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THE EDUCATIONAL REVIEW

VOLUME XIV

... FROM ...

June 1, 1900, to June 1, 1901

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Editor for New Brunswick.

G. U. HAY, MANAGING EDITOR,
ST. JOHN, N. B.

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THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XIV. No. 1.

ST. JOHN, N. B., JUNE, 1900.

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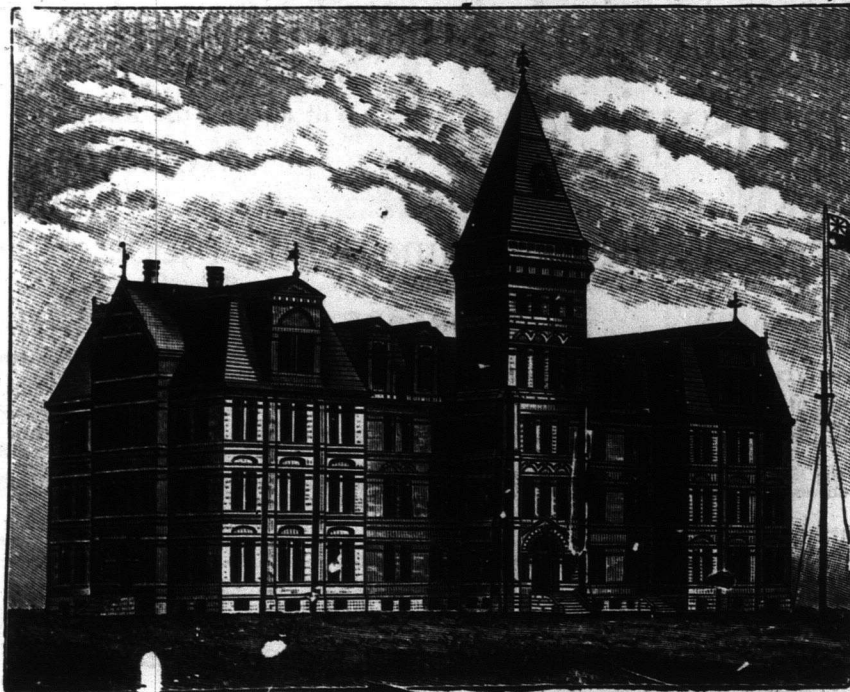
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ON

... Wednesday, June 27th, 1900 ...

PROGRAMME.

WEDNESDAY, JUNE 27.

- 10.30 a. m.—Meeting of Executive Committee.
- 1.30 p. m.—Enrolment, Report of Executive Committee, Election of Secretaries and Nominating Committee.
- 2.30 p. m.—Addresses by the Chief Superintendent of Education and Inspector Smith.
- 7.30 p. m.—Greetings from the Mayor of Moncton and the Chairman of the School Board. Address: "Rascals and Saints," by Dr. A. E. Winship, of Boston.

THURSDAY, JUNE 28.

- 8.30 a. m.—"Should the Normal School devote itself exclusively to Professional Work," by Principal Mullin. Discussion.
- 10.15 a. m.—"Ineffectiveness in Teaching," by H. S. Bridges, Ph. D. Discussion opened by Mr. Parlee, of St. John.
- 1.30 p. m.—"The Accompanist," by Dr. Winship.
- 2.30 p. m.—Election of Executive Committee and Representative to University Senate.

- 7.30 p. m.—Address by Prof. J. W. Robertson, Deputy Minister of Agriculture, followed by a *Conversazione*.

FRIDAY, JUNE 29.

COMMON SCHOOL SECTION.

- 8.30 a. m.—"Fröbel's Principles," by Mrs. A. L. Robinson. "Kindergarten Methods in Grades I and II," by Misses Stewart and Wathen. Discussion.
- 10.30 a. m.—"Professional Etiquette," by Misses Veazey and Young. Discussion.

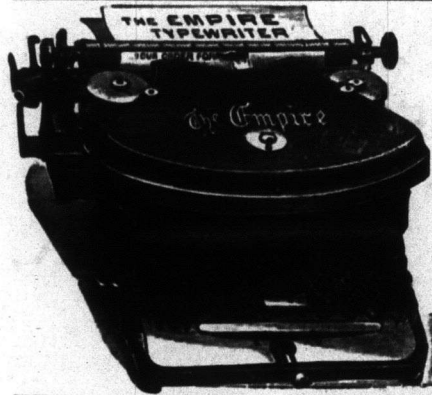
SECONDARY SCHOOLS SECTION (including the Normal School, Grammar, High and Superior Schools).

- 8.30 a. m.—"The Advantages of Free Secondary Education," by B. C. Foster, M.A. Discussion.
- 10.15 a. m.—"Book-Study and Nature-Study," by Mr. F. A. Good. Discussion.
- 1.30 p. m.—"Empire Day," by Inspector Mersereau. Discussion opened by F. P. Yorston, B. A.
- 2.45 p. m.—General and Unfinished Business.

N. B.—Teachers coming by rail should obtain from the Ticket Agent with each Ticket a Standard Certificate—duly filled in and signed—in order to secure reduced rates.

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G. U. HAY,
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A. McKAY,
Editor for Nova Scotia

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EDUCATIONAL REVIEW,
St. John, N. B.

No number of this paper will be published in July.

This number begins Volume XIV.

THE meeting of the N. B. Educational Institute at Moncton, on the last three days of June, promises to be one of great interest. The excellence of the programme found in another column, together with the facilities that Moncton possesses as a railway and educational centre, should draw one of the largest gatherings of teachers ever assembled in the province. Many of our foremost educational workers contribute to the programme, and the presence of Dr. Winship will add greatly to the interest of the proceedings.

AT the recent meeting of the Royal Society in Ottawa special reference was made in the report of progress for the year by the honorary secretary, Sir John Bourinot, and also in the annual address of the president, Dr. Clarke, to the work of two New Brunswick men in original investigation—Dr. Geo. F. Matthew and Dr. W. F. Ganong. Dr. Matthew's eminent services, not only to Canada but to the world, as a geologist, received a warm acknowledgment, as did also those of Dr. Ganong in his work on the physiography and history of the province of New Brunswick.

MR. F. A. PICKETT intends to open classes in drawing at the approaching session of the Summer School at Bear River, N. S. These classes will be conducted as far as possible in the open air in order to give the members of the school an opportunity for original and practical study. Mr. Pickett knows the needs of students of drawing, having been a successful teacher in the common schools. He has pursued a course in the Brooklyn, N. Y., Institute of Fine Arts, and holds high testimonials from Mr. Jos. H. Boston of that institution. Lately he has conducted classes in drawing at St. John, N. B., with gratifying success, his methods, as well as the spirit and interest with which he invests his work, producing excellent results.

HARVARD is leading off in the three years' college course. President Eliot says that "any young man of fair abilities can now procure the degree in three years without hurry and overwork if he wishes to do so, or if his parents wish him." If Harvard can afford to do this, others nearer to us might afford to give the option to those who have the ability and the "wish" to do the same thing.

IN Chicago teachers are said to be using such "advanced" methods that pupils fail to learn what they ought to know. Spelling is taught without a spelling book, grammar without a grammar, with the results that the children spell horribly and grieve cultured people by their barbarous use of the English language. Evidently common sense teaching is required even with "advanced" methods.

A Leader Gone.

In the death of Theodore Harding Rand, Canada has lost one of its foremost educational leaders—a gifted man, of earnest purpose, strong convictions, sterling Christian character, generous impulses, and possessed of a warm, loving heart. A man of affairs in the educational and literary world, he yet found time for the companionship of those who knew him well and who valued the rare intellectual and social gifts with which he was endowed. His strength of purpose when he had once adopted a line of action frequently provoked opposition in his early and middle life. His strong mind and rugged determination could not endure vacillation or temporizing. But, while he retained those rugged qualities in mature age, they were mellowed by a clearer vision of life, by his common-sense and sagacious instincts, and especially by the ardent affection of those who, attracted by his strong personality, became devotedly attached to him as each year brought added riches of mind and heart to him they delighted to call friend.

It is unnecessary here to speak of Dr. Rand's educational and literary work. The pages of the REVIEW have furnished that record. He frequently contributed to its columns; and his warm friendship and steady encouragement were always an inspiration to us, especially during the earlier years of the REVIEW's existence.

We tender our heartfelt sympathy to Mrs. Rand—the wife who watched with such jealous care the slender thread which for so many years wavered between life and death. Her's is a grief that may find consolation in duty faithfully done and nobly sustained.

"School Reform."

An article in the *Atlantic Monthly* for May on "School Reform," from the pen of Hugo Münsterberg, Professor of Psychology in Harvard, has attracted much attention in educational circles. The writer opens with a reference to the earnest but tiresome discussions in teachers' meetings on elective studies, and on the value to the teacher of child study, psychology and the theory of education. To give point and force to his subsequent arguments, he gives a most interesting account of his own education. He entered the gymnasium at the age of nine, after having been prepared in a private school. At fifteen he and his classmates would have passed with credit the entrance examination into Harvard. Three years later he was ready for the university. When leaving the gymnasium at the age of eighteen he was in scholarship the equal of the honor graduates of twenty-one of our best colleges.

But this was only a part of his work during these years of preparation. He spent three hours a day in the fresh air, walking and playing, swimming and skating. He practised one hour a day on the violoncello, wrote novels, attended clubs, played classical dramas with his companions, read original papers on art and literature, attended a debating society and private theatricals, made excursions into the country, took dancing lessons and was devoted to social duties. In addition to all this he pursued various hobbies,—botany for three years, electrical experiments for three years, Islamism and Arabic for some time, and then ethnology, all to be eventually abandoned for psychology. He intends by this recital to show that the course of study, by which the German student is as well prepared at eighteen to enter the university as the American student is at twenty-one to enter upon post-graduate work, cannot be over-crowded. He also points out that he was not allowed to omit or slight any part of his course for the sake of outside studies, in which for the time being he took especial delight. In his course there were no elective studies, such as some educationists favor.

He asserts that the German student is, in his studies, at least three years ahead of the American student. He tells us in what consists the superiority of the German school, which enables it, without over-burdening the student, to produce such results. 1. It makes no concession to individual likings or preferences. Specialization is deferred as long as possible. 2. The teachers know their subjects thoroughly and enthusiastically. Their enthusiasm is not damped by any questionings about educational values or theories. 3. Parents reinforce in their children a respect for the school, and fill the home atmosphere with belief in the duties of school life. The home and the school work in alliance.

Professor Münsterberg, although himself a psychologist, is unable to see that psychology has contributed anything to help the teacher. He says: "I have always found psychology silent as a sphinx when I came to her with the question of what we ought to do in the walks of practical life; . . . when I came to her about the good and the bad, seeking advice and help, she never vouchsafed me a word."

He considers that the characteristic tendency of the present day towards elective studies is most dangerous. The desire to adjust school work too soon to the final purposes of the individual in practical life defeats its own purpose; for it produces only a dwarfed specialist unfit for the large background of work which is common to all members of the social community. Besides, "who is able to say what a boy of twelve will need for his special life-work?" Where the elective system prevails,

however, it is not the needs of the later occupation that really determines the choice of subjects so much as the desire for ease through the adjustment of school to what appears for the time being to be the personal inclinations or natural desires; and it is just here that the viciousness of the elective system chiefly lies; by allowing the pupil to follow the lines of least resistance he is never stimulated to acquire higher interests and never develops the power to overcome resistance or to follow the path of duty, whether pleasant or not. "Election, which is more than a chance grasping, presupposes first of all acquaintance with the object of our choice. . . . The lower the level on which our choice is made the more external and misleading are the motives which direct it."

Prof. Münsterberg deprecates as useless the tendency to improve schools by a pedagogical psychological preparation of teachers. His teachers had no such preparation, nor does he think that they would have been in the least improved by it; on the contrary, "the analytic tendency of the psychological and pedagogical attitude is diametrically opposite to that practical attitude, full of tact and sympathy, which we must demand of the real teacher." Elective studies for pupils and psychopedagogical training for teachers are pseudo-reforms which blind the eyes of the public to the fact that the real need of our schools is "men, men, and again men,—without forbidding that some, not too many of them, shall be women," men and women with scholarly enthusiasm for the subjects which they are to teach. Herein lies the true reform,—not in pedagogy and elective studies. Those three years, which every American boy loses through the bad preparation of his teachers, represents a loss for the practical achievement in later life which cannot be compensated for by an early beginning of professional training through electives. It is a loss for the man, and an incomparable loss for the nation."

The arguments here so skilfully presented, illustrated as they are by his own personal experience, are calculated to affect profoundly many of our leading educationists. Yet we cannot help feeling that they are founded on an entire misconception of the actual conditions of the vast majority of our pupils, and are therefore radically wrong throughout. It is true that in order to have better schools we need more than anything else good teachers; but "good teachers" and "scholarly men" are by no means synonymous terms. Our colleges produce many learned men of whom but few, very few, are good teachers. We all know many good scholars who are very poor teachers. Pestalozzi and Froebel were not profound scholars, yet they revolutionized educational methods. Indeed it is doubtful

whether any of our greatest educationists were specially noted for their scholarly attainments. It is also true that education does not owe much to psychology; for psychology bears much the same relation to the true science of mind, yet to be discovered, that astrology bears to chemistry. But education does owe very much to the study of educational theories and to the critical observation of methods in well conducted schools. Else what is the meaning of all the normal schools in every civilized country,—notably in Germany? School inspectors bear uniform testimony to the superiority of teachers well trained and carefully selected in good normal schools. A teacher in Germany or England has no professional standing without such training.

Professor Münsterberg makes the very common mistake of allowing his judgment to be too much influenced by his own limited experience. A bright lad from a home of culture and comfort enters the gymnasium at the age of nine after careful preparation at a private school. He has teachers with whom the best methods have become traditional. He is stimulated by the presence of companions of like ability and opportunity. He is under no necessity of leaving school until he has completed his course. In these circumstances he probably does well to follow the prescribed course and defer specializing to as late a date as possible. But take a case like this, which applies to a large majority in the American schools: A boy has reached the age of fourteen or fifteen. His father tells him that he cannot afford to keep him in school more than two or three years longer, that he must after that enter an office. Will that boy not do well to give special attention to English, geography and commercial arithmetic? Or if he is to enter a machine-shop will he not elect mensuration, geometry and drawing? The common sense of the world has decided that in such cases the elective system must be allowed to prevail. Rigidly prescribed courses of study and deferred specialization are possible only for the select few, and not always best even for them.

Another point in regard to elective studies: Shall we adjust our course to the child's natural tastes and capabilities or shall we run counter to them? By all means we should endeavor wisely to adapt our instruction to the child. The best physical development is secured when the child is encouraged to play games in which he is interested, rather than in the formal training of the gymnasium. The battles of England are said to have been won on the cricket and foot-ball fields of the great schools. So likewise the greatest success and the best mental development may be expected from those studies in which the pupil is most interested, and

happily, by good management, interest in one subject may be made to awaken interest in another. But suppose that our American student can afford to prolong his studies. It is said that his German cousin is as good a scholar when leaving the gymnasium at eighteen as he himself when graduating at twenty-one. In some qualified sense this may be true, but how does it happen that Germans as a class do not show in the ordinary or higher walks of life any marked, or perhaps any, superiority to Americans or Britons?

The reader will find the best reply to Professor Münsterberg's pleasantly expressed fallacies in a book on "Educational Values," by Professor Hanus of the same university.

Summer School of Science.

The fourteenth session of the Summer School of Science will be held at Bear River, N. S., "the land of cherries," on July 26th to August 10th. No prettier spot or more pleasant selection could have been made for the school than that chosen for this year. The natural scenery, historical associations and opportunities for the study of the natural sciences combine to make this the ideal place for the meeting of the Summer School.

A varied and very full programme has been arranged for the evening meetings. Among those taking part will be Dr. Drummond, of Montreal; Prof. Watson, of Furman University, Greenville, South Carolina; Prof. Andrews, of Sackville University; Dr. Bailey, of the University of New Brunswick; Mr. Chipman and Mr. Sears, of the School of Horticulture; Miss Robinson, of St. John; Rev. Mr. Raymond, of St. John; Rev. Mr. Siddell, of Port Medway, N. S.; Mr. G. U. Hay, of the EDUCATIONAL REVIEW; R. R. McLeod, Esq., of Brookfield, N. S.; Dr. Reid, of Middleton, N. S.; and several others. This programme of evening meetings surpasses anything previously offered by the school.

There will be several excursions to points of interest, full details of which will be published later. Thirty-four (34) names of students have already been registered, and upwards of a hundred inquiries been received from all the Maritime Provinces, and several of the United States. These indications of interest are unprecedented in the history of the school so long before the date of opening. Everything points to this being the banner year in the school's history.

Intending members should write to W. E. Read, Local Secretary, Bear River, N. S., for information about board, and not delay; also to the Secretary, J. D. Seaman, Charlottetown, P. E. I., on any and all

matters in reference to the school on which they may desire information.

When purchasing ticket, do not neglect to ask the ticket agent for a standard certificate. Arrangements have been made for single return fares. Board at Bear River can be obtained at from \$3.00 to \$5.00 a week, and a fee of \$2.50 is charged for enrolment.

J. D. SEAMAN,
Sec.-Treas. Summer School of Science.

American Institute of Instruction.

The seventieth annual meeting of the American Institute of Instruction which is to be held in Halifax this summer (July 7th to 11th) promises to be an event of more than usual interest in our educational annals, and deserves a few words of notice and recommendation in our columns. In 1897, this old and influential organization of the educationists of the New England States introduced the innovation of holding their annual convention outside their own country. They came to Montreal, where the success of the experiment was so marked that they decided to come to Canada again, and have on this occasion chosen Halifax as their place of meeting this summer.

For the benefit of those of our readers who may not have seen the Institute's Bulletin containing the announcements of their meeting we publish the following programme:

SATURDAY EVENING at 8 o'clock in the Academy of Music, His Honor, Sir Malachy Bowes Daly, Lieut.-Governor of Nova Scotia, presiding.

Addresses of Welcome.—The Honorable George H. Murray, Premier of Nova Scotia; J. W. Longley, LL. D., Attorney General of Nova Scotia; His Grace Archbishop O'Brien; Dr. A. H. MacKay, Supt. of Education of the Province; His Worship, Mayor Hamilton, of Halifax.

Responses.—Hon. Mason S. Stone, President of the American Institute; Hon. John G. Foster, U. S. Consul-General at Halifax; Hon. W. W. Stetson, State Supt. of Education, Augusta, Maine.

MONDAY MORNING at 9.30, in Orpheus Hall.—Devotional Exercises; Music; Address, "The Common School as a Social Centre," Ossian H. Lang, Editor *N. Y. School Journal*; Address, "Hon. Charles D. Hine, State Supt. of Education, Conn.;" Address, J. R. Inch, LL. D., Chief Supt. of Education, New Brunswick.

MONDAY EVENING at 8 o'clock, Academy of Music.—Music; Address, "Rascals and Saints," A. E. Winship, Lit. D., Editor of *Journal of Education*.

TUESDAY MORNING, at 9.30, Orpheus Hall.—Devotional Exercises; Music; Address, "History as a Layman Sees It," Hon. Charles R. Corning, Member of Senate, Concord, N. H.; Address, "The Educational Needs of the Democracy," C. B. Gilbert, Supt. of Schools, Newark, N. J.

TUESDAY EVENING at 8 o'clock, Academy of Music.—Music; Address, "New Conditions Confronting the New Century," Rev. Josiah Strong, D. D.

WEDNESDAY MORNING at 9.30, Orpheus Hall.—Devotional Exercises; Music; Address, "The Personal Element in Teaching," A. W. Edson, Asst. Supt. Manhattan and Bronx, N. Y. City; Address, Dr. A. H. MacKay, Supt. of Education of Nova Scotia; Business; Adjournment.

Contact and friendly intercourse with these leading and representative men in the educational world cannot fail to have a good influence upon all of our own teachers who can avail themselves of the privilege of being present. Those who attended the meeting of our own Dominion Educational Association held in 1898, and who heard or read the addresses and the papers on that occasion will be interested in comparing these with those of a similar organization of our co-workers in the United States. The time of the meeting fits in well in the Nova Scotia teachers' summer calendar. The Teachers' and High School Examinations close on the 7th of July, on the evening of which day the American Institute holds its opening meeting in the Academy of Music.

Everybody likes to spend his holidays in the way which pleases him best. Holidays would not be holidays in the true sense of the term if we did not feel ourselves free to spend them as we pleased. We are disposed to resent advice as to how we shall spend our holidays even where this advice appears to be in accordance with our recognized interests. The Nova Scotian Council of Public Instruction, knowing this tendency and being anxious at the same time that as many of our teachers as possible should be present to receive the inspiration which contact with other minds is so powerful to impart, have announced that with the consent of trustees all teachers who spend the first week of their holidays in attending the meetings of the Institute may have an extra week's holidays. No better place can be imagined than Halifax for spending a week or more during the heat of summer. When we think of the grand opportunity which will be afforded for the happy combining of pleasure and instruction we feel safe in predicting that the coming convention will rival if not surpass in point of attendance and interest any previous educational gathering in Canada.

Any person may become a member of the Institute by paying a fee of \$1.00. All railway and steamship lines will no doubt give special rates to teachers attending the convention if they show necessary evidence of their having become members of the Institute.

It will be observed from the programme that all the afternoons are left free for excursions and sight-seeing. Arrangements as to board and lodging should be made beforehand. A list of the principal hotels, with rates and accommodations, and a list of desirable private boarding houses will be furnished to any one on application to Mr. A. McKay, supervisor of schools, Halifax. Having received this list it would be well to write and secure accommodations beforehand, as there are likely to be many visitors in Halifax at this time.

NATURE-STUDY — JUNE.

June is the month of blossoms, and leaves in all their freshness and vivid green, of long summer days, of bright sunshine. If you have a beautiful schoolroom with shade trees around, flowers in the windows, pictures on the walls, you can add to the beauty of all these by journeys to the near hedges and woods to get more into the spirit of this "leafy month." If you have bare and unsightly school surroundings, dusty roads or streets in view, there is all the more need to realize the beauties of the woods and fields, gather their treasures, study them with the children, and enjoy—and make them enjoy—to the fullest extent the glorious beauty of our country, seen at its best, and be proud of it. Don't you think that this is the natural sequence of Arbor and Empire days, with the lofty thoughts, noble ideas and generous impulses that you strove to impress upon the children then? Would not these impressions be false—to be plain, would it not be a *lie*—if, after learning beautiful sentiments about trees and flowers, and inspiring feelings of loyalty to country, we neglect to bring home to the children every day the reality of this beauty of nature, this love of country? They are quick to see the difference between mere outward show and rhymes that jingle to what is real and beautiful. To dignify this common every-day life with its often painful routine, to put the true in all our work, to build character by constant strivings to be and to do what is true, to let all the joy possible come into our daily life, to have faith in ourselves and in our country, especially the part of it we live in—this is a loyalty that is a reality. If we are living without this, if we confine our loyalty to patriotic odes and essays, to the waving of flags and the jingle of rhymes, we are teaching sham, and do not even touch the substance.

"But how can I find time for all this," says the already over-worked teacher, "to teach daily this love of country, love of home, to bring this beauty of meadow and forest into my school? We are preparing to close school, and the pitiless examiner is already in sight." Well, you *have* the time, and the opportunity is always present. Let every detail of work, on your part and that of your pupils, be honestly and carefully done. "But all this have I done from my youth up." Then you have done well, and there is no cause of complaint. But have you entered into the daily life of those children outside of books and school studies? Have you attempted to brighten their home life by leading them to the delights of good wholesome literature? Have you helped them to put joy into their daily tasks about the farm or household by encouraging them to

make pets of domestic animals and birds, teaching them kindness to all animals, and how delightful is the companionship of these when a bond of mutual love and trust is established? Have you shown them how useful certain birds and insects are to the farmer and householder; that others, though fewer, are injurious, and that the beneficial should be studied in order to distinguish them from the injurious? Have you encouraged them to make friends of the wild animals, and the birds of the forest and field, not to find sport (?) in stoning or killing them?

During a recent visit to the Dominion Experimental Farm, near Ottawa, nothing impressed me more than the feeling of pleasant companionship that exists between the birds and—the other people. Here is an incident that tells—more than a volume would—of how this is brought about. My wife was led to the nest of a chipping-sparrow in a bush in one of the most frequented parts of the grounds. Mother "Chippy" permitted the approach, close to the nest, and only when the branches were parted to get a nearer view did she fly, and then only to a branch a few feet away. Here with her mate she watched, with maternal pride, but with no apparent anxiety, the visitor inspecting the precious eggs. This done, a noiseless retreat was made to a vantage ground a few feet away, the bird returned to her nest, father "Chippy" resumed his vigil, and dismissed the delighted visitor with an easy nod of self-satisfaction.

And the day-laborers at the Farm seem to feel this companionship and that subtle influence of the beautiful trees and flowers about them. No discordant voices are heard; their language is in harmony with their surroundings. It is the refinement of an environment at once sympathetic and elevating. It recalls the period when "Nature first was fresh to men," those "days of old Amphion," who, as Tennyson tells us, played such strains that the trees got up and followed him, and all nature rejoiced in sympathy with the power of man.

"The birch-tree swang her fragrant hair,
The bramble cast her berry,
The gin within the juniper
Began to make him merry.

* * * * *
"And wasn't it a sight to see,
When, ere his song was ended,
Like some great landslip, tree by tree,
The country side descended."

Do we realize, fellow-teachers, the full meaning of this sympathy with nature? If we do, then is nature study easy.

G. U. H.

THE HEAVENS IN JUNE.

An eclipse, though not of the interest to us as was the eclipse of the sun in May, takes place this month.

The moon will suffer a partial darkening on the 12th, but as this occurs before the moon rises, it will not be visible to the people of this hemisphere.

On the 21st, Venus is in conjunction with Mercury in the western sky and furnishes a good opportunity for those who wish to see and study the appearance of the latter planet. It will be only two degrees distant from Venus, and the two should be easily visible an hour after sunset. This will be the last month to see Venus before its re-appearance as a morning star in early autumn. Mars is a morning star rising two hours earlier than the sun. Jupiter is the most conspicuous object in the southern sky, and, with the disappearance of Venus, will soon be supreme in the heavens. Its reflected light is in distinct contrast to the red star Antares which shines immediately below it. The satellites of Jupiter are easily seen through a field-glass, and it is an interesting sight to notice their different positions each evening. Saturn rises about 8 p. m. on the 15th of the month and is in opposition on the 23rd, a favorable opportunity to see its rings.

Some Questions on Macaulay's Life of the Younger Pitt.

1. Quote a dozen or so instances of Macaulay's preference of the *particular* to the *general*.
2. Write notes, explanatory, or illustrative, or judicial, on the passages quoted in 1.
3. What other peculiarities of Macaulay's style have you noticed? Give examples.
4. There are words, phrases, sentences and paragraphs here that have reminded readers of episodes in the Boer war, and in the diplomatic and other preliminaries which preceded it. Make a collection of these words and passages and comment on them.
5. Select and comment on any passages that seem to bear directly or indirectly on any other of the "burning questions" of the present day.
6. Make a list of the words whose pronunciation you had to look up. Mark the accent, and mark (and explain your marks) whatever else might be doubtful to one who did not hear you pronounce the words.
7. Quote some passages containing words or phrases which bothered you at first. Tell what you made out to be the meaning; and in the case of any specially interesting passage, tell how you worked your way to its meaning.
8. Repeat No. 6 for historical, literary and other allusions.
- * 9. Pitt lived during the time of Whigs and Tories. Which was he? How do you determine it? Which was Macaulay? How does he show it?

10. Select the twelve chief events in Pitt's life as set forth here, and assign to each of them its date and the age of Pitt at the time.

11. Compare the method of Pitt's education with that of your own.

12. How long was Pitt prime minister? Compare with the lengths of some other English premierships, and with Canadian.

13. Find from the text who were the other premiers of England from the time Pitt entered parliament until his death. What caused the fall of each?

14. Apart from the premiers, give names (from the text) of other leading members of each of the administrations mentioned in the last question.

15. Mention half-a-dozen of the most important questions (constitutional or otherwise) that Macaulay touches on here. Select one of them and write at large on it, showing what you know of the position taken by each party in regard to it, what you think of this position, and how you regard Macaulay's views on the matter.

16. Between October, 1899, and February, 1900, many Britons thought that our empire was in a more desperate strait than it had ever been in before. Show by reference to the state of affairs a hundred or so years ago that this was a mistake.

17. Compare the outlook of the British Empire as it was at the time of Pitt's birth with what it seemed to be at the time of his death.

18. Discuss Pitt as an orator, as a peace minister, as a war minister.

19. How does Macaulay show the advantages of parliamentary government? What are its disadvantages? What is parliamentary government?

20. What historical facts that you met with in this book, or what estimates of historical characters, or what anything else, seemed to be at variance with your previous historical knowledge?

A. CAMERON.

Yarmouth, N. S., May 1900.

For the REVIEW.

Birds and Poets.

Burroughs so entitles one of his essays, so suggestive as to differences in bird and plant life between Europe and America.

There is hardly a common bird which is an inhabitant of both continents.

Let us lay down this as a basis.

Yet, of course, the swallows, for instance, here and in Europe, have much the same habits. Without confusion of mind, one can think of America while reading of European autumn, when

"Gathering swallows twitter in the skies."

Passing to Shelley's rooks, however, we are no longer

in any sense at home. No Canadian bird is seen daily in such universal flocks,

"In silent multitudes."

Teachers should have open minds as to this, and admit facts, and force open the children's minds, if that is possible.

Fancy the opinion a Canadian child with an ear would have of Cowper declaring that our American blackbird—"jangled, out of tune and harsh"—has a

"Sweet-flowing ditt."

But if the child understands that Cowper's blackbird is his own robin—with a difference—he can understand too that the poet might well be charmed by that blackbird's melody.

Keats' red-breast whistles from a garden croft in autumn, as indeed that robin, Wordsworth reminds us, is wont to do.

But this does not suggest anything about our robin, at any season—that fine thrush, with a thrush's clear eye for worms and snails, a thrush's hurried run, and darting movements, such as would sweep away a fluttering robin over the sea.

There is an American "robin red-breast," says a book, *The Savage World*—told of in the "Babes of the Wood" (!), and hence loved by the [American] people (!!). Did you ever hear such science lying?

In the following manner the dead-heads reason:—

There is a robin in England. [By the way, the writer seems to think that sparrows, larks (Oh, French restaurants, less vile than we thought!), storks, (as if German rooks were not), nightingales, (birds of Athens), lived in England only].

There is also, moreover, a robin in America.

Or there are redbreasts in both.

Well, then, proceed. The poets of England have written of birds.

We read the poems here.

It is troublesome to learn and to comprehend that men and places differ.

Therefore they don't differ.

Therefore my dead head turns again to slumber.

I simply don't admit Europe—as Mr. Podsnap said he didn't admit America."

The very eyes of some people look at you set in their heads. They must be shaken into thinking, by knowing.

W. F. P. STOCKLEY.

Teacher—(to Johnny, who is apparently in deep reflection).—"What are you doing, Johnny?"

John—"I am thinking."

Teacher—"Well, stop your thinking and go to studying."

The New Canadian Geography.

To the Editor of the Educational Review:

DEAR SIR,—I have read with considerable interest the review in your May issue by Ad. Ram of the "New Canadian Geography," published by The W. J. Gage Co., Limited, of Toronto, and would ask a little space to supplement his observations. The reviewer's points are well taken, but there are many important defects in the book that he alludes to, but does not sufficiently emphasize. He is quite right in stating that "this book is an unhappy combination of two American geographies." It is written from an American standpoint, gives undue prominence to the United States, but very meagre attention to Great Britain, her colonies, and the rest of the world. While we admire the patriotism and loyalty of American authors, we do not believe in transplanting their sentiments into the growing minds of Canadian children.

The work is not in accord with approved pedagogical principles. In place of a logical selection of introductory lessons, leading gradually, step by step, from that which is familiar to every child, up to a full presentation of the subject, what do we find in this "New Canadian Geography!"

On page four it undertakes to teach beginners, through a puzzling diagram, "the world's ridge or primary highland of the world;" on page fifteen it discourses on "winds and eddying storms," giving diagrams of "general plan of the winds," and an illustrated "chart of the ocean currents." The succeeding page is taken up with "the Gulf Stream," the course of tides," etc., while page twenty-one treats of "the earth's orbit," "perihelion" and "aphelion." Page twenty-three gives a map of "heat belts and their seasons," with isothermal lines, while on page twenty-seven we find a "map of the moon." Surely no teacher in the Province of New Brunswick would introduce the subject of geography to a class of beginners in this way, and yet this book is offered for use in our public schools, and, according to its preface, is supposed to make geography instructive and developing. Such a presentation of scientific geography as is given on the first twenty-five pages of this book would discourage and disgust any class of beginners. The cart is veritably placed before the horse.

Compared with any modern public school geography in enlightened countries, this "New Canadian Geography" is abnormal, and far behind the needs of modern schools. It makes no condescension to the capacity of junior pupils, makes no attempt to throw human interest about the subject, especially in the very first stages.

It assumes that boys and girls will understand astronomy, physiography and mineralogy by native instinct and natural talent. It takes for granted that young pupils will be deeply interested in bald, abrupt statements of great facts gleaned from geology and physical geography, and throws upon the teacher the onus of making these dry statements possess any meaning to young scholars.

Easy, interesting lessons should be presented first, then those more difficult, and lastly the generalizations and difficult topics. But this geography grows easier as it proceeds. We find on page 100 simple map studies that any young child can follow, on page 177 simple exercises that beginners could easily do; but within the first twenty-five pages we are confronted with advanced topics that would demoralize and discourage any class of beginners.

It produces distraction and confusion by heaping up great quantities of pictorial illustrations in admired disorder. On the teacher is thrown the burden of selection, the burden of explanation, the struggle to bring order out of chaos. On the pupil is thrown the burden of distracting matter, a hundred vague suggestions and questions, with no guiding hint to rational answers.

An old Latin poet once observed, "The omen is in the beginning of things;" and every public school teacher who has tried his hand on junior pupils in geography will say that the old Roman hit the mark. A good beginning is more than half the battle, because after that the pupil can teach himself by reading almost any book. He has found the key to the riddle, and can unravel the mystery with ease. But if the mystery comes first, and the simplicities last, what can the unfortunate pupil do? Must he read this geography backwards, after the fashion of an old Hebrew manuscript?

The illustrations are profuse and occupy more than one-half the space of the book, but no educative use is made of them. They are inserted more with a view to embellishment than to illustration of the text. The photographs of a geographical museum will no doubt amuse children, but they will hardly pass muster for a well-arranged, helpful text-book in the twentieth century! It may be all right to administer sugar-coated pills, but it is absolutely essential that the pills shall conform to a scientific formula, and be something more than a quack medicine, an exaggerated reproduction of mediæval ideas. Any modern examination exposes educational quackery. The process is now reduced to a fine art, and no intelligent school teacher or school official will voluntarily use a text-book that flies in the face of modern inductive science.

I have already called attention to the puzzle of a map

showing "the world ridge," page four, with the East Indies, Australia and South America projecting on the sides outside the world circle. I would next ask attention to the map of Ontario, page eighty-nine, showing Nipissing, Algoma and Thunder Bay districts, in the lower right hand corner, on a scale about one-fourth that of the rest of the map.

This "crazy quilt" map shows to the child Lake Ontario to the north-west of Lake Superior, and twice its size. Again, on page ninety-six we find a map of our neighboring Province of Quebec, with a patch in the north-west corner showing the mouth of the St. Lawrence exactly north-west of the city of Quebec.

Every boy and girl using such patched-up maps will inevitably think that Lake Superior and Rainy River District lie south-east of Lake Ontario, and that the mouth of the St. Lawrence is north of Montreal.

All the explanations of the cleverest teacher cannot prevent such an absurd association in the minds of young pupils. The great mental law of association acts as continuously and forcibly as the law of gravitation. Proportion and accurate truth are essential features in a public school geography. MODERN METHODS.

For the REVIEW.]

Professor Wrong, of Toronto University, on History in Canadian Schools.

"The curriculum is defective. The history of Greece and of Rome to the Augustan age, and that of England and Canada, do not form a well-balanced course of historical study. It leaves untouched, almost, the great epochs of Continental Europe, and makes it possible [? *certain*, in New Brunswick] for a student to go up to the university having scarcely heard of St. Bernard, Charles V, Frederick the Great, or Mirabeau.

"In Canada, a part of the British Empire, pupils know nothing of other portions of the same Empire—India or Australia; and, as far as I can learn, the history of the United States is not taught in any Canadian school." (*American Historical Association Report*, 1898, p. 553.

Compare in the same report, On the Study of History in Schools (p. 466).

"It is essential that the common practice of neglecting Welsh, Scottish and Irish history should be abandoned in American schools, otherwise no idea is gained of the composite nature of the nation which has built up the British Empire, and spread abroad the knowledge of English institutions and the use of the English language."

W. F. P. S.

The University of New Brunswick,
Fredericton.

Letter from South Africa.

BLOEMFONTEIN, Orange Free State, }
April 9th, 1900. }

To the Editor *Educational Review*:

Since my last to the REVIEW, the R. C. R. has had wonderful experiences. We have marched through the Orange Free State from Gras Pan to Bloemfontein, and, as you know, been through two heavy engagements.

What we saw of the Cape Colony was uninviting. When we struck into the Orange Free State we gradually came into a rich agricultural country, although we saw nothing to compare with the fields of Canada. The farms are, as a general thing, from five to ten miles apart. The farmers seem to be satisfied with merely cultivating enough to support life. But as we neared Bloemfontein the farmers took on a better aspect, sometimes having very large fields under cultivation. We encamped about six miles from the city at the farm of the brother of President Steyn. The residence was beautiful, surrounded by fruit trees and gardens, and the usual pond of water.

The school buildings of the city would be a credit to any country. The buildings have all been appropriated as hospitals. I was through one college building and found it well equipped and elegantly finished with Mosaic flooring, and blackboards presenting a fine surface.

One thing noticeable is the beautiful flower gardens in front of the buildings. By the appearance of these the children must love and take care of their flower friends.

Wishing the REVIEW every success, I am,

Yours truly, R. C. HUBLY.

"A Significant Ignorance."

In the *May Century* President Thwing laments the ignorance of the Bible displayed by young people of both sexes. Ignorance of the Bible implies, if we look at nothing but its secular effects, ignorance of one of the most potent formative influences on the social and moral as well as the literary life of the people of Old and New England. The most sceptical cannot read Green's "Chapter on the Puritans" without acknowledging this. The same story reappears in a different setting in Fiske's "Beginnings of New England."

President Thwing placed the following questions before a Freshman class of thirty-four young men born in northern Ohio, and representing a great variety of sects and social conditions. The same questions were given a first-year class of fifty-one young women in a ladies'

college in the east. In this class twelve religious denominations were represented.

The students were asked to explain the following Biblical allusions taken from Tennyson. This test will appeal with singular force to teachers of English literature.*

1.	My sin was as a thorn Among the thorns that girt my brow.	25	38
2.	As manna on my wilderness.	23	39
3.	That God would move And strike the hard, hard rock, and thence Sweet in their utmost bitterness Would issue tears of penitence.	18	35
4.	Like that strange angel which of old Until the breaking of the light Wrestled with wandering Israel.	18	32
5.	Like Hezekiah's backward runs The shadow of my days.	2	6
6.	Joshua's moon in Ajalon.	8	15
7.	A heart as rough as Esau's hand.	15	25
8.	Gash thyself, priest, and honour thy brute Baal.	12	23
9.	Ruth among the fields of corn.	15	30
10.	Pharaoh's darkness.	16	21
11.	A Jonah's gourd Up in one night and due to sudden sun.	6	11
12.	Stiff as Lot's wife.	9	46
13.	Arimathæan Joseph.	11	26
14.	For I have flung thee pearls and find thee swine.	13	9
15.	Perhaps, like Him of Cana in Holy Writ, Our Arthur kept his best until the last.	10	26
16.	And marked me even as a Cain.	23	21
17.	The Church on Peter's rock.	9	21
18.	Let her eat it like the serpent and be driven out of her paradise.	12	39
19.	A whole Peter's sheet.	7	15
20.	The godless Jephtha vows his child To one cast of the dice.	10	19
21.	A Jacob's ladder falls.	23	31
22.	Follow Light and do the Right—for man Can half control his doom— Till you find the deathless Angel Seated in the vacant tomb.	16	24

Out of a possible 748 correct answers the men gave only 328 or 43 per cent. Out of a possible 1,122 correct answers the women gave 552 or 49 per cent. Only one girl answered every question correctly. The poorest paper given in by a girl gave correct answers to but two questions, those relating to Joseph of Arimathea and Jephtha's daughter.

Are our Canadian young people as ignorant of Bible history as President Thwing found the American?

W. C. M.

* The number of correct answers to each question given by the 34 men, 51 women, is indicated in the columns at the right.

"I was so tired one Friday morning I thought I could hardly get through the day," said a primary teacher; "but a dear little girl came up to me and said, 'Teacher, I am so sorry it is Friday,' and the tired feeling was lifted. I have been happy and cheerful all day long."

The Perry Pictures and The Perry Magazine.

The Perry Pictures have become an important part of school work. Used in picture study, geography, language, history and literature, they have brought new life into the work of the school, and have opened a new field of enjoyment to the children. While many of the fathers and mothers of the children now in school know little about art, the children, in many towns and cities throughout the country, are having their lives enriched and made more beautiful by these pictures. Published at one cent each in lots of twenty-five or more, they are within the reach of almost all. Any progressive teacher can bring at least a few of them into the lives of her pupils. Dr. G. Stanley Hall, President of Clark University, says: "I am glad to make an exception to my rule, to commend no school material, in favor of The Perry Pictures. I have been greatly interested in them from the first, and regard them as a very important addition to our school equipment. They should be in every school, not only in the larger cities, but in the smallest country districts."

The Perry Magazine teaches how to use pictures in school and home. In its pages appear many practical suggestions for the use of pictures in all the subjects above mentioned. Among its contributors are Sarah Louise Arnold, Dr. G. Stanley Hall, Henry T. Bailey, Irene Weir, James Frederick Hopkins, Arthur Royden, and many others. The Magazine also contains sketches of the lives of great artists and descriptions of their work. Every number is beautifully illustrated, and the pictures alone that appear in the magazine during the year would cost much more than the price of the magazine. For a limited time the publishers are making the extraordinary offer, under certain conditions, of one hundred of the Perry Pictures, the subscriber's own choice, and the magazine one year, monthly, except July and August, for \$1.50.

Recently I read in a teacher's paper the following statement, and I queried whether that teacher has no sisters in the other states; or are they less frank? They are not exactly the kind the children need. But in saying this, I am not asserting that there is any sin in wanting a silk petticoat.

"A year ago in California I remember hearing a bright young university graduate say, when some one asked her what she intended to do: "Oh, I shall teach, of course. I want to earn money for some of those lovely silk petticoats."—*Home and School Education*.

"States," not provinces, you will perceive, are named in the above. How happy we, to be exempt from such a dreadfully low motive!

For the Review.] **Some Significant Statistics of Secondary School Studies.**

The following statistics, which have appeared in the *Atlantic Monthly* and *N. Y. Educational Review*, were furnished to Mr. A. F. West by the U. S. Commissioner of Education. The number of students in public and private secondary schools in the United States, the number and percentage studying each subject, and the percentage of increase in each subject in eight years, are given:

	1889-90.		1894-95.		1897-98.		Percentage of increase in eight years.
	Number.	Per cent of Total.	Number.	Per cent of Total.	Number.	Per cent of Total.	
Total number of Secondary Students.....	297,894	.....	468,445	.....	554,814	.....	86
Number studying—							
Latin.....	100,144	33.62	205,906	43.76	274,203	49.44	174
History (other than U. S.).....	82,909	27.83	162,336	34.65	209,034	37.68	152
Geometry.....	59,781	20.07	114,813	24.51	147,515	26.59	147
Algebra.....	127,397	42.77	245,465	52.40	306,755	55.29	141
German.....	34,208	11.48	58,921	12.58	78,994	14.24	131
French.....	28,032	9.41	45,746	9.77	58,165	10.45	107
Greek.....	12,869	4.32	22,159	4.73	24,994	4.50	94
Physics.....	63,644	21.36	103,768	22.15	113,650	20.48	79
Chemistry.....	28,665	9.32	43,607	9.31	47,448	8.55	65
Trigonometry.....			15,243	3.25	15,719	2.83	.....
Astronomy.....			24,690	5.27	24,443	4.40	.....
Phys. Geography.....			105,124	22.44	139,982	24.33	.....
Geology.....			25,066	5.52	25,857	4.66	.....
Physiology.....			131,304	28.03	162,990	29.38	.....
Psychology.....			15,667	3.35	20,198	3.64	.....
Rhetoric.....			146,672	31.31	195,848	35.30	.....
English Literature.....					215,810	38.90	.....
Civics.....					118,807	21.49	.....

The staples of the secondary school course are, English (including rhetoric) taken by 411,658, or 74.20 per cent of total; Algebra taken by 306,755, or 55.29 per cent; Latin by 274,203, or 49.44 per cent; History by 209,034, or 37.68 per cent. The greatest relative increase is shown in Latin, 172 per cent; History, 152 per cent, and Mathematics. Even Greek has increased more than the number of students. The percentage of increase for Greek is 94, and for total number of students is 86. What about the "passing of the classics?" M.

The Geographic Board of Canada.

In 1885 the Royal Geographical Society of England published a series of rules for the orthography of geographical names. These rules received the approval of the Foreign, Colonial and India offices, the Admiralty, and the War Office.

The United States adopted rules which are practically identical with the British system; and the rules approved by France and Germany are based on the same general principles.

In 1890 the "United States Board on Geographic Names" was created, and the order contains the following provisions, viz: "To this Board shall be referred all unsettled questions concerning geographic names, which arise in the department, and the decisions of the Board are to be accepted by these departments as the standard authority in such matters."

In 1897, 18th December, an order in Council was approved by His Excellency, the Governor General of Canada, constituting the "Geographic Board of Canada." It consisted of one member for each of the departments of the interior, the Geological Survey, Railways and Canals, Post Office and Marine and Fisheries, appointed by the Minister of the Department, of the Surveyor-General of Dominion Lands, of an officer of the Department of the Interior, and of others appointed by orders in Council.

It is provided "that all questions concerning geographic names in the dominion which arise in the departments of the public service be referred to the Board; that all departments be directed to accept and use in their publications the names and orthography adopted by the Board; and that the members of the Board shall serve without compensation."

Centennial of the University of New Brunswick.

The most notable educational event in Canada during the past month has been the Centennial of the University of New Brunswick which was celebrated at Fredericton during the last three days of May. It proved to be no ordinary occasion. Every one could recognize, that in Canada at least, the centennial of an institution of the higher learning was noteworthy; but few could have anticipated that the college and its friends would rise so admirably to the opportunity. Plans were carefully laid and preparations were going on for months. The general secretary, Mr. Hedley Bridges, to whom more than to any other the success was due, toiled early and late at all the tedious and distasteful details which had to be considered and provided for. But when the time of preparation was over and the day of the centennial dawned, there were many things left abrupt, as John Locke would say, and the hearts of those who were responsible were ready to melt within them for fear. There were those who were inclined to criticise the programme as too long and too ambitious, and Mr. Foster, our distinguished alumnus, gave expression to what had been a general fear, that the result would have been a melancholy fizzle. But the result was a splendid success.

To this success many causes contributed. First, and perhaps most important of all, was the gorgeous weather which continued through every day of the celebration. Spring had been backward, and the few days of warmth just before the celebration, had barely brought the trees out into a mist of green. The result was that the visitor saw everything through magic eyes and entered with a spring enthusiasm into the spirit of the celebration.

The second cause, one which must have been a revelation to the outsider, was the wonderful display of university spirit. One felt that all these distinguished delegates from distinguished universities held out the hand of fellowship and brotherhood to the little sister college which has done so well, but so obscurely, the work which it was erected to do. There was no trace of condescension in their attitude. They were, if anything, too complimentary to the University of New Brunswick, but after making every allowance for the language of compliment inevitable on such an occasion, it was evident that the University of New Brunswick, however humble might be its sphere, was recognized by the great colleges as fruitful in its day and generation. A prophet has no honour in his own country, and the people of the province have been inclined to treat their

own college as if it were not deserving of honour. But the people of his own country begin to honour the prophet so soon as they hear the praise of him from the people of other countries; and it has been so in this case. The University, by means of the centennial, has achieved a place in the respect and the affections of the province it never had before. For a week at least, the people felt proud of the University and it should be the earnest endeavor of the University authorities to see that they justify this pride and retain it.

The one grand outcome of the whole has been that an attack on the University has become impossible. It came out so clearly that the history of the Province and the history of the University are one; and that the prosperity of the University is indissolubly bound up with the prosperity of the Province. Dr. Inch and Dr. Harrison and Mr. Hazen all sought to emphasize this fact, that the University of the Loyalists was still among us and was doing its appointed work. Unless, therefore, the Province is to be false to its own history, the University will remain the heart and soul of the Province.

It is needless to describe in detail the course of the proceedings. The programme and the proceedings were published in every newspaper, and those who are interested have already read descriptions. The feature of the proceedings were the addresses by the delegates. Much appealed to the pride of the eyes, and the gorgeous dresses of the doctors and the varied colours of the hoods, gave a touch of picturesqueness to the proceedings such as has perhaps never been witnessed in Canada. But the feature was the presence of the delegates. Mr. Foster is credited with saying that nowhere in Canada had such a distinguished academic assembly been gathered together, and those who had the privilege to hear the addresses enjoyed the opportunity of a lifetime. The speeches which stand out were those of Dr. Tyler of Cornell, and Professor Macdonald of Bowdoin—the latter a masterpiece of political exposition—those of Dr. Peterson of McGill with its quiet friendliness and perfect balance, and of Mr. deSoyres with its delicious subacid flavor. There were others who spoke well, and it would be invidious to single out any names. The best speaking, as was natural, came from the great alumnus of the University. Mr. Foster has a great reputation as a debater and political speaker, but on this occasion he struck and sustained the highest note of all, which, if a man cannot strike, he fails of the highest in oratory. But on two occasions Mr. Foster did it. In his alumni oration there were some fine passages of high and noble eloquence which will not soon be forgotten; and in his brief eulogy of Dr. Rand,

whose death added a tragic seriousness to the great day, he spoke in words which no man who has a soul can ever forget. It was a noble eulogy of a noble life; and for such many a man would be ready to die.

DEGREES CONFERRED.

Bachelors of Engineering—J. Austin Sweeney, Fredericton; Lyon McKenzie, Campbellton.

Bachelors of Arts—W. H. Clawson, St. John; W. H. Harrison, St. John; G. Fred McNally, Queensbury, York Co.; G. C. Crawford, Sussex; F. P. Burden, Bear Island, York Co.; W. L. Estabrook, Marysville; F. O. Erb, St. John; J. B. Champion, Gibson; Lena A. Sherwood, Sussex; A. Hamilton McKee, Fredericton.

Master of Engineering—Wm. Harrison, Fredericton.
Masters of Arts—Rev. T. W. Street, Bathurst; Martha MacIntosh, Kingsclear; Rev. W. C. Keirstead, Hartland; Arthur H. Shea, St. John.

Bachelors of Civil Law—Alex. W. Macrae, St. John; Chas. Appleby, Woodstock.

The degree of Ph. D. *ad eundem* was conferred on Prof. Scott, of the University staff, and that of LL. D. *in absentia* on Rev. Geo. S. Milligan, of St. John's, Newfoundland.

HONORARY DEGREES.

The honorary degree of LL. D. was conferred by Chancellor Harrison upon the following named gentlemen:

Prof. J. G. Adami, Cambridge, England; Principal A. Anderson, Charlottetown; A. B. Atherton, M. D., Fredericton; Prof. W. W. Bailey, Providence, R. I.; Dr. Wm. Bayard, St. John; Hon. F. Borden, Ottawa; Rev. John Burwash, Toronto; Rev. George C. Chase, Lewiston, Me.; Prof. William Crocket, Quebec; Rev. J. deSoyres, St. John; Rev. Canon DeVeber, St. John; W. P. Dole, St. John; Prof. S. W. Dyde, Kingston; Premier H. R. Emmerson, Dorchester; Rev. Prof. Falconer, Halifax; Rev. John Forrest, Halifax; Rev. James Fowler, Kingston; Rev. D. J. Fraser, St. John; Prof. Calvin Goodspeed, Toronto; Rev. Dr. Hackett, Montreal; Prof. E. W. Hall, Waterville, Me.; Pres. A. W. Harris, Orono, Me.; Prof. Alex. Johnson, Montreal; Rev. Abbe La Flamme, Quebec; Mr. Justice Landry, Dorchester; Rev. T. C. S. Macklem, Toronto; Lieut.-Governor McClelan, Riverside; Prof. William McDonald, Brunswick, Me.; Mr. Justice McLeod, St. John; Mr. D. J. McLeod, Chief Superintendent of Education, P. E. I.; Rev. R. A. Parrock, Lennoxville, P. Q.; Very Rev. Dean Partridge, Fredericton; Dr. W. Peterson, Montreal; Rev. Canon Roberts, Fredericton; Rev. Canon Sheraton, Toronto; Rev. S. H. Synnott, Ithaca, N. Y.; Rev. Alex. McD. Thompson, Antigonish; Dr. Boyle Travers, St. John; Chief Justice Tuck, St. John; Prof. M. C. Tyler, Ithaca, N. Y.; Prof. L. E. Wortman, Wolfville.

Dalhousie's Convocation.

The most interesting feature of the Convocation was the conferring of the honorary degree of LL. D. on Prof. John Johnson. For thirty years Prof. Johnson labored

for Dalhousie. His work was of that quiet but effective kind that accomplishes so much but is so seldom observed. To him, more than to any one, does Dalhousie owe that ideal of hard work, thorough, exact scholarship that has given her what little reputation she possesses. To his early students Prof. Johnston appeared to be Rhadamanthine in his justice. Later students saw the generous side of the teacher. In the nineties no one's appearance in the football field evoked so much enthusiasm as Prof. Johnson's.

The degree of M. A. was conferred on Jas. Barnes, Roy Davis, Finlay H. Mackintosh; M. L. on Alma Hobrecker.

The following degrees were conferred:

Bachelor of Arts.—Ethel A. Fleming, Nora K. MacKay, Catherine F. Mair, Edith M. Read, Ruth Simpson. J. A. Benoit, J. S. Bentley, A. R. Cunningham, W. A. Cunningham, E. Douglas, W. O. Farquharson, J. A. Fisher, T. C. Hebb, M. M. Johnstone, H. A. Kent, M. S. Macdonald, W. S. Macdonald, P. D. Mackintosh, D. W. Mackenzie, D. H. McKinnon, E. A. Macleod, J. W. G. Morrison, C. A. Myers, E. H. Ramsay, J. Rankine, D. C. Ross, J. S. Ross, A. G. Spencer, C. A. Thomson, J. W. Weldon, P. J. Worsley.

Bachelor of Letters.—Jules Marie Lanos.

Bachelor of Science.—Elizabeth H. Stewart, B. C. Anderson, D. M. Campbell, C. M. Patea.

Bachelor of Laws.—H. A. Allison, B. A., (Mt. All.), W. A. Begg, A. L. Davison, A. B., (Acad.), D. Jardine, B. A., (Mt. All.), W. L. Hall, A. B., (Acad.), J. W. Maddin, W. J. A. O'Hearn, G. F. Pearson, P. Briefni Ternan.

Doctor of Medicine and Master of Surgery.—Winifred B. Braine, W. A. Dymond, Victoria S. Ernst, A. E. Forbes, L. J. Giovanetti, J. W. Pennington, N. Pratt, J. Reynolds, J. A. C. Rodgerson, B. A., (Dal.), F. W. Taylor.

Diplomas of Honours were presented to the following:

Classics.—*High Honours*.—W. S. Macdonald, C. A. Thomson.
Honours.—M. M. S. Johnstone, E. A. Macleod.

Pure and Applied Mathematics.—*High Honours*.—B. C. Anderson. *Honours*.—D. M. Campbell, Edith M. Read, D. W. Mackenzie, J. A. Benoit.

Mathematics and Physics.—*High Honours*.—C. M. Patea, T. C. Hebb.

Philosophy.—*High Honours*.—M. S. Macdonald.

Chemistry and Chemical Physics.—*Honours*.—Elizabeth H. Stewart.

Diplomas of General Distinction were given as follows:

Great Distinction.—H. A. Kent, E. H. Ramsay, C. A. Myers.
Distinction.—J. W. Weldon, J. S. Bentley.

Of the graduates six were born in Prince Edward Island, four in New Brunswick, one in West Indies, one in France and the rest in Nova Scotia.

The following Entrance Scholarships were awarded:

JUNIOR.

Mackenzie Bursary.—G. S. Stairs.

Professors' Scholarship.—J. R. Mellish.

Sir Wm. Young Scholarship.—A. E. Davis.

Sir Wm. Young Scholarship.—A. R. McCleave.

SENIOR.

Professors' Scholarship.—G. H. Sedgewick.
Sir Wm. Young Scholarship.—G. H. Ross.

The nomination to 1851 Exhibition Science Research Scholarship was given James Barnes, B. A.

The winners of prizes and medals were :

Waverley Prize Mathematics.—J. F. Rielly.
North British Society Bursary, (General Proficiency), 2nd Year.—A. C. Johnson.
Dr. N. E. MacKay Prize (Chemistry).—I. C. Mackie and Mary A. O'Brien.
Cameron Prize (Zoology).—not yet awarded.
Frank Simson Prize (Chemistry and Materia Medica).—E. B. Roach and L. Thomas.
Avery Prize (General Proficiency).—H. A. Kent.
Sir Wm. Young Gold Medal—C. M. Pasea.
University Medals.—W. S. Macdonald, C. A. Thomson.
Dr. Lindsay's Gold Medal (Primary M. D. C. M.).—S. A. Fulton.
Dr. Farrell's Gold Medal (Final M. D. C. M.).—J. A. C. Rodgeron, B. A., (Dal.)

Addresses were given by Dr. MacMechan and Principal Pollok, D. D. (Glasgow).

Mount Allison University Convocation.

The Convocation Exercises were held in Lingley Hall, on the 29th ult. The Hall, as usual, was crowded and the audience embraced a large number of Alumni and other friends of the University from all parts of the Maritime Provinces. The President of the University, Dr. Allison, reported a year of very comfortable and effective work, notwithstanding the dislocation of residential machinery caused by the calamitous fire of June last. The students for the year, like the ancient Israelites, have been dwelling in tabernacles, but at the opening of the incoming year would return to a place of fixed and durable abode. He pronounced the new residence the most elegant and comfortable students' dormitory in Canada. The friends of the University had never stood by it more firmly than in the day of its calamity, and were enthusiastic as to its future. In his brief address to the graduating class he called attention to the fact that the class, like Mount Allison classes generally, indicated that the work and influence of the University were altogether independent of mere provincial lines. If Mount Allison did nothing else it brought together in ennobling association and honorable rivalry a goodly representation of the bright youth of all our fair Maritime country.

The following degrees were conferred :

B. A.—Raymond Smith Baker, Petitediac, N. B.; William Alexander Black, Pugwash, N. S.; Frederick William Dobson, Halifax, N. S.; Lewis Johnson Folkins, Moncton, N. B.; Mary Hale, Hamilton, Bermuda; Wm. Lloyd Lodge, Charlottetown,

P. E. I.: Viola Emma Mader, Shubenacadie, N. S.; Annie Allison Maxwell, St. John, N. B.; George Fletcher Mitchell, Grand Pre, N. S.; Stephen Wright Pascoe, Petitediac, N. B.; Maude Pettit, Simeoe, Ont.; Henry Clarence Rice, Milltown, N. B.; John Robert Kingsley Seller, Southampton, N. S.; George Percy Smith, Shediac, N. B.; Chas. William Squires, Baie du Nord, Nfld.; Maude Louise Trenholm, Fort Lawrence, Nova Scotia.

M. A. (*in course*).—Clement C. Avard, B. A., Sackville, N. B.; Levi Curtis, B. A., St. John's, Nfld.; John A. Smith, B. A., Windsor, N. S.; Edgar Wood, B. A., Honolulu, Hawaii.

D. C. L. (*honoris causa*).—Hon. Albert S. White, M. A., Sussex, N. B.

D. D. (*honoris causa*).—Rev. Stephen F. Huestis, Halifax, N. S.; Rev. John Read, St. John, N. B.

An incident of interest not on the programme was the presentation to the University of documents of great historic value. The collection, in addition to some manuscripts, contained six letters of John Wesley the founder of Methodism; ten letters of Dr. C ke, the first bishop of the Methodist Church in the United States; two by Rev. Wm. Black, in the Maritime Provinces, and a number from other men of equal fame. They were formally presented to the University by the Rev. Dr. Lathern, President of the Board of Regents on behalf of Miss Celia Black, and Mrs. (Dr.) Parker, of Halifax, into whose possession they had come as part of the estate of the late M. P. Black, Esq. The collection will be placed in the manuscript department of the College library. It has been sought after by representatives of educational institutions and historical societies in the United States, but is formally conceded to have reached the proper custodianship.

After the formal convocation exercises were concluded, excellent addresses were delivered by the recipients of honorary degrees. The Hon. Dr. White received a very warm welcome and spoke admirably. His address was flavored with reminiscent allusions to his undergraduate days at Mount Allison, but its substance was a eulogy of his *alma mater's* work, an indication of the higher learning, whether maintained by state support and under state authority, or by denominational and individual philanthropy. The remarks of the new doctors of divinity were brief, but interesting and appropriate.

The meeting of the Alumni Society held prior to the convocation was attended by unusually large numbers.

The following officers for the year were elected :

President, Jas. M. Palmer; Vice-Presidents, First, Rev. S. Howard; Second, Rev. J. Sellar; Third, Miss J. Thomas; Sec'y-Treasurer, Prof. W. M. Tweedie; Council, Drs. Borden, Smith, Paisley, Prof. Hunton, Miss Lathern; Representatives on Board of Regents, Rev. Wm. Dobson, C. W. Robinson, M. P. P.

The banquet of the Society was held in the dining room of the Ladies' Academy, on the evening of the

28th ult, and was attended by about 350 guests. The post-prandial speeches were of a high order, that of the Hon. Mr. McKeown being especially noteworthy.

The collateral anniversaries, those of the Academy and the Ladies' College, were of the usual attractive character. The former, under the able principalship of Mr. J. M. Palmer, has had a very successful year; the latter, quoting the words of Prin. Borden, has been equally prosperous: The past year has been the best, or at least one of the best, of the fifteen years during which I have been connected with the school. Dr. Burwash, whom we are all delighted to see back again at Mount Allison, said to me the other day: "When we take into consideration all the departments of your Ladies' College, your literary staff, supplemented by the classes of the University; your Conservatory of Music, with its high standards and able teachers; your fine arts department, with its magnificent gallery and strong staff with an R. C. A. of continental reputation at its head, in my judgment there is no school in Canada devoted to female education so well equipped."

Acadia University.

The Educational Institutions at Wolfville have just completed one of the most successful years in their history. Gratifying progress has been made in all lines of work and the outlook for the future is bright.

HORTON ACADEMY,

the oldest of the three institutions, gives promise of increased usefulness under the energetic management of Principal Brittain. Besides being an important feeder to the college, it supplies a sound practical education for young men who do not intend taking a college course. The Manual Training department has been carried on with vigor. Future expansion will probably be largely along the line of practical science. Sixty students were enrolled during the year. Twenty availed themselves of the advantages of the Manual Training School. The matriculating class numbered fifteen.

ACADIA SEMINARY.

The number in attendance at the Ladies' Seminary, during the year, was 139, of which number 89 were in regular classes. Fifteen young ladies were graduated at the close of the year—ten in the classical course, four in piano and one in voice. Two certificates in piano were granted and one post graduate certificate.

Principal MacDonald has made a most favorable impression. The year has been a prosperous one and an increase is looked for next year.

ACADIA COLLEGE.

The year's enrolment in the college was 148, surpassing all previous records. This number was divided according to classes as follows: Seniors, 28; Juniors,

38; Sophomores, 36; Freshmen, 46. The year has been one of earnest study and exceptionally wholesome life. During the year, Dr. Sawyer was called on to pass through a deep bereavement in the loss of his wife. He has, however, carried his work through and has given a short course in Pedagogy. This work is to be continued next year and will furnish special advantages to prospective teachers.

At the Annual Commencement the degree of B. A. was conferred on the following candidates:

Ryland McGregor Archibald, Truro, N. S.; Austin Fred-eric Bill, Lockeport, N. S.; Edward Herbert Cameron, Yarmouth, N. S.; Frank L. Cann, Yarmouth, N. S.; Arthur Haliburton Chipman, Kentville, N. S.; Annie Sophia Clark, Bay View, P. E. I.; Horace Greely Colpitts, Elgin, N. B.; Elizabeth Shaw Colwell, St. John, N. B.; George Leslie Dickson, Truro, N. S.; Louis M. Duval, St. John, N. B.; William Henry Dyas, Parrsboro, N. S.; Emerson Loran Franklin, Wolfville, N. S.; John Alexander Glendinning, Moncton, N. B.; Laurie Longley Harrison, Maccan, N. S.; James Austin Huntley, Economy, N. S.; John Cecil Jones, Wolfville, N. S.; Harris Locke Kempton, Milton, N. S.; Robie Stewart Leonard, Paradise, N. S.; William Everett McNeill, Montague, P. E. I.; Chalmers Jack Mersereau, Doaktown, N. B.; Vernon Laurie Miller, Bear River, N. S.; Sheldon Samuel Poole, Yarmouth, N. S.; Edgar Nelson Rhodes, Amherst, N. S.; Cheslie Alvah Clarence Richardson, Sydney, N. S.; Rowland R. Sanford, Wolfville, N. S.; Fred. Burgess Starr, Wolfville, N. S.; Enoch Crosley Stubbert, Beverley, Mass.; Harold Freeman Tufts, Wolfville, N. S.

The following received the M. A. degree:

A. J. Archibald, Lyman M. Denton, Elias W. Kelly, Ida E. McLeod, Bessie M. McNally, Charles R. McNally, Alfred H. C. Morse, Charles W. Slipp.

Honorary degrees were conferred as follows:

D. C. L.—Prof. J. F. Tufts, Wolfville, N. S.
D.D.—Rev. J. W. Manning, St. John, N. B.; Rev. Joseph Henry Saunders, Ohio, Yarmouth.
M. A.—Chas. F. Myers, M. D., New York; Rev. John Clark, Westchester.

The Associated Alumni met on Wednesday, June 6th, and elected the following officers: President, Rev. G. R. White, Hantsport; Vice-president, Prof. Frank Haley, Wolfville; Secretary-treasurer, Rev. W. N. Hutchings; Executive Committee, Rev. C. W. Corey, E. D. King, I. B. Oakes, W. C. Goucher.

The Alumni nominations for representatives on the Senate were: G. U. Hay, Rev. R. O. Morse and J. F. L. Parsons.

The Rev. Dr. Trotter delivered the address to the graduating class, taking as his subject, Success in Life. He held that the true conception of life is service; and he has found true success who has discovered God's purposes and becomes His co-worker. This was the key-note of an inspiring address which could not fail to make a deep impression on the minds of all who heard it.

On Wednesday evening a brilliant conversation and afterwards a celebration of the capture of Pretoria on the campus brought the exercises to a happy close.

CURRENT EVENTS.

The relief of Mafeking, the occupation of Pretoria, and the hope of an early ending of the terrible war in South Africa, have been the cause of great rejoicings throughout the British Empire.

The relief of Mafeking, after a long and weary siege of seven months, was accomplished on the 17th of May. Mafeking is a town on the Bechuana border, a thousand miles by rail from Cape Town, and a hundred and fifty miles west of Pretoria. Its investment by the Boers began three days after their declaration of war, and lasted 214 days. Its defence, as an exploit of arms, ranks with those of Lucknow and Delhi, as among the most glorious in British history; and the display of enthusiasm with which it was greeted in London was greater even than that which greeted the relief of Ladysmith. Colonel (now Major-General) Baden-Powell, who, with a small garrison of colonial troops, thus held an open town against superior force, is the hero of the hour. One of his earliest messages after the relief was addressed to Sir Wilfrid Laurier, and contained an expression of gratitude for the assistance rendered by the Canadian Artillery in relieving Mafeking.

Quickly following the news of the relief of Mafeking came the announcement that the advance from Bloemfontein to Pretoria had begun. Kroonstad was soon reached, and occupied without the opposition that was expected. On the 27th Lord Roberts crossed the Vaal and entered the territory of the South African Republic. Johannesburg (Yo-hann-es-burg), the centre of the gold fields, and the commercial metropolis of the Transvaal, was entered on the 5th of June. The advancing forces met with almost continuous opposition after crossing the Vaal; but both Johannesburg and Pretoria were surrendered without defence. President Kruger and his forces have retired to the eastward, where they may make a final stand in the mountainous regions near the boundary line of Portuguese territory, or may disperse and keep up for a time an annoying guerilla warfare.

The Orange Free State, more correctly called the Orange River Free State, was formally annexed to the British possessions on the 28th of May, and will henceforth be known as the Orange River Colony. This state began its independent existence in 1854. The first white settlers were Boers (farmers or herdsmen) from Cape Colony, seeking pasture for their flocks; who established themselves north of the Orange River in 1854. They were followed, eleven or twelve years later, by large bodies of Boer immigrants, who left Cape Colony to get beyond British laws. One of the chief grievances of these people was the abolition of slavery; which, they thought, unjustly deprived them of valuable human property. In 1848, to put an end to the collisions between the Boers and the natives, the district was annexed to the British empire under the name of the Orange River British Sovereignty. Thereupon some of the Boers took up arms under Pretorius (in whose honor the town of Pretoria was named), and an expedition had to be sent to subdue them. A later expedition, in 1852, subdued the Basutos; and in 1854 the British resolved to withdraw from the territory,

leaving it with an organized government, and so the Orange Free State was constituted.

The Transvaal, or South African Republic, has a somewhat similar history. Boer settlers crossed the Vaal in the Great Trek, as the migration of 1836 is called; and formed an independent state in 1852. Opposition was shown to the coming of English traders, because they treated the natives fairly, and to the missionaries, because they preached universal equality, the law of the country declaring that there shall be "no equality of persons of color with the white inhabitants either in state or church." The Boer leaders quarrelled amongst themselves, and anarchy prevailed. In 1877, at the request of some of the inhabitants, the British annexed and quieted the district; but the hostile Boer rose in arms, and four years later the republic was restored.

A scheme of federation with the British colonies was favored by a majority of the inhabitants of both states; but Kruger successfully opposed it, and prepared for the present war, hoping to bring about the union of South Africa under his own government, instead of under British rule. It is not surprising that his people are now indignant at the rumor of his fleeing and leaving them to their fate.

Just as one war seems about to end, another threatens. The China question is now considered graver than anything happening or likely to happen in South Africa.

The Boxers, (a very free translation of the Chinese name of a powerful society opposed to foreigners) are murdering European and native Christians, and are believed to be secretly encouraged by the Chinese government. The immediate cause of the outbreak is said to be the action of certain German and Belgian engineers, who are constructing railways across the most densely populated part of the country, and show little regard for the rights of property. The Boxers, if this be true, are organized to resist and avenge the destruction of their crops and dwellings; and that their malice extends to all foreigners can be well understood by any person who knows how Chinamen are regarded in some of our western cities. Shocking massacres have occurred in the province of Pechili, not far from Peking and Tien-tsin. British, French, German and Italian marines have been landed at Tien-tsin, on the Pei Ho; and the commander of the United States warships has landed men at the Teku forts, at the mouth of the same river. Russia, France, Great Britain, Italy, Japan and the United States have taken the precaution of sending guards from the fleets to protect their legations at Peking, and reinforcements are called for. In the outlying districts the Boxer movement is spreading unchecked. The total damage done to the railways is estimated at \$5,000,000.

Masampo, a seaport in Korea, has been occupied by Russia as a naval station. This increases the ill feeling between Russia and Japan, and may lead to open hostilities.

It is said that there is better Gaelic and better Scotch spoken in Canada than there is in Scotland.

Among the interesting articles on view in the Paris

exhibition is a silk made from the web of an enormous spider found in Madagascar. The product is of a bright golden color, and much finer than that of the silk worm.

Gen. Hernandez, the leader of the revolution in Venezuela, is captured, and it is considered that the revolution is now at an end.

Rains have fallen in India. Some months must elapse before the awful effects of the long continued drought will disappear, and the famine and plague stricken people be again self-supporting. Nearly six million people are now receiving relief.

Dawson, the principal town in the Klondike region, can now be reached by telegraph from Skagway, the nearest port.

Hawaii has been made a territory of the United States, and the territorial government will be organized this month.

The United States government has been asked to send more troops to the Phillipines where a guerilla warfare is still going on with no immediate prospect of bringing the Filipinos to submission.

Turkey has not yet complied with the demand of the United States for indemnity for the destruction of mission buildings during the Armenian riots, and several American warships are to be sent to Turkish waters.

Germany is reported to have seized a large tract of land claimed by the Congo Free State, on the upper waters of the Congo.

The residents of Fox Bay, Anticosti, expelled by M. Menier, the owner of the land, are to be settled in the Northwest, on land given to them by the government.

For the first time on record, the Czar of Russia invited the members of the British embassy to dinner on the Queen's birthday.

It is reported that Koomassie has been relieved, and the situation in West Africa is much improved. The safety of the new province of Nigeria was threatened by the Ashanti trouble.

An organized effort is being made to convene delegates from all the labor associations of Great Britain, Canada and the United States on the next anniversary of Washington's birthday, for the purpose of promoting more friendly relations between the two great branches of the English speaking people.

The first steps have been taken looking to the organization of a national negro party in the United States. This is but one of many indications of the increasing gravity of the result of race hatred in that country. Here a negro has full civil rights and social privileges. In some parts of the United States special laws are made to apply to him, excluding him from the society of white people; and in several states efforts are being made to find some legal way of excluding the great body of the negro population from the franchise on an educational test, without at the same time disfranchising uneducated whites. It has been proposed by a Canadian of African descent that negroes should be

encouraged to emigrate from the United States to British East Africa, and there build up a new province, in which they could live on equal terms with white people, and enjoy, under the protection of the British flag, equal rights and equal laws.

The rebel forces in the United States of Colombia are advancing upon the city of Panama. They have warned investors in the Panama Canal not to pay the existing government for canal privileges, as the insurgents, if they come into power, will not recognize such concessions.

A line of automobile cars is to compete with the street railways in Chicago.

Dullman, Walsh and Nolan, the three men charged with an attempt to blow up a lock on the Welland Canal, have been convicted and sentenced to imprisonment for life. This is a prompt and satisfactory ending of the first dynamite case in Canada. The prisoners had come to Canada, as agents, it is alleged, of a secret society, for the purpose of destroying the canal; and if they had been successful it would have caused loss of life and of much property. The only motive for the crime seems to have been to injure Canada for sending soldiers to South Africa; but the Boers were not the instigators of the plot.

Writing Foreign Letters.

I have spoken in these columns before, about the pupils in our American schools exchanging letters with the pupils of schools in foreign countries. I see, by our exchanges, that this practice seems to be growing in certain quarters. It seems to me that it is a practice to be encouraged earnestly. The advantages are many; it will arouse a friendly spirit between young people widely separated; it will be a source of information that will be both useful and highly entertaining; it will foster careful attention to the writing of real letters, a matter which needs vastly more attention than it receives in most of our schools. A description of scenes, or customs, or people in Scotland, or Switzerland, or Canada, written by the young people on the ground will have vastly more interest to the pupils in any of our schools than a much more finished description found in any book.

Were I a teacher in any of our schools of almost any grade, I would at once take efficient steps to have my pupils enter into active correspondence with the young people in the schools of one or more foreign countries; correspondence with schools in our eastern, southern or Pacific states might serve the same purpose. There is time before the close of the present school year to open such a correspondence.—*School and Home Education.*

The best thing which the grammar school or the high school does for a student is not the knowledge gained, but it is the character impressed, the motives aroused, the purposes lifted, and these results are derived primarily from the teacher himself.—*Dr. Thwing.*

BUSY WORK.

One excellent teacher has a question box in which any child can place any question he pleases, signing his name. The questions are read each day and the children answer impromptu all for which they are prepared, and take the others home to search for the answers. It is one of the best exercises, judged by its results.—*Am. Primary Teacher.*

HOW TO MAKE SPELLING INTERESTING.

With a little ingenuity and thought it is possible to make the spelling lesson interesting as well as useful. For example, select a number of words connected by meaning, derivation and association, especially the latter. Suppose the subject of this lesson were *regiment*.

Write the word on the blackboard, and under it arrange in columns the name of the various units in a regiment, as:

Colonel (commander of the regiment).
Lieutenant-Colonel ("in place of" the colonel).
Major ("greater" than a captain).
Captain (*cp.* "centurion," commander of a company).
Lieutenant (Fr. lieu = in place of; tenant = holding; *cp.* "tenant" and "householder." Holds power "in place of" captain).
Sergeant-Major (the "greater" or chief sergeant).
Sergeant.
Corporal (officer over smallest bodies of men).
Bugler, Private, Recruit.

These words should be carefully discussed and explained and the pupils questioned upon them, before they are learned. When they have been mastered let the children write a composition about some famous regiment or describe some battle involving the use of these terms. In this way the words are associated in the pupils' minds as parts of an intelligible whole and will be both learned more easily and remembered longer.—*N. E. Journal of Education.*

SPELLING ON THE FARM.—Plow, harrow, cultivator, seed-drill, separator, thresher, roller, reaper, binder, mower, scythe, sickle, hay-rake, hay-rack, wagon, buggy, sleigh, hoe, shovel, barn, stable, manger, stall, bin, mow, curry-comb, windmill, tank, trough, silo, ensilage, dairy, aerator, fallow, meadow, swamp, pasture, garden, orchard, fowl yard, poultry, cattle, kine, swine, ewe, lambkin, manure, stubble, sward, arable, fertile, barren, soil, loam, clayey, sandy, gravel.—*Wisconsin Journal of Education.*

BLACKBOARD EXERCISE.—Have drawn on the blackboard the leaves of all the familiar trees. Let one pupil after another select a leaf and tell its story. Let him describe the tree, its shape, its color, its character; how and when it buds, blossoms, and fruits; name different

kinds of same species, etc. Let much of the pupil's description be from his own observation, the rest from his previous tree study.

A successful teacher told of a course of exercises she is using as a part of her Friday afternoon programme. The scholars voted for some animal about which they would like to talk the following Friday. When this was decided, two or three pupils were assigned to bring information on special topics, as habits, locality, where found, etc. The rest of the school were to gather additional items of interest, pictures or striking anecdotes.—*Primary Education.*

PRIMARY COMPOSITION EXERCISE—THE TREE.

What is a tree? (plant). What is the lowest part of the tree? (roots). What grow from the trunk? (branches). What grow from the branches? (leaves). What do some of the flowers produce? (fruit). What kind of trees are firs and pines? (evergreens). What kind of a tree is the oak? (wide-spreading tree). What kind of tree is the cherry tree? (fruit tree). Which tree do the children love best? (Christmas tree). Write the exercise.—*DeGarmo's Language Lessons.*

A Lesson in Courtesy.

"A point upon which I am strenuous," remarked a man who is the father of two little lads both under ten, "is that my boys shall invariably, when in conversation, repeat the name of the person whom they may be addressing. 'Yes, Mrs. Jones,' 'No, Mr. Smith,' 'Good morning, Miss Helen'—this formula goes on indefinitely with them. I train them to do this, not so much because of the courtesy and good form of the practice as because of my keen sense of the commercial value of the habit to them in later life. 'A handicap of my business life has been my inability to recall names, and it is one that I think might have been prevented if I had been carefully trained in my childhood. A quick and subtle compliment is conveyed in addressing a person promptly by name.—*New York Post.*

We commend every word of this to the attention of teachers and parents, especially "because of the courtesy and good form of the practice." One hears "Yes," "No," "What?" "What d'ye say?" etc., spoken in abrupt tones from children to their elders until the nerves fairly tingle. What an atmosphere of genuine warmth and courtesy would help to surround us if this rule would prevail!

I find the REVIEW a splendid medium by which to keep in touch with my fellow-workers. M. G. D.

I thank you for the able manner in which the REVIEW is edited and for the pleasure its perusal has given. T. R.

SCHOOL AND COLLEGE.

Miss Marion Wathen, graduate of Dartmouth, N. S., Kindergarten Training School, and who is now teaching in Milford, N. B., has been appointed director of the Charlottetown kindergarten, one of the best equipped kindergartens in the Dominion.

On May 11, the pupils of the public school, Gondola Point, Kings county, N. B., under the direction of their teacher, Miss Maggie M. Pickles, and assisted by many kind friends, held a very successful entertainment and pie social. The sum of \$37.40 was realized which will be used to purchase a flag, chemical apparatus, etc.

Mr. Marshall Maxwell has resigned his position in the St. Andrews, N. B., schools to take a course at McGill University in electrical engineering.

The death of Miss Margaret Stothart, recently a teacher in the Victoria School, St. John, was heard with regret by a large circle of friends. Miss Stothart was a faithful and conscientious teacher, the sincerity and uprightness of whose life was an inspiration to her pupils who will remember her with gratitude and affection.

Forty volumes have recently been added to the Elgin, Albert County, school library, of which Mr. B. P. Steeves, B. A., is the principal. Like every other well-equipped library, it has subscribed for the REVIEW Supplementary Readings in Canadian History.

The trustees of District No. 2, Nelson, N. B., having enlarged the schoolhouse and ceiled and painted the walls, did not feel able to erect a flag-pole and buy a flag for Empire Day. They were quite willing but lacked the means. But where there is a will there is a way. The energetic teacher, Miss A. Maud Menzies, assisted by the trustees, gave a school entertainment on the evening of Friday, May 18th, at which about \$28 was realized. Next day orders were given for a 40-foot flag-pole and a five-yard Dominion flag. Long may it wave! both as an emblem of the loyalty of the district and of their enterprise and spirit. Miss Menzies is an excellent teacher and spares no pains to promote the welfare of her pupils. She is ably supported by a very efficient secretary to trustees, Mr. Geo. A. Flett, who takes time from a large and extending business to help all he can in educational matters.

Residents of Blackville, N. B., have been much disturbed over the report that the trustees intended to build a new schoolhouse on the old site. Inspector Mersereau held an informal meeting on May 15th, to discuss this question of location. It is now said that the trustees have chosen the highest, driest and best location in the village and that the Inspector has given his sanction to it. But this does not please those who wish the school at their doors. John L. Murray, Esq., of Doaktown, has been awarded the contract.

On Arbor Day, May 18th last, our "Beaver" Naturalist Club met at Upham, Kings County, N. B. After roll-call, answered by quotations, we had the minutes read by the secretary and they were approved. Then it was proposed that the secretary write to John W. Spencer, Cornell University, Ithaca, for the series of Nature Leaflets. Next we had compositions read about the maple, apple and other trees of the forest, and sang two Arbor Day songs and "Soldiers of

the Queen." After this we played ball and games till tea-time; after tea we went home, having had an agreeable afternoon. COM.

Mr. Frank Allen, M. A., who during the absence of Mr. Oulton at McGill University, conducted his classes in science in the high school, Moncton, N. B., has, since leaving the high school, been pursuing a post-graduate course in physics and mathematics at Cornell University. His many friends will be pleased to learn that he has had a very successful career. Last Christmas he secured a valuable Scholarship in the University and has also been awarded for the following year a fellowship in physics, which is donated by President White of the University. It is worth \$500 in cash and other valuable privileges. Mr. Allen has also been requested by Prof. Nichols, of the Physics Department of Cornell, to read an original paper in Physiological Optics before the American Association for the Advancement of Science which meets in New York during the latter part of June.—*Moncton Transcript*.

Ex-Principal David Soloan of the New Glasgow High School has been appointed to the Principalship of the Normal School, Truro. Mr. Soloan is admirably fitted for the position, both by his natural gifts and by a long course of successful teaching and training in different institutions both at home and abroad. He is broad-minded, free from petty prejudices and narrowness, and is altogether a man of whom we all may be proud.—*Enterprise, New Glasgow*.

A very successful institute of the French Acadian teachers of Clare and Argyle, Digby County, N. S., was held at Church Point, on the 17th and 18th of May. The programme consisted of a series of papers and discussions upon them, which must have proved of the greatest advantage to the teachers present. Rev. J. J. Sullivan was president of this, the first institute of Acadian French teachers held in Digby, and discharged the duties of his position with much grace and tact. Dr. A. H. MacKay, Superintendent of Education, took a lively interest in the proceedings, and gave an eloquent address at the public meeting. Addresses were also given by Hon. H. A. Comeau, M. P. P., Rev. Péré Dagnaud, Prin. J. P. Connolly, of the Clare Academy, and others.

RECENT BOOKS.

Two additions¹ to Siepmann's Elementary French Series are before me. They contain the characteristic appendices of the Siepmann Series in addition to the usual notes, vocabularies and lists of irregular verbs. The first is a story of adventure from the pen of Charles Normand. The scene is laid in Peru. The Incas take advantage of the absence of the Spanish troops and rise in rebellion. The story is sure to interest all lovers of adventure. The second story is by the brother of Alphonse Daudet. Its scene is laid in a wild and rocky corner of France, near Corsica, once the stronghold of marauding bands of Moors.

Heaths² have included in their Modern Language Series Tales from the Carpathians, by the Poet Queen of Roumania, better known by the nom de plume "Carmen Sylva." These charming tales, five in number, were first written in German and then translated into Roumanian. They are well-suited for beginners. Dr. Bernhardt's editing has smoothed the way

¹ L'ÉMERAUDE DES INCAS. By Charles Normand. Edited by Aston Binns. Pp. XVIII, 156. Macmillan & Co., London. Price 2s. Toronto: Copp, Clark & Co.

LA TOUR DES MAURES. By E. Daudet. Edited by A. H. Wall. Pp. XVIII, 134, and map. Macmillan & Co., London. Price 2s. Toronto: Copp, Clark & Co.

² CARMEN SYLVA'S *Aus meinem Königreich*. Edited by Dr. Wm. Bernhardt. Pp. VII, 132. Price 30 cents; Gautier's *Jettatura*. Edited by Dr. Schinz. Pp. VII, 143. Price 35 cents. D. C. Heath & Co., Boston.

with notes and vocabulary. Gautier's *La Jettatura* is intended for advanced students in French. An interesting introduction explains the nature of the superstitious belief in the Jettatura or spell which was supposed to be cast over one person by another. Interesting references to the mystery of the belief are made. The editor remarks that the belief is based on a true phenomenon. He cites hypnotism as an illustration.

In the copy before me a curious slip has occurred. Pages 50, 51, 54, and 55 are blanks.

The plan of the Empire Series of readers¹ published by the MacKinlay Bros., of Halifax, is a simple and natural one. Their prime object is to create an interest in all available topics in which children are interested, such as occur in their conversation at home and at play, and to use these with apt illustrations as the foundation of an easy and natural course of reading. The success of the readers can easily be foretold when one opens the books and watches the charming simplicity and naturalness which attends each step. Both editors and publishers are to be congratulated on the admirable way in which the work has been done.

We have received from the Secretary of the Dominion Educational Association, (Mr. A. McKay, Supervisor of Schools, Halifax) the Report² of the Third Convention of this Association, held in Halifax in 1898. It is a well-printed, well-bound, carefully-indexed volume of 450 pages. Unavoidable delay has been caused in the appearance of the Report by the loss of several papers, failure of authors to return proof-sheets promptly, etc., etc. Mr. McKay very pertinently advises that in future similar delay be prevented by giving the Secretary three copies of each paper—type-written, where possible—and by allowing the Secretary himself to correct the proof-sheets. We would recommend in addition the appointment of an assistant to aid in the collecting and editing of such a large store of materials. The Report, however, loses none of its interest by being a little late in coming out. Those who were present at the Convention will be interested in reviving their memories of what was said and done in this third great parliament of Canadian teachers, while those who were not present will find that it is no ephemeral interest which attaches to many of the very able and interesting papers prepared for that occasion, covering as they do almost all phases of work in such a wide field of educational subjects—School Inspection, Normal and Training Schools, Elementary Schools, including Kindergarten, Higher Education, and Industrial Education.

This volume should not only be placed in all school and college libraries where it may serve as a permanent record in the annals of educational thought and progress in Canada: it should be read—some of the papers will bear close study—by every thoughtful teacher in the Dominion. We have received the report too late to permit of our entering at any length in the present issue into the nature of the contents. Even in the short space of two years which have elapsed since these discussions took place, those who have a proper perspective in viewing the trend of educational progress in our midst and

¹ THE EMPIRE SERIES: *Infant Reader; Primer*, Parts I and II. Halifax, N. S. A. & W. MacKinlay, Publishers.

² THE DOMINION EDUCATIONAL ASSOCIATION. The Minutes of Proceedings, with Addresses and Papers of the Third Convention of the Association, held at Halifax, N. S., August 2-5, 1898. Published by the Association. Pp. 451; Price, 50 cents.

any wide view a field, can already recognize some of the changes for the better which have been brought about in great measure by the deliberations of the educational leaders who assembled in Halifax on that occasion. In the case of those intending to be present at the next convention of the Association in Ottawa next year, no better preparation than the study of this Report can be imagined for bringing them into touch with the questions of the day, and enabling them to mark the progress which three years of activity have brought to pass in the section of the educational world embraced by our Dominion.

JUNE MAGAZINES.

The Living Age for June 2nd has an attractive table of contents, including Count Tolstoi's New Romance, *Ladysmith* after the Siege, William Cowper, Women's Clubs in America, Summer in the Forest, and other interesting articles. . . . The *Canadian Magazine* contains a new poem by Dr. W. H. Drummond, entitled *Ma Leetle Cabane*, another delightful character sketch of the French habitant. Canadian Celebrities, No. XIV, The Functions of a Governor-General, Robert Barr and Literature in Canada, with Current Events, People and Affairs, Book Reviews, stories and descriptive sketches, make up a very interesting number. . . . The June Magazine Number of *The Outlook* is the eleventh annual illustrated recreation number. In this issue, as usual, much space is given to illustrated articles dealing with out-of-door and vacation topics. Among the writers are: Henry Van Dyke, who talks in a poetic and picturesque vein of Izaak Walton; William Gillette, the actor, who writes of *The House Boat in America*; Ernest Ingersoll, who has an illustrated review of Mr. Chapman's new book on *Bird Photography*. Other articles deal with fiction, recreation topics, Paris Exposition, coming conventions, travelling abroad, and, in addition, the usual editorial review of the week and comment on current affairs and new books. (\$3 a year. The Outlook Company, New York). . . . The *Atlantic Monthly* for this month is a bright and readable number. In addition to the stories and sketches, it has a generous share of its usual more solid literary and educational articles. William Cranston Lawton argues for the study of German as a substitute for Greek in high schools, maintaining that the use of Greek is abnormal, while that of German, which he would substitute, is far more educative, and for the life-work of the pupils is indispensable, especially so on account of the kinship of the nations and the languages. . . . A notable article in the *Century* is *The Problem of Increasing Human Energy*, contributed to the June number by Nikola Tesla, the electric investigator. Mr. Tesla regards mankind as a body in motion, and addresses himself to the problem of increasing its force. This can be done, he thinks, in three ways: by increasing its mass, reducing its friction, and adding to its velocity. The article is interesting from its human standpoint. . . . *St. Nicholas* is always bright and seasonable. There are fairy stories, and other stories more or less true; humorous and serious pictures; and, in nature and science, seasonable accounts of the doings of birds and reptiles, plants and trees. . . . The *Chautauquan* and the *Chautauqua Assembly Herald* are at hand, the former with its entertaining subjects, effectively pictured, and reading courses for busy people; the latter with its programme of lectures, concerts and entertainments for the season of 1900. . . . Rudyard Kipling, Dr. S. Weir Mitchell, Ian Maclaren are among the con-

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OFFICIAL NOTICE.

EDUCATION OFFICE, NOVA SCOTIA.

1. The changes published in the *April Journal of Education*, referring to the High School course of study and the examinations upon it, go into effect at the beginning of the school year, August, next.

2. The changes referring to the conditions on which Teachers' Licenses are granted, such as the advance from the minimum of 33 to 35 per cent., and of the advance of one year in the minimum age for each of the classes D, C and B, go into effect on the first day of January following. —1st January, 1901.

A. H. MacKAY,
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Halifax, Nova Scotia, }
1st June, 1900. }

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Acting with the approval of the council, F. A. PICKETT begs to announce that he will open classes in free-hand drawing at the coming session of the SUMMER SCHOOL OF SCIENCE, at BEAR RIVER, N. S. The subject will be treated from a practical standpoint. Should there be sufficient encouragement, arrangements will be made to continue the lessons by correspondence, at reduced rates, to members of these classes. Fee for course of daily lessons while the school is in session, \$1.50, payable in advance. For further particulars apply to

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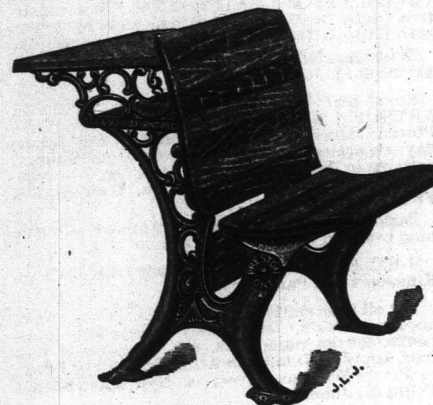
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