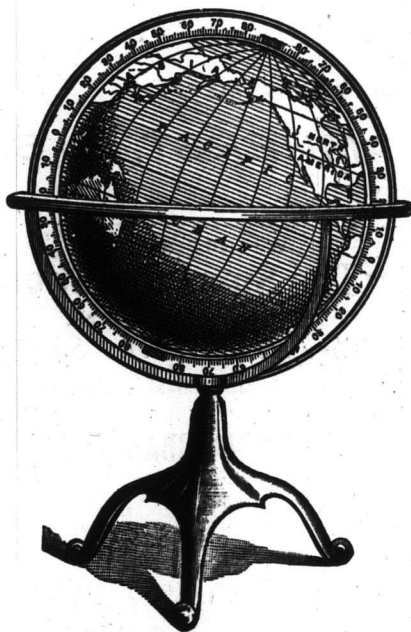


# THE EDUCATIONAL REVIEW

VOL. XXI. Nos. 2-3.

ST. JOHN, N. B., JULY-AUGUST, 1907.

WHOLE NUMBER, 242-3.



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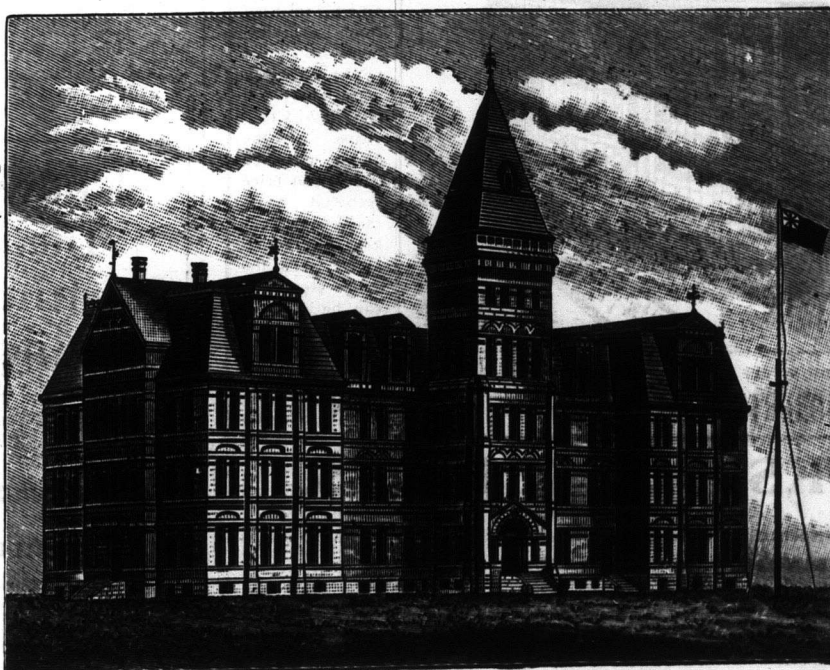
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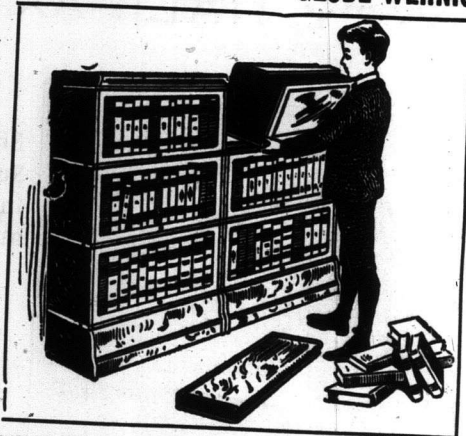
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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

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G. U. HAY,  
Editor for New Brunswick.

A. MCKAY,  
Editor for Nova Scotia.

**THE EDUCATIONAL REVIEW.**

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THE EDUCATIONAL REVIEW,  
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**The Return to School.**

All in the fresh late summer morn the little feet are trooping  
Through city street and country lane, along the pleasant ways;  
And in the school-rooms far and near are childish figures grouping,  
In eager haste for happy work these bright autumnal days.

From frolics on the pebbly beach, from dreaming on the shingle,  
From scrambles up and down the hills, from gathering wild-  
wood flowers,

The children like an army come, and merry voices mingle  
In greetings as they answer swift the call to study hours.

Dear little sunburnt hands that turn the school book's sober pages,  
Sweet lips that con the lesson o'er to get it all by heart,  
Far from your soft peace to-day the great world's battle rages;  
But by and by 'twill need your aid to take the better part.

—Selected and adapted.

Begin the school year with sunshine. Let good humour be the sunshine in dark days as well as bright ones, and to preserve it keep the air pure, keep in health, and keep in the society of those friends who look on the bright side of things.

His hair is snowy white. He is more than three score and ten. But no one thinks of calling him old. His form is erect, his eye clear and bright, and there is colour in his cheek. Why? Because he loves the sunshine, loves children, and they love him; and he refuses to grow old.

"She was so pleasant" was written years ago on the tombstone of a dear old lady who had passed away. How much good can be done in school, in home and in social life by just being "pleasant!"

A good stock of common sense is a valuable asset in teachers as it is in other people. It leads them to see that mischief in children is not always due to original sin, but may have its origin in bashfulness or too much self-sufficiency, in being too backward or too forward, in too much play or too little work. In any case, common sense will seek to develop the mischievous spirit into a healthy working spirit.

What about backward children, those who do not "get on?" Are they properly clothed and nourished? Are they suffering from eye-strain or deficient hearing? Is their stupidity due to some physical cause which a skilful physician can remedy? Common sense will lead you to seek out the reasons, while faultfinders scold and goad.

After the excitement of the first day of school the common days will come, those "level stretches white with dust." It will be hard to bear the burden of these days, unless you keep, like a good general, a large body of reserves, ready to bring up at critical moments: reserves of patience, pleasantness, goodwill, thoughtfulness, resources found in varying the work and keeping up the interest. Be quick to find out also what your pupils can do to help you through the common days.

Do not rely too much on the training you have received at normal school. Many teachers have done so and have been bitterly disappointed. The most valuable part of your training is that which teaches you how to face and attempt to solve new problems and the new conditions that will inevitably arise. How you adapt yourself to these conditions will mean success or failure. But if you fail to-day lay your plans for success to-morrow.

If you have accepted what you think is too low a salary, do not let your days be filled with repining nor your nights be spent in brooding wakefulness. That will breed dyspepsia and wrinkles. Determine that you will save one-third, at least, of your salary; and, better still, that your term's work will make you worthy of preferment and a higher stipend next year—and so on during the coming years.

Do not, like the small boy, dig up your seeds every day or two to see whether they have sprouted. Be content to teach, honestly and thoroughly, without expecting instantaneous results. Do not test new subjects too soon, especially if they are difficult, but teach them again and again from a fresh standpoint, and with all the added light from illustration and example that you can throw upon them.

To the young and inexperienced teacher let us say: Do not let little things fret you, nor allow the children to see that you are disturbed. To all, and especially to the older and more experienced ones, we say: Give the pupils the best you have this year. Enter upon your work with a more earnest endeavour to make more of yourself and your pupils than ever before.

An index for volume twenty is contained in this number.

If it occurs to our readers that there are too many reports of educational meetings in this number of the REVIEW, remember that June and July are usually the months in which such meetings are held. Teachers' associations and colleges have had their day—now for work.

It is with regret that we hear that Mr. M. McDade has been compelled to retire from editorial work on the *New Freeman*. His many friends will join us in the hope that he may soon be restored to his usual health and strength.

"Fifty-nine years of service in the schools," is a record not often met with, but that is credited to the venerable Dr. S. P. Robins, who has just retired from the principalship of the McGill normal school, Montreal. Teachers, judges, politicians recently assembled in that city to do him honour, and a testimonial from the graduates of the school was presented to the veteran, to which he replied in happy terms, showing that fifty-nine years of arduous service have not dimmed his natural vigour nor impaired his intellect.

A worthy man and respected teacher, Mr. John Moser, of Havelock, N. B., has passed away at the ripe age of eighty years. He was of a quiet and unobtrusive disposition, and found his greatest pleasure in the study of nature. Pursuing his work in remote places, but with observant eyes and intellect undimmed until the last, he made many discoveries in plants, and was able to add to the flora of New Brunswick more than a dozen new species of mosses.

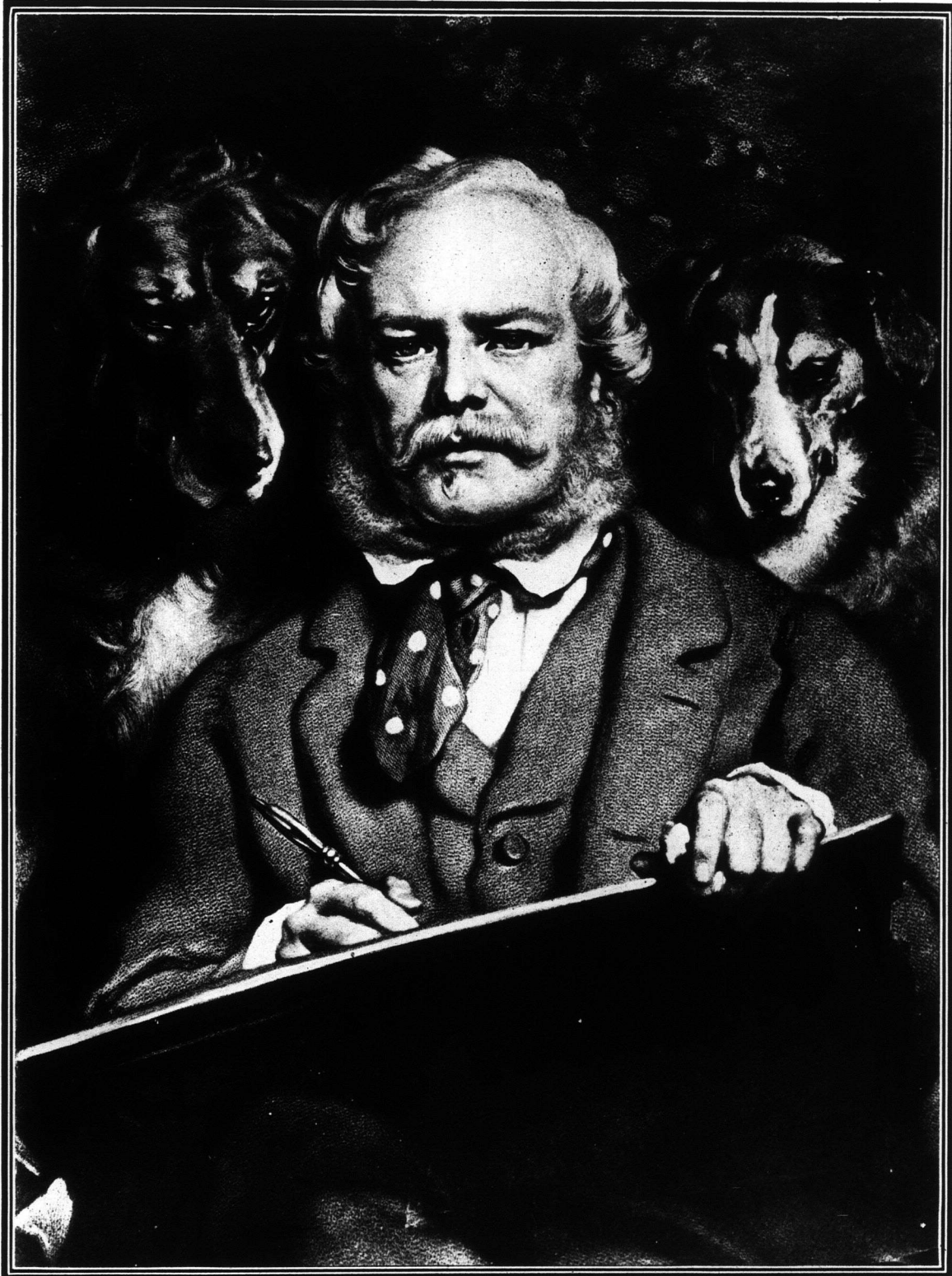
To our young friends, the pupils of the schools, we present this month a reproduction of Landseer's famous picture, "the Connoisseurs," the original of which is now the property of King Edward VII. What are "the two dogs" looking at with such intelligent and interested eyes? Is it a picture of themselves painted by a sympathetic artist? Landseer's custom was to paint his own portrait with his dogs. To children of ten years or less we will present a prize on the best story to be made up from the picture—to be sent to the editor before the 15th September.

To some Canadian girl who wishes to train for a kindergartner in Great Britain, the university college at Bangor, in North Wales, is recommended. The fees are about half, and the cost of living is less than at the large kindergartner training colleges in England. Any one who is interested may write for a prospectus to Miss Alice S. Kelley, the headmistress of the practising school, Bangor, North Wales.

Attention is directed to the advertisement in this number of the Picture Premiums that the REVIEW is offering to new subscribers.

The Dominion Government is installing wireless telegraph stations on the Pacific coast.

Educational Review Supplement July-August, 1907.



THE CONNOISSEURS.

—From a Painting by Landseer.

### The Educational Conference in London.

The Conference which held its sessions in Caxton Hall, London, during the last week of May was a most remarkable one. It was the first representative educational gathering in history that embraced the whole compass of the British Empire. Here were assembled men and women trained in British schools and universities and whose educational work has been confined to Great Britain and Ireland; others trained in British schools but the greater part of whose work has been done in various portions of the Empire; while still others—not a small or unimportant part of the gathering—were sons of England's Colonial empire, whose training and educational work had been in colonial institutions, some of whom had doubtless never set foot on English soil before.

The gathering, unlike the imperial Conference of premiers in London a few weeks before, had no political purpose. It was a private enterprise held under the auspices of the League of the Empire whose president is Mr. S. H. Butcher, M. P.; but the originator of the conference, the *dux femina facti*, was the honorary secretary of the league, Mrs. Ord Marshall, whose ingenious and fertile brain worked out all the details and brought the great meeting to as successful a conclusion as was possible under the many difficulties facing such a herculean undertaking. The members showed their appreciation of her efforts by presenting her with a valuable miniature set in diamonds.

But what was the object of this imperial gathering? To make the leaders of education everywhere throughout the King's dominions acquainted with each other; to discuss and interchange opinions on educational topics common to the English speaking world; and if possible to arrive at a suitable basis touching the solution of certain questions of administration. The delegates were lodged in Westminster Palace Hotel, and their informal discussions during leisure hours did much to create and strengthen an educational bond among them. Perhaps really more was accomplished in this offhand way than by the official meetings in Caxton Hall which, to the slight opportunity of judging given the writer, seemed of a somewhat formal character. The views put forth, with a few noted exceptions, were those you might hear at a gathering of teachers in England or in Canada.

It would be idle to expect that a broad imperial educational policy would be outlined at an initial meeting such as this was, or that men representing

different schools of thought and action would at once agree to stand upon some common educational ground. But it was surprising to note the seriousness with which the delegates undertook the work, and the tactfulness and good feeling that was manifest throughout the proceedings. The ice is now fairly broken; and at the next conference which is to be called—officially, it is said—in 1911, delegates will meet each other with more confidence and with clearer ideas of the nature of their work.

Among the delegates from Eastern Canada were Dr. A. H. MacKay and Dr. J. R. Inch, superintendents of education of Nova Scotia and New Brunswick; Dr. G. R. Parkin, who represented the university of New Brunswick; Professor W. L. Grant who represented Dalhousie university, Halifax; G. W. Parmelee, deputy minister of instruction (Protestant) Quebec; Mr. J. L. Hughes, inspector of schools, Toronto, and Hon. James J. Foy, attorney-general of Ontario. There were representatives from South Africa, India, Australia, and from nearly every British Colony; from the universities and departments of education in Great Britain and Ireland, and from the home central educational authorities. Many attentions were shown the delegates, among them being: A lunch at which Lord Tennyson presided; a reception by Lady Tennyson; a garden party by the Duchess of Northumberland; a reception by the Countess of Crewe; and a dinner at the House of Commons on invitation of the Board of Education.

The mutual recognition of teachers' certificates in different sections of the Empire proved too complicated a subject for the Conference, and no recommendation was made. In regard to an interchange of teachers for a longer or shorter time it was thought desirable "that financial and administrative arrangements should be made for enabling teachers and inspectors of schools to acquire professional knowledge and experience in parts of his Majesty's dominions other than their own." The establishment of a permanent Central Bureau of Educational Information was recommended. The importance of a more thorough study of English language and literature was urged; the English literature read in schools should be real literature and should be carefully graduated; it should not be used merely as a means to inculcate a knowledge of grammatical, philological and literary detail. "If we are to test our teaching in this subject, we shall rely on the test that can be furnished by English composition, taught as the art of self-expression." "Fairy tales skilfully used provide a valu-



able means of literary education for young children." The formation of school collections illustrative of science or art was held to be a valuable aid to education, but that teachers and others should discourage the making of such collections as might tend to the extermination of rare plants or animals and should assist in preserving such objects by fostering a knowledge and love of Nature.

Our teachers who have given much thought to the above matters will be glad to notice that they formed the chief subjects of discussion at the Conference.

### Visits to English Schools.

By G. U. HAY.

During a recent visit to England, I took the opportunity to see the working of some of the board schools which correspond to the public elementary schools of Canada. Those I saw were in Devonshire, in the neighbourhood of London, and in the city of London itself. The time spent in them was very brief—not more than an hour or two in each—and I will not pretend, in jotting down any impressions of the work seen, that these impressions are in any way final, or describe fitly the English common schools and the work done in them. The records I shall make in this and a few succeeding numbers of the REVIEW are merely those of a traveller with some knowledge of the work of schools in different parts of Canada and desirous of seeing what was best in the schools of the motherland, and holding it up as worthy of our imitation.

There are many people in England who, while seeing the defects in their common schools, are working by voice and action to remedy these defects; there are others—and perhaps more numerous—who criticize the schools, the teachers, and the course of study without any knowledge or reason. They do this from habit, and because their fathers before them did it, not because they know from a personal examination what is being done. This is merely mentioned in passing. We have both classes of critics in this country as well as in England.

When I called on Mr. P. A. Barnett, Chief Inspector of the English Board of Education, at his office in London, he very kindly gave me every facility for visiting any schools in the metropolis that I might decide on, and mentioned some in the East End or in the West End that would probably afford me facilities for seeing how young London-

ers are taught. I suggested that these schools were too far away, that my time was very limited, and that I should like one in the neighbourhood of Russell Square where my temporary home was. He smiled, and ventured the opinion that I might find the schools near the centre of London a little too antiquated for my purpose. This had not occurred to me. A few evenings before, at the close of Empire Day, I had leaned out of my window near Russell Square listening to a score or more of young Britons in the yard below as they sang lustily, each word hurled with vim and precision, sounding like the crack of a repeating rifle—

— Britannia Rules the waves (pr. wives),  
Britons never shall be slaves (pr. slives).

I thought I should like to see how these sturdy little Britons who disdained to be "slives," stood fire under their schoolmasters. But I took Mr. Barnett's advice, and in an hour or so found myself in the Hammersmith district, and near to the Brackenbury Road school. It contained separate departments for boys, girls, infants—some 1,500 pupils in all. I found the headmaster at the top of the building, after climbing wearily many pairs of stairs. The headmaster does no teaching. He examines papers and grades the boys. The headmistress does the same for the girls, and I presume there was a head for the infant department, doing pretty much the same work. The headmaster offered to show us the papers he was examining, "or perhaps," he said, "you would like to be shown through the building?" No; we came to see the scholars and teachers at their work. He very willingly consented and conducted us to standard two, where we found forty or fifty boys—bright, alert, well-behaved fellows they were, and under perfect control. There were few orders given while we were in the room, and these were mainly by the eye or hand of the teacher. They were obeyed with instant alacrity and precision. There were no laggards. There was no formality or stiffness. Each boy seemed to be proud of the obedience and respect paid to his master. What impressed us most was the perfect lack of self-consciousness on the part of the boys and their teacher.

We heard a few read. The accent and inflection were good, and each appeared to appreciate and understand what he read, and to know every word. This was the more remarkable, as I selected the passage, and the teacher said they had just been introduced to the reading book the day before. There was no trace of shyness. Each boy appeared

conscious of his ability to do something, and do it well.

Two dialectic peculiarities, which the teachers apparently seemed unable to cope with, were the dropping of the *h*'s and the substitution of the long *i* sound for the long *a*, to which reference was made before.

The drawing books were next shown. They were models of neatness. The drawing in this standard was copying from the flat. In more advanced standards we were shown some excellent work in drawing from objects.

Probably in no other subject of elementary instruction in English schools has there been such a wonderful change in recent years as in drawing, and the results seen throughout the different grades in this school showed the increased attention paid to it, and what can be accomplished by it in developing the many sides of a child's intelligence.

A simultaneous recitation was given—a poem on the Robin—with considerable unction, but it was expressive. In answer to my question, how many have seen a robin? about half a dozen raised their hands. Their description of it was meagre—it had a red breast and a cheery song. Few boys in that room had seen a cow. The headmaster said that forty boys and forty girls out of the whole school would be taken to the country for their summer vacation this year, their expenses paid for out of the summer vacation fund, a fund provided by benevolent people for this purpose.

There is a boot fund, a coat fund, and similar provisions for needy scholars in this and other large schools in London. Often clothing is collected from the well-to-do scholars and given to the poorer ones to enable them to attend school.

The teacher of standard two receives an annual salary of £125. Next year he would get £150. The female teacher of the same grade receives £90, the lowest salary to a certificated teacher at first and increasing by £4 each year. The male teachers receive a larger increase, depending on their ability and aptitude for the work.

(Continued next month.)

"Do you know," said a Sunday-school teacher, addressing a new pupil in the infant class, "that you have a soul?" "Course I do," replied the little fellow, placing his hand over his heart, "I can feel it tick."—*Moberly, Mo., Monitor.*

### Days of Note in July and August.

BY ELEANOR ROBINSON.

July, the seventh month in our calendar, received its name from the Romans, in honour of Julius Cæsar, who was born in this month. By the Anglo-Saxons, the month was called "Mead Month," from the meadows being then in bloom.

In July occur both our own national birthday and that of our neighbours in the United States.

On the 15th of July St. Swithin is remembered, chiefly on account of the popular superstition attached to his day. St. Swithin, or Swithun, was made Bishop of Winchester in 838, and was distinguished for great piety, which showed itself in works of charity, zeal for his bishopric, and the simplicity and humility of his life. He died on July 2nd, 862, and at his own request was buried, not within the cathedral, but in a mean place on the north side of it, where men might walk over his grave, and the drippings from the eaves fall upon it. In the next century it was considered a scandal that so good and great a man should have so poor a resting place, and on the 15th of July his body was removed and placed in a rich shrine within the church. It is said that a most violent rain began to fall on the day appointed for the ceremony, and continued for thirty-nine days, and this legend has been supposed to account for the belief that St. Swithin influenced the weather at this season, a belief expressed in the following lines:

"St. Swithin's Day, if thou dost rain,  
For forty days it will remain;  
St. Swithin's Day, if thou be fair,  
For forty days 'twill rain nae mair."

Modern writers, however, tell us that this superstition is found existing long before the invention of the legend, and it is thought to be older even than the saint himself. The most probable explanation is that such a belief prevailed in heathen times concerning some day falling at this season, and that, as so often happened with pagan customs and beliefs, it was transferred to the protection of a holy day of the church. This seems the more likely, because in France the same superstition attaches itself to St. Médard's Day, the 8th of June, and to the 19th day of the same month, the festival of St. Gervais and St. Protais.

"Si 'il pleut le jour de St. Médard,  
Il pleut quarante jours plus tard;  
Si 'il pleut le jour de St. Gervais et St. Protais,  
Il pleut quarante jours après."

There is a pretty saying in some parts of Eng-

land, that when it rains on St. Swithin's Day, the saint is christening the apples.

The poet Gay protests against the current saying in the following lines :

"Now if on Swithin's feast the welkin tours,  
And every penthouse streams with hasty showers,  
Twice twenty days shall clouds their fleeces drain,  
And wash the pavements with incessant rain.  
*Let not such vulgar tales debase thy mind,  
Nor Paul nor Swithin rule the clouds and wind."*

The festival of St. James the Great occurs on the 25th of July. This is that St. James, who was Bishop of Jerusalem, the first of the apostles to suffer martyrdom, and the only one whose death is recorded in the New Testament. "Now about that time Herod the King stretched forth his hands to vex certain of the church. And he killed James, the brother of John, with the sword." (Acts xii, 1, 2). Tradition tells that while the apostle was on his way to execution, his accuser repented, and, having received the blessing of his victim, professed himself a Christian, and also suffered martyrdom.

St. James the Great is the patron saint of Spain, and stands in the same relation to Spanish history that St. George does to that of England. The cry of "St. Jago" was heard, together with that of "St. George for England," as the Christian hosts went forth against the Mahometans. The famous Spanish order of "St. James of the Sword" was instituted to commemorate the deliverance of the Christians in battle with the Moors, 841.

August was so named in honour of the Emperor Augustus, not because it was the month of his birth, but because in it his greatest good fortune had happened to him.

The first day of August is called Lammas Day. This day was one of the four great pagan festivals kept in Britain, the others being the first days of November, February and May. It probably was kept to celebrate the coming in of the first-fruits of harvest, and in this way was made a holy day by the Christians. The name is thought to be a corruption of the Anglo-Saxon "Hlaf-mass," "loaf-mass," in reference to a loaf being offered at the service.

St. Laurence was an archdeacon at Rome, and suffered martyrdom on the 10th of August, 258, during the eighth general persecution of the Christians. He was burned to death on a gridiron over a slow fire. Philip II of Spain, having gained the battle of St. Quentin, on August 10th, 1557,

made a vow to the saint whose day it was, and redeemed this vow by the erection of one of the most remarkable buildings in Europe—the Escorial. This great building, which includes a church, a convent, a palace, and a mausoleum, stands about twenty-seven miles north-west of Madrid. It is dedicated to St. Laurence, and the ground plan is like a gridiron.

The festival of St. Bartholomew is kept on August 24th. Of this apostle nothing but his name is recorded in the New Testament; and though it has generally been supposed that Bartholomew and Nathanael are two names for the same person, authorities are not agreed on this point.

The common tradition regarding St. Bartholomew says that he evangelized Northern India, and that, having once escaped crucifixion through the relenting of his persecutor, he was finally martyred at a town on the Caspian Sea.

In reference to the change of temperature about this time, there is an English saying :

"St. Bartholomew  
Brings the cold dew."

Dog-days, the period during which the dog-star rises and sets with the sun, extend from July 3rd to August 11th.

The months of the year obtained their names from widely varying sources. January was named from the Roman god Janus, the deity with two faces, one looking to the east and the other toward the west. February comes from the Latin word februo, to purify. It was the ancient Roman custom to hold festivals of purification during that month. March owes its name to an old god of war. Among the Saxons this month was known as lenst, meaning spring, which was the origin of the word Lent. It is claimed by some that April was named after the Latin word aperire, open, in signification of the opening buds. In Saxon days it was called eastre, in honor of Eastræ the Goddess of Spring, from which comes our word Easter. May was named after Maia, the Roman goddess of growth or increase, and June was from the Latin juvenis (young). Julius Cæsar himself named July in his own honor, and August was likewise named by Augustus Cæsar. September is from the Latin word septem, meaning seven, it being the seventh month of the year according to the old Roman calendar, and October, November and December likewise retain the names they were known by in the old Roman calendar.

**Manual and Industrial Training.**

LULU Z. RODERICK, Rogers High School, Newport, R. I.

It is a well-known pedagogical fact that the child develops only through self-activity; therefore, when we stop to think how natural it is for a boy to whittle and for a girl to make doll clothes, is it not remarkable that only lately have we decided to utilize these and similar natural activities for educational purposes?

Not much more than a decade ago the small girl who was caught drawing (her teacher) on her slate was given a "hundred lines" after school; now we have pose drawing. The boy who brought a toad to school was punished, but now we have nature study, and tadpoles bask in a glass bowl on the teacher's desk, under her benign smile. John does not have to scribble pictures on his books, nor whittle his chair and carve initials thereon. John has manual training. And what is manual training? Merely manual work subserving a purely educational purpose. Niagara utilized, but thereby increasing its power—a bold figure; but it is true, nevertheless.

Manual training is, comparatively speaking, a new thing. Forty-seven years ago Uno Cygnæus started the first manual training school at Kelsingfors, Finland. Eight years later the city of Worcester, Mass., with characteristic American love of what is up to date, introduced manual training into the Worcester Free Institute. In the same year it was introduced into the Imperial schools at Moscow. In 1872 Herr August Abrahamson opened a Sloyd school at Naas, Sweden, whither students go from many parts of the world. In 1882 the first serious attention was given to manual training in Great Britain. Whittling was started in Springfield, Mass., schools in 1888.

Each nation seems to have given a different name to this new form of training. In Germany it is called manual dexterity, or workshop instruction; in Sweden, sloyd; in France, manual labor; in the United States and Canada, manual training. But the greatest difference in systems is seen when Swedish sloyd is compared with the Russian system. The latter deals with merely a set of exercises, that is, parts of models are made for the purpose of practice, and to show what principles are involved in the construction of the whole. On the other hand, Swedish sloyd believes in no practice pieces, and each exercise is a finished and useful article, of interest to the child, as key bag, flower stick, pin tray, sugar spoon, stool, box, and so forth. It is a

mistake to call all manual training "sloyd," as I have heard some people do.

Why is manual training educational? Take, for instance, the simple whittling of a square corner. The child must be accurate in drawing the line, he must execute caution so as not to cut against the grain, he must observe lest he cut over the line, he must be independent—there is no way to copy this sort of work—persistent and patient. Manual training reaches more pupils than do Latin or Greek, and, I think, is about as useful when a boy comes to think of a vocation. An accurate eye and a steady arm are a good stock-in-trade.

But work with tools, bench work and carpentry are only some branches of manual education. Now-a-days our school girls learn how to cook, sew, mend, perhaps weave. Indeed, they are trained to be housekeepers. Much of the work would be merely mechanical, not tending to develop the æsthetic faculties were it not for the fact that drawing, painting and designing are taught in our schools.

To illustrate: Suppose two children, John and Tom, work side by side in a manual training class, each having the same amount of skill, but John having had the advantage of training in drawing and designing. Tom's box may be well made and the joints neat and accurate, but John's (let us hope, art teachers,) will be not only neat and correct, but the proportions, length compared with width, and height with length, will be just right. The design which John works out on the top and sides with his knife will be a simple one, in keeping with the grain of the wood, with just the right spaces left to balance the ornamentation, and, above all, will help to make the box a thing of beauty, and not detract from its gracefulness or its substantial structure.

The girl doll dressmaker who has had drawing, painting and design, will know that simplicity is a fundamental rule of beauty; that the ornamentation of a fabric should be suited to the texture of the fabric, and not detract from its utility. She will not put a red rose on a violet velvet hat, but will remember that red looks well with its complementary color green, and yellow with its complementary violet, and even then she will choose the right shade or tint, and use just enough of it to make good color harmony. Thus the "sweet girl graduate" who has had the proper "art" and industrial training ought, apart from her knowledge

of the classics and the sciences, to know how to dress in good taste, how to choose a wall paper and furnish a room, simply, usefully and beautifully, having the colors harmonious and restful. She should have some knowledge of the beautiful in art and architecture, and, above all, realize that superfluous ornamentation is not beautiful. She should be able to sew and cook a plain meal—in fact she should be a good enough housekeeper to make some man comfortable—and possibly happy.

### Beauty of Nature.

Is it for nothing that the mighty sun  
Rises each morning from the Eastern plain  
Over the meadows fresh with hoary dew?  
Is it for nothing that the shadowy trees  
On yonder hill-top, in the summer night  
Stand darkly out before the golden moon?  
Is it for nothing that the Autumn boughs  
Hang thick with mellow fruit?

Is it for nothing that some artist hand  
Hath wrought together things so beautiful?

\* \* \* \* \*

Beautiful is the last gleam of the sun  
Slanted through twining branches: beautiful  
The birth of the faint stars—first clear and pale  
The steady lusted Hesper, like a gem  
On the flushed bosom of the West, and then  
Some princely fountain of unborrowed light,  
Arcturus, or the Dog Star, or the seven  
That circle without setting round the pole.  
Is it for nothing at the midnight hour  
That solemn silence sways the hemisphere,  
And ye must listen long before ye hear  
The cry of beasts, or fall of distant stream,  
Or breeze among the tree-tops—while the stars  
Like guardian spirits watch the slumbering earth?

—HENRY ALFORD.

A young lady who taught a Sunday-school class of young boys was often nonplussed by the ingenious questions sometimes propounded by her young hopefuls. One Sunday the lesson touched on the story of Jacob's dream, in which he had a vision of angels descending and ascending a ladder extending from heaven to earth. One inquiring youngster wanted to know why the angels used a ladder since they all had wings. At a loss for a reply, the teacher sought to escape the difficulty by leaving the question to the class. "Can any of you tell us why the angels used a ladder?" she asked. One little fellow raised his hand. "Please, ma'am," he said, "p'r'aps they were moulting."

### Nature in the Quiet Hours.

"What is that bright red star over there?" said a boy to me a few evenings ago. Tired with the long day's play he seemed in just the mood to enjoy the quiet evening and the stars coming out one by one in the heavens, and to talk about them. I did not at once answer, but asked him if he could find another red star in the sky. Almost instantly he pointed to one a little to the west of it. "Why, that is red, too." And then we glanced at the other stars just appearing, but there were none so red as these two. There were some nearly white, with a flash of pink in them, such as Arcturus in the north-west, or some with a pale blue tint, as Lyra, nearly overhead. As we again fixed our gaze on the two red stars, I asked the boy if he could tell me in what part of the sky they were. He knew the north by the pole star, which he could easily pick out by the two "pointers" in the bowl of the dipper. Then he saw that the second of the two stars was very nearly in the opposite part of the heavens to the pole star: so it was in the south; and the first that had attracted his attention was in the south-east. Soon he became interested, and asked questions about the stars, many of which I could not answer. I finally told him that the big red star was Mars, named after the Roman god of war; that his Greek name was Ares; and that the beautiful red star to the west was called Antares, meaning the "rival of Mars," (*ant* or *anti* in Greek meaning opposite). The boy told me that Antares was smaller and twinkled more than Mars, and asked me why that was. And then we talked about the difference between stars and planets. Stars are distant suns, very many larger and some smaller than our sun. They are arranged in groups called constellations. Antares is in the group known as the Scorpion. It shines with a twinkling light to denote that it is a sun, while the planet Mars shines with a steady light, like that of the moon, to denote that it is seen only by the reflected light of the sun. Less than a year ago Mars was much less bright than Antares. Now it is brighter, because it is nearer to us, but it is rapidly going farther away, and its brightness will become less each evening.

The boy asked me so many questions about Mars that I told him I would try to find out and write in this month's REVIEW what would interest him and other boys about this wonderful planet.

Just then the birds began to twitter, as if they understood what we were talking about, and wished to join in. The boy told me that he had been to

the Park a few evenings before, and after the band stopped playing the birds began to sing and chatter in the bushes near by, as though they had enjoyed the music.

The Boy began to be sleepy at last, for we had been talking for more than an hour. I am going to spell "Boy" with a capital letter, now; for this lad, so idle apparently and full of mischievous pranks all day, had something about him that made us friends at once. I hope to have many other talks with him; and while thinking over our pleasant evening hour, I have selected the following passages that may interest him:

#### The Birds at Night.

If you should happen to go out before the birds are awake, or should startle them in the evening after they have gone to bed, where do you think you should find them, and how would their beds look?

For two or three weeks of their lives young nestlings sleep in their nests or holes where they have been hatched, and chicks that have no nests hide their downy bodies under their mother's wings; but this lasts only a short time, and after the young birds leave their nests they never sleep in a bed.

How should you feel if, instead of a comfortable pillow when your mother should say good night, leaving you tucked into a warm bed, you should hear her say, "It is bed-time now, stand on one leg and go to sleep;" or if you should be expected to hang all night from a crack in the wall; or, worst of all, if your bed were to be a pool of water, on which you were to float with your head tucked under your arm?

What if the sky is clouded?  
What if the rain comes down?  
They are all dressed to meet it  
In waterproof suits of brown.

—*Bird World* (adapted).

#### The Riddle of Mars.

(Adapted from the *Scientific American*, summarizing Prof. Percival Lowell's observations).

By far the most interesting body that shines down—or rather across—from the sky these evenings is Mars. This planet is next beyond the earth in our solar system, and is, therefore, with Venus, our nearest neighbor. Mars resembles our earth more nearly than any other planet. It has an atmosphere, clouds, mist, water, ice, snow, and it is supposed to be inhabited. To be sure, we can-

not see any cities or inhabitants, for at its nearest distance to us Mars is thirty-eight millions of miles away. Seen through a telescope, Mars appears as a disk crowned with white spots and covered with blue-green and reddish ochre patches. The white spots that cap the poles come and go just as our own polar snows wax and wane. In the winter these Martian caps extend far down from each pole; at midsummer they have dwindled so that they extend scarcely more than an eighth of their mid-winter distance. As the caps melt, they must pass into a gas, which means that Mars must have an atmosphere. As the process of melting goes on the white gives place to a deep blue-green band. By former observers these blue-green patches were taken for seas. Now they are supposed to be great masses of forest vegetation uncovered by the melting of the snows in the Martian spring season. Mars owes its fiery tint to the great ochre stretches which occupy five-eighths of the area of the disk. The stretches are undoubtedly land, and seem to be deserts, for their reddish salmon hue is much like the Great Sahara Desert when seen at a distance.

Now comes a most interesting part of the story. Years ago an Italian astronomer, Schiaparelli, saw through his telescope plain markings on the surface of Mars, suggesting the outlines of a spider's web—some lines straight, others symmetrically curved. These are supposed to be canals. They appear to have their origin in the polar snows. They leave the blue-green "continents," and spread toward the equator, meeting at particular points, then diverging, forming a network over the surface of the planet. Some canals are of great length, over 2,000 miles, and some have an estimated width of from fifteen to twenty miles. At points where the canal seem to meet are dark round spots like pin-heads, called oases. These canals and oases undergo changes in appearance corresponding to seasonal changes, which gives rise to the belief that there is vegetable life, and probably animal life, on Mars.

Is Mars an old planet? It would seem so. As a planet ages it loses its oceans and gradually its whole water supply. Did the successive generations of people who have inhabited Mars take in the situation, as we would say, and as the water-supply began to fail construct this system of canals to utilize the polar ice and snows?

[Those who are interested in this subject may like to read the book from which this brief story is drawn—*Mars and Its Canals*. By Percival Lowell. The Macmillan Company, New York.]

### Stories From Natural History.

The REVIEW here resumes its stories from natural history, translated from the German by Richard Wagner, and adapted for these pages. A teacher says that her children listen to these with the greatest delight; and well they may, for they are interesting to the youngest children, and teach something about the common things they use and of the animals they are best acquainted with. They may be encouraged to tell or write of the pets they have in their homes, and thus the stories may be used for language work. They should also be a means to train the children to habits of observation, for as the stories describe the habits of animals chiefly, little people are led to watch more attentively, and report what they themselves see.

Teachers should practise reading the story before telling it to children; or, better still, they should make the story their own, adapt it to the children, and tell it in their own words.

Story-telling to children has become such an art that it is recognized by educationists as a powerful means of culture in the schoolroom. A lady greatly gifted in this respect was recently engaged by a school board in one of the largest cities in England to give lessons to the teachers on how to tell stories. Could not the wonderful gifts possessed by Miss Knowlton, of St. John, and by other teachers in our midst, be, in a degree, made a possession to all by similar means?

#### What the Kitten Has To Learn.

A well brought up cat is not content to lie before the fire, lap milk from a saucer, and occasionally knock down a cup or glass from the table, which any child can do; she has to learn many other things which are not so easily imitated.

When other people close their eyes at night, a cat must have hers wide open, and although everything in the house looks different then, she must learn her way about in the dark, from the attic to the cellar. She must know every hole and corner, every lath between each beam, every ledge in the house along which she can walk. Where her eye can no longer see, her nose must smell, following the track of the mouse to mark if it is hidden in its hole or taking its walks abroad.

All the quaint games and antics which you see the kitten performing are exercises which teach her how to catch mice. She measures the distance of the rolling ball or the swaying straw with her eyes and leaps accordingly. At first she many a time

fails to catch it, but gradually pussy becomes more certain, learns to extend her sharp claws more quickly, and to draw them in more surely, till she knows her work to a nicety. One of the greatest arts and virtues which a kitten has to learn is patience, never wearying if she has to lie hour after hour watching a mouse-hole, never turning her eyes away from it, ready to jump at last, quick as lightning, upon the mouse directly it shows itself.

And although we should not wish children to imitate a cat in thieving or scratching, it would be a good thing if they were like her in learning to give their whole mind to their work, and, without losing patience, never leave it till they have mastered their task.

#### Two Lumps of Sugar.

You may have two lumps of sugar to put into your tea. Where do they come from, and what have they gone through?

One of these lumps is beet-root sugar, "which has not travelled far," you will say, "for it has only come from the field where the beet-root grows."

The farmer ploughs the field and sows the prickly beet seeds. He puts them into holes about a foot apart, and the seeds sprout upwards into a bunch of big green leaves, downwards into a thick juicy root. Then comes the labourers, who pull out the weeds growing among the beets, and with their hoes cover the earth over the roots, so that they may grow strong and thick, one as fine as the other.

In the autumn the labourers pull up the beets, give the leaves to the cattle, and take the plump roots to the sugar factory. Here they are carefully washed and crushed, and the mash put into sacks and pressed. The beet fibres cannot pass through the meshes of the sacks, and are given to pigs and cattle to eat, to fatten them for the butcher.

The beet syrup, which has been strained, is cloudy till it is sprinkled with charcoal to clear it, after which it is boiled in cauldrons till it becomes thick. During the cooling process the hard sugar divides from the liquid syrup. This newly made sugar is still dark and coarse, but it is again dissolved in water and sprinkled with charcoal to make it white, after which it is put into shapes, and hardens into a loaf of beet-sugar.

Your second lump is cane sugar, which has travelled all the way from Jamaica. And many people think that what comes from far away must be worth more than what comes from hard by. In Jamaica black negroes grew the sugar cane in large fields,

planting the little shoots in the damp ground, and they shot up in the hot sunshine into slender canes, half as high again as a man. By day, parrots flew over the blossoming canes, and by night came sparkling fire-flies, whilst at the edge of the fields grew waving palms. At harvest time the negroes cut off the canes with sickles, pressed them in the mill, boiled and cleared the syrup, and divided the crystallized sugar from the treacle. The freshly made cane sugar was brown, too, and had to be clarified several times with charcoal powder before it produced a beautiful white sugar loaf.

Now, both little lumps of sugar are lying together on the table. Which do you think is the best? If you look at them you will see that one is just as white and pure as the other, and if you taste them they are equally sweet. Therefore, it is just the same to you whether the sugar is made from beet-root in the field near by or comes from the sugar cane in Jamaica, if only it tastes sweet and is not too tiny a piece.

#### The Use of the Toad.

Nobody likes the toad, because she is so very ugly. She spent her youth in a marsh, and looks dirty and grey like the muddy water all round her, with a flat, clumsy body, and legs that are so short that she cannot give the graceful jumps the frog does when he is playing at being dancing master. She can only creep slowly on the ground, and drag herself along with difficulty.

Other animals do not care to have anything to do with the toad, for her skin gives out a poison, which the fox and every other beast of prey hates, though for the toad herself it is well that such visitors do not trouble her. She does not care to show herself by day, but hides away in some secret hiding place, only coming out at night. And what do you think she does in the damp meadow, or among the reeds, or in the garden, when it is dark?

I will tell you. Many beasts that shun the daylight appear at night; thousands of snails wake up and march to the cabbages, the lettuces, and to the other plants which the gardener grows with such care in his beds.

By day the singing birds are the policemen in the gardens, and pick the caterpillars off the leaves, but at night they are asleep in their nests, and the vagabonds could play about as they like, if it were not for the toads. They are the night-watchmen in the kitchen-garden. They follow along the slimy traces which the snails have left behind them,

and gobble up the greedy beasts. Those they do not catch the first night will be caught next time, for toads have a bright eye in their heads. It is Shakespeare who says in "As You Like It,"—

Sweet are the uses of adversity;

Which, like the toad, ugly and venomous,

Wears yet a precious jewel in his head.

Formerly gardeners persecuted toads when they found them in their gardens, for it seemed to them disgusting that such ugly beasts should creep about among flowers and vegetables. They killed them and threw them away, but now they have learnt better. As we keep a cat in the house to guard against the thievish mice, so we cherish the toads in the garden. Some gardeners in large towns like London and Paris actually buy toads to put them into their gardens, and these despised, ugly animals are even packed in barrels and sent across the sea to other countries. A creature may be ever so ugly, and yet be of great use in the world.

#### How the Squirrel Gets Over His Difficulties.

On a tree in the wood lives the squirrel, sitting on his hind legs on a branch, pricking up his ears and eating nuts. He builds his nest high up in the oak tree, where he tends his young and lays up a store of acorns for the long winter months. Every child, walking through the woods, is pleased to see him, for he does no one any harm.

But in spite of this the poor squirrel has many enemies to threaten his life, and day and night he must be on his guard. He can seldom defend himself with his teeth, and though his claws are well adapted for climbing, they are of no use as weapons against the cruel foes that persecute him.

By day the hawk makes a desperate onslaught on the squirrel, and at night comes the owl with big, fiery eyes. He swoops down upon the terrified little beast, to seize him with his pointed claws and tear him to pieces with his crooked beak. But the squirrel is an acrobat, and knows how to save himself, for he whisks nimbly to the other side of the tree, and while the bird flies after him the squirrel is round to the front again. In this way he climbs round and round the tree trunk, always away from the owl, who cannot follow as quickly, and all the time mounting higher and higher towards a loop-hole he knows of under a broken branch, where he slips in and lies in safety. The owl is left out in the cold. Let him fly on, for he won't catch our clever squirrel.



**A Pig.**

Once upon a time there was a big pig, who did nothing but eat from morning till night, and was covered with long prickly bristles. For fun he used to wallow in a muddy gutter, and when he came out again his shaggy coat was dripping with dirt, and nobody liked to have anything to do with him. But this did not trouble him, for he cared for nobody, and never did a thing to try to please anyone.

"What a nasty thing he is," said a child; "he never washes himself in clean water nor uses soap, does not brush his hair nor clean his teeth, and runs about in his dirty coat Sundays as well as weekdays. I wonder if some day he will be punished for behaving so badly."

And so he was! One day the butcher killed that pig, scalded off his coat with boiling water, and sold the bristles to the brush maker, who is a clever man, and preached the dead beast a sermon. "You have done nothing all your life but eat—now you shall be eaten in your turn. As sausages and ham you shall be smoked, as pork and chops you shall come into the kitchen, where it will be made hot enough for you. You have been a pig all your days, you have always had dirty bristles, and never thought to make yourself pleasant. Now those very bristles shall help to clean people, from the top of their heads to the soles of their feet. We will make of them hair-brushes, clothes-brushes, tooth-brushes, and shoe-brushes. You would not clean yourself, but you shall help to clean others!"

**I Killed a Robin.**

I killed a robin. The little thing  
With scarlet breast on glossy wing,  
That comes in the apple tree to sing.

I flung a stone as he twittered there;  
I only meant to give him a scare;  
But off it went — and hit him square.

A little flutter — a little cry —  
Then on the ground I saw him lie;  
I didn't think he was going to die.

But as I watched him I soon could see  
He never would sing for you or me  
Any more on the apple tree.

Never more in the morning light,  
Never more in the sunshine bright,  
Thrilling his song in gay delight.

And I'm thinking every summer day,  
How never, never I can repay  
The little life that I took away.

**Compositions on "The Death of Wolfe."**

In the May REVIEW it was announced that a prize would be given by the Rev. Hunter Boyd, of Waweig, N. B., on the best composition written on the reproduction of West's picture of "The Death of Wolfe," which appeared in that number. Competitors were cautioned to write on the picture not on the incident as related in history. The following three have been selected from the best essays sent in:

**NUMBER ONE.**

The first glance at this beautiful picture, so thoughtfully and kindly donated our "Alma Mater" by the EDUCATIONAL REVIEW, St. John, N. B., recalls to our mind a striking Historical event of the famous battle of the "Plains of Abraham" fought between the English and French in 1759, resulting in a decisive victory for the English under their brave General Wolfe, whose death is plainly and pathetically depicted here. In the picture this devoted General appears in his last agony—lying on the ground under his unfurled flag—with his gun and hat beside him.

His attendants seem much grieved. Some have their hands clasped as if in prayer, as it were, asking God to spare him who gave his young life for our country. Others again are striving to alleviate his bodily sufferings.

All seem to be in profound sympathy with their beloved General.

Nearby, standing at his feet, is one of his faithful soldiers who has also received a death wound. He seems reluctant to part from his dying General, or it may be that he is striving to hide his sufferings so as not to further increase those of his loving friend and commander. The other soldiers are supporting him with the same intention in view.

The poor "red man" sitting at his feet, seems inconsolable at the loss of one who gained for us, by his bravery and indefatigable zeal, Quebec, the "Key of Canada."

Some are endeavoring to attract the attention of Wolfe to one at some distance from them, who no doubt is the bearer of the glorious tidings, that "the French run, they give way everywhere," which merited from the dying lips of Wolfe, "Now, God be praised, I will die in peace."

JULIA MCFADDEN.

Convent School, Buctouche, N. B.

**NUMBER TWO.**

There are two men supporting Wolfe, and one man, who looks like a doctor, is dressing his wound. He is wounded in the breast.

There is an Indian in front and he has a bunch of feathers on his head. There is nothing over his shoulders. He has a gun on his knee and a bag round him to carry things in. He is in his bare feet.

Behind Wolfe there is a man holding up a British flag. The men around Wolfe are all in their bare heads but one. There are two guns in front of Wolfe and also a hat. One man has his hands clasped as if he was full of horror, and another has his hands together as if praying. All of the men look very sad.

To the right of Wolfe there is a lot of smoke from the battle, and to the left you can see the clouds which look black. There is a man running. He has his hat in his left hand and a flag in his right. Where the smoke is there looks to be a steeple.

The man with his hat on has a powder horn. The men all have three-cornered hats and gaiters on, but the Indian. There are fourteen men out in front.

There is a lot of grass in front of Wolfe and the men. Behind the men there looks to be a lot of ship masts.

The Indian has a tomahawk. Nearly all of the men have curly hair. The Indian has marks on his legs. The fight was in the summer time. Most all of the men have bags to carry their shot in and horns for the powder.

IRA O. BIRD.

West Leicester, Cum. Co., N. S.

### NUMBER THREE.

The scene of this picture, "The Death of General Wolfe," was the Plains of Abraham. It is one of the saddest and most pathetic scenes connected with the history of Canada. Sad because the death of the brave Wolfe was sacrifice; and yet glorious, because Canada passed finally into the hands of the English.

Wolfe was wounded in the wrist but he wrapped his handkerchief around it, and went on undauntedly. But a moment or two later a ball pierced his side. Still he pressed forward until another shot lodged deeply within his breast, which caused him to stagger and fall. Two of his brave followers, Lieutenants Brown and Henderson, were at his side in an instant, and raising him gently in their arms, bore him to the rear, and laid him softly on the grass. A crowd has gathered about him. All are eager to see his face and are gazing sorrowfully upon him—sorrowful not only because they have lost their leader but one who has served his country faithfully.

Some of them are in the attitude of prayer with clasped hands and bowed heads. Even the attitude of the Indian near him, is one of deepest sorrow.

In the distance can be seen the retreating French soldiers, and one of the English standard bearers who is rushing to Wolfe's side exclaiming, "They run!" Two or three of his soldiers have already reached his side and are pointing to the retreating enemy. Wolfe hearing them, asked faintly, "Who run?" And when told "The enemy," he closed his eyes and said, "Thank God, I die in peace."

PAIGE PINNEO. (11 years old).

Mill Village, Queens Co., N. S.

"I most earnestly believe that the fault of the present time is, on the whole, distraction, and that one great cause of this distraction is the notion of a general duty to do good as something other than and apart from doing one's work well and intelligently."—*Prof. Bosanquet, "Civilisation of Christendom," page 182.*

"So Johnny is almost in high school?"

"Yes; he's had splendid marks in whittling and beadwork and baking-powder biscuits. If he were only a little more careful in sewing squares I shouldn't be a bit afraid about his passing."

### Queer Little Historians.

Just a raindrop loitering earthward,  
All alone,  
Leaves a tiny "tell-tale story"  
In the stone.

Gravel tossed by teasing water  
Down the hill  
Shows where once in merry laughter  
Flowed a rill.

In the coal bed dark and hidden  
Ferns (how queer!)  
Left a message plainly saying,  
"We've been here!"

You may see where tiny ripples  
On the sands  
Leave a history written by their  
Unseen hands.

Why the oak trees, by their bending,  
Clearly show  
The direction playful winds blew  
Years ago.

—Sel.

### Rover in Church.

'Twas a Sunday morning in early May,  
A beautiful, sunny, quiet day,  
And all the village old and young,  
Had trooped to church when the church bell rung.  
The windows were open, and breezes sweet  
Fluttered the hymn books from seat to seat.  
Even the birds in the pale-leaved birch  
Sang as softly as if in church!

Right in the midst of the minister's prayer  
There came a knock at the door. "Who's there,  
I wonder?" the gray-haired sexton thought,  
As his careful ear the tapping caught.  
*Rap-rap, rap-rap*—a louder sound,  
The boys on the back seat turned around.  
What could it mean? for never before  
Had anyone knocked at the old church door.

Again the tapping, and now so loud,  
The minister paused (though his head was bowed).  
*Rappety-rap!* This will never do,  
The girls are peeping, and laughing too!  
So the sexton tripped o'er the creaking floor,  
Lifted the latch and opened the door.

In there trotted a big black dog,  
As big as a bear! With a solemn jog  
Right up the centre aisle he pattered;  
People might stare, it little mattered.  
Straight he went to a little maid,  
Who blushed and hid, as though afraid,  
And there sat down, as if to say,  
"I'm sorry that I was late to-day,  
But better late than never, you know;  
Beside, I waited an hour or so,  
And couldn't get them to open the door  
Till I wagged my tail and bumped the floor.  
Now, little mistress, I'm going to stay,  
And hear what the minister has to say."

The poor little girl hid her face and cried!  
 But the big dog nestled close to her side,  
 And kissed her, dog fashion, tenderly,  
 Wondering what the matter could be!  
 The dog *being large [and the sexton small]*,  
 He sat through the sermon, and heard it all,  
 As solemn and wise as any one there,  
 With a very dignified, scholarly air!  
 And instead of scolding, the minister said,  
 As he laid his hand on the sweet child's head,  
 After the service, "I never knew  
 Two better list'ners than Rover and you!"

—James Buckham.

### Education and Empire.

Lord Milner, speaking at a meeting held at Guildhall to consider the question of education in relation to the Empire, said that what was wanted was that teaching about the Empire should become a recognized and normal part of the education of children in all the schools of the country, and to secure that it was necessary to create the public feeling which would supply the necessary pressure to the educational authorities. The field of knowledge nowadays was so vast that there was no room for fads in education; but surely it was not a fad to familiarize the young with the nature of the State of which they were members, and the extent of their heritage. He concluded:—

I know that some people feel a kind of shudder when you talk to them about Imperial patriotism; they do not like the idea of looking on that map with such a lot of red upon it, because they think it leads to a spirit of boastfulness and aggression, and what they are pleased to call Jingoism. But is that really the spirit which the contemplation of that vast and complex structure which we call the British Empire is calculated to excite in any intelligent mind? A spirit of gratitude certainly—gratitude for the greatness of our birthright—a spirit of humble admiration for the efforts and the sacrifices of the past, for the enterprise, the courage, the heroic endurance, the patient labor of past generations of men and women of our race who have built it up, and who are building it up to-day. But there is something very different; that is the very antithesis of that spirit of boastfulness, of levity, of self-satisfaction, of self-complacency which is attributed—how wrongly attributed—to those of us who are proud to call ourselves Imperialists. For my own part the contemplation of that map inspires me not with feelings of boastfulness or over-confidence, but with a sense of my insignificance in the presence of anything so real, with a deep anxiety to preserve anything so precious, with a desire to be worthy of privileges so unique. That is the kind of spirit which we believe that Empire education is calculated to promote among the young. It is with something like a feeling of awe that I contemplate the British Empire of to-day, with something like a doubt

whether any nation is capable of permanently sustaining so vast a burden and of rising to so great a responsibility. I should feel that more strongly if it were not for the faith which I have in the younger members of the great British family, in the future that is before them, in the growing desire of which I feel we have lately had such striking testimony, to maintain and sustain and draw closer the bonds which unite us and them. With them I believe we can face the future with an equal mind. We cannot compel them to stay with us. We do not dream of doing so; but if they come forward and hold out the right hand of fellowship, if they claim to join with us in sustaining the great burden of our national destiny in an equal partnership, I cannot realize the depth of the blindness which would lead us to throw away so priceless an opportunity of unity. Only ignorance—ignorance the most crass and most unpardonable—could lead us to such a catastrophe. It is against that ignorance that we are waging war.

Mr. Deakin, Premier of the Australian Commonwealth, seconded the motion, which was carried.

A resolution for the establishment of a "British Empire Fund" was moved by Lord Strathcona, seconded by Lord Ranfurly, and agreed to, and the proceedings closed with a vote of thanks.—*London Times*.

### Our Funny Language.

You take a swim,  
 You say you've swum;  
 Your nails you trim,  
 But they're not trum;  
 And milk you skim  
 Is never skum.

When the words you speak  
 Those words are spoken.  
 If a nose you tweak,  
 It's never twoken;  
 Nor can you seek  
 And say you've soken.

If a top you spin,  
 The top is spun;  
 A hare you skin,  
 Yet 'tis not skun;  
 Nor can a grin  
 Be ever grun.

If we forget  
 Then we've forgotten;  
 Yet if we bet  
 We haven't botten.  
 No house we let  
 Is ever lotten.  
 What we upset  
 Is not upsotten.  
 Now, don't you think  
 Our language rotten?

—*New York World*.

**Enthroned or Dethroned.**

Are you the fortunate one to whom is allotted the guidance and instruction of the "wee babies?"

Remember that they are just babies. Perhaps for the first time away from the home circle, and upon these first few days' impressions largely depends your success with these little ones.

They come to you from forty different homes, with forty different dispositions. Some have been longing anxiously for this day, this great day, the most eventful one so far of their short lives—the first day of school. They expect to enter an enchanted fairyland, and with happy smiles await you. Others, perhaps, have looked with dread upon this great day—the first day of school. Timid, frightened, longing for the dear mother from whom they have never before been separated for any great length of time, they expect a sad, sad time, and await you in fear and trembling with tearful eyes and suppressed sobs. Possibly a few, a very few, may come on mischief bent. They, too, are awaiting you.

Now, what are you going to do? Oh, I hope you are prepared. I hope you are first of all happy, through and through. That you believe you are the "really and truly" fairy, and that this big room is your fairyland, and with your magic wand of love and knowledge you will endow all who enter your presence.

If you are, how happy the time will speed away, as you scatter the seeds of love and knowledge by means of your bright, interesting story, to which the children can't help but listen; also your songs and games, and numerous devices.

Before you are aware, it is time to go home, and forty happy little faces look into yours with big, shining eyes, and as they bid you good-by, hasten to tell you, "I'm surely coming back this afternoon," and all are firmly believing you to be the fairy in the story-book.

Having once been enthroned as the fairy queen, are you going to fall from that throne, after the first few days or weeks? If once lost, hard will be the struggle to regain it.

If you love your work, if you love your children, you are bound to give to it and to them your best efforts, and your throne is safe.—*School Education.*

Before green apples blush,

Before green nuts embrown,

Why, one day in the country

Is worth a month in town!

—Christina G. Rossetti.

**Spelling.**

These fifty words will furnish a good test in spelling for your advanced pupils on the first day of the term: 1, eligible; 2, imminent; 3, homicide; 4, hazardous; 5, runaway; 6, episode; 7, pitiable; 8, concession; 9, illicit; 10, anonymous; 11, intercede; 12, immortal; 13, immunity; 14, indigent; 15, lineage; 16, censure; 17, seize; 18, infallible; 19, gorgeous; 20, corruptible; 21, supersede; 22, satellite; 23, blizzard; 24, innovation; 25, courageous; 26, prevalent; 27, changeable; 28, heresy; 29, invisible; 30, liniment; 31, inflammation; 32, palatable; 33, dungeon; 34, miracle; 35, irritant; 36, subterranean; 37, permeated; 38, achievement; 39, shriek; 40, collateral; 41, effulgent; 42, visible; 43, maintenance; 44, jeopardy; 45, hemorrhage; 46, extravagance; 47, apoplexy; 48, recurrence; 49, musician; 50, annoyance.

**Be Natural.**

One thing that makes teaching very hard for some teachers is that they do not allow themselves to be natural. They cherish a false ideal of school-room decorum and keep their nerves at a tension six hours a day. No wonder that after this strain, they are tired every night. No wonder they are always wishing for Friday.

A school-room in which "you could hear a pin drop," and where the pupils are all sitting bolt upright facing the teacher's desk, is still the ideal of many teachers and principals. It constitutes "perfect order." Fortunately, few schools ever achieve this high ideal. It is not natural for children to sit perfectly quiet for long at a time, and it is utterly impossible for them to concentrate their attention upon one subject for very long. How often "Study your lesson," simply means for the child to look intently at his book and go to sleep mentally, if not physically.

It is nothing very dreadful if restless Harry sometimes turns sideways in his seat and gets his feet into the aisle. If awkward Tom lets his book or his pencil fall, why should the teacher feel it her duty to reprove him? Do not grown people sometimes do the same and we do not say that they have done it "on purpose?" I never attended a teachers' institute that I did not notice more or less whispering, and yet many teachers consider it a great offence in their pupils.—*Popular Educator.*

**Around the World in Forty Days.**

The prophetic and lively imagination of the late Jules Verne recorded one of its most daring flights, when he wrote that entertaining work, "Around the World in Eighty Days"; and it is probable that none of us who read its chapters supposed that he would live to see the day when the Frenchman's estimate of eighty days would be cut in half by an enterprising officer of the British army, who set out to test the speed of modern around-the-earth travel for himself. In a recent letter to the London Times Lieut.-Col. Burnley Campbell wrote that he had landed at Dover on the 13th of June at the completion of a trip around the world which occupied forty days and nineteen and one-half hours. He left Liverpool on May 3 at 7:20 p. m., reached Quebec at 3 p. m. May 10, and was at Vancouver on the Pacific coast at 5 a. m. on May 16. Leaving there about noon of the same day, he reached Yokohama on May 26, Tsuruga on May 28, and leaving there by steamer at 6 p. m., he reached Vladivostock May 30. Here, after a wait of about four hours, he took a Trans-Siberian train, reaching Harbin on May 31, Irkutsk on June 4, Moscow on June 10, and Berlin on June 12. On the following day he was at Ostend, which he reached at 7.30 a. m., and at 2:50 p. m. of the same day he landed in England at Dover. Throughout the whole trip Lieut.-Col. Campbell was remarkably fortunate in making connections; otherwise his time would have been several days longer.—*Scientific American*.

[It would be interesting for pupils to trace out this course on a map of the world.]

The REVIEW has completed twenty years without a change of form or management. Our subscription list to-day is larger than ever before. Our subscribers have many pleasant words for us, as the following may show:

I renew my subscription to the EDUCATIONAL REVIEW with much pleasure, and heartily congratulate you upon its continued progress and its eminent suitability to our school wants.

WM. CROCKET,

Late Principal of the N. B. Normal School.  
Fredericton.

Enclosed please find amount of subscription for your very interesting and helpful paper. Thanking you for its prompt appearance each month and wishing you continued success.

L. M. BOAK.

Halifax.

For the inspiration and practical help I have received from your valuable paper I thank you. Wishing the REVIEW continued success.

M. D. C. LIBBEY.

Brockway, N. B.

A young teacher writes: "I enclose one dollar for the REVIEW, which I have received since January last. I think it is one of the most useful dollars that I have ever spent. Your paper is a great help to me in my teaching, and I hope it may have every success in years to come."

ROBERT B. FRASER.

Rexton, N. B.

**The Harper.**

Like a drift of faded blossoms  
Caught in a slanting rain,  
His fingers glimpsed down the strings of his harp  
In a tremulous refrain.

Patter and tinkle, and drip and drip!  
Ah, but the chords were rainy sweet  
And I closed my eyes and bit my lip  
As he played there in the street.

Patter, and drip, and tinkle!  
And there was the little bed,  
In the corner of the garret,  
And the rafters overhead!

And there was the little window—  
Tinkle, and drip, and drip.  
The rain above, and a mother's love  
And God's companionship!

—James Whitcomb Riley.

**Dawn.**

From Stickney's Reader, "Earth and Sky"—Ginn & Co.,  
Boston.

I had occasion, some few weeks since, to take the early train from Providence to Boston, and for this purpose rose at two o'clock in the morning. It was a mild, serene mid-summer's night; the sky was without a cloud; the winds were whist. The moon, then in the last quarter, had just risen, and the stars shone with a spectral lustre but little affected by her presence. Jupiter, two hours high, was the herald of the day; the Pleiades, just above the horizon, shed their sweet influence in the east; Lyra sparkled near the zenith; Andromeda veiled her newly discovered glories from the naked eye in the south; the steady Pointers, far beneath the pole, looked meekly from the depths of the north to their sovereign.

As we proceeded the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest; the sister beams of the Pleiades soon melted together; but the bright constellations of the west and north remained unchanged.

Steadily the wondrous transfiguration went on. Hands of angels, hidden from mortal eyes, shifted the scenery of the heavens; the glories of the night dissolved into the glories of the dawn.

The blue sky now turned more softly gray; the great watch stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky; the whole celestial concave was filled with the inflowing tides of the morning light, which came pouring down from above in one great ocean of radiance, till at length the everlasting gates of the morning were thrown wide open, and the lord of day, arrayed in glories too severe for the gaze of man, began his course.

I do not wonder at the superstition of the ancient Magians, who in the morning of the world went up to the hill-tops of Central Asia, and, ignorant of the true God, adored the most glorious work of his hand.

EDWARD EVERETT—Adapted.

### What Indian Children Are Taught.

Coupled with the policy of industrial training of Indian children, says the Superintendent of Indian Schools, is a desire to preserve the native handicraft of the Indian. While in the shop it is planned to give each boy a general grasp of the essential principles and practical workings of the mechanical trades, yet the arts of their ancestors are taught when it is found that the children take any delight in those things. Effort is made to maintain the high artistic standards which have made Indian work famous and given it its greatest value. This involves the preserving of the symbolic tribal designs, and the using only of those dyes and materials which have been thoroughly tested by time and use.

Where tribes are represented who are adepts in particular arts, more prominence is given in the schools to instruction in those native industries. Thus in schools having a number of Navahoe or Moqui children, competent training in blanket weaving is provided. Specific instruction is given in stringing the warp upon the hand-made loom, carding and spinning of wool, and dyeing the threads to suit the pattern.—*Scientific American.*

### Weeds of Great Value.

New Zealand flax is one of a number of wild weeds that yield their gatherers great wealth. This flax, the strongest known, grows wild in marshes. When it is cultivated it dwindles and its fibers become brittle and valueless.

Indian hemp grows wild, and out of it hasheesh, or keef, is made. Keef looks like flakes of chopped straw; it is smoked in a pipe; it is eaten on liver; it is drunk in water. It produces an intense, a delirious happiness; and among Orientals it takes the place of beer and whiskey in this country.

The best nutmegs are the wild ones. They grow throughout the Malay Archipelago.

But the most valuable weed of all these wild growths is the seaweed. The nitrate beds of South America, which yield something like \$65,000,000 a year, are nothing but beds of seaweed decomposed.

School books are to be cheaper in Ontario than they have been in the past. The contract for the publishing of school readers has been awarded to the Canada Publishing Co., Limited, of Toronto, and the prices at which the company has agreed to furnish the books are less than one-half of those which have prevailed, and do prevail, in the province. The books will contain the same sections as those at present in use; a new cover design will be used, and all the bindings will be of cloth. The price to the public will be forty-nine cents for the series of five books, whereas the present price for the same set is \$1.15. The company will have the exclusive right to publish the readers for eighteen months. During this time the subject matter for an entirely new set of readers will be prepared by experts.

These changes are the result of the appointment by the Ontario government of a Text-book Commission to investigate the question of suitable reading books and their prices. The commission reported that the series in use is out of date and the prices excessive. At the last session of the legislature, by a statutory enactment, the right to publish all the copyrighted selections in the public school readers was assumed by the province. Then tenders for the publication of these were called for, with the result given above.—*Ex.*

### "Pride Goeth Before a Fall."

I had occasion the other day to send one of my lower grade boys to a store with a dollar. On his return he said, "They cost fifty-eight cents," laying down his purchases, "and here is the change," handing me a quarter, a dime, a nickel and two pennies.

"But how do you know it is right?" I asked, expecting him to call for paper and pencil, subtract fifty-eight cents from a dollar and then see if the result tallied with the change received; or to go at it by some other round-about method. But he did not.

Taking the change in his hand he said: "Fifty-eight, sixty" (laying down the two pennies), "seventy" (depositing the dime) "Seventy-five" (placing the nickel) "a dollar" (putting down the quarter).

It was a proud moment for me. I felt proud of the boy, proud of his teacher and proud to be their principal, proud that in my school common sense methods prevailed.

"Where did you learn that?" I asked, putting his head.

"Oh, I learned that at home!"—*M. A. Hatch.*

We marvel at what we call the wisdom of the hive bee, yet there is one thing she never learns from experience, and that is, that she is storing up honey for the use of man. She could not learn this, because such knowledge is not necessary to her own well-being. Neither does she ever know when she has enough to carry her through the winter. This knowledge, again, is not important. Gather and store honey as long as there is any to be had is her motto, and in that rule she is safe.—*John Burroughs, in the August Atlantic.*

We hope to have a report in our next of the Dominion educational meeting at Toronto

### Summer School.

The twenty-first session of the Summer School of Science for the Atlantic Provinces was held this year at Riverside, Albert Co., N. B. The opening meeting took place on the evening of Tuesday, July 2nd, in the assembly hall of the Consolidated School building. The chair was taken by the Hon. A. R. McClelan, and addresses of welcome were delivered by Mr. Rhodes of Albert, and Mr. Rogers of Hopewell Hill, while Prof. W. W. Andrews, Mr. J. D. Seaman, and Mr. F. G. Matthews spoke on behalf of the school. Miss Dixon, of Sackville, the teacher of elocution, gave a reading which delighted the audience. Work began promptly on the morning of Wednesday, July 3rd, and the following classes were formed: Drawing and Manual Training, Mr. F. G. Matthews; Geology, Mr. H. B. Bailey; Chemistry, Mr. Davis; Physics, Professor Andrews; Botany, Mr. McKittrick; Physiology, Mr. McKimmie; Zoology, Mr. DeWolfe; Literature, Miss Robinson; Elocution, Miss Dixon.

The attendance at the school was smaller than usual but lack of members did not lower the quality of the work done; the interest in all the classes was keen, and the instructors expressed themselves at the close of the session as more than usually well satisfied with the results of their teaching.

The largest classes were those in botany, literature, geology and drawing. A departure from the custom of former years was made in having the botany class meet at two o'clock; after an hour in the classroom the students went out for field work under the direction of Mr. McKittrick, who was ably seconded by Miss Hewitt, of Lunenburg. A special study was made of the ferns of the neighbourhood, and a small but enthusiastic band, led by Mr. DeWolfe, made several early morning excursions in the pursuit of bird-lore.

A great deal of interest was excited, and much useful knowledge gained by Mr. Matthews' class in photography, which is a valuable adjunct to the work done in the other classes.

Among the evening meetings, perhaps the most interesting were the lecture on "What the other Sciences Owe to Mathematics," by Chancellor Jones, of the University of New Brunswick, and that on "Technical Education in the Maritime Provinces," by Dr. Sexton, of Halifax. Other evening lectures were given by Inspector Campbell, of Truro, and by Miss Robinson and Mr. Wm. McIntosh, of St. John.

On Monday, July 8th, an interested gathering of agriculturists listened to Dr. Andrews as he instructed them how to raise "three tons of hay to the acre."

Habitual attendants of the Summer School always look forward to the excursions, and those organized at Riverside gave more than ordinary pleasure. A visit was made to the Joggins, in order to give an opportunity of studying the marvellous

exposure of strata which the rocks there exhibit. Another delightful day was spent in Hillsboro, where the students inspected the plaster quarries, and were most hospitably and charmingly entertained by Mr. and Mrs. Osman. The drive to Cape Enrage was enjoyed through the kindness of Messrs. J. A. and P. J. McClelan, who generously furnished conveyances for the whole party. The final excursion was to the famous "Rocks" at Hopewell Cape, and students and faculty were driven there in the vans belonging to the Consolidated School, which were kindly lent by the trustees. Here a grand view was obtained of one of the most wonderful instances of sea erosion to be seen anywhere.

The closing meeting was held in the assembly hall on Thursday evening, July 18th. The secretary read a very satisfactory report of the work done, and speeches were made by the president, Dr. Andrews, by Principal McKittrick, and by Mr. DeWolfe, expressing the pleasure experienced by faculty and students during the session, and their gratitude to the school trustees, and to the people of Albert and Riverside generally, for all the hospitality and kindness which they had received. Replies were made by the Hon. A. R. McClelan and by Principal Trueman, of the Consolidated School. After the meeting, the members of the Summer School were delightfully entertained at the hospitable home of the Hon. A. R. and Mrs. McClelan, whose interest in the school and kindness to its members will always be coupled with the remembrance of the meeting at Riverside.

The profit and pleasure gained by the visiting members of the school were enhanced in no small degree by the interest and beauty of the locality in which they found themselves, and by the handsome and commodious building in which their work was carried on.

The able co-operation of Principal Trueman, who acted as local secretary, had much to do with the success of the school, and the hearty interest and great kindness of the people of the neighbourhood contributed largely to the comfort and happiness of their visitors. Faculty and students alike can look back on the session of 1907 as one of the most successful and enjoyable in the history of the school.

The place of meeting for 1908 is not positively fixed, but will probably be Sackville.

ELEANOR ROBINSON.

It is not often that a class of school children is permitted to examine its teacher, but a Glasgow pedagogue was so pleased at the way his pupils answered his questions in an examination that he told them they could ask any question they liked. No one took advantage of the offer, and the teacher was about to dismiss the class when he noticed one little chap in deep thought. "Well, what is it?" he asked. "I was just about to ask you, sir," replied the youth, "whether, if you were in a soft mud heap up to the neck, and I was to throw a brick at you, would you duck?"

### The Colleges During the Past and Coming Year.

#### DALHOUSIE.

The calendar of Dalhousie University for 1907-08 has been received, and is full of information for students intending to avail themselves of its courses in arts and science, engineering, law and medicine. In the past few years Dalhousie's equipment has been improved and her faculties strengthened, and now this institution is in a position to offer better advantages than ever to the student. As one glances over the very complete courses of instruction offered, and sees the long list of teachers and professional men it has sent out in the past, he reads the great promise of future good work before it.

The advertisement in this month's REVIEW should be consulted to see the rewards in scholarships and prizes that are offered to students for the coming year.

#### ACADIA'S CLOSING.

The following report of the closing of the Acadia institutions reached us too late for the June number:

The past year's work at Acadia has been carried forward, and successfully, too, without a president. The attendance at the three institutions, Academy, Ladies' Seminary and College, has been unequalled in any previous year, reaching a total of 565. The principalship of the Academy has been in the hands of Mr. C. J. Mersereau for one year—a year of efficient service. Principal DeWolfe has just completed his sixth year in the headship of the Seminary. The internal management of the College has been attended to by three members of the faculty—Professors Tufts, Wortman and Haley. In the place of Dr. C. C. Jones, who went a year ago to the chancellorship of the University of New Brunswick, Prof. Ernest R. Morse (Ac. '87) has filled the chair of mathematics with full satisfaction to all. Therefore it is greatly regretted that he finds climatic conditions such as require his return to Kansas City. Already the prospects for next year's attendance are exceedingly encouraging.

Choice has this past year been made of Acadia's second Rhodes Scholar, the honor coming to James Arthur Estey, of Fredericton, N. B. Mr. Estey is a grandson of the late Dr. Charles Spurden, long the principal of the Baptist Seminary at Fredericton, a man of fine spirit and excellent literary attainments. In the coming October Mr. Estey will enter into his three years' residence at Oxford. He is a young man of superior and versatile gifts, so

that his friends are anticipating for him an honorable career.

A few months ago Acadia's representatives won a victory in an intercollegiate debate, this being the fourth annual victory for Acadia's team since the formation of the league. The first victory was over St. Francis Xavier at Wolfville; the second, over King's at Windsor; the third, over the University of New Brunswick at Fredericton; and the fourth, over Mt. Allison at Wolfville. Mention may also be made of an oratorical contest among Acadia's students themselves. For seven years Dr. Kerr Boyce Tupper, of New York, gave a medal for competition; and when this ceased to be given there came to the Board of Governors, from the estate of the late Rev. R. M. Hunt (Ac. '79) the sum of \$500, the interest of which will perpetuate this special sort of competition, the prize hereafter being known as "The Ralph M. Hunt Oratorical Prize."

At the closing exercises twenty-seven received diplomas from the Academy and twenty-two from the Seminary. Twenty-one obtained the B. A. degree and five the B. Sc. degree. Eight persons took the M. A. and three the *ad eundem* M. A.

Honorary degrees were conferred as follows: The degree of LL. D. upon Dr. Thomas Trotter, former president of Acadia University; of D. C. L. upon H. H. Bligh, of Ottawa; of D. D. upon Rev. Chas. A. Eaton, of Euclid Avenue Baptist Church, Cleveland, Ohio; Rev. Robert McDonald, of Brooklyn, New York; and Rev. Edwin Crowell, of Canning, N. S.; and of M. A. upon Mr. J. E. Barteaux, of Truro, N. S.

There was an added interest in the exercises of commencement day from the presence of the Governor of Nova Scotia, Governor Fraser. He spoke in connection with commencement exercises, and afterwards at the alumni dinner, delivering strong, sensible and uplifting messages. Governor Fraser spent a day at these institutions a few months ago, when he captured the hearts of professors and students by his addresses, and by evident appreciation of what he saw and heard. The opinion is expressed on all sides that this year's closing exercises at Acadia have not been surpassed by those of any previous year.

Payment of the pledges for \$100,000, upon which payment of a like amount by Mr. Rockefeller is conditioned, is progressing favorably, so that with the opening of 1908 the full \$200,000 will surely be realized. The interests felt by the Baptists of the Maritime Provinces in their schools at Wolfville has never been deeper and more extended than it is at present, and the prospects were never brighter than now.

The presidency of Acadia University has been offered to Rev. William B. Hutchinson, D. D., now of Lawrence, Kansas. Dr. Hutchinson has accepted the position, and will enter on his duties about the middle of August. He is a native of Nova Scotia, and graduated at Acadia College with the



class of 1886. He studied thereafter at McMaster, Toronto, at Newton Theological Institution, and at Rochester Theological Seminary. Excellent hopes are entertained of an able and successful administration for Acadia under Dr. Hutchinson.

#### THE UNIVERSITY OF NEW BRUNSWICK.

The opening of the University in September will probably show the largest freshman class ever gathered within its walls. In the past eight years it has nearly doubled the number of its students. The course has been greatly improved and modernized in recent years, and the University is fortunate in the large number of prizes and scholarships now available. Lieut.-Governor Tweedie has offered a prize of \$50 to the student of the graduating class making the highest aggregate of marks in five subjects of the ordinary course at both the December and May examinations. The competition for the Douglas gold medal is open to all undergraduates, and will be awarded next year for the best essay on the subject, "The Factors in the Growth of the Maritime Provinces." The gold medal presented by His Excellency the Governor-General will be awarded for the highest standing in some department of study to be selected by the faculty. The alumni gold medal will, as usual, be given for a translation into Latin prose. The passage set for translation is Gibbon's History of Rome, Book I, chapter 3, beginning with the words, "These gloomy apprehensions" to the end of the chapter. The Brydone-Jack memorial prize of \$40 will be given to the student making the best standing in the department of physics for the junior year. The Montgomery-Campbell prize of books (\$20) is awarded for highest marks in honor classics of the final year.

Fourteen county scholarships, worth \$60 each, will be awarded at the beginning of the academic year in September to the members of the freshman class. The St. Andrew's scholarship, worth \$50 a year, will be awarded in September by the Fredericton Society of St. Andrew.

The most valuable scholarship open to the University is the Wilmot scholarship, worth \$100 a year for three years; awarded in September to the candidate making the highest aggregate of marks on the senior matriculation examination for admission to the second year. An Asa Dow scholarship of \$45 a year for two years is open to first class male teachers, awarded at the senior matriculation examination in September for the best marks on the three subjects required of the first class teachers, viz.: Latin, Greek or French, botany.

Under the able management of Chancellor Jones the internal working of the College has gone on smoothly. The discipline has been well and tactfully dealt with, and that, too, without effort or friction. His initial experience as a successful administrator gives promise of future successful years for the college.

"It is to be hoped," writes a member of the faculty, "that the next step in the strengthening and development of the University's activities may be made in the arts department. This is needed to make that side of her work keep in line with the side of science and the purely practical." The change most needed is the establishment of a separate chair in English, thus leaving the present professor of modern languages free to devote all his time to French and German. Next to this it would seem that instead of one professor of philosophy and economics, there ought to be two professors, one of philosophy and pedagogics, and one of economics and history. This last change would introduce into the curriculum the new subject of pedagogics, which is of great practical utility in our country, and would give a greater and indeed greatly to be desired prominence to the very important subject of history."

Dr. L. W. Bailey, after a long and distinguished career as professor of natural science, extending over forty-six years, has retired, and is succeeded by Dr. Philip Cox, who graduated from the university in 1871, and received his Ph.D. degree in 1894. Dr. Cox's work as a successful teacher, and his extensive knowledge of the natural history of the province, fit him admirably for the position.

Professor Salmon's successor in the chair of physics and electrical engineering is Professor W. B. Cartnall, a graduate of Harvard; and Professor L. W. Carson, a graduate of Toronto University, has been appointed to the chair of chemistry, vacated by Dr. Brittain.

#### MOUNT ALLISON UNIVERSITY.

The male academy, under the capable management of Principal Palmer, is looking forward to a large attendance for the coming year. Nine rooms have been added by furnishing the fourth flat to the building, which accommodation is greatly needed.

Regular and special courses are given at Mount Allison University in arts, engineering and divinity, with honor courses in a number of subjects. A special and an advanced course in finance and commerce is also provided. The faculty of the University has recently been strengthened by the appointment to the science department of Dr. R. K. McClung, formerly on the applied science faculty at McGill.

Ambitious and deserving students will find many inducements to take up the course at Mt. Allison. There are more scholarships offered for the year 1907-08 than ever before. The Rhodes scholarship is open for competition, and there is the Brecken Students' Aid Fund, from which worthy students may be granted assistance. The Sheffield scholarship, of the value of \$60, in mathematics; and the Fred Tyler scholarships, each of the value of \$60, are available for members of the freshman

class, while the sophomore English prize, a set of the valuable Temple Shakespeare, is a prize well worth hours of diligent study. The Machum prizes, each \$25 in value, are open for competition; and \$25, offered by Mr. H. A. Allison, B. A., will be given for the best senior oration. Students of the senior year will contend for the Alumni Honors scholarship. The Margaret Sinnott Memorial Prize, of the value of \$30, and the R. B. Bennett Prize of \$25, are offered this year for the first time. Mr. S. M. Brookfield, of Halifax, has offered \$100 in prizes to engineering students of the second year, and \$25 for competition among first year engineers. The Class of 1904 prize of \$25 is also given to a student of the first year in engineering.

Theological faculty students may share in aid from the Jost Fund, the Mary J. Bowser Scholarship Fund, the Jarius Hart Fund, and the Blackburn Fund, and compete for the Robertson bursary of \$40, the Hibbert C. Lawrence bursary of \$60, the W. B. Jost scholarship of the value of \$36, the Rebecca A. Starr bursary of \$30, the Sackville District prize of the value of \$25, a prize of \$25 given by Mr. R. B. Jones, and many other lesser prizes.

The Ladies' College Calendar has just been issued. Miss Ada F. Ayer takes the place this coming year of Dr. R. C. Archibald, teacher of the violin. Mrs. Marny-Treble, of Toronto, gives a scholarship of \$80 to any Mt. Allison student at her school of household science in Toronto during the year 1907-8. The student must have graduated from the household science department at Mt. Allison, and must be recommended to the appointment by the Ladies' College Faculty. The scholarship covers all expenses of tuition. Last year the scholarship was awarded to Miss Patterson, of Aylesford, N. S. Her work at Toronto was of a very high order. This was emphasized by the fact that she was employed during the month of June by the Ontario government to hold woman's institutes in southern Ontario.

#### KING'S COLLEGE.

King's College, Windsor, held its encœnia on the 17th of June, and it proved one of the most pleasant and spirited gatherings in the history of King's, the oldest of our colleges. The wise management of President C. J. Boulden during the year has had a marked influence for good on the affairs of the college, and has endeared him to the students.

Rev. T. H. Hunt, D. D., has been appointed Alexandra Professor of Divinity, and J. B. McCarthy, M. A., B. Sc., Professor of Science. Both are graduates of King's.

Rev. A. W. M. Harley, M. A., rector of Holy Trinity church, Liverpool, has been appointed professor of English literature at King's, to succeed Prof. G. M. Acklom.

St. Joseph's College, Memramcook, conferred the

degree of B. A. at its recent closing on seven graduates: Alphée J. Babineau, of St. Louis, Kent Co., Arthur M. Chamberlain, Walter M. Donohoe, John G. Manning, Nazaire J. Poirier, of Miscouche, P. E. I., Louis J. Slattery and Lorne J. Violette, of St. Leonard, Madawaska Co. The degree of M. A. was conferred on Mr. Fred. Gillen, of Moncton.

We gladly give up space to outlining the various courses and rewards of higher scholarship given above. We hope they may be attentively pondered by our teachers and the students of our schools; and if it is not possible to take advantage of them this year, the ambition of very many will be stirred to work and prepare themselves for attendance next year or at some time in the near future.

#### CURRENT EVENTS.

It is estimated that at the present rate of consumption the anthracite coal in the mines of Pennsylvania will be exhausted in seventy-five years; while the timber supply of the United States, if present destructive methods are followed, will not last half that time. The supplies of wood and coal in the Atlantic Provinces of Canada are therefore assets of rapidly increasing value; while, as the price of coal increases, our waterfalls will come into use, more and more, to supply electricity for power, light and heating purposes.

A reform in domestic economy is exciting the interest of the people in Denmark, and resulting in a popular movement for cheaper and simpler food. The London *Lancet* says that the average middle-class family in England wastes enough food to maintain a French family of similar station; the waste being largely due to ignorance of cooking.

Orange River Colony now has a constitution similar to that recently granted to the Transvaal. It is estimated that the population of Canada is now more than six and a half millions, and that at the present rate of growth it will exceed seven and a half millions when the next census is taken. There is a falling off this year in the number of immigrants from the United States, but the number from Europe continues to increase.

Unlike many such exhibitions, the great international fair at Christchurch, New Zealand, has been a financial success. The Canadian exhibits made a very attractive display, far exceeding in this respect those of the United States, and an increased trade between this country and New Zealand is to be expected.

The New Zealand legislature wishes that country to be known henceforth as the Dominion of New Zealand.

Some five thousand miles of new railways are now in process of construction in Canada, though the Dominion has already a greater mileage per head of population than any other country in the world.

A new zebra has been discovered in Portuguese East Africa. Its head, neck, forelegs, and the fore part of the body are dark brown in color, the hinder parts having the usual stripes. It is very fleet and timid, and the natives report it as becoming very scarce.

A new compound, possessing many of the properties of radium, has been discovered in France. It is called mo'ybdate of uranium.

There is now a glass bottle on the market which has the power of keeping liquids hot for many hours in the coldest weather, or keeping them cool for days in the hottest summer. It has double walls, the air being withdrawn from the sealed-up space between to leave a vacuum; and to the heat insulating effect of this vacuum its remarkable power is due.

The air-ship in which the American explorer, Walter Wellman, proposes to sail from Spitzbergen this year in search of the North Pole, if conditions are favorable, is one hundred and eighty feet long, is driven by a motor of sixty horse-power, and will carry a burden of nine thousand pounds of cargo and machinery.

The last days of July will have seen the election of a popular representative assembly in the Philippine Islands. Though the natives are taking but little interest in the matter, it does not follow that the experiment will be a failure. China is now preparing to introduce representative government, and it has been wonderfully successful in Japan. The *Outlook* calls attention to the fact that the Filipino people are the only people in the East who worship the God of the Christian, and that the church for four centuries has been preparing them for civil liberty.

The plague in India is again increasing, and more than a million of the inhabitants have died of it during the current year.

The Italian government has decided to carry on the work of excavation at Herculaneum without foreign assistance.

General Sir Harry Maclean, the British officer who has been for many years in the service of the Sultan of Morocco, has been imprisoned by Raisuli, the insurgent chief, to whom he was sent with an offer of pardon. The British government has demanded that the Sultan obtain his release, which will probably involve the payment of a large ransom and the granting of many of Raisuli's demands.

The Peace Conference at the Hague has as yet taken no important action, though several important matters are under discussion. As these matters chiefly relate to war, one writer has called the great gathering the War-Conference.

The Emperor of Korea has been forced to abdicate in favor of his son, his action being dictated by the Korean government because of his hostility to the Japanese. The new Emperor professes friendship for Japan.

The Emperor of Russia has dissolved the second *duma*, and called a new election. The immediate cause of the dissolution was that certain members of parliament, taking advantage of their immunity from arrest while the parliament was in session, had been plotting to overthrow the government and establish a republic. They were arrested as soon as the *duma* was dissolved, and they ceased to be representatives. The new parliament will meet in November.

Popular government is for the present practically suspended in Portugal, on the plea that the people's representatives were so corrupt that it was necessary for the King to resort to arbitrary rule. The country has now been for fourteen months without a parliament.

### School and College.

Mr. Rex R. Cormier has left the Hampton, N. B., superior school to accept the principalship of the La Tour school St. John west.

Mr. L. A. DeWolfe, B. Sc., Science master in Truro, N. S. Academy resigned to accept a similar position in Halifax Academy, but he has been induced to remain in Truro.

Mr. John W. McLeod, B. A., principal of the Stellarton, N. S., high school, has resigned his position. Mr. Harry E. England, of Louisburg, C. B., is his successor.

Mr. R. D. Hanson, B. A., has resigned the Bathurst, N. B., Grammar school to accept the principalship of the Chatham grammar school, vacated by Dr. Cox, who has been appointed professor of natural science in the University of New Brunswick.

Mr. John S. Smiley, B. A., of Milltown, N. B., has been appointed teacher on the staff of the Mount Allison Academy and Commercial College.

Mr. W. H. Coleman, B. A., of Acadia, recently on the Mount Allison academy staff, has been appointed assistant master at the Collegiate School, Windsor, in place of Mr. V. L. Chittick.

Principal Caverhill, of the Meductic York County superior school, has resigned to continue his engineering course at the University of New Brunswick.

Miss Louise Wetmore, teacher of manual training in the Woodstock grammar school, has taken a year's leave of absence. Miss Wetmore, of St. John, has been appointed to her place.

Professor Sears, horticulturist at the provincial government farm, Bible Hill, N. S., for the past ten years, has resigned his position and accepted a position in the Massachusetts horticultural college at Amherst.

Mr. Ernest Robinson, of the Amherst Academy, has been appointed to the principalship of the Dartmouth, N. S., schools for the coming year.

Mr. G. H. Adair, principal of the superior school at Hopewell Hill, N. B., has resigned to enter upon the study of law.

Mr. Wm. J. Young, late teacher in Harkin's Academy, Newcastle, N. B., has resigned to accept a school at Lumisden, Saskatchewan.

Mr. Louis Baldwin, principal of the grammar school at St. George, N. B., has resigned.

Miss Alice Clark, for many years the instructor in reading and physiology in the Provincial normal school, Fredericton, has retired and will be granted a pension from September first, 1907. Miss Margaret Lynds, of Hopewell Cape, Albert County, has been appointed to the position.

Mr. C. Douglas Steele, B. A., has resigned his position in the Kent County grammar school.

Mrs. M. S. Cox, has given up her school at Cornhill, N. B., to enjoy a well deserved rest after many years of faithful and efficient teaching.

Mr. Isaac Draper, principal of the Broadway school, Woodstock, has resigned to enter upon commercial pursuits. He is succeeded by Mr. R. Ernest Estabrooks of the Grammar school staff.

Principal H. F. Perkins, Ph. B., of the Hartland, N. B., Superior school, has tendered his resignation and has gone to Prince Albert, Sask., where he has accepted the principalship of a school.

Mr. A. W. L. Smith, grade A., and a former principal of Annapolis Academy, has been appointed teacher in the Halifax Academy.

Dr. David W. Hamilton has relinquished the principalship of the Kingston, N. B., consolidated school to accept a position in the Dominion Agricultural Department at Ottawa.

Mr. George P. Belyea, principal of the Upper Woodstock N. B., school, has resigned, to enter the University of New Brunswick, in September.

Principal R. B. Masterton of the Port Elgin, N. B., superior school, has left that school to accept the principalship of the Havelock, N. B., superior school. With him are associated Miss Winnie Keith and Miss Sadie V. Newman.

Principal Worrel, of the St. Andrews, N. B., grammar school, has resigned and will be succeeded by Mr. William Woods, B. A., of Welsford, Queens County, a recent graduate of the University of N. B.

Miss M. A. Osborne has retired from the North Head, Grand Manan, superior school to become principal of the intermediate department of the St. Andrews schools, to the primary department of which Miss Cecil B. Hewitt, of Milltown, has been appointed.

Mr. Stapleton of the New Glasgow high school, has been appointed principal of the Oxford, N. S., schools, and Mr. Harlow, of the same school, has accepted a position on the staff of the Halifax Academy.

Miss McCall, principal of the household science school, Truro, and Miss Lelia Vance, of the same school, have resigned.

Miss Margaret Mosher has been appointed teacher of the advanced department of the Canard, N. S., school.

Miss Ruth Everitt has been appointed teacher of grades three and four, York Street school, and Miss Jean McFarlane, of Nashwaakasis, to the Charlotte Street school, Fredericton.

Principal McLeod and Mr. Stapleton, of the New Glasgow high school, are attending the summer school of Harvard University, and Mr. Percy J. Shaw, of Truro, is taking a course in horticulture at the summer school of Cornell University, Ithaca.

The degree of doctor of philosophy was conferred on Mr. Horace L. Brittain, son of Dr. John Brittain, by Clark University, Worcester, Mass., on the 20th June, after a

distinguished course of two years at that institution. Dr. Brittain has been appointed superintendent of schools at Hyde Park, Mass., at a salary of \$2,200 a year.

The following students have received first rank diplomas at the Nova Scotia Normal School:—Miss Bertha B. Barnes, Nappan Station; Miss Sarah Mabel Doyle, Five Islands; Miss Annie Edna Gilmour, Springhill; Miss Eva Jane Morrison, Folly Village; Miss Ada Helen Smith, Parrsboro; Miss Courtney Clare Chapman, Amherst; Miss Lena Corbett, Great Village; Miss Annie Hill, Great Village; Roy D. Crawford, Wallace Station. The following are to receive first rank diplomas after one year of successful teaching:—Miss Georgia Hall, Springhill; Miss Eva Smith, Amherst.

Mr. E. C. Weyman, Apohaqui, N. B., captured the Bett's prize for highest annual examination marks, and also led the honor list of his year, at Yale University, New Haven. A record for which he has every reason to feel proud.

The degree of doctor of philosophy was conferred on William Hall Clawson, of St. John, at the graduating exercises of Harvard University, on the 26th June. Dr. Clawson was professor of English and French at the University of New Brunswick 1902-05 and Shattuck scholar at Harvard. The degree of B. A., was conferred at the same time on the following:—Robert C. Colwell, Fredericton (U. N. B. '03); Geo. D. Rogers, Sussex (Mt. Allison, '06); Harold E. Bigelow, Spencer's Island, N. S. (Mt. Allison, '03).

Professor Everett W. Sawyer, M. A., of Acadia University, Wolfville, has been appointed principal of the new Baptist College at Summerland, B. C.

Dr. W. W. Andrews of Mt. Allison University has been appointed to the chair of blow pipe analysis and chemical research at the Technological Institute, Halifax—to take effect next year. In the meantime Dr. Andrews will continue his connection with Mt. Allison.

Professor J. C. Jones of Wolfville, N. S., is attending lectures at Oxford University, where a little over thirty years since his father, Professor R. V. Jones, of Acadia University took post graduate work.

Miss Jessie B. Vince, M. A., of Woodstock, and J. H. Carr, B. A., of Campbellton, graduates of the University of New Brunswick, have been awarded grammar school licenses.

At the closing exercises of the Alma, N. B., grammar school, the silver medal offered by G. W. Fowler, M. P., for proficiency in Canadian history, was won by Sedge Kyle. Two prizes of a gold piece each, offered by Mrs. Colpitts for the second and third best papers in Canadian history, was won by Cecil Fletcher and Jennie Haslam. Miss Clara Fletcher, teacher of the primary department, was presented with a silver card receiver by a class of the advanced department, Principal Colpitts was presented with a beautiful fountain pen by the high school classes. The sale of refreshments netted \$37.50, which will be used for chemical apparatus and library books. Ten pupils have gone from this school to write the Normal school examination papers.

Miss May McDonald and Miss Hildebrand have been appointed to fill the vacancies in the Chatham, N. B., grammar school staff caused by the retirement of Miss Maude K. Lawlor and Miss Sutherland.

Dr Philip Cox, the retiring principal of the Chatham grammar school, at the closing exercises June 28th, was presented with a beautiful armchair and an address expressive of the high esteem in which he has been held during the ten years of his principalship. Mr. W. T. Denham, who is also retiring from the staff, was presented with an address and beautifully bound copies of Wordsworth and Byron.

The REVIEW tenders its hearty congratulations to Mr. Charles D. Hébert, Inspector of schools, Westmorland County, N. B., on the occasion of his recent marriage to Miss Alma Legere, and wishes the happy couple a prosperous journey through life.

Mr. A. E. G. McKenzie, B. A., recently principal of the Albert school, St. John, has been admitted to the bar and has begun the practice of law at Campbellton, N. B.

Mr. Barry H. Burgess of Sheffield Mills, N. S., a sophomore at Acadia, has been appointed principal in the Berwick Academy for the next year.

Mr W. B. Belyea has been appointed chairman of the Woodstock, N. B., school board.

Miss Mary Graham has been appointed principal of the Moores' Mills, N. B., superior school.

Mr. P. R. McLean, A. B., died suddenly in June, as a result of an operation for appendicitis. He was principal of the Sussex, N. B., grammar school.

Mr. H. P. Dole, B. A., who graduated from the University of N. B. last year, and who during the past year has been on the Moncton school staff, has won a scholarship in Teachers' College, Columbia University, New York, where he will spend a year in advanced study.

Mr. H. Burton Loggie, B. A., (U. N. B.), of Chatham, N. B., led the freshman in medicine at McGill University this year.

Mrs. J. W. Robertson, wife of Professor Robertson, principal of the Macdonald College, at St. Anne de Bellevue, Quebec, has established forty scholarships, good for one year, entitling forty teachers of Canada to free tuition, board and travelling expenses.

At the recent graduating exercises of the General Hospital of Toronto, the training school alumnae scholarship of \$25 and a special prize for neatness were awarded to Miss Beatrice Ellis of Doaktown, N. B.

Miss Wheelock, a recent graduate of the Domestic Science school in Truro, has been appointed to the position on the Kentville, N. S., staff, recently occupied by Miss Helen McDougall, who resigned at the close of the school year.

Miss Marion Fulton and Miss Minnie Creelman will teach the advanced and primary departments respectively of the Bass River, N. S., school for the coming year.

Principal Lay of the Amherst, N. S., Academy, is employing his vacation in taking a census of that town.

Zepheniah Hopper, of the Central High School, in Philadelphia, has begun his 63rd year as a pedagogue. He graduated with the first class of that school in 1842, and two years later began to teach mathematics there. He has been there ever since, more than 25,000 pupils having studied under him. Can any of our Canadian school-masters equal this record?

Miss Lucas, who has been the teacher of manual training in the Fredericton schools, is taking a course at Mt. Allison University.

## RECENT BOOKS.

**THE MAKING OF A TEACHER.** By Martin G. Brumbaugh, Ph. D., LL. D., Professor of Pedagogy in the University of Pennsylvania. Fourth edition. Cloth. Pages 351. Price \$1.00. Philadelphia. The Sunday School Times Company.

By the study of this concise and clearly written book, the teacher may gain fresh energy for his often times weary work, by being reminded of the object and end of it all, which is, not so much to crowd the brain of the pupil with knowledge of facts, as to equip human souls for noble living. Though primarily intended for Sabbath school teachers it contains much that is valuable to all. It explains in a series of short chapters certain underlying laws inherent in the mind itself, such as, attention, memory, feeling, imagination, etc., and deals with them in the simplest terms. It is full of helpful suggestions and illustrative anecdotes. It shows how the intellect, the sensibilities, the will—the whole round of mental action—should be exercised; that teaching must touch this entire circle and this is the teaching that is necessary in the up-building of the human soul. Thus it widens the teacher's view of the dignity and importance of his work by linking the general principles of education with the foundation law of soul-growth. This volume will be of invaluable service to any teacher who earnestly desires to accomplish the best results. One learns from it how to lead the child-mind, step by step, to comprehend the relation of the lessons of history, geography, etc., to everyday life. All truth is essentially related, but without help the child cannot understand how he is building up his separate bits of knowledge into one compact, organized whole.—E. C. H.

**A LABORATORY AND FIELD MANUAL OF BOTANY.** By Joseph Y. Bergen and Bradley M. Davis. Cloth; 257 pages; mailing price, \$1.00. Ginn & Company, Boston.

Probably no series of text books on botany, excepting those of Professor Asa Gray, have been more widely used than those by Mr. Bergen. Recently he has had associated with him Professor Bradley M. Davis, and the result has been a text book, *The Principles of Botany*, which embraces the latest discoveries in plant study arranged and presented with simplicity and accuracy. The manual, to accompany the study of the "Principles", is intended to supply full and explicit directions for laboratory and field work.

**THE PERSISTENT PROBLEMS IN PHILOSOPHY: An Introduction to Metaphysics through the study of Modern Systems.** By Mary Whiton Calkins, professor of philosophy and psychology in Wellesley College, Massachusetts. Cloth. Pages with Index, 575. Price \$2.50. The Macmillan Company of Canada.

This book seeks to combine two functions, the essential features of a systematic introduction to philosophy, and a history of modern philosophy. It is useful in its classification of metaphysical systems, the summaries of arguments and conclusions of modern philosophers. It contains a very complete series of textual references and exact quotations from many authors such as Descartes, Leibnitz, Berkeley and others. The book is designed not only for beginners in philosophy but for those more

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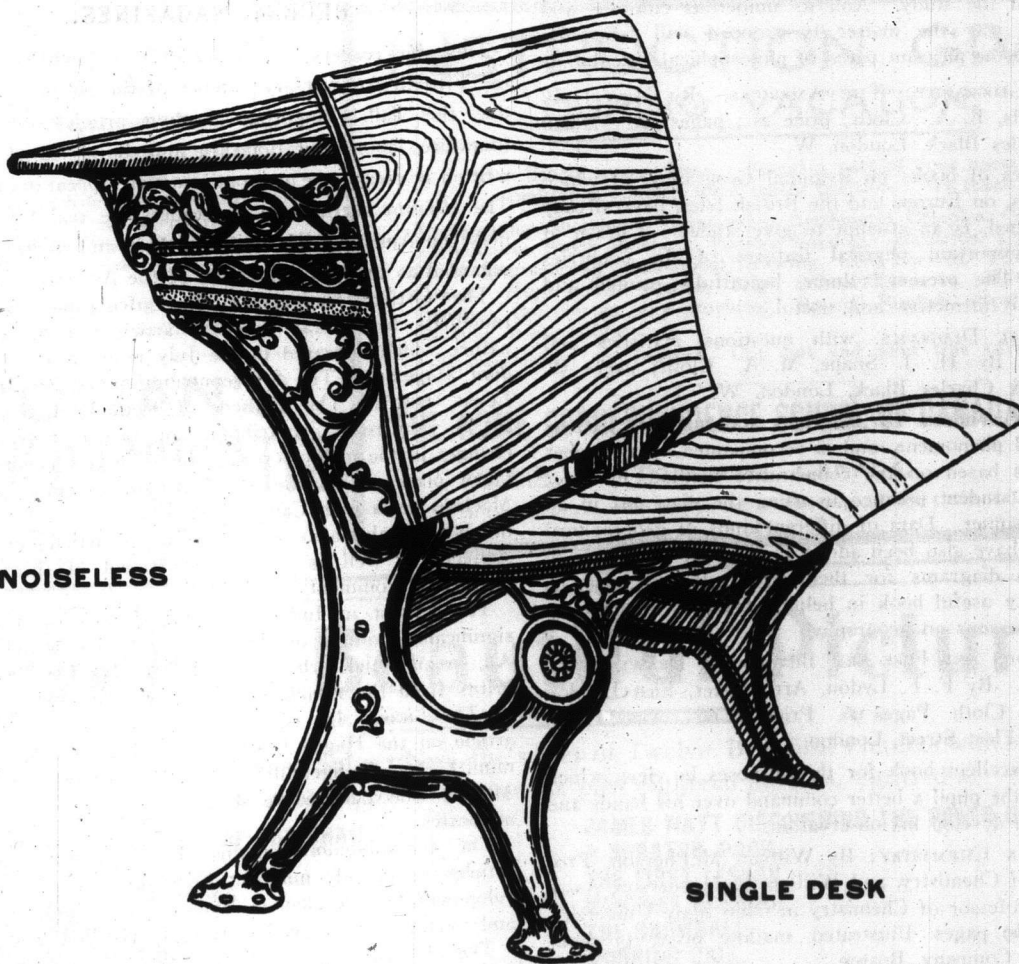
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advanced in the study. And its numerous citations and the logical way the matter is grouped will tempt its readers into the pleasant paths of philosophical speculation.

**REGIONAL GEOGRAPHY: THE AMERICAS.** By Miss J. B. Reynolds, B. A. Cloth; price 2s.; pages 128. Adam & Charles Black, London, W.

This series of books on Regional Geography, of which two volumes, on Europe and the British Isles, have already been published, is an attempt to give students a grasp of the most important physical features of the countries described. The present volume, beautifully printed and illustrated, is attractive and useful.

**GEOGRAPHICAL DIAGRAMS**, with questions, statistics and tables. By H. J. Snape, M. A. Cloth; pages 56. Adam & Charles Black, London, W.

This book contains 120 diagrams and maps of various geographical phenomena, and is accompanied by a number of questions based on the comparative method, in order to give the student practice in using the diagrams in an intelligent manner. Data of different kinds of geographical phenomena have also been added for the use of a class in building up diagrams for themselves. It will also be found a very useful book in helping teachers to make up interesting lessons on geography.

**AMBIDEXTROUS AND FREE-ARM BLACKBOARD DRAWING AND DESIGN.** By F. F. Lydon, Art Master, East London College. Cloth. Pages 96. Price 3s. 6d. Geo. Philip & Son, Fleet Street, London.

A very excellent book for the purposes in view, which are to give the pupil a better command over his hands and eyes, and to develop his observation.

**EXERCISES IN CHEMISTRY:** By William McPherson, Professor of Chemistry, and William E. Henderson, Associate Professor of Chemistry in Ohio State University. Cloth. 69 pages. Illustrated. mailing price, 45 cents. Ginn & Company, Boston.

These exercises are systematically arranged to accompany the "Elementary Study of Chemistry" by the same authors. It is no longer necessary to emphasize the importance of laboratory work as a part of the course in elementary chemistry, since it is universally admitted that some laboratory experience is essential for a thorough comprehension of the subject. With this view the authors believe that two periods weekly of forty-five minutes each should be devoted to laboratory work in connection with three recitations a week in chemistry for one year.

### RECENT MAGAZINES.

Magazine readers are looking forward with interest to the Fiftieth Anniversary number of the *Atlantic Monthly*, due this fall. Important leading articles on politics, literature, labor, education, art, and the topics of the day, written in every case by prominent men, appear in each issue. The *Atlantic* pictures to its readers the real force which make up American life, and both here and in Europe it is regarded as the best expression of the American character.

The fortieth anniversary of Confederation has given timeliness to several excellent articles of an historical nature which appeared in the July number of *The Canadian Magazine*. The first contribution is by Mr. John Lewis, entitled *The Fathers of Confederation*. Mr. J. E. B. McCready contributes an article revealing the changes in the methods and styles of journalism that have taken place within the last forty years; and Mr. John Maclean deals with *Canada's Possibilities and Perils*. The number contains also several illustrated articles on various subjects, as well as a good assortment of short stories, poetry and comment.

The *Unrest in India* is explained and its origin and significance pointed out by a native Indian writer, Ameer Ali, in an article which *The Living Age* for July 20 reprints from the *Nineteenth Century*. The July 6 number of *The Living Age* is a brilliant one. It opens with an article on the Hague Conference and the question of immunity for belligerent merchant shipping, by Captain Mahan, who takes issue sharply with the extreme peace advocates.

The *Chautauquan* contains the following educational articles in its July number: *Education: A Life-long Development*, by President G. Stanley Hall; *Summer Schools and Sunday School*, by Dr. Jesse L. Hurlbut, and others.

The *Delinicator* for August contains the continuation of the *Serial Stories*, *Fraulein Schmidt* and *Mr. Anstruther*, and *The Chauffeur and Chaperon*, an article on *Nature as I See It*, by John Burroughs, with many others interesting and useful to every member of the household.

A fly and a flea in a flue  
 Were imprisoned, so what could they do?  
 Said the fly: "Let us flee."  
 Said the flea: "Let us fly."

So they flew through a flaw in the flue.

—*Life* (Melbourne, Australia).

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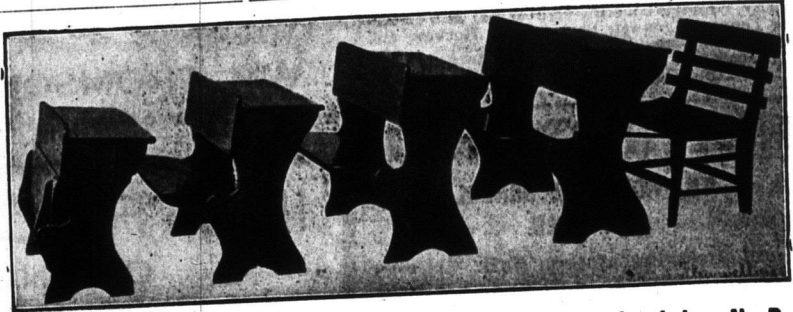
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