

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., MARCH, 1901.

WHOLE NUMBER, 166.

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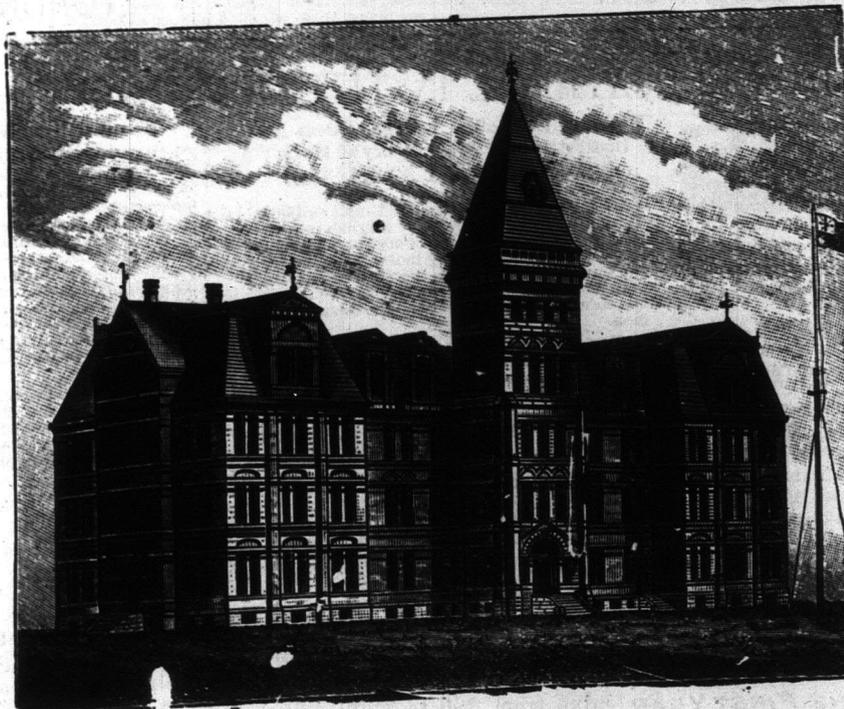
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We have an interesting description of Leland Stanford University for publication from the pen of Mr.

S. A. Starratt, of Yarmouth, who is taking a course at that university this year. Mr. Starratt's bright letters in the *Yarmouth Herald* have had many interested readers who will be glad to hear of his future success.

THE Nova Scotia Journal of Education for October has an error in its calendar. The schools will close a week earlier in July than indicated. It will be corrected in the April issue. Attention is also directed to the official notices on another page.

On the subject of temperance, the Archbishop of Canterbury, who is president of the World's Temperance Congress, has this to say: "There remains one enemy to be encountered, in the indifference of men in general, and even of very good men, to the duty of helping those who have yielded to the temptation of drink."

Number two of the "Classics for Canadian Children" series, published by A. & W. MacKinlay, of Halifax, will be ready early in April. The number will be made up of stories from English history, drawn from the most interesting scenes and characters.

THE thirteenth annual report of the School for the Blind has been received. It is an interesting report of a most useful institution. The attendance for last year was 117. Under Principal Fraser's wise and energetic management the institution is becoming more efficient each year, and is doing an incalculable service in training for a useful and happy life those whose misfortune would otherwise render a burden to themselves and to their friends.

THE appointment of Principal Anderson as Superintendent of Education for Prince Edward Island removes from the ranks one of the foremost teachers of Canada. For many years at the head of Prince of Wales College and Normal School, he has been instrumental in preparing the present generation of teachers for their work, and will now, as the executive head of the department of education, have the opportunity to judge of the results of that work. The well-trained and enthusiastic students he has sent to colleges and universities in Great Britain, Canada and the United States, have

won for him and the institution over which he has so long and so honorably presided, a reputation that few have enjoyed. As superintendent of education, he will bring to the discharge of his duties a knowledge of the educational needs of the province, gained from long experience and faithful work. Prince Edward Island may well be proud that she has at the head of her educational affairs a man who has been so long identified with her schools,—one who is possessed of excellent executive ability, fine scholarly attainments, and an honorable record.

Manual Training.

Manual training has made considerable progress in Nova Scotia. About ten years ago a manual training school was established in Halifax. The first teacher was Lee Russell, B.Sc., of Worcester, who had been trained in the Polytechnic Institute of that town. In order to assist the school commissioners in demonstrating the advantages of this new subject, the government gave a grant of \$700 for two successive years.

Mr. Russell was successful, and the experiment gave so much satisfaction that he was taken to the Normal School at Truro, so that all the teachers in training there should receive the benefit of the new ideas. Although the government grant was withdrawn, being required at the Normal School, yet the Halifax School Board employed Mr. Nelson Gardner, who is still carrying on the work so auspiciously begun.

About two years after the introduction of manual training into Halifax, another school was established in Wolfville. It has also been very successful.

Finding that the training of the hand was good for boys, the women of Halifax thought that some such training would be equally good for the girls. After much opposition they succeeded, in 1897, in inducing the School Board to take over a school of cookery, which they had established with Miss Helen N. Bell, a graduate of South Kensington, as teacher.

Influenced by the results of Mr. Russell's teaching at the Normal School, also by the pioneer work in Halifax, and by the reports from other countries, the Council of Public Instruction was convinced that the time had come when hand work for both boys and girls in school should be encouraged by government grants. Last year, accordingly, the legislature passed an act, granting fifteen cents for every lesson of two and-a-half hours, or about six dollars per year for each pupil in regular attendance at cookery or wood-work—a most generous allowance, not, however, to exceed \$600 in any one section. An amendment now before the house provides twice this amount to Halifax on account of its larger population, and to Truro as the seat of the Normal School.

Such liberal provision having been made by the government, just at the time when Sir Wm. Macdonald is establishing manual training schools in all the provinces, will be doubly effective in making education more practical and better suited to modern requirements and ideas.

Mr. T. B. Kidner, F. B. I. C., has been appointed director of manual training for Nova Scotia, and Miss M. D. Patterson, principal of the Truro school of domestic science. They each have able assistants. Mr. H. W. Smith, B. Sc., is principal of the school of agriculture, and a member of the Normal School staff. These departments are affiliated with the Normal School, so that every teacher trained at that institution carries back to the country an accurate and clear idea of the fundamental principles of the leading industries, besides some practical skill, and the greatly improved mental culture that results when the motor and executive activities are trained in conjunction with the intellectual, moral and æsthetic faculties.

We had the pleasure a few weeks ago of seeing these various departments in active operation. It was a most interesting sight, and a great change from the old regime of thirty years ago. The enthusiasm and absorbing interest of the students, old and young, the accuracy and beauty of the work, and the extent to which the faculties of some students, hitherto accounted dull, were awakened—all these things were evidence of the fact that manual training is no fad, but has come to stay and largely develop as a necessity arising from the changed conditions of modern life.

In New Brunswick and Prince Edward Island no provision has yet been made for manual training in the schools. The establishment of the Sir Wm. Macdonald manual training schools at Fredericton and Charlottetown should pave the way for its introduction into both provinces. In Prince Edward Island there has been an agitation for some years in favor of such training. When the agitation becomes strong in both provinces, and the chief industrial centres show a disposition to move in such an important matter, the governments will undoubtedly show their readiness to co-operate by making suitable provision for it in the educational scheme.

St. John, Fredericton, Moncton, and other towns are important industrial centres; but their apathy in the matter of industrial education does not speak well for their enterprise or educational spirit. Manual training as a part of common school education is not on trial. It has for many years been a fixed and settled purpose, especially in those countries that are striving for industrial supremacy, such as Germany, Switzerland, France,

Great Britain, the United States. In these countries it is recognized that the ordinary elementary education of the schools does not prepare the children of the middle and poorer classes for the duties of life. And it is quite true that all children, no matter what vocation in life they are intended for, are the better for some eye and hand training; some conception of those industrial occupations that shall give them more respect and sympathy for the toilers in the workshop and factory. The purely intellectual branches of the school would not suffer by the introduction of manual training, but would rather be benefitted if an hour or two each week were spent by the pupils in the work-shop.

Wherever manual training has been introduced, it has been successful if the required conditions have been complied with,—the chief requisite being that the teacher of manual training shall be a *teacher*; next that he shall have a competent knowledge of drawing and the mechanical processes in which he is to impart instruction. In the early years of its introduction in other countries, manual training was often in disrepute because of the unfitness of its instructors, either from their lack of skill or because they did not combine the qualities of the teacher with the skill of the instructor in manual training.

We must look to England or the United States at first for competent instructors.

Teach Children to Talk.

A gentleman in comparing the schools in New England with those of the Maritime Provinces, said, among other things, that the pupils in the former were taught to express themselves with more ease, fluency and naturalness than with us. They were not afraid to express opinions, and were encouraged to do so; while in our schools too often the children were embarrassed, especially in the presence of visitors, had a shuffling, awkward manner, mumbled their words, or were at a loss to find words to express themselves.

Children should be encouraged to frame their thoughts into language, and to speak with ease and readiness. It will be a valuable accomplishment in after life. Every available opportunity should be taken for practice, not only in the lessons, but certain periods may be profitably set apart for such exercises.

Nature-study and the discussion of current events offer admirable opportunities; and five or ten minutes each morning, and a portion of Friday afternoon may be set apart for practice in talking—not aimless, discursive talking, but prompt, clear, natural expression of opinion on what the pupils have seen, heard and read about. It is surprising what practice will do to make children forget themselves; and if the subjects chosen be interesting to them, they will soon learn to forget that they are talking, and take part in discussions with keen enjoyment.

The Mayflower.

The Mayflower has long been regarded as the emblematic flower of Nova Scotia. Attorney General Longley recently introduced a bill in the legislature of that province to constitute by legal enactment this flower as the floral emblem. This action, it is understood, is in anticipation of a movement in progress in Massachusetts to adopt the Mayflower as the emblem of that state.

There are several reasons why the Mayflower (*Epigæa repens*) is not a suitable emblem for Massachusetts. First,—it does not bloom there in May but in April; second,—it is not common in that state; third,—it is very probable that the Mayflower of the Puritans was not our Mayflower—that is, the *Epigæa*—but the Hawthorn which is called in England the May Flower, because it blooms in May. The whole subject has been exhaustively treated by Geo. F. Matthew, F. R. S. C., in a paper published in Vol. 2, p. 231, of the EDUCATIONAL REVIEW for May, 1889.

New Brunswick has had designs upon the Mayflower as an emblem; but since Nova Scotia has the prior right, we relinquish our claim. What the floral emblem of New Brunswick is no one appears to know with certainty. The REVIEW proposes that the Twin-flower (*Linnaea borealis*) be adopted. It was the favorite of the great Swedish botanist Linnæus, after whom it is named. It is found everywhere throughout the province; its beautiful flowers are in bloom from July to October, its fragrance scents the woods and roadsides, and it is a delight to the wayfarer. To be sure it has no historical allusions for us, but it has been celebrated in verse by more than one of our poets.

Imaginative Literature for the Young.

Biography abounds in examples of the great influence of suitable literature in moulding the minds and in determining the future career of the young. In relation to the training of children, the teacher or the parent has no more important question to answer than this: What is the best literature for the child at the various stages of his mental and moral development? Whatever, therefore, helps to throw light upon this subject is of the utmost importance.

We have perhaps no educationist who has studied the "Literature of Childhood" and its closely allied subject, the "Childhood of Literature," more thoroughly than Mr. G. W. T. Irving, chief clerk in the education office, Halifax. We need therefore make no apology for giving the following digest of a paper read by him on this subject a short time ago before the Dartmouth Literary Society:

He begins with a strong condemnation of the great mass of modern fiction which, when not demoralizing, is at least debilitating. Imagination forms new pictures from materials already existing in the mind. How important, then, that this

faculty, so useful in science, art and literature, should be supplied with a large stock of fundamental ideas and conceptions, clear, correct and beautiful, and that it should have the exercise needful for its best development. This exercise will be best obtained from those fairy tales and nursery rhymes which have demonstrated their adaptability to child nature by their persistence and universality.

Genuine juvenile literature has a verisimilitude that cannot be approached by any imitation, not even by scientific experts. There is but one Robinson Crusoe.

The stories that appeal most profoundly to the little child are the literary productions of the childhood of the human race, and for that reason they awaken a responsive chord.

The development of the faculties of the child agrees in order and character with the development of the same faculties in the human as it emerged from its childhood to the complex civilization of the present.

To us who know something of science, the statements in fairy tales and nursery rhymes appear crude and grotesque, but to untrained minds of primitive men and of children they seem natural and present no incongruity.

Children of to-day, like primitive man, are fond of jingling rhymes, of alliteration, and of simple, bold imaginings full of action. The continuing popularity of most nursery rhymes is owing to their possession of one or more of these qualities.

The myth, which is early man's attempt at an explanation of Nature's forces as manifested in natural phenomena, has a peculiar fascination for children to whose unformed minds those dreaded or beneficent forces appear as conscious agents of evil or good. The better we understand this universal belief in Nature as being sentient, the more fully we can sympathize with the primitive man's and the child's point of view, and the more we can enjoy those ancient myths.

Before the days of printing, fairy tales and legends were developed to relieve the tedium of the long winter evenings. They were a gradual growth, deriving their materials from historical events, striking natural phenomena, and the desire to perpetuate ethical teachings derived from experience. These stories developed memory, the poetic instinct, and the power of expression. In olden times the good story teller was greatly esteemed. He was an intellectual force of a high order, supplying the place now taken by books, newspapers, public entertainments; and, to some extent, public schools.

The literature that formed the mental pabulum of the human race in its infancy, that has produced inherited tendencies in our children, that gives us a better insight into their ideas regarding Nature than their explanations or our own memories can supply, and that always arouse their interest, such literature should be found in considerable quantity in school readers and libraries for the young.

The tendency of the times to what is called a practical education—science and mathematics—leaves the imagination, the love for the beautiful, and the wider, nobler sympathies undeveloped.

Our feelings and emotions are just as real as the globe we tread on, and while we may not be able to weigh or measure them, they influence our lives and help to form our characters.

If the study of good literature, that is, of works which are the handicraft of imagination rather than reflection, serves to broaden our sympathies, develop our æsthetic taste, and ennoble our lives by setting before us high ideals of what is noble and good—why then should we not furnish our children with stories suited to their limited understanding, and drawn from their own little world, that would tend to character building, as well as develop the love of the beautiful, which is near akin to the good.

Place before them good, wholesome tales, that will give pleasure not only when they are young, but will leave in after years a fond recollection of childhood's happy days. Would you take from your little girl her doll, telling her that it was very wrong to treat it as if it was a living being? Then why is it wrong to read stories to children, or allow them to read stories that are just on the same level of culture?

Besides the pleasure obtained by the child from the old classic myth and legend, there will be developed a fondness for reading, and if the tales are judiciously selected they will serve as models of correct expression, and indirectly become aids in the acquisition of a correct use of the mother tongue.

Object Lessons and Nature-Study.

By J. BRITTAIN, NORMAL SCHOOL, FREDERICTON.

Birds in School.

Teacher, have you ever tried to interest your pupils in bird life? March is a good month in which to commence or to re-commence. The study of birds need take but little of your own time, or of your pupils' time in school. You will not have to neglect any of the "important" subjects. Teach reading, writing, spelling and arithmetic as conscientiously as ever, but find a few minutes each week for the birds, and most of your pupils will remember you for it, together with the birds and their songs, long after they have forgotten the names of the wives of Henry VIII, whether *love* is a strong or a weak verb, and many other "important" things. A few will remember these things, too, but only a few. Begin with two or three short talks on birds.

TOPICS FOR TALKS ON BIRDS.

The scarcity of life out-of-doors in winter. What do you miss from the trees and fields in winter?

Where are the birds? Why do you think so?

Why did most of the birds go away?

What are they doing now?

Will they ever come back? Why do they return?

What do they do here which they don't do in the South?

Whether birds are heavier or lighter than air. How they keep themselves up in the air.

Which can maintain themselves longer in the air—birds with *short* or with *long* wings.

What feathers are made of.

Whether birds change their colors, and how.

What covers the feet of birds.

How many toes a bird has, and their use.

What the bill is made of—and the nails or claws.

What the *arms* of birds are called.

What part of its body the bird uses as a *hand*.

After discussing these and kindred topics, call upon the children to relate anything they have learned by observation about the food of birds—their nests—their songs—their affection for their young.

Try to arouse or deepen in their hearts a kindly feeling towards these buoyant and busy creatures. Ask them what they think the world would be like without birds—and whether a greater number of most kinds would make our country pleasanter. Impress upon them the thought that it would be cruel to kill a bird for sport—that they can learn much about the birds without killing them or making collections of their eggs.

—and that it would be better that a boy should never know a bird than that the poor creature should die at his hand or be robbed of its precious eggs.

Then ask them to find, by observation, what birds remain in their neighborhood during the winter. Besides the domestic fowls, they will see but few. English sparrows will be found in nearly every town and village. Chickadees are not uncommon in the woods, and often visit the parks and shade-trees in towns. The black-and-white downy woodpecker sometimes comes to town, too. The active little nut-hatch may, perchance, be seen, often with head downward, searching the trunks of trees. Groups or flocks of snow buntings—in white and dusky; red-polls—little sparrow-like birds, with red caps and breasts sometimes stained with red; pine grosbeaks—nearly as large as robins—the males quite red; cross-bills—with curved ends of mandibles crossed—may be occasionally seen in the country, and even about the outskirts of towns and villages. Tree sparrows—with brown caps such as the chipping sparrow wears in spring—may be seen beside the winter roads. We have some other winter residents; but there is a great scarcity of bird life here in winter.

In the south-eastern part of New Brunswick the following common migratory birds may be looked for in April nearly in the order given: Song sparrow, slate-colored junco, American robin, purple finch (males quite red), crow blackbird (purple grackle), rusty blackbird (males black in spring, but smaller than the preceding), the tree swallow (white underneath), swamp robin (hermit thrush), vesper sparrow (grass finch), white-throated sparrow (old Tom Peabody). In the south of Nova Scotia and southwestern New Brunswick the earliest of these birds may be expected in the latter part of March—in the north of these provinces not till the middle of April. Some other song-birds return in April, as well as ducks, geese, and various other aquatic birds.

Encourage the children to watch for the coming of the different species, and to observe carefully and describe the birds they see. Help them to identify new arrivals with the aid of the descriptions in the *Manual of Nature Lessons*, or some larger book (as *Chapman's Bird-Life*). The colored pictures of birds, sold by the Perry Pictures Company (Malden, Mass.,) at two cents each, will be found very useful in determining birds.

Point out to the pupils that when they have learned to distinguish and name a bird at sight, their study is only well begun. They have yet to learn its song, its calls, its food, when and where it builds its nest, where

it gets the material, what it feeds its young—all they can find out about its ways.

Once a week during the season call upon the pupils, individually, to re-count before the class their observations through the week.

The writer will be glad to answer through the *REVIEW*, as far as possible, any questions as to the identity of doubtful birds.

Astronomical Notes.

While Mercury was on show last month there were only two clear evenings here, and one of them was none so very clear either. The other was the evening of Sunday, the 17th, and it was perfect. Mercury was bright enough to show up easily to the naked eye only twenty minutes after sunset, and his brilliant white disc flickered in the western sky for over an hour after that. There was nothing more conspicuous in sight except Mars and the Dog-star. As Mars came up over the tree-tops in the east that evening, he was flickering too; a much rarer thing for him to be caught doing (so far as my experience goes) than it is in the case of Venus or Mercury when they are near the horizon. I wonder if any of our poets ever noticed that the planets flicker when low in the sky. I can't recall any instance anywhere, nor in any of our novelists either, except by Maurice Hewlett in *Richard Yea and Nay*.

The opposition of Mars this year is the very worst that could occur. It comes just at the time when he is at his greatest distance from the sun, and therefore also at his greatest opposition distance from the earth. In August, 1877, when his moons were discovered by Hall, he was nearly at his nearest to us. What a grand sight it was on those autumn evenings to see his big red disc come sliding up above the eastern horizon while the west was still glorious with the hues of sunset. He was nearly as good in the autumn of 1892, just at the time when the Summer School was in session at St. John. But at each opposition since then the gap between him and us has been getting wider and wider, and his brilliancy has in consequence been getting less and lesser. If we take the number 100 to represent his brilliancy at opposition in 1877, we shall have 98 for what it was in 1892. The next opposition came in 1894, and the brilliancy had sunk to 72. In 1896, it went down to 36, in 1899, to 24, and this year it is only 21. That is the low-water mark. When the next opposition comes round in 1903, Mars will be a little bigger and brighter than he is now; a good deal more so in 1905; and so on, until he reaches high-water mark again in the autumn of 1909.

Perhaps then Tesla may make some discoveries about

"the red-hair'd race of Mars," whom Wordsworth disdained to visit a hundred years ago when on his famous voyage among the stars; but, at such a very poor opposition as this year's is, there seems to be little hope of anything of this sort.

The editor would have had these notes sooner if I had not been waiting night after night, for a week, in hopes that the weather-fiend would pull up his dirty cloud-curtain, and let me have a look at that New Star. But he wouldn't; and I know nothing about the celestial novelty except what I have seen in some newspapers. *If* all that these say about it be true, it must be a very extraordinary object: but what an *if*!

A. CAMERON.

For the REVIEW.]

Misquotations and other Things.

An educational monthly published in Boston and calling itself "the oldest high-class magazine in America," has recently been making "a very special offer" to some Canadian teachers. I have the honor of being included among these favored teachers and have had a sample copy of the magazine sent me. I happened to open it on an article entitled "The Art of Evangeline superior to that of Hermann and Dorothea." It did not seem to me that any very high-class kind of United States periodical was indicated by that title. As *Evangeline* is the work of a United States poet and the other is not, it must needs follow that the art of the former is superior to that of the latter. So I was about turning the leaves to find "metal more attractive," when I noticed some passages enclosed within quotation marks. Here is one which professes to be 'Longfellow's brief but comprehensive delineation of Basil'—"whose face shone as the morning, and who ripened thought into action." It would be safe for this high-class magazine to offer a prize of a thousand dollars to the reader who could find that quotation in *Evangeline*. And it is not the only misquoted passage from the very poem which forms the subject of the article. Such being the case, it is not surprising that the gifted critic of Goethe and Longfellow should make a muddle of the passages from other poems which appear in quotation marks. On one page we are told that the German cares not if woman be "Not learned except in gracious household ways." On the opposite page we read 'Milton has told us,

"He also serves who only stands and waits."

To any ear familiar with Milton's grand line, this hissing abomination is insufferably harsh. Making free with a line from another of the sonnets we may say that this is the sort of thing

"That would have made John Milton gasp and stare."

The outrage committed on the line from Tennyson's Princess is not quite so bad, but it is bad enough, and is certainly most unworthy of "a high-class magazine."

This critic would seem to be one of the ready-made kind who, according to Byron, are equipped

"With just enough of learning to misquote."

I wrote to the publishers declining their "special offer."

* * * *

Misquotations are bad. So are some other things.

A correspondent says he saw in a paper lately half a dozen more or less witty and pithy sayings under the heading 'Arrow Points' and credited to 'Pastor —, M. A.,' one of which was "Some are wise and some are otherwise." He thinks this is not original with the worthy pastor, but he can't find it in his dictionary of quotations, and passes it on for my consideration.

If the rest of the half-dozen are like the one given, it would be better to change the heading from 'Arrow Points' to 'Chestnuts.' How old the saying is I have no idea; perhaps it dates back to the flood. One can imagine Noah muttering something like it as he looked from the ark out on the poor drowning wretches who used to jeer and jibe at him while he was building his vessel. It is one of the many ancient maxims which Swift puts into the mouths of the speakers in his dialogues on Polite Conversation. One of these polite conversers is called Lady Smart, and one of her smart sayings is "Some are wise and some are otherwise."

MORAL—Don't misquote, and don't try to palm off old saws as the fruit of your own wit and wisdom.

A. CAMERON.

For the EDUCATIONAL REVIEW.]

The King's Birthday.

Schoolboys of more than one generation have shouted the words:

"The twenty-fourth of May is the Queen's birthday;
If you don't give us holiday, we'll all run away."

And those of the present day will not be willing to wait this year until the ninth of November, King Edward's birthday, for the celebration of a holiday which they have always most loyally, and more or less dutifully, hailed in the month of May. The suggestion of making May 24th a general holiday under the name of Victoria Day will, therefore, please the boys; and they will not object to another holiday within six months in honor of the King.

Queen Victoria, whose glorious reign was some four years longer than that of her grandfather, George III, and whose lifetime was just four days longer than his, was born on the 24th of May, 1819. King George III

was also born on the 24th of May; though his birth day was celebrated on the 4th of June.

The reason for this change of the date is very simple. He was born in the year 1738, A. D., and became king on the death of his grandfather, George II, in 1760. In 1752, between the date of his birth and that of his accession, the English calendar was changed from old style, as it was called, to new style; and the 24th of May, O. S., became the 4th of June, N. S.

But why should not the 24th of May have been still regarded as the date of the king's birth? This will be easier to understand if we remember that the common people were not very ready to adopt the change after it was decreed; and that for some years both styles were in use, with their distinguishing letters, as given above. It should be remembered, also, that Scotland was a century and a half in advance of England in the adoption of this change; and the actual day of the prince's birth, while it was called at the time the 24th of May in England, was the 4th of June in Scotland. Throughout the whole of the seventeenth century there was a difference of ten days between English and Scottish dates. After the year 1700 (which was a leap year in England, under the O. S., but not in Scotland, under the N. S.), the difference became eleven days; remaining so until the change of 1752 brought the English reckoning into harmony with that of most of the other countries of Europe.

King George III was an Englishman by birth, and an Englishman in his sympathies and prejudices. When his leading statesmen were not supported by popular opinion, as was sometimes the case, the king's opinion usually agreed with that of the people. Furthermore, whatever our neighbors at the south may profess to think about his being a good king, he was, beyond all question, in his private and domestic life, a good man. Throughout his long reign, therefore, he enjoyed the favor of the great majority of his people; and it is not surprising that in these Atlantic Provinces of North America, among his Loyalist subjects and their children, the King's birthday, the 4th of June, was enthusiastically observed. Perhaps it was owing to his popularity, as much as to the length of his reign, that the observance of the 4th of June was kept up, as it is said to have been in some places, for some time after his death.

April 23rd, the name-day of the king (St. George's Day), seems to have been kept as the King's birthday in the reign of George IV; and May 28th (for what reason is not apparent) was so observed in the reign of William IV; although both these princes were born in August, the former on the 12th of August, 1762, and the latter on the 21st of August, 1765. There is ample precedent, therefore, for observing the King's birthday in the spring when it occurs later in the year. V.

Primary Lessons.

BY MRS. S. BARRY PATTERSON.

TALKS ON THE WIND, THE POINTS OF THE COMPASS, THE WEATHER-VANE, ETC.

It is not unusual to find children having a notion that the trees make the wind. A child, wishing to mark the day of the Windsor fire on the blackboard calendar, drew a picture of a tree in the square allotted to that day. When asked what a tree had to do with the great fire, he said quietly, "Why, you know what a big wind there was; and the trees make the wind."

This idea is due, probably, to the fact that objects in motion, such as a fan, cause wind. By some simple illustrations, children may be led to see that not only do objects in motion cause a current of air, but also, that a current of air puts things in motion.

A little girl once noticed two trees swaying and tossing their branches in the dusk of the early evening; and, as she listened to the angry gusts of wind as they rose and died away with a moan, she said, "One is scolding and the other is crying!" In this case, which also attributes the cause of motion to the trees, there is shown the activity of the child's imagination and the tendency, so common among children, to personify objects in nature.

This latter phase of child-nature is well illustrated in the following lines:

"I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!"

One of the most striking features of the present month is the wind, and the opportunity it affords for enlarging the children's intelligence is too good to be wasted. How do they know there is a wind? Can they see it? A brief sketch of childhood's experience of it, as told by Robert Louis Stevenson in his "Child-Garden of Verses," from which the above verse is taken, will prove interesting to every small listener. He heard a whistle round the corner of the house,— went to see who was calling him; but no person was there! Again he heard the whistle, and again he went to look; but no one was in sight! As he turned to go back something gave him a steady push; but, glancing over his shoulder, he saw no one! Who was playing these tricks on him? Looking up, he saw a tree shaken, bent over, and shaken again, as if some giant had it in his grasp. Clothes torn off the line, fences knocked down, his hat snatched off his head, and his umbrella turned wrong-side out, but the fellow who

was playing these pranks,—“*always you yourself you hid!*” Years after, remembering his childhood's experience, he wrote this simple but dramatic poem for the children.

Three senses, those of sight, hearing and touch, bring us knowledge of this power. Encourage the children to name different things the wind does; lead them to notice the direction from which the wind blows; let them draw pictures illustrating wind. A very interesting exercise may be the making of a black board picture, showing that the wind is from the east, or from the north, according as the position of the blackboard will admit. The drawing may be crude, but yet it will express the child's ideas. Smoke from the chimney, a weather-vane, the rooster's tail, trees, the horse's mane,—all serve to show the desired effect. Another day the wind may blow from a different direction, and new pictures drawn must correspond.

Again, ask the children to close their eyes, or to think of themselves as in the dark. How, then, are they to know of the wind? Let them listen and tell you, from observation, or from memory, of the different sounds made by the wind. Encourage them at times to imitate these sounds, not forgetting the falling and rising inflection of the voice. Never mind if there is a noise and a discord for a few moments; train the children to stop at a given signal. Perfect order does not consist in perfect quiet, but in the power to secure obedience at a moment's notice. This listening and imitating is a good exercise for both ear and voice, leading to observation of pitch and making the voice more flexible and more easily modulated.

At some other time let the children imagine themselves both blind and deaf. Tell them of Tommy Stringer, the truly blind and deaf boy, now being educated in the primary school for the blind in Jamaica Plain, Mass., who is so eager to learn and so happy over his work. How can he know of the wind? Lead them to notice the character of different winds, the soft breeze and the strong gale. Also, by sense of feeling, let them observe the direction from which the wind comes.

* * * * *

The terms *north*, *south*, *east*, and *west* should be associated in the child's mind with facts or occurrences about which he is especially interested. For instance, east and west may be connected with the rising and setting of the sun. Or, again, the east wind blowing over the ocean brings us clouds and rain; while the west wind sweeping over so much land brings us fair weather. The north—the home of ice and snow—where the little Esquimaux children live, sends us cold and

frosty weather, making us button up our coats and draw our caps down over our ears. The south brings us thoughts of warm countries where the oranges and sugar-cane grow.

In indicating the points of the compass on the black-board, great care should be had at first to prevent confusion in the child's mind. I once saw a boy sadly perplexed over a map of the town in which he lived. The plan was drawn on a south wall. The boy was required to point out a certain street, telling in which direction one would require to go from the school-house in order to reach a given building on that street. He was familiar with the town, could find the places on the map, and knew the points of the compass. But he failed, and after repeated blunders, looking up at the impatient teacher, who could not understand his stupidity, he said in despair, “Well, it's east, but it's west on the map.” The boy was right; but the teacher did not even then see that the plan should have been placed on the north wall, in which case the east and west of the map would have agreed with the real east and west. Better still, the plan should first have been laid on the floor, its position corresponding with the points of the compass. Subsequently it could have been placed on the wall without confusing the child's ideas.

Weather-vanes may be made with sticks of one, two, and five inches in length. Blackboard drawings should follow stick-laying.

Illustrate the action of the wind on the weather-vane by means of a long quill, from a bird's wing, stuck on the end of a hat-pin. As you blow, the feathered end turns from you. Why? Let the children test it for themselves. Lay a nail and a stick of similar size on the desk. As a child blows gently, the stick is driven away but the nail remains. This will bring out the idea of *heavy* and *light*. Again, take two pieces of paper of similar size, crumple one up, and spread the other out so as to catch the wind. The children will see that the broad, light end of the vane is more easily affected by wind than the heavy, narrow one.

“ Whichever way the wind doth blow,
Some heart is glad to have it so.
Then blow it east, or blow it west,
The wind that blows, that wind is best.”

Easy reading lesson for black-board use :

See Nell's hat !
The west wind has it.
Run, Nell, run !
Catch it if you can.
Blow, wind, blow !

Ned got the hat.
Nell must tie it on.

In connection with talks on the wind, the fable of "*The Sun and the Wind*" may be told, after which the following puzzling questions may be asked: "What is it that you can feel and hear, but cannot see?" "What is it that you can feel and see, but cannot hear?"

March is the time to bring into the schoolroom some willow-twigs, or a grass-sod. Give plenty of water and sunshine, and in return you will get early tokens of spring.

Open ; shut them ;
Open ; shut them ;
Give a little clap.
Open ; shut them ;
Open ; shut them ;
Lay them in your lap.
Creep them ; creep them ;
Creep them ; creep them ;
Up to the little cheeks ;
Open wide the merry eyes,
Through the fingers peep.

Open ; shut them ;
Open ; shut them ;
Onto shoulders fly.
Let them like the
Birdies flutter,
Flying to the sky.
Falling, falling,
Falling, falling,
Almost to the ground ;
Quickly raise them,
All the fingers,
Twirl them round and round."

—Selected.

The motions for this finger-play scarcely need description. Open and close the fingers with a good deal of energy so as to develop strength. Have one clap only. Lower the voice at "falling, falling," letting the fingers and wrists grow limp as they descend.

If we do our best for a day we shall rise next morning to a higher life.

Says the *Pall Mall Gazette*: There are few schools in the country which can beat Langholm, Scotland, in the following attendance records: A boy named John Fleming has only been absent one day in ten years; his brother Robert has not been absent at all in five years, and his sister Jennie has not been absent in three years. A girl, Margaret Davidson, has not been absent at all for eight years, and other scholars have not been marked absent for four or five years; two families have been so constant in attendance that out of a possible number of attendances amounting to thirty-five years only one child has been absent one day.

Memory Gems.

March nodded to Winter, "Good-bye, Good-bye!
Off to your home in the North you must hie,
Oh, have you forgotten, under the snow,
The wee seeds are waiting, yes, waiting to grow?"
—Selected.

Oh, March that blusters and March that blows,
What color under your footsteps glows!
Beauty you summon from winter snows,
And you are the pathway that leads to the rose.
—Celia Thaxter.

THE FIRST ROBIN.

The sweetest sound our whole year round:
'Tis the first robin of the spring!
The song of the full orchard choir
Is not so fine a thing.
—Edmund Clarence Stedman.

A SEED.

A wonderful thing is a seed,
The one thing deathless forever;
Forever old and forever new,
Forever faithful and utterly true,
Fickle and faithless never.

Plant lilies and lilies will bloom;
Plant roses and roses will grow!
Plant hate and hate to life will spring;
Plant love and love to you will bring
The fruit of the seed you sow.
—Selected.

When Douglas was carrying the heart of Bruce, to bury it in the Holy Land, he was attacked by a body of Turks, and finding the result somewhat doubtful, he took the silver vase and flung it among the ranks of the enemy, saying: "O, brave heart of Bruce! go forward as you have ever done and I will follow." Take the beating heart of Christ and throw it among your temptations, and follow where that leads by its divine impulses, by its eternal recognition of that which alone is right and good and true.—Chapin.

The great secret of doing much is doing one thing at a time.—Locke.

Let not your heart be troubled; ye believe in God believe also in me.—The Bible.

In the morning when thou risest, unwittingly let this thought be present: I am rising to the work of a human being. Why then am I dissatisfied if I am going to do the things for which I exist and for which I was brought into the world? Or have I been made for this to lie in the bedclothes and keep myself warm?
—Marcus Antoninus.

A little daily cheerfulness, a little self-denial, will make our light trouble less and help each heavier trial.

In all things throughout the world the men who look for the crooked see the crooked, and the men who look for the straight see the straight.—Ruskin.

When we are alone we have our thoughts to watch; in the family, our tempers; in company, our tongues.—Hannah More.

The Planting of Seeds.

Seeds may be planted in different ways to illustrate different facts in their growth. Some small seeds (flax seeds will do) may be planted on cotton floating in a tumbler of water, or in a sponge. This plan illustrates the growth of the root, with fine hairs for taking in the water the plant needs.

Beans, peas, corn, wheat, acorn and other nut seeds may be planted in a box of moist sawdust. From time to time these may be taken out for examination and returned, or put in a bottle of alcohol to preserve the different stages of growth.

Seeds should also be planted in pots of soil, clay, sand, loam and gravel.

Seeds planted in a box or pots of soil will illustrate the manner of appearing above ground. Plant these on the same day and let pupils keep a record of the time it takes each to sprout.

Window boxes six or eight inches deep take up less room than pots and afford an opportunity for each child to plant his own seed. Mark the box off in squares and let the pupils make holes with lead pencils about an inch deep in which to drop the beans or other seeds.

If window space for gardening is limited, give each pupil a handful of seeds and let him plant them in a box or pot at home the same day the school garden is planted, and encourage pupils to watch seeds and report results at school.

A number of seeds should be planted in damp sawdust every week, in order that plenty of material in different stages of growth may be on hand for study.—*Plan Book.*

Of course you are crowded with work, but that is no excuse for your failure to have singing in your school. Five or ten minutes given to singing during the day will be time well spent. A good rousing song at the opening of school will arouse the pupils to take up their work with enthusiasm and they will pursue it with greater energy. A song at the close of the day may remove all unpleasant thoughts of the day from the mind, and the child will go home contented and happy. Singing has a very wholesome effect on discipline. Sing more, scold less.—*Pennsylvania School Journal.*

A Gospel Leaf.

Friend, talk no more of whether death is so

Or otherwise :

Nor reason if the body lives or no

After it dies.

See, from this plane the dying leaf I tear—

Not nothing, friend, but next year's bud lies there.*

—*The Spectator.*

*It is a peculiarity of the plane leaf that the old leaf acts as a sheath to the new.

An Attractive Room.

Make the school-room attractive that the pupils may enjoy the time spent within its walls.

"But how can this be done without an outlay of more than I can afford?" says one.

Very easily; simply arrange tastefully, around the walls, the best work of the pupils. Have a stout wire above the blackboard, or where convenient and suspend the best drawings; these may be easily removed to give place to others of the next lesson and, knowing this, the children look anxiously forward to the time when their results may be considered "good enough" to be exhibited.

Then, too, the specimens of written work should receive equal attention. Select the prettiest illustrated compositions, the neatest spelling slips, and the correctly written letters and pin them upon a panel of strong paper. Heavy wrapping paper or library paper makes a firm background; and where a bright color is desired a very effective background may be made by using red art paper which costs but a few cents a roll.

Teachers, do try these suggestions and see what an improvement there will be, in the work as well as in the general appearance of the room.—*Cambridge.*

Ten Rules of Politeness.

The Santa Barbara, Cal., school board has introduced the study of politeness into its elementary school system. The little manual that has been prepared is headed with the statement: "Scholarship without good breeding is but half an education." The ten rules of politeness that are laid down in the code are as follows:

1. To be polite is to have a kind regard for the feelings and rights of others.
2. Be as polite to your parents, brothers, sisters, and schoolmates as you are to strangers.
3. Look people fairly in the eyes when you speak to them or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum, or eating at lectures, in school, or at places of amusement is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing, or making remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife, or pointer hand the blunt end toward the one who receives it.
9. When a classmate is reciting do not raise your hand until after he has finished.
10. When you pass directly in front of any one or accidentally annoy him, say "excuse me," and never fail to say "thank you" for the smallest favor. On no account say "thanks."—*School Journal.*

An Automatic Castigator.

The system under which, according to the school regulations of the Department, all castigation must be done by the principal and none by the assistant master, is strongly objected to by many principals, who do not wish to include the duties of a public executioner among the multifarious responsibilities of their position. X is weak-kneed and a poor teacher; his pupils are impudent, and do not do their work. The principal has to belabour many of these pupils, when he would much sooner be belaboring X.

A method of solving the difficulty has at last been devised. An enterprising principal—an adept of wood-work and practical adaptations of it—has invented an automatic castigator.

This ingenious instrument consists of a strongly made chair, into which the delinquent is placed, and by which he is immediately gripped. A system of sliding bars and panels exposes that portion of the anatomy which is to be operated upon. A delicate mechanism regulates the number and intensity of the descending strokes of a good supple cane or quince rod, and an Edison phonograph is automatically set in motion, and reels off moral maxims, reproofs, and exhortations, which drown the cries of the culprit. No coarse manual labour is involved, no fatigue follows, as only a few levers have to be moved, and no struggling or wriggling is possible for the captive. All particulars as to sizes, terms, etc., and an illustrated descriptive pamphlet, may be obtained from Z, office of this paper.

A few feeling testimonials are appended:—

A well known and heavy-handed headmaster writes: "Your invention is admirable. It affords all the pleasure and satisfaction of corporal punishment with none of the attendant labour. I only hope corporal punishment by physical effort will not become altogether a lost art. Please send me two, both fitted with your patent flexible tawse."

A rising assistant-master writes: "How can I thank you for your invention? Previously, old A. has been able to make no impression on my pupils, but your Automatic has solved the difficulty."

An eminent Q. C. sends the following opinion:—"I do not think that you could legally be held responsible for any injury done by your Automatic Punisher. The chair alone could be brought to account (see the recent Treason Bill *passim*.)"

Jones minor writes (in a letter to his brother, which he was caught concocting during his Scripture lesson): "I'm dead off the Ortomatik Castygater. Old A. has never hurt me yet, but that bloeming instruemint farely

made me howl. Plese ask mother to take me away from here, and send me to a school where they don't use Ortomatics."

The Bishop of Runtifoo writes: "I think all education can be summed up in two phrases—the Church Catechism and the Automatic Castigator."

A parent writes as follows: "I am much pleased with Tom's progress last quarter. I put it down entirely to the Automatic Castigator. If they had had such an invention in my schooldays, I should probably be commanding the Colonial Division by now. Please give it to Tom every Saturday morning, or oftener if necessary."—*Educational News, Cape Town.*

The Spelling Class.

"How do you teach spelling?" asked Miss A. of Miss B., the senior teacher in the village schools.

"Well," she replied, "I think some learn to spell by sight and some by sound and some by combination of the two. That is, we recognize the correct or incorrect spelling of a word just as we do a correct or an incorrect picture of a man. If a letter is gone in one case or an arm in the other, the picture is imperfect."

"But how does a child first come to know a correct picture of a word?" asked Miss A.

"By frequently seeing it and writing it. In reality he learns words as he learns faces."

"But are not some children very dull about perceiving and remembering exact forms?" again queried Miss A.

"There is no doubt about that," was the reply, "and so also in the recognition of sounds and their proper order. Some people never know one tune from another, and they easily forget the order of sounds in the spelling of a word."

"Miss B., please tell us how you have your class study and recite?"

"My grade you know is third year. My methods might not be adapted to higher grades, but this is what I do. I write the word on the board and have the pupils begin their study by spelling and pronouncing each word three times in concert and aloud. This is the ear work. Then they spend fifteen minutes in writing the words on their slates, copying from the board. This is the eye work. Then they recite by erasing the words from their slates and writing while I pronounce. While doing this the words upon the board are covered by a small curtain that slides upon a wire.

"After the spelling I pass around and mark the misspelled words, then draw back the curtain, have the slates cleaned, and the missed words reviewed by writing them several times upon the slates, after which the pupils come to me singly and spell the words orally. Then about once a week I give for a lesson only those words that have been misspelled."—*Intelligence.*

CURRENT EVENTS.

A boundary dispute between Egypt and Abyssinia is a possibility, as it is supposed the king of Abyssinia claims the Nile as his western boundary.

The Cuban constitutional convention has finished its work, and nothing but the consent of the United States is now needed to make Cuba an independent republic. It is probable that the government of the United States will insist upon retaining some control of affairs, but there is a strong party in Cuba opposed to submission to any foreign rule, and ready to take the field in another war for "Free Cuba."

It is now claimed that the Japanese, not the Chinese, discovered the western coast of America in the fifth century of our era, and introduced the Buddhist faith, traces of which are believed to exist in the ruins of Mexican temples.

The Imperial parliament, the Dominion parliament, and provincial legislatures, are now in session. The powers of the latter are limited by the British North America Act of 1867, or Act of Confederation, and include the management of provincial lands; municipal institutions; local works; and public schools; and the making of laws relating to marriage; to property and civil rights, and to the administration of justice. The legislative assemblies meet annually, and their duration is four years, unless sooner dissolved.

The British North America Act is the constitution of the Dominion of Canada (which is a kingdom in all but name), and it defines the powers of the Dominion parliament, giving to it all the powers of internal government not expressly given to the provinces. The King, as Sovereign Lord of the Dominion, is nominally the chief legislative authority; and Acts of Dominion parliament are enacted by "His Majesty, by and with the advice and consent of the Senate and House of Commons of Canada." Practically, of course, the King is represented by the Governor-General, acting under the advice of ministers of the crown, who hold office so long as they have the confidence of the people's representatives in parliament. A parliament lasts for five years, unless sooner dissolved by the Governor-General, and meets every year.

The parliament of the United Kingdom of Great Britain and Ireland, in which laws are enacted by "the King's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons," is the chief legislative authority of the British Empire. This Imperial parliament, consisting of the King, the Lords, and the Commons, is bound by no written constitution, and has unlimited power. Even the King is subject to this supreme legislative power (of which he is a part), and owes his title to the throne not to birth alone, but to an Act of Parliament, called the Act of Settlement, which made the Princess Sophia of Hanover (mother of George I), the head of a new dynasty.

Canadians, as yet, have no direct representation in the Imperial parliament, but there are indications that a change is coming. Both in Scotland and in Ireland,

and especially in the latter country, there is a demand for a local parliament similar to that of Canada. Were such parliaments established, each of those countries would be again a separate kingdom within the empire; and Canada, with them, no doubt, would send representatives to the new Imperial legislature.

The constitution of the new Commonwealth of Australia, which came into being on the first day of January, resembles that of the Dominion of Canada; the legislative power being vested in a Senate and a House of Representatives, and in State Legislatures. The Australian Senate, however, differs from ours in that its members are elected by the people, while our senators are called to their seats by government appointment. The Federal government and the various State governments of the new commonwealth differ from those of the United States, as, like us, the Australians have adopted the principles of responsible government. They are now about holding their first elections under the new constitution.

A company has been formed to operate all winter a line of ice breaking steamers between Montreal and Quebec. Russian experiments with ice breakers give hope of success in the undertaking.

The Imperial government and the government of Canada, New South Wales, Victoria, Queensland and New Zealand have accepted a tender for the manufacture and laying of an all-British telegraph cable from Vancouver to Queensland, by way of Fanning Island, Fiji and Norfolk Island. Fanning Island is a small British possession in Central Polynesia, directly south of the Hawaiian Islands, and about 3,500 miles distant from Vancouver.

The Strathcona Horse, just arrived at Halifax, on their way home from South Africa, have been received with enthusiasm by the people and exceptionally honored by those in authority. King Edward has inspected the regiment and presented it with the King's color, and has given medals to the men. Other Canadians who served in South Africa will probably receive medals from the Duke of Cornwall and York, who will visit Canada during the year.

Capt. Bernier, of Quebec, is at Ottawa for the purpose of laying before the government his plans of reaching the North Pole, which, he claims, is in Canadian territory, and which he hopes to reach by means of an ice-breaking ship. If his plans are adopted by the Dominion Government, the ship, to be specially built for the purpose, will enter the Polar Sea through Behring Strait and follow the Siberian coast to a point from which a favorable ocean current may be expected to carry it near the Pole.

Nettle fibre has of late come into favor in Germany for the manufacture of fine yarns and tissues. The raw material is imported almost exclusively from China; but it is proposed to introduce the cultivation of the nettle plants in the German African colonies.

The recent completion of the great dam across the Nile at Assouam will bring under cultivation 600,000 acres of land, and increase the value of 5,000,000 acres

heretofore subject to the risks of flood and drought. This immense work was undertaken two years ago; and is not the least of the benefits that Egypt has received from British occupation.

The honor of an earldom was conferred upon Field Marshall Lord Roberts by Queen Victoria on his arrival in England in January; and Emperor William has now invested him with the Order of the Black Eagle, the highest German decoration.

Edison is said to have invented a storage battery, by the use of which electricity may be applied to so many uses that coal will be little needed in the future. If true, this means a revolution in our methods of transportation, as well as in many other things connected with everyday life.

The wireless telegraph is making rapid progress, and the Marconi system has already been outdone. Tesla promises yet further developments; and will, it is said, attempt to open communication between the coast of New Jersey and the coast of Portugal without wires.

A new province is to be created in the northwestern districts of India, to include Peshawur and the adjoining districts. Its area is to equal about one-fourteenth the total area of the Punjab.

Two royal marriages have taken place in Europe, under very different circumstances, within the last month. On the 7th of February Queen Wilhelmina, the young Queen of the Netherlands, was married at the Hague to Duke Henry, of Mecklenburg-Schwerin, in the midst of great popular rejoicings. A week later the Princess of the Asturias, elder sister of the young King of Spain, was married to Prince Charles, of Bourbon, at Madrid; and the city had to be put under martial law to prevent some exhibition of popular disapproval. The princess is heiress apparent to the Spanish throne; and was actually Queen for a short time, between the death of her father and the birth of her brother. The bridegroom is the son of a much detested Carlist leader, Count de Caserta. Hence the ill feeling on the part of the people, who fear the strengthening of Carlist influence.

De Wet, the Boer leader of the invasion of Cape Colony, has made his escape from the forces that surrounded him, and returned to the Orange River Colony. He utterly failed in his attempts to arouse the Dutch residents to active sympathy. Apparently, the Dutch in Cape Colony are much more loyal than either Boers or British have supposed.

China seems to be ready to comply with the demands of the Powers and has decreed the punishment of leaders responsible for the Boxer uprising. Rumors of a disagreement between the allies over the Russian occupation of Manchuria are alarming.

The facts of history, the mathematics, and the idioms may crumble away, but the supreme gift of education—a larger, richer and more beautiful life—will live forever.—*SUCCESS.*

'ROUND TABLE TALKS.

P. F. M.—What is meant by the Dog-days? When do they begin and end?

The Dog-days (*Dies caniculares*) included among the ancients the period of the greatest heat in summer, beginning with the time the Dog Star (Sirius) rose heliacally, that is, at the same time with the sun. The astrologers ascribed a malignant influence to this period.

The limits and duration of the Dog-days are different in ancient and modern calendars. Modern almanac-makers usually fix the period from July 3 to August 11—forty days.

S. C.—(1) Explain how rotating lawn-sprinklers are kept in motion.

(2) An ounce bullet leaves a gun weighing 8 pounds with a velocity of 800 feet per second. What is the maximum velocity of the gun's recoil?

(3) If water at the bottom of a vessel could be raised by application of heat to 20° C, while the water near the upper surface has a temperature of 10° C, what would happen?

(4) A lady gave a certain amount of money to the poor every month, always giving the same sum. When there were 10 persons, each person received \$1½ more than when there were 12. What sum was distributed?

(1) In a rotating lawn-sprinkler the water under pressure comes out of a jet at right angles to the axis of rotation. The momentum of the water is continually re-acting on the jet and throwing it backwards.

(2) Theoretically it will be $\frac{800}{8 \times 16}$ feet per second.

(3) The water at 20°, on account of being expanded by the greater heat, would be lighter and ascend, while the heavier water at the surface would take its place.

(4) To supply the shares of 2 additional persons, each of the 10 persons must give up \$1½, or \$15 in all. Therefore each one gets \$7½, or all get $12 \times \$7½ = \90 .

C. P. F.—(1) How may the distance between two objects be found when the angles formed at each of them by lines drawn to the other and to two given stations are known, the distance between the stations also being known.

(2) Of two parallel forces acting in opposite directions, the greater is 10 pounds, and acts at a distance of 8 inches from the resultant, which is 6 pounds; find the distance between the forces.

(3) A boat is moored in a stream by two ropes, one from each bank, and inclined to the direction of the current at angles of 30° and 45°. What is the ratio of the tension of the ropes?

(4) Given the vertical angle and the lengths of the two medians drawn from the extremities of the base, construct the triangle.

(1) Let PQYX be a quadrilateral. Let PQ be the two points and XY the stations, the distance between

them being known. Assume the distance $PQ = 1000$. Then with the angles at PQ known, it will be easy to find what XY will be equal to when $PQ = 1000$. Then state: As the length of XY thus found is to 1000, so is the given length of XY to the true length of PQ .

(2) As the greater force is 10 pounds and the resultant 6 pounds, the other force must be 4 pounds.

$$6 \times 8 = 4 \times X$$

$$X = 12$$

The other answer does not represent a state of equilibrium, and is therefore wrong.

(3) Let ABC represent the triangle of forces, AC the force of the stream, AB the tension on the rope making an angle of 45° with AC , and BC the tension of the rope making an angle of 30° . On AC let fall the perpendicular BD . Then if BD is assumed equal to 1, AB will be $\sqrt{2}$ and $BC = 2$. The ratio of forces therefore is $\sqrt{2} : 2$.

(4) Let M and N be the lengths of the medians, and Z the given angle.

Draw $DB = M$, and bisect DB in E . On EB draw a segment of a circle containing an angle equal to Z . Mark off $DG =$ one-third of DB .

From the centre G , with radius equal to one-third of N , cut the first circle in F . Join FG and produce it to C , making $GC = 2 GF$. Join CD and BF , and produce them to meet at A . Then ABC shall be the required triangle.

$DG = \frac{1}{3} DB$, and $DE = \frac{1}{2} DB$. Therefore $GE = \frac{1}{6} DB$, $DG = 2 GE$, and $CG = 2 GF$. Therefore FE is parallel to CA , and angle $CAB =$ angle $EFB =$ angle Z . And since EF is parallel to AC , and E is the middle point of BD , therefore F is the middle point of AB , and $AD = DC$, for each is double of FE .

One teacher writes: "We find that Mr. Brittain's Nature Lessons in the REVIEW are suggestive and helpful, but they call for a good deal of study on the part of the teacher as well as from the pupil." That is exactly the object that Mr. Brittain has in view in writing them. If he should tell the teacher, the teacher might tell the pupil; and that would not be teaching.

A Nova Scotian teacher offers a good suggestion: That the teachers who have made a specialty of agriculture and nature-study be allowed to visit several schools weekly, as the teacher of manual training now does, and teach one or two lessons in nature work and the sciences. Good results would certainly follow such a division of labor.

TRUMANVILLE, P. Q.—This is a sample of wheat which has come to Nova Scotia from Southern California. The grains

are being eaten by small, dark-colored, narrow beetles, about one-eighth of an inch in length, with their heads prolonged into a slender snout. What are they? Are they dangerous if allowed to spread? How should they be treated? Please answer in REVIEW, or otherwise.

It is a beetle, one of the *Coleoptera*, family *Rhyncophora* (snout-bearing beetles), or Weevils. This species is the Common Granary Weevil (*Calandra granaria*). It is very destructive to wheat in bins, and has caused the loss of many thousand dollars' worth of grain. If freely exposed to a temperature about zero for a few days, the beetle is killed. The best remedy is that vile smelling, most volatile liquid, bisulphide of carbon. The bin should be tight. One and a half pounds of carbon bisulphide will suffice for a ton under these circumstances. The liquid rapidly changes into a gas, a little heavier than air, and permeates every part of the bin, which should be carefully covered, and kills the beetle. If the weather is warm, so that the eggs hatch, the treatment should be repeated a few weeks later. The odor does not adhere to the grain. The gas is extremely explosive, so that no fire can be safely brought near any point to which the gas may reach.

What was Queen Victoria's family surname?

A valued correspondent writes: Your brief but excellent answer to the above question in your February number suggests a few other thoughts on that continually recurring subject. The question seems to imply that every person must have a fixed and legal family name, which is not true. Fixed family names did not come into general use in England until about the beginning of the sixteenth century; and the custom is not yet fully established in some of the countries of Europe. In Norway, for instance, Peter, whose father's name is Hans, may be called Peter Hanssen; his sons, Olaf and Lars, being known as Olaf Petersen and Lars Petersen, and his grandsons taking as their personal surnames Olafsen and Larsen. The famous Norwegian poetess, who died in 1716, Dørthe, daughter of Engelbrecht, dean of the cathedral of Bergen, had no family name. Although the widow of a famous writer, Ambrosius Hardenbech, she was known only by her baptismal name, with the addition of that of her father, Dørthe Engelbrechtsdatter. A similar use of surnames, (sirnames) formerly prevailed in England; varied, often in the case of the same person, by such other surnames (not sirnames), as Baker, Smith, Steward, etc., denoting trade or occupation; Milton, Kirby, etc., derived from localities; or names descriptive of some personal peculiarity, or some sign or emblem by which the person or his residence might be distinguished. These names gradually became fixed as family names. In Scotland, the

clan name was frequently adopted as a family name by men who had no other surname. Queen Victoria's ancestors, as ruling princes, having titles to distinguish them from others of the same baptismal name, had no need of either a personal or a family surname. The dynasty is sometimes called the House of Hanover; sometimes the House of Guelph. Either of these names may be called, in one sense, a family name; but neither Hanover or Guelph in this case is a surname, the former being merely the territorial title of King George I before his accession to the British throne, and the latter the name of a remote ancestor, the use of which is parallel to that in the phrase, "the house and lineage of David."

SCHOOL AND COLLEGE.

D. J. McLeod, LL. D., has resigned the superintendency of education in P. E. Island to go into business at Sydney, C. B.

The schoolhouse at Waverley, Halifax County, was burned accidentally about three weeks ago.

The trustees of Chester, N. S., are engaged in building a new schoolhouse to cost six or seven thousand dollars. Accommodations will be provided for manual training classes and also for laboratory work.

Principal A. D. Brown, of Bridgetown, N. S., who for seventeen years so efficiently filled the position of principal of the schools in that town, resigned at the end of the last school year. Principal Brown was very energetic and successful as a teacher, and commanded the respect of all with whom he came in contact. He is now engaged in mercantile business in the same town. Mr. Brown has been succeeded in the principalship of the Bridgetown schools by Mr. E. H. Cameron (Class A), of Yarmouth. Principal Cameron is proving to be a strong and successful teacher and an efficient principal.

The school at Kirkland, Carleton County, has secured a set of apparatus for teaching elementary science. Through the industry of Mr. W. Millen Crawford, the teacher, a suitable cabinet has been provided.

Miss Eunice D. Bartlett has procured for her school at Chamcook, Charlotte County, a good supply of apparatus and a set of common minerals.

Au Petit Rocher, le 18 Fevrier, M. Alphonse Turgeon, du *Courrier des Provinces Maritimes*, conduisait à l'autel Mlle Gertrude Boudreau, institutrice, et fille de M. Jérôme Boudreau autrefois inspecteur des écoles.

There are 118 students at the Sackville Ladies' College.

The vacancy in Alexandra school, Halifax, caused by the death of Miss Miller, has been filled by the appointment of G. K. Butler, M. A., Grade A classics and science, now principal of Guysboro Academy.

The Halifax School Board will investigate the defects of the Royal Readers now in use; also the cigarette evil, which is said to be increasing among school children.

Mr. D. P. Chisholm, for many years a teacher in the St. John, N. B., public schools, and lately a clerk in the office of the Trustees of Schools, died suddenly on the 4th of March.

Literary and Scientific Notes.

The announcement is made that a new publication, to be known as *School Science*, is to appear in Chicago in March under the editorship of C. E. Linebarger. Nine numbers a year, of 64 or more pages; subscription price \$2.00. The new journal aims to supply the need that for many years has been felt to exist for a magazine devoted to the interest of science teachers in secondary schools. The intention is to present the latest and best in methods and apparatus, to report news of interest to scientists, and to offer an opportunity for discussion and the interchange of experience.

Every one owning a bird will be interested in a book containing over 150 engravings and a lithographic plate showing all the different kinds of fancy canaries in their natural colors. It gives full information in regard to song and fancy canaries and how to breed them for profit. Hints on the treatment and breeding of all kinds of cage birds, with descriptions of their diseases and of the remedies needed to cure them. All about parrots and how to teach them to talk. Instructions for building and stocking an aviary. The most complete book of the kind ever published, irrespective of price. Mailed to any address on receipt of 15 cents by the "Associated Fanciers," 400 N. 3d St., Philadelphia, Pa.

One of the great movements in popular education is the rapid introduction of Nature Study. The Chautauqua Summer Schools have given a good deal of attention to this subject, but in 1901 will be peculiarly fortunate in securing the co-operation of the Nature Study Department of Cornell University, recognized as the leader in this movement.

The Proceedings of the Eighteenth Meeting of the Educational Institute of New Brunswick have just been published. The volume contains the papers and addresses delivered at the meeting held at Moncton in June last, and is an important addition to our educational literature.

The Bulletin of the Natural History Society of New Brunswick just issued is a most interesting record, of recent scientific work in that province.

We have received from Prof. Ernest S. Haycock, Acadia College, Wolfville, a pamphlet, "Records of Post-Triassic Changes in King's County, N. S.," reprinted from the Transactions of the Nova Scotia Institute of Natural Science. The paper which is illustrated by a map, drawings and plates from

photographs, is an interesting contribution, and the locality described, which includes Cape Blomidon, is of great geological importance.

We have received the following papers: On the Depression of the Freezing-Point in Aqueous Solutions of Electrolytes, by Professor J. G. MacGregor, Dalhousie College, Halifax; On the Relative Bulk of Weak Aqueous Solutions of Certain Sulphates, by Chas. M. Patea, B. Sc., Dalhousie College, Halifax; On the Variation of the Rigidity of Vulcanized India-rubber, with Tension, by Thos. C. Hebb, B. A., Dalhousie College, Halifax.

RECENT BOOKS.

A book written by one of our teachers who, at the Empire's call, volunteered for service in South Africa, should have a hearty reception.¹ Aside from that, it possesses merits which will appeal to the reader, although the author modestly disclaims any merit for his production beyond its truth. Mr. Russel C. Hubly was a member of the first contingent who volunteered for service in South Africa in the autumn of 1899, and is the son of Rev. A. M. Hubly, of Sussex. A sketch and portrait of the young soldier appeared in the REVIEW of November, 1899. The book is written in a vivid and attractive style, and is especially interesting for its character sketches and graphic incidents of the war. Of the former we quote the following:

"If you never saw long 'Joe,' then you have missed seeing what Nature can do. His full height left the six-foot mark behind, and if you stood him up against a wall he would show you where it left the plumb line. He was slightly built, but strong, and carried his rifle as though it were a wand. His long neck was ornamented by an Adam's apple, resembling a gable projection, and supported by a small head. His face was pleasing; but his moustache was the pride of the Company. Of a tar-and-oakum color, it projected far beyond his cheek on either side, and, when properly-waxed, became an ornament of great taste (and smell). He seldom swore, but looked at you with unutterable contempt. A thorough soldier he was, and knew it."

Sir John Bourinot has produced a useful and interesting work on "Canada Under British Rule."² It forms a part of the Series, edited by Dr. G. W. Prothero, designed to sketch the history of modern Europe with its chief colonies and conquests. It is a valuable and succinct history of Canada, tracing with excellent judgment, the growth of our political institutions, our commercial and industrial development, dwelling at particular points on our social and intellectual conditions. No one is in a better position to write this country's history. Possessed of mental endowments of the highest order, a wide grasp of past and present conditions of Canada, and the power to wield a brilliant pen, Sir John has accomplished his work in a manner creditable to himself and gratifying to the reader. Maps, bibliographical notes, and an appendix in which are compared the constitutions of Canada and the Australian Commonwealth, complete a volume of great importance and value.

¹ "G" COMPANY, OR EVERY-DAY LIFE OF THE R. C. R. Being a Descriptive Account of Typical Events in the Life of the First Canadian Contingent in South Africa. By Russel C. Hubly, formerly principal of Hampton Superior School. Paper; pages 109; price 25 cents. Publishers; J. & A. Mc-Millan, St. John, N. B.

² CANADA UNDER BRITISH RULE (1760-1900) by Sir John G. Bourinot, K. C. M. G., LL. D., Litt. D. With eight maps. Cloth. Pages 346. The Copp, Clark Co., publishers, Toronto.

The author of this book on Composition¹ has performed a great service in giving to the teacher and student a work that inspires to reading as well as writing. He has placed before the beginner models of stories, letters, description, narrative, argument, etc., selected from the best authors, inciting the student to think for himself and apply his powers to acquire a finished style.

¹ COMPOSITION FROM MODELS. By W. J. Alexander, Ph. D., and M. F. Libbey, B. A. Cloth. Pages 494. Price 75 cents. The Copp, Clark Co., publishers, Toronto.

MARCH MAGAZINES.

In the *Atlantic Monthly* J. W. Root treats of British Confederation, showing the methods of British Colonial management, their success, and how they succeeded when colonies were left to work out their own destiny. G. S. Hellman writes entertainingly of Animals in Literature; and Wm. Morton Payne reviews Three Centuries of American Literature in a notable resumé. An appropriate tribute to Queen Victoria closes a number of unusual excellence.... The Story of a Young Man is completed in the *March Ladies' Home Journal*, and the Successors of Mary the First presents new and extremely funny complications and vexations. A good share of space is devoted to Easter fashions in feminine attire, and there are articles on cooking, china painting, etc. ... Readers of the *Century* will be surprised to learn that the flight of the Empress Dowager from Peking did not occur till the city was actually in the hands of the "foreign devils." It was on August 15, that she, with the Emperor, Empress, and Heir Apparent, set forth, each in a separate cart, towards Tai-yuan-fu. Luella Miner, an American missionary, who describes this hegira, has drawn her information from a hitherto unpublished account written by a Chinese gentleman of high standing whose authority is unimpeachable. As a companion paper to this may be taken Bishop Potter's "Impressions of Japan," the third of his series on the East of To-day and To-morrow.... In *St. Nicholas*, Mrs. Josephine Peary, who has accompanied her husband on several of his Arctic expeditions, in an illustrated article entitled Ahnighito, tells of the infancy and early childhood of her own daughter, Marie, who was born within the Arctic Circle, and revisited her birthplace on Lieut. Peary's voyage after the monster meteorite he had discovered on an earlier trip. Capt. Charles D. Rhodes, U. S. A., tells "How Armies Talk to Each Other" with flags, heliographs and flash-lanterns.... In the weekly issue of *Littell's Living Age* of March, there is an article from the *Nineteenth Century* on Victoria the Good, and a strikingly suggestive paper from the *Fortnightly Review* entitled Will England Last the Century? The writer concludes that England's future greatness depends on her trade, and that cannot be kept "unless we intensify our education, quicken our application, harden our perseverance, and evoke a renaissance of the national spirit.".... A most notable series of illustrated articles on Russian Women is begun in the *March Chautauquan*. Isabel F. Hapgood, the well-known translator of Tolstoj, gives the first instalment describing the wonderful work of Russian women in education. The frontispiece of the magazine is a photograph of the late Queen Victoria, and the cover design is appropriate to the season.... The March number of the *Delineator* is admirably suited to the various needs of every woman. There is something in it of a practical character for every woman who has household cares or who

wishes to understand the tendency in modern styles. One of the most valuable articles is on *The Servants We Do Not Keep*, by Prof. Ellen H. Richards, of the Massachusetts Institute of Technology. This is a subject that should interest every woman who has troubles with the domestic problem. . . . Next fall there will be observed in England very extensively the thousandth anniversary of the death of King Alfred. A movement is also underway in America to participate in this celebration, and certainly Americans are equal sharers in what Sir Walter Besant calls "The Heritage of King Alfred." In an article with this title, printed in the March Magazine Number of the *Outlook*, Sir Walter pays an earnest tribute to the achievements of Alfred in establishing law, clearing the land of evil, and encouraging scholarship and the arts. (\$3 a year. The Outlook Company, 287 Fourth Avenue, New York).

. . . . The March *Canadian Magazine* is a memorial issue with several new pictures of the Queen, handsome plates of the new King and the new Queen, and other portraits and photographs of historical and present value. There are other articles in lighter vein. Every article, story and poem in the number is written by a Canadian.

STORY OF THE QUEEN.

Millions will require our "Life of the Queen," magnificently illustrated throughout and special engravings portraying lying in state, funeral processions, obsequies. All funeral ceremonies fully reported, also crowning ceremonies of King Edward VII, with appropriate illustrations. Agents in writing for illustrated circulars will save delay by enclosing 27 cents for Prospectus and full outfit. This refunded on first six copies. Biggest terms and same to all. Popular prices. Two styles bindings. Books on credit. Freight paid. Act immediately.

EARLE COMPANY, Limited, ST. JOHN, N. B.

Education Department, N. B.

OFFICIAL NOTICES.

The attention of School Trustees and Teachers is directed to the following Official Notices.

I. THE SCHOOL MANUAL 1901.

The new School Manual has been mailed to Secretaries of School Boards and teachers in all districts in which schools were in operation during the last term. Manuals will be sent on application to any teacher or school trustee who has not been supplied.

II. SCHOOL HOLIDAYS.

In addition to the holidays hitherto allowed by Regulation, the Monday and Tuesday following Easter, and the day observed as Labor Day, shall be reckoned as holidays in all public schools. In districts in which Labor Day is not publicly observed, the schools may be kept in operation as on other teaching days, and in any such case the school may be closed for the term one day earlier. His Honor the Lieutenant-Governor having proclaimed Saturday, February 2nd, as a public holiday, on account of the obsequies of her late Majesty Queen Victoria, the number of teaching days in the term ending June 30th, 1901, will thereby be reduced to 120 in country districts, and 119 in the City of St. John.—See Regulation 20.

III. EMPIRE DAY.

Thursday, May 23rd, is to be observed in all public schools as Empire Day.—See Regulation 47.

The recent death of our late beloved Queen renders it eminently fitting that Empire Day for the year 1901 shall be specially observed as VICTORIA MEMORIAL DAY. All the lessons and exercises of the schools on that day should have special reference to the progress of the Empire during the Victorian era; and to the gracious influences of the life and character of Victoria the Good upon the people of the British Empire, and of the world. Teachers are requested to consult with trustees in making careful preparation for the due observance of the day.

IV. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License.*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School Buildings, in St. John and Chatham, beginning on Tuesday, the 11th day of June, 1901.

The English Literature required for First Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in Select Poems, used in High Schools.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.*—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 2nd, 1901, at 9 o'clock a. m.

The requirements for the several classes will be found on pages 115 and 116 of the School Manual.

Candidates are required to give notice to the inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Leaving Examinations.*—Held at the same time and stations as the Entrance Examinations.

These Examinations are based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

The subjects for the Leaving Examinations shall consist of English Language, English Literature, History and Geography, Arithmetic and Book-keeping, Algebra, Geometry, Botany and Agriculture, with any two of the following: Physics, Chemistry, Physiology, Latin, Greek, French.—(Nine papers in all.)

(d) *Matriculation Examinations.*—Held at the same time and stations as the Entrance Examinations. The Matriculation Examinations are also based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

All candidates for Matriculation shall take the following subjects: Latin, Arithmetic and Algebra, Geometry, History and Geography, English Language, English Literature, Chemistry; also, either Greek or French and Natural History.

The attention of candidates for the Leaving Examinations is particularly directed to the changes made in the requirements. Hereafter the requirements for the Leaving Examinations will be equivalent to those of the Matriculation Examinations—both being based on the Syllabus for Grades IX, X and XI of the Grammar School Course, and so far as the subjects of the two examinations are common to both, the examination papers will be identical.

In case there are pupils in any of the High Schools or Grammar Schools who have been making preparation for the Leaving Examination on the Syllabus of former years, special arrangements will be made to meet their wishes, provided early application be made on their behalf.

All candidates for the Matriculation and Leaving Examinations must send in their applications to the inspector within whose inspectorate they propose to be examined, not later than the 24th day of May. A fee of two dollars must accompany each application. Forms of application may be obtained from the Inspectors or from the Education Office.

The English Literature Subjects for the Matriculation and Leaving Examinations will be the same as for the First Class Candidates at the Closing Examinations.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examinations.

The First Book of Caesar's Gallic War will be required in both cases. The Mathematical Paper will be based on Wentworth's Trigonometry and F. H. Stevens' Mensuration for Beginners.

(e) *High School Entrance Examinations.*—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 17th, at 9 o'clock, a. m. Under the provisions of Regulation 46, question papers will be provided by the department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

For further details in regard to the Departmental Examinations see School Manual, Regulations 31, 32, 45 and 46.

Education Office,

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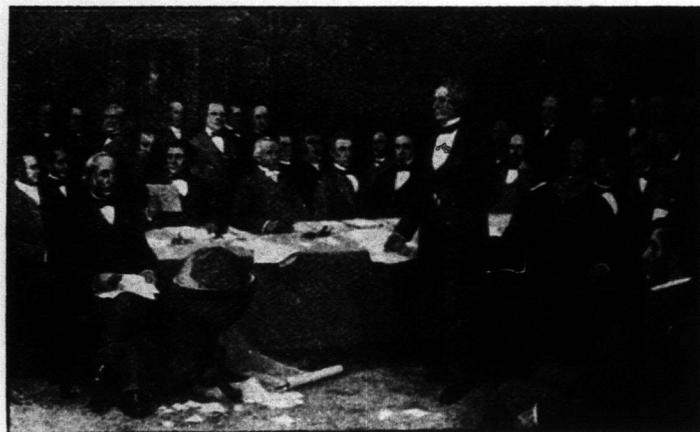
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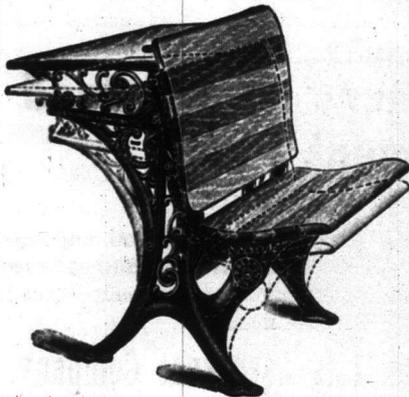
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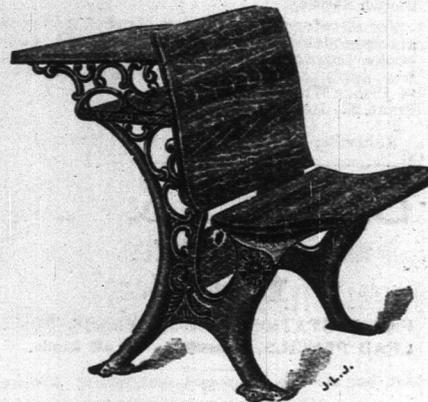
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