he had his nursery. Here his mother, the doe, found for him a soft bed of moss and dried leaves and fed him on milk.

He was the prettiest little creature, with his brown fur coat dappled with white, and his little slim legs which were still so weak that he could hardly stand on them, and could only take a few feeble steps at a time. Before the doe left the cover to look for her food in the forest glen, and to drink a fresh draught at the brook, she pushed him gently down upon the soft moss bed with her muzzle, and made him understand that he must lie there obediently till she came back, so that she might be sure of finding him again in the midst of the great forest. After a few days his legs became a little stronger, and he tried some pretty gambols, but he was not nearly strong enough yet to gallop with his mother over hill and dale, and to jump over bushes and ditches.

Some children came into the forest one day to hunt for berries, and men and women came close to the cover to gather wood. When the doe saw them she stamped her fore-leg, and the fawn instantly understood that this was an order for him to lie down and hide under the leaves and high bracken. When the children and wood-gatherers saw the mother deer they ran after her. At first she trotted on slowly a little way ahead of them, at times, even stopping a moment, pretending to be lame and unable to run fast, and all the while the people followed her she was leading them further and further away from her little fawn in the cover. At last, when she thought all danger of their finding him was over, she trotted along quicker, so that the people soon lost sight of her in the thicket. Then, choosing a round-about path, she returned to her little one, and found that the fawn, meanwhile, had been obedient to his mother's teaching, had lain absolutely still in the same spot, and his obedience had saved him from discovery. So you see it was best for the fawn to obey his mother without questioning, and of course a child should do so too, for it should be at least as sensible as a little fawn.

**The Crow as a Gardener.**

Jim, the black crow, has long been the favorite of everybody in the house, and as soon as the

children are out of bed they can hear him croaking his "good morning" to them. He knows quite well that they will throw him bits of bread from the breakfast table.

But the children have often had to scold their black friend for carrying off bright bits of stuff from the girls and glistening trifles from the boys, which he hides away under the tiles of the roof or in some dark corner. He came to be called a "rascally thief," and deserved the title, but, after all, this very love of prying into hidden corners and his trick of hiding things are useful at times.

Near the house is the kitchen garden, and behind this lies the beech-wood, and this is where Master Crow likes to be. At night there come crawling from the woods crowds of snails, making shiny tracks towards the vegetable beds. As long as the wet dew is lying the little gluttons eat one leaf after another, but before the sun rises and dries their tracks they are hidden away again. Some stick to the under side of the large cabbage leaves, others hide themselves in the shadow of the hedge behind stones and moss, or between the thickly plaited branches. They have withdrawn into their hard shells and think themselves safe, but here comes Master Crow, and with his beak he seizes one by one. He carries them off to a big stone, and against it he knocks the hard shells till the splinters fly about, and then he gobbles up the juicy snail inside. And so, like a careful gardener that he is, he draws out one thief after another from its hiding place, and in a few days there is quite a heap of broken snail shells all round the stone.

Besides snails, the crow will also hunt for worms and mice, and so, filling his own beak, he destroys many vermin that spoil the useful plants of the garden.

**Tea.**

The weather was rainy and cold, but we sat by the cosy fire, and were delighted when mother ordered tea to warm and cheer us, and while we drank it she told us where it came from.

Far away in China, where gold-fish and golden pheasants live and camelias grow in the hedges like the briar-rose does at home, it is hot, and the peasants till the ground by the sweat of their brows. In the valleys they sow rice and cotton, but on the slopes of the hills they plant tea. The ground is dug deep and well manured, and the seeds of the tea plant are then sown and covered with earth. From the seeds grow little shrubs, from which the plant-



ers break off the middle shoot, that the plant may not grow up too tall, but spread out into abundant branches round the stem.

As soon as the tea shrub is three years old the leaves are picked off, and this is done twice, and in very fruitful places, even three times a-year. The most delicate heart leaves from the points of the branches are sorted from the rest, and from these you get the finest and most delicate tea. The next best leaves are again put together, and the lowest, oldest, and hardest leaves give a third kind, the coarsest and cheapest sort.

The tea leaves are first dried in the sun, and then heated in iron cauldrons over a slow fire and kneaded with the hands. They are rolled and finally dried, whilst to some sorts of tea the Chinese add the sweet-smelling blossoms of different flowers. Finally, the leaves are packed in stone jars, in tin boxes, or in well-sealed cases.

The Chinese use a great deal of tea themselves, for in China everyone drinks tea, from the Emperor himself to the meanest beggar, but made without sugar or milk, with water only. What they do not keep for themselves they sell to the merchants, who bring it to us in England and other countries of the world.

The tea plant also bears pretty white blossoms that look almost like little white roses, and turn into brown, dry, fruit capsules with dark seeds.

The Chinese value their tea plant very highly, for, although they can use neither its blossoms nor its fruit, they praise it because of its precious leaves.

—RICHARD WAGNER.

### Spelling Reform.

A most imposing document has come to hand this week urging the newspapers published in Toronto to reform their spelling, and the petition is signed by nearly one hundred professors and lecturers in the University, high and public schools and business colleges. It is no small tribute to the press that all these authorities on education should make their appeal to the newspapers down town, rather than to each other, for they write our text-books, they control our institutions of learning, and if the editors and reporters mis-spell the words they write, these are the men who misled them, mistaught them, hammered error into them when they were young and helpless, and would have taken to "fonetik speln" with eagerness. One of those signing the petition that lies before me is Mr. James L. Hughes, who may be said to have nearly 40,000 school children in this city at his mercy. Little boys and

girls after their first lesson in spelling, return to their homes sputtering, contorting their countenances and coughing up sounds from their tender interiors in a manner that has alarmed many a mother. To see a child in the throes of spelling a word looks more like the symptoms of a fit than a first step in learning. The little one is taught to spell a word by sound, rather than by sight, as for instance, "cat" is "keh-ah-teh," and these sounds are produced by using a part of the throat that the child will ultimately employ only in swallowing food or in gargling when ill. After a year the child is taken to one side and told that it was all a hoax, and he learns that you can spell cat "c-a-t," as the housemaid contended from the first. It is rather odd that our authorities on education who can of their own accord, introduce a system like this, should feel compelled to appeal to the press in any thing. They suggest that silent letters be dropped, although silent letters, like silent persons, are often more worthy than their noisier companions. This journal will be slow to adopt dehorned spelling. Having learned to spell correctly, we do not propose to lightly abandon this advantage over many of our contributors.—*Toronto Saturday Night*.

### An Unfortunate Statement.

Dr. Wm. T. Harris, U. S. Commissioner of Education, stated in a signed article recently, that in discussing the salary question in this country we should not take into account those who receive less than \$500 a year, as "they are make-shift teachers," have not prepared themselves for teaching, and are not studying to advance themselves, but go from school to school as opportunity offers.

Dr. Harris has certainly overshot the mark this time. There are thousands of excellent teachers, and many of them well-schooled and trained, who are receiving less than \$500 a year, and who will continue to receive no more if they are to have no more encouragement than this, and if the people they serve are to be told that their teachers are only make-shift teachers, anyhow.

On the other hand, there are teachers who receive \$500, yes \$1,000 a year, who are poorer make-shifts than many of these noble women who are serving their State nobly and conscientiously for less than \$500—yes, less than \$300 in many cases. The poor teaching is not all done in the "little red school-house on the hill." Oh, no! Some of the deadeadest, driest, most unskilled and unpedagogical teaching to be found anywhere is to be seen in schools where the teacher receives more than \$500 a year.—*Ohio Teacher*.

**Hints for Studying a Play.**

BY REV. THOMAS MACADAM, QUEBEC.

**I.—THE STORY.**

Be prepared to give:

- 1.—A sketch of the author's life and character.
- 2.—A concise and clear narrative of the events in the play.
- 3.—The construction of the Play—number and subjects of Acts and Scenes, object of prologue and epilogue; a full narrative of the events of any Act or Scene that might be asked.
- 4.—A list of the Dramatis Personæ, their relation to each other, and the part played by each.
- 5.—A description of the general plan, main plot, sub-plots, and special incidents.
- 6.—The different kinds of Dramatic literature and the class to which the play belongs.
- 7.—Sources, date, and history of this play.
- 8.—Names and dates of his other plays.

**II.—THE LANGUAGE.**

- 1.—Note peculiarities in words, phrases, idioms and grammar.
- 2.—Give etymologies of words with an interesting history.
- 3.—Note any specially felicitous words, epithets or phrases.
- 4.—Note and name all the chief figures of speech employed; note also adages, proverbs, maxims introduced.
- 5.—Be prepared to scan any line, to name the metre and point out metrical peculiarities or faults; state the kind of poetry and of stanza to which any passage belongs.
- 6.—Give a list of anachronisms in the play (if there are such).
- 7.—Note and explain all allusions to events or persons (*a*) of the Author's time, (*b*) of History, (*c*) of Mythology, (*d*) of Literature; also allusions to popular beliefs or traditions, or usages.
- 8.—Quote lines or passages illustrating each of the points above mentioned.
- 9.—Be prepared to name the person who utters any line, phrase, or passage that may be given.
- 10.—Be prepared to cap any line.
- 11.—Be prepared to supply the right word or epithet, when asked.
- 12.—Be prepared to note all the Saxon, Latin, or other foreign words in a passage of, say, 100 lines in length.

**III.—DRAMATIS PERSONÆ.**

- 1.—Individualize each character by describing his, or her, function (real or imagined), personal appearance, mental and moral qualities, views of life and men, contrasts and resemblances with other characters of this or other plays, social position, style of speech of each, etc.; sustaining every point by apt quotation.
- 2.—Show the historical accuracy, or otherwise, of the portrayal of any historic characters (whether the character is true to history, whether a foreigner or ancient is made to speak and act like an Englishman of the author's day, etc.)
- 3.—Show originality or otherwise of the conception of any

character; whether true to nature, and suited to the situation.

**IV.—THE AUTHOR AND HIS TIMES.**

Show with the aid of quotation what the Play reveals, either directly or indirectly, regarding the Author in respect of:

- 1.—Age at time of writing, education, worldly position, tone of social surroundings and formative influences.
- 2.—His attitude towards religion; wholesomeness of moral tone; his general view of life and men; his character generally; love of nature, of truth, of books; estimation of women; and relation to the great, to the oppressed or poor.
- 3.—His knowledge of human nature.
- 4.—The kind of theme that appears most to interest him.
- 5.—The breadth and variety of his sympathies.
- 6.—The subjects that show him at his maximum, and at his minimum of easy strong movement, or of dainty gracefulness.
- 7.—The compass of his power, versatility, range of general knowledge.
- 8.—The bent of his genius—to the sublime (as Milton), to the humorous, ludicrous, hopeful, gloomy, etc.
- 9.—His own sentiments put into the mouths of his characters; power of imagining, by intellectual sympathy, sentiments not his own, but suitable to the situation of his characters.
- 10.—Compare his language and style with that of the time in which he lived.
- 11.—Estimate his influence on English style, and on the Drama.
- 12.—Explain the Dramatic Unities, and show how far he conforms to them.
- 13.—Observe whether his prevailing habit of mind is objective or subjective.
- 14.—Note passages casting light on the manners, usages, etc., of the different classes of society in his time.

**V.—QUOTATION.**

- 1.—Be able to quote, when asked, what any character says to another on any specified occasion.
- 2.—Quote passages containing ideas or language apparently borrowed from other writers, with the counterpart passages.
- 3.—Quote from the same author, or other writers, passages illustrating the thought or situation in any parts of the play.
- 4.—Quote all the weak passages and point out their defects.
- 5.—Quote the best passages of this Play, in single lines, couplets and larger sections, aiming at variety of sentiment and literary form, say 100 lines in all.
- 6.—Point out wherein the excellence of each of these passages lies (*e. g.* melody, various kinds of force, pathos, humour, sublimity, feeling, brightness, insight, suitability to speaker, etc., etc.)
- 7.—Quote passages casting light on the life and manners of the author's time.
- 8.—Quote passages illustrating human life, moral points, or any other matter of interest.
- 9.—Quote all the expressions in this Play that have come into every-day use.



### Children and Poetry.

The late Horace E. Scudder—who said many wise things on education—in an article on *The Primer and Literature*, remarked: "Of all the literary forms at the service of the teacher who wishes to lead the child by natural ways into the richest pasturage, verse must be given the precedence in time at least."

Its melody, its swing, its rhymes, its brief lines, its form, as distinct from ordinary speech, all appeal to the youngest child and awaken his interest, and if we look at the matter a little more deeply we shall see that the young human being is attracted by all these things just as man was attracted in the childhood of the world, for in the history of literature, poetry invariably precedes prose. To repeat rhymes to the baby, rhymes for his fingers, rhymes for his toes, rhymes for his little snub nose, his red buttoned up mouth, his shell-like ears, his wide, wondering eyes, is natural for every natural mother, and never yet was baby known to fail in delighted response. Nor ever yet was seen the little child who did not feel the charm of Mother Goose's melodies, the beginning of juvenile literature, lyrics which have survived because they were fitted to survive.

So far most of us go in the training of children, but here, when a few more steps would bring us over the threshold and into the domain of real poetry—here we frequently stop, and largely because we are ignorant of what to do next. Yet the task is easy now, while later on it becomes in many cases a burden we can scarcely lift. "Once let genuine poetry possess a child," says Mr. Scudder again, "and the hardness of later life will not wholly efface its power; but let the cultivation of the love of poetry come late and it comes hard."

Why, then, says the practical parent whose eye has never rested on a line of verse since he read of the lamentable adventures of Tom, the Piper's Son—why, then, insist upon teaching poetry at all, since it seems to be a juvenile taste, outgrown like a love for hobby horses and mud pies

Because, in the first place, to be equally practical and yet sublime, "Poetry is the real and true state of man; the proper and last ideal of souls, the free beauty they long for, and the rhythmic flow of that universal play in which all life would live." This, in general, and as a preface to the detailed reasons, which are all simple enough.

First, we must cultivate a love of poetry in the child because it is the smoothest, most seductive

pathway to literature—to great literature, to that in which is crystallized the hopes, the fears, the loves, the struggles, the conquests, the ideals of the race. A narrow pathway, you say, which begins with, "This little pig went to market," and "Pussy in the well!" A narrow one, indeed, we answer, but how wide is the artery that leads to the heart, out of which are the issues of life?

Second, familiarity with poetry is an invaluable aid to the use of good English, for it accustoms the child to beautiful words, beautifully set. The poet necessarily uses artistic language; that is, "words chosen for their clearness, force and beauty, as vehicles for the communication of conceptions and emotions." The parrot easily acquires a forcible vocabulary, you know, if he lives in suitable surroundings, and even the canary can learn to sing a tune if he hears it often enough. Let the child hear and read good poetry daily as a part of education, and you shall see how his diction shall gain in strength and beauty.

Third, poetry is of supreme worth in the cultivation of the imagination, and the children of this country especially need food for this faculty in the midst of all the practical tendencies of the times.—*Nora Archibald Smith, in Congregationalist.*

### There are Other Instances.

Little Johnny Sleepyhead was spending his vacation with his grandpa. One night grandpa heard a thud in the direction of Johnny's sleeping room. "What's the matter?" said the solicitous grandpa. "I jist—jist felled out of bed," was the reply. "Well, why did you fall out of bed, my little man?" "Dunno, 'less I went to sleep too near where I got in," was the significant reply.

Going to sleep too near where one gets in, is a dangerous malady, and is contagious among teachers. There are many who are immune to it, but the onslaughts of the disease are noticeable among teachers who could easily become immune if they would take the treatment. The vaccine consists of a liberal injection of professional zeal, applied early in the development of the young teacher. Teachers of much experience often forget that age alone is not a safeguard against the disease. "Going to sleep too near where one gets in" is not so much of a youngster's disease as one of early maturity—too early.

Those teachers who have gone to sleep too near where they got into the profession are pretty hard to arouse even by a thump occasioned by falling out

of the band wagon. You occasionally meet such a teacher, and he is usually rubbing his eyes, sometimes his fists, and declaring that there has been unjust discrimination against him in throwing him overboard. While he stands and rails at the youngsters who crowded him out with diplomas in their hands, the whole procession moves on, leaving him to entertain himself with the echoes of his solitary complaints.

Young friend, be careful lest you fall into the slumber of self-satisfaction too near your entrance into the teaching profession.—*The Ohio Teacher.*

### If You Are Lost.

Find a mature tree that stands apart from its fellows. Even if it is only slightly separated it will do. The bark of this tree will be harder, drier, and lighter in color on the south side. On the north it will be darker, and often at the roots of it will have a clump of mould or moss. On the south side of all evergreen trees, gum, which oozes from wounds or knot-holes, will be hard and amber-colored. On the north, this gum is softer, gets covered with dust, and is of a dirty grey. In fall or winter, trees which show a rough bark will have nests of insects in the crevices on the south.

A tree which stands in the open land will have its larger limbs and rougher bark on the south side. Hardwood trees—the oak, the ash, elms, hickories, mesquits, and so forth—have moss and mould on the north. Leaves are smaller, tougher, lighter in color and with darker veins on the south. On the north, they are longer, of darker green, and with lighter veins. Spiders build on the north side. Any sawn or cut stump will give you the compass points, because the concentric rings are thicker on the south side. The heart of the stump is thus nearer to the north side. All these things are the effects of the sun. Stones are bare on the south side, and if they have moss at all it will be on the north. At best, on the sunny side only a thin covering of harsh, half-dry moss will be found. On the south side of a hill the ground is more noisy under foot. On the north side, ferns, mosses, and late flowers grow.—*Selected.*

[It would be well for teachers and pupils to try to verify some of the above statements.—ED].

In teaching, as in other things, look up, and the stars guide you; look down, and the gutter beckons.—*Thos. E. Sanders.*

### Carleton County Institute.

The annual session of the Carleton County Teachers' Institute met at Woodstock on the 20th and 21st December, President H. F. Perkins, Ph.B., presiding. Eighty-six teachers were enrolled. The presence of the Chief Superintendent, Dr. Inch, and of Dr. C. C. Jones, Chancellor of the University of New Brunswick, was highly appreciated and added to the interest and profit of the meetings. The first session opened with a thoughtful and inspiring address by President H. F. Perkins. The key-note of his address was "Keep Growing." Inspector F. B. Meagher, W. B. Belyea, Chairman of the Woodstock School Board, Principal C. D. Richards, B.A., and Principal F. C. Squires, B.A., followed with well chosen remarks. An interesting paper on Drawing occupied the remaining time of the session.

The time of the second session was occupied by a masterly paper on Literature by Mr. C. D. Richards, and a visit to the Sloyd room where a most interesting lesson to a class of seventh grade boys was given by Miss Louise Wetmore.

On Friday morning Mr. F. C. Squires delivered an excellent address on Geometry, and Dr. C. C. Jones another on Mathematical Study and Teaching. Mr. Isaac Draper read an interesting paper on Spelling, and Mr. A. E. Rideout opened the discussion.

On Friday afternoon the Institute listened to two excellent papers. Composition was discussed by Mr. Jas. O. Steeves, and Geography by Mr. Geo. N. Belyea.

A cordial invitation from the trustees at Florenceville to hold the next meeting of the Institute in the new consolidated school building was accepted, and the time for the meeting was set for the first week in October. The following officers were elected: Chas. D. Richards, President; F. C. Squires, Vice-President; R. E. Estabrooks, Secretary; Miss Helena Mulherrin and Miss Marion R. Thompkins, additional members of the Executive.

R. E. ESTABROOKS, *Secretary.*  
Woodstock, N. B., Dec. 26, 1906.

Teacher—"Which is farther away, England or the moon?"

Pupil—"England."

Teacher—"Why?"

Pupil—"Because you can't see England and you can see the moon."



## Problems in Rhymes.

## I

Some frisky little squirrels found  
Two pecks of chestnuts on the ground;  
Now, let the wisest child declare  
How many pints of nuts were there.

## II

Hidden in the fragrant hay,  
Harry found, one autumn day,  
4 dozen eggs, and 12 eggs more;  
In all these eggs how many score?

## III

Minnie, and Jack, and Grace, and May,  
Nine year old Charlie, and two year old Ray,  
3 pounds of candy the six must share,  
And I must divide it true and fair;  
What part of a pound shall I give each one?  
Now tell me quick and the problem's done.

## IV

$2 \times 1$  is the baby,  
 $2 + 3$  is Lou,  
 $6 \times 5$  is dear mamma,  
 $20 + 15$  is papa,  
And  $3 \times 3$  is Sue;

What is the sum of their ages? Tell  
And we'll declare you've answered well.

## V

For Elsie's birthday mamma made  
A gallon bowl of lemonade,  
To every lad and every lass,  
She gave a half pint in a glass  
The number of the children name  
Who unto Elsie's party came.

## VI

Here is a riddle for you to guess,  
There are twenty rosettes on dolly's dress,  
In each rosette, Maid Mary said,  
She put eighteen inches of ribbon red;  
How many inches of ribbon gay  
Did Mary use? Come, who will say?

## VII

Hickory, dickory, dock!  
It is just nine by the clock.  
How many minutes must pass away,  
Ere half-past ten the clock will say?

## VIII

Add 59 and 34,  
Take 66 away,  
The number left divide by 3;  
What answer comes, I pray?

## IX

4 flags has Jack, and, on each one,  
7 stripes of red and 6 of white;  
How many stripes on those four flags?  
Now tell me quick if your are bright.

## X

Multiply 45 by 2,  
Divide the answer by 3,  
Take away 6, and add 14;  
What number, then, will you see?

—Virginia Baker, in *Primary Plans*.

[These may be cut out, pasted on cards and given to the pupils.]

“Oh, a trouble's a ton,  
Or, a trouble's an ounce,  
And it isn't the fact  
That you're hurt that counts,  
But only how did you take it?”

One night Paganini was going to the Paris opera house, where he was to astonish every one by playing on one string. Being late, he took a cab, and when he arrived at his destination, the cabby wanted ten francs. “What,” he exclaimed, “you are crazy, I have only had you five minutes.” “I know it is much,” said the other, “but for you who make a fortune by playing on one string it must be ten francs.” “Well,” said Paganini, handing him the right fare, “when you can make your cab go on one wheel come to me and I will give you ten francs.”—*La Caricaturista*.

Canada's proportion of population is only 1.5 to the square mile (England has 558 and the United States 21 persons to the square mile); population by her first census of 1665 was 3,251; population in 1763 was 70,000; population at Confederation, 1867, was  $3\frac{1}{2}$  millions; population in 1901 was 5,371,315; population, estimated, on June 30, 1904, was 5,604,328; began the twentieth century with the same population as the United States began the nineteenth.

Fully one-half of the movements of pupils and classes should be indicated by a motion of the head or the hand. Every movement that can be indicated by a sign or a gesture should be so directed. Fully one-half of the oral commands should be avoided. Quiet not only saves time, but it induces thought.

It was the first time Nan had seen any one husking corn. “Do you have to undress every single ear?” she asked, soberly.—*Judge*.

The length of the Siberian Railway is 6,677 miles. The length of the Cape to Cairo Railway, when finished, will be 6,500.

**ASLEEP.**

The sun is gone down,  
And the moon's in the sky;  
But the sun will come up,  
And the moon be laid by.

The flower is asleep,  
But it is not dead;  
When the morning shines,  
It will lift its head.

When winter comes,  
It will die,—no, no;  
It will only hide  
From the frost and the snow.

Sure is the summer,  
Sure is the sun;  
The night and the winter  
Are shadows that run.

—George MacDonald.

**CURRENT EVENTS.**

The British House of Commons has approved of bills granting constitutional government to the Transvaal and Orange River Colonies.

From the Lake-of-the-Woods westward, as far as the Red River, the boundary between Canada and the United States is marked by iron posts, similar to those which mark the boundary between New Brunswick and Maine. These pillars are eight feet in height, and are eight inches square at the base, tapering to four inches square at the top. West of the Red River valley, the line is marked by mounds of earth or stone, or by wooden posts, until it reaches the mountain region, where in some parts shafts of granite are used.

Wallace, the explorer of Labrador, believes that this little known part of our territory contains great mineral wealth.

English weavers look to West Africa as the source of their future supply of cotton. A railway is proposed to assist in the development of the country; and it is predicted that before many years there will be a political union of Sierra Leone, the Gold Coast, and Northern and Southern Nigeria, which will bring into existence a great West African dominion.

A new alloy, a compound of silver, nickel, bismuth and gold, can be used by electricians as a substitute for platinum, at about one-thirteenth of the cost.

The United States House of Representatives has ordered that the government printing office shall "adhere to the standard of orthography prescribed in the generally accepted dictionaries of the English language," instead of following the "simplified spelling" advocated by President Roosevelt.

Great Britain, France and Italy have signed an agreement for the maintenance of the integrity of Abyssinia.

Sir Hiram Maxim is reported to have said that we shall not have balloons in the future; we shall have flying machines. The flying machine, he thinks, will be a sport-

ing affair at first, just as the automobile was; but he looks for startling developments within the ensuing year, and the balloon will soon be a thing of the past. We can hardly estimate at present all that this means in the practical affairs of nations. It is sufficiently startling to know that any of the wild imaginings of what might happen if men could fly are coming true.

German experiments seem to show that deep sea fishes may be gradually accustomed to living in fresh water, and will remain active and healthy in their new surroundings.

The Japanese prepare from soy beans an agreeable substitute for milk.

The extensive use of seaweed in Japan gives employment to whole villages. More than fifty varieties are utilized either for food or as raw material for manufactured products. The Japanese government encourages the industry, and has offered a reward for the best method of producing iodine from sea plants.

A repair ship, called the "Cyclops," is among the latest additions to the British navy. She will be fitted up with foundries and workshops, and will carry three hundred men, mostly workmen, and be ready for service sometime during the present year.

Cheap postage on British periodicals is promised us. Unfortunately we now get United States publications postage free, and have to pay postage on those that come from the United Kingdom; but the present arrangement with the United States is to be discontinued, which, with the promised reduction, will give us no longer a postal preference in favor of foreign literature.

A chair of protozoology has been established in the University of London. This new branch of science treats of the minute organisms known as protozoa, many of which are now known to exist as parasites in the bodies of higher animals, and some of which are recognized as the causes of infectious diseases, such as malaria in man, and the Texas fever in cattle, formerly supposed to be of vegetable origin.

Flying-fish fly. An English naturalist has determined that they do not merely jump from the water, guiding their flight through the air by their extended wing-like fins; but that there is a rapid vibratory motion of the wings while in flight, sustaining them longer in the air than if impelled only by the movements of the tail and fins in leaving the water.

The separation of church and state in France has taken place without any serious disorders. There has been on both sides an effort to avoid violence, and the result has shown that in the French Republic a great revolution can be effected quietly.

The provisions of the Algeiras conference giving to France and Spain police powers in Morocco seems to have come in force not before it was needed. The Sultan's authority has been openly defied in Tangier, where the French and Spanish fleets are assembled to enforce it.

The Mexican government has taken over the principal railways of that country, fearing that the great railway corporations of the United States might otherwise get possession of them.

The new Canadian tariff provides for a general schedule of rates and for a British preference as before, and for



an intermediate tariff, to be conceded to non-British countries which make trade concessions to Canada. The latter is at present ineffective, as there is as yet no foreign country in a position to claim its advantages.

The President of the United States has issued a proclamation, calling upon his people to contribute to the relief of famine sufferers in China, where crops have been destroyed by floods and millions of people are on the verge of starvation. The past year has been a year of great disasters, including the earthquakes in San Francisco and Peru, the eruption of Vesuvius and the typhoon at Hong Kong; but the present distress in China, in which whole provinces are involved, is so widespread and so terrible that its cause must be considered the greatest disaster of all. In Canada, the year has been one of great prosperity and progress, and we have been able to send large contributions to the help of the needy in other lands.

### SCHOOL AND COLLEGE.

Mr. H. H. Biggar has been appointed principal of the graded school at Sussex Corner, N. B.

Mr. John G. McKinnon, who has had charge of the Black River school during the past term, has been appointed principal of the Douglas Avenue school, St. John.

Miss Frances Prichard, who has had charge of the manual training department in the consolidated school at Florenceville, N. B., has accepted a similar position in the Owen Sound, Ontario, school.

Canadian school children are to raise a monument to the memory of Alexander Muir, author of "The Maple Leaf Forever."

The pupils in the Woodstock, N. B., grammar school gave Principal C. D. Richards a magnificent china tea set on the eve of his marriage with Miss Grace Bolton, until recently matron of the hospital there.

Dr. G. R. Parkin, of London, the Rhodes scholarship commissioner, will visit the principal educational centres in Canada early in the new year.

Mr. H. H. Stuart, principal of the Harcourt, N. B., superior school, has resigned his position to become editor of the Newcastle *Advocate*.

Chancellor Jones has recommended the establishment of a law department in connection with the University of New Brunswick.

### RECENT BOOKS.

Messrs. A. & W. MacKinlay, of Halifax, have published a second edition in a neat book form of the sketch of Hon. Joseph Howe, written in 1875 by the Rev. G. M. Grant. The publishers very properly think that the memory of this distinguished Nova Scotian should be kept alive among his fellow-countrymen, and to that end have brought out this re-print, which is in a convenient form for preservation. The ready sympathy of the Rev. Dr. Grant in dealing with his subject is apparent on every page of the memoir, which should find its way into every home and school in the province. Added to the sketch is Howe's Essay on the Organization of the Empire, and a chronological list compiled by Mr. Joseph A. Chisholm, barrister, Halifax, of his writings and speeches, the whole forming

a handsomely bound volume of 110 pages; price one dollar in cloth binding. (See advertisement on another page).

Much credit for compiling and bringing out this sketch is due to Mr. J. W. Logan, classical master of the Halifax Academy, and the profits from the sale are to be devoted to replenishing the academy library, a very worthy object.

THE PSYCHOLOGICAL PRINCIPLES OF EDUCATION: A Study in the Science of Education, by Herman Harrell Horne, Ph. D., Dartmouth College. Cloth. Pages 435. Price \$1.75. New York: The Macmillan Company. Toronto: The Macmillan Company of Canada, Limited.

This volume is the attempt of a teacher to lay the scientific foundation of the art of teaching, so far as these are concerned with psychology. Principles of pure psychology are transformed into educational principles for the teacher, who may not have the skill or knowledge to do so for himself. In the first part the aim is to get bearings in the field of the science of education. The remainder of the book sketches such a science from the standpoint of psychology, treating education as viewed from the physical, intellectual, emotional, moral and spiritual standpoints. The book is divided into five parts, and at the end of each there are numerous references to educational authorities on each of the above divisions. The book is a timely contribution to education as a science, and is worthy of a thoughtful consideration by teachers.

From the same publishers, there is the *First Book in Latin*, by Inglis and Prettyman (price 60c), which provides as a first year Latin course a sufficiently adequate preparation, the authors think, for the reading of Cæsar; *The Kipling Reader* (50 cents), with selections from the prose and poetry of Kipling, embracing such stories as Wee Willie Winkie, Mowgli's Brothers, The Lost Legion, and others; *Emerson's Representative Men* (25 cents), in the Pocket Series of English and American Classics, which includes besides the *Representative Men* an epitome of Emerson's writings in general.

Messrs. A. S. Barnes & Company, of New York, make a New Year's contribution to education in the form of a half dozen books of a convenient form for use in the schoolroom. These are: *Mary Kingwood's School*, a real story of the experience of a primary teacher, Miss Corinne Johnson, who becomes the observer of her own school, idealizing it from the standpoint of sympathy; *Hints and Helps* from many schoolrooms, being the plans and devices of many teachers who have used them; *Little Talks on School Management*, a suggestive and helpful book on the various problems of school work; *Composition* in the Elementary School has many good ideas in making composition interesting to the earlier grades; *Simple Experiments in Physics*, in two volumes, the first dealing with mechanics, heat, fluids, and the second with sound, light, magnetism, electricity.

Messrs. D. C. Heath & Co., Boston, have published Victor Hugo's *Quatre-vingt-treize*, with introduction, notes and vocabulary. While omitting many details, the substance of this thrilling novel is retained, and in the words of the author, who was over seventy years of age when he wrote the book but with powers of delineation and description unimpaired. It will prove attractive and useful to students of French. From the same publishers there is Sudermann's *Teja*, a one-act drama, the hero of which

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(Teja) is a King of the Goths in their decline. It is a delineation of the workings of a noble nature under difficulties, supported by the sympathy of a wife, who has an intelligent appreciation of his ambition and the unhappy situation in which he is placed. With introduction, notes and vocabulary.

Ginn and Company, Boston, publish *Good Health*, (mailing price 45 cents), by Frances Gulick Jewett, designed for children of ten or twelve years of age, and treating almost exclusively of hygiene rather than of anatomy or physiology. It presents facts rather than dogmatic conclusions. Among the subjects presented are pure air, ventilation, cleanliness, the care of eyes, ears, finger nails, hair, teeth, skin and lungs, the importance of exercises, bathing, etc. Its treatment of alcohol is vivid but not pathological. The author deals with the results of its use upon the individual as a whole rather than with its disease effects upon the stomach, liver, etc.

Munchausen's *Reisen and Abenteuer* (price 30 cents), published by D. C. Heath and Company, Boston, a few selected stories from the famous Baron Munchausen's journeys and adventures, edited with introduction, notes, vocabulary and exercises for composition; very suitable for younger German readers.

From Blackie and Son, London, we have Charles Dicken's *The Cricket on the Hearth*, (price 6d.); *Scenes from "Cranford"*, (6d.), arranged from Mrs. Gaskell's novel for acting by girls; and Blackie's *South African Handbook of English*, (price 9d.), a series of practical exercises in English composition, with poetry for reading and recitations; designed for grade six.

### RECENT MAGAZINES.

The Christmas number of the *Canadian Magazine* is beautifully illustrated, and the reading matter interesting and appropriate to the season. The *Canadian* is improving with each number and is keeping pace with the rapid growth of the Dominion.

Horace G. Hutchinson, whose success as a writer of historical novels was assured by his stirring story, *A Friend of Nelson*, now turns his clever pen to fiction of a different type. His new story, *Amelia and the Doctor*, is a charming succession of pictures of village life and character, reminding one at times of that exquisite classic, *Cranford*. It is now appearing in *The Living Age* in serial form, and began in the number for December 8.

The Christmas number of the *Atlantic Monthly* is distinguished by the excellence and variety of the good reading which it presents from a host of able contributors. A fitting tribute to that eminent teacher and scientist, the late Dean Shaler, is found in the essay—*The Measure of Greatness*.

The serial story, *The Chauffeur and the Chaperon*, now running in the *Delineator*, combines very well the features of interest of that remarkable country, Holland, and the developments of a good story. *The Value of Rest* is a helpful article, advising how to obtain healthful repose of mind and body.

I am much pleased with with your paper. I do not think I ever spent one dollar more wisely.  
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## OFFICIAL NOTICES.

New Brunswick Board of Education.

### Drawing Books.

A New Brunswick Edition of Augsburg's Drawing Standard Course, has been prescribed by the Board of Education for use in the schools. The Graded Practice Book for pupils, price 10 cents each, and the Manual for Teachers only, price 75 cents, will be on sale in the book stores early in January.

### Normal School Manual Training Courses.

Training courses for teachers desirous of qualifying as licensed Manual Training instructors, will be held at the Provincial Normal School during the session of 1906-7 as follows:

Short course.—January 8 to March 28.

Full course.—January 8 to June 22, 1906.

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

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

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

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

Full particulars of the courses outlined above may be obtained from the Director of Manual Training, T. B. Kidner, Fredericton, N. B.

J. R. INCH,

Chief Supt. of Education.

Education Office, Fredericton, Nov. 24, '06.



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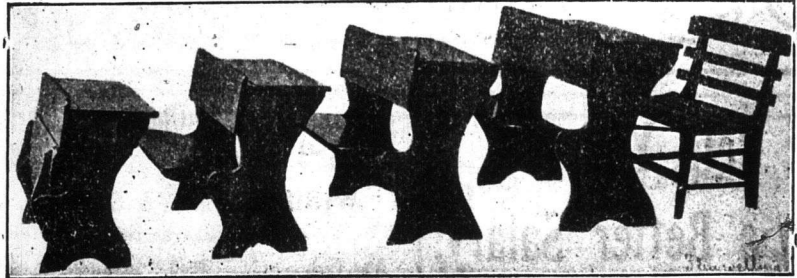
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