

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVIII. No. 5.

ST. JOHN, N. B., NOVEMBER, 1904

WHOLE NUMBER, 209.

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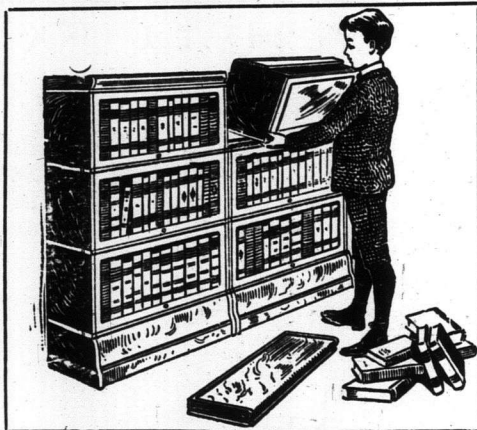
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CONTENTS:

Editorial.....	131
English in the Lower Grades.....	133
The Mechanic Science Teacher.....	134
Mineralogy—No. 1.....	136
Uncle Jake's Thanksgiving.....	137
A Cheap Sand-Table.....	138
On Letter Writing.....	139
A Short Ladder to Heaven.....	139
Suggestions How to Make a Country School More Congenial to Teacher and Pupil.....	140
Examination Papers.....	142
The Skies in November.....	142
Living Teachers.....	143
A Model Composition Lesson.....	144
The REVIEW's Question Box.....	145
Primary School Work.....	146
Rural School Course of Study.....	146
CURRENT EVENTS.....	148
Teachers' Conventions.....	150
SCHOOL AND COLLEGE.....	150
BOOK REVIEWS.....	152
November Magazines.....	152
NEW ADVERTISEMENTS—Canadian Correspondence College, 152; Education Department, 153; The Western Teachers' Bureau, 154.	

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THANKSGIVING, a school holiday, on Thursday, November 17.

THE formal opening of the Macdonald Consolidated School takes place at Kingston, N. B., November 9.

CHIEF SUP'T DR. INGH makes some important announcements on another page to the teachers of New Brunswick.

COMMUNICATIONS containing matter intended for the REVIEW should be accompanied with the name of the writer in confidence.

THE different colleges of the Atlantic Provinces are now fully entered on the year's work, and the outlook in all is most encouraging for the higher education. Dalhousie, the earliest to close in spring, as it is the first to open in fall, has been nearly two months at work with full classes and brighter prospects than ever. It has enlarged facilities in the scientific and industrial courses.

Acadia opened about a month since with an entering class of nearly sixty. With large increases of students in the Ladies' Seminary and Academy, the Wolfville institutions have a fair promise of the best year in their history.

The University of New Brunswick has begun the year with larger classes than ever, especially of teachers seeking advancement and students of the engineering department. The latter have been employed doing engineering and survey work in camp in the vicinity of Fredericton during the past month, showing the practical character of the instruction given in this direction.

Kings College, Windsor, under the energetic management of its new president, Dr. Ian C. Hannah, bids fair to assume a leading place among the Atlantic province colleges. Twenty-five new students have been enrolled, and in every department there is fresh energy and enthusiasm as this honored institution of learning enters upon the 115th year of its history. An addition has been made to the science and engineering course in Professor Salmon, who comes to his position with the highest recommendations.

The Mt. Allison institutions at Sackville, even with more room and increased facilities for their liberal and constantly widening courses, find their resources taxed to the utmost to provide room for their students this year. The celebration of the fiftieth anniversary of the Mount Allison Ladies' College a few weeks ago brought no less than twelve graduates of fifty years ago, with many others of the intervening period, a significant token of Principal Borden's present vigorous management, and the spirit and devotion of its graduates of the past.

St. Joseph's College, Memramcook, and St. Francis Xavier's College, Antigonish, institutions that have an excellent record for the educational work they have accomplished in the past, have commenced a new college year with prospects more than usually hopeful.

Work for the Winter Months.

Teachers, have you marked out for yourselves a course of study and reading for the winter? Are the parents and young people of the community to be sharers in your reading course? At least you will devote one evening a week to them. Do not wait to be invited to do this. Such an invitation may never come. If conditions in the community permit it, have a reading club organized, the members meeting once a week at different houses. If this is not practicable, gather a few into your boarding house of an evening and read with them. The number will grow and the interest deepen. There should be no difficulty in awakening, if it does not already exist, a taste for good reading in any community, provided you are in earnest. You will be a benefactor if you can arouse a genuine liking for literature among the young, and give the elders something beside the newspaper and small talk to occupy the long winter evening. This may be undertaken as a duty at first, but it will soon become a pleasure, and benefit yourself and others. "He (or she) who is worth nothing to the community outside of the schoolhouse is but half a teacher."

What to read? That is a question that requires some thought. If you wish to do work that will last, have little or nothing to do with the books of the hour—that is, lately published ones. Choose those that have stood more or less the test of time. Among poets,—Shakespeare, Milton, Woodsworth; Browning, Tennyson, Longfellow. Among prose writers,—Addison, Thackeray, Dickens, Bulwer-Lytton. There are, of course, many others worth reading. But do you realize it?—the rising generation is growing up almost in ignorance of these authors, except for the smattering of them found in their school readers, which, unfortunately, appears to make but little impression, or desire to read further. The newer books are advertised and talked about so much that the majority of readers may forget that there are any books of bygone days worth reading. Teachers may do much good by rousing fresh interest in these treasures of the past—books that may be read again and again with delight and profit. The youth who had read Scott's "Quentin Durward" three times, and was with delight reading it again, is an instance of the worth of a good book. Read Scott's "Antiquary," "Old Mortality," "Kenilworth," or Dickens' "David Copperfield," "Tale of Two Cities," or Thackeray's "Henry Esmond," "The Newcombes," and then

read a modern story, with the ink scarcely dry on its pages. You will return to the old writers with renewed delight.

There are many excellent newspapers and magazines to occupy some of the leisure time. They are for the passing moment, and should not interfere with the study of the great authors marked out on the plan for the winter evenings. When this plan has been fully matured, and the larger scholars and their elders in the community have become interested in it, nothing should be allowed to interfere with the weekly meetings. Punctuality and business-like habits should regulate the proceedings. A course of readings, carried out with vim and thoroughness, may influence for good many communities and contribute much to their happiness and culture. An earnest and hopeful leader will work wonders even among people who may at first be careless and irresponsible.

The *St. John Daily Telegraph* recently alluded to the delay and confusion caused by the duplication of names of post offices. This is really becoming a nuisance that should be dealt with by the Geographical Bureau or postal authorities, or both. In endeavoring to trace the whereabouts of "Pleasant Creek" a few days ago, the attempt was unsuccessful. The name was not on the Postal Guide; but note what the Guide, already a year old, did offer as a tribute to the popularity of "Pleasant" for the Maritime Provinces alone: "Pleasant Valley" occurs as the name of three post offices in Nova Scotia; "Pleasant Vale," once in New Brunswick; "Pleasant Point," once in Nova Scotia and once in New Brunswick; "Pleasant Lake," once in New Brunswick; and "Lake Pleasant," once in Nova Scotia; "Pleasant Mount" occurs once in Nova Scotia, while "Mt. Pleasant" occurs three times—once, each, in Nova Scotia, New Brunswick and P. E. Island. Then we have "Pleasant Bay," "Pleasant Grove," "Pleasant Harbour," "Pleasant Hills," "Pleasant Home," "Pleasant Ridge," "Pleasantville," as names of post offices, without mentioning the use, occurring in the case of many of the above, as names of lesser localities.

A GRATIFYING feature of our educational progress is the increased number of new school buildings that one sees in travelling through the cities, towns and many of the country districts. But there is a more important feature than fine school buildings. The quality of the teaching done in the schools is the true test of our educational progress. Better pay will assure greater permanence and a better quality of teaching. The indications are that people are waking up to this fact.

English in the Lower Grades.

THE VISION OF MIRZA.

BY ELEANOR ROBINSON.

(N. B. Reader, No. 4, p. 67.)

Joseph Addison, the author of "The Vision of Mirza," lived from 1672 to 1719. He is best known by his writings in the *Spectator*. This was a paper written by Addison and his friend, Richard Steele, and published every day from March 1st, 1711, to December 6th, 1712. It was not like our newspapers, for it did not have any of the news of the day, nor discussions on politics, but each paper contained a short essay, or story, or description. These are written about a great many different subjects, such as the fashions of the time, the way people treat their servants, the plays at the theatre, walks about London, the reading of the church service, the beauty of trees, the books that people are reading, and so on.

Many of them are very useful reading for us, because they paint a true picture of the way people lived at that time, and help us to read and understand the history of the period; and they are written in a very entertaining and sometimes amusing way. The most famous papers are those that tell us about the good old knight, Sir Roger de Coverley, his country house, his family and friends. But Steele and Addison were not satisfied only to entertain and amuse their readers; they tried also to teach and improve them. Sometimes they made fun of some silly or extravagant fashion, or expressed grave surprise at some unkindness or rudeness in manners, or found fault with a wicked book or play; and by admiring and calling attention to what was good and beautiful in people's characters, or books, or nature, they set their readers to thinking more wisely and rightly. Sometimes the paper for the day takes the form of a lecture or sermon on a particular vice or virtue, or again it sets forth the writer's reflections on some aspect of human life.

And not only are the subjects widely varied, but they are presented to the reader in very different ways. One paper will consist of letters from imaginary correspondents, another of a report of a conversation. Now the writer will tell us something that occurred to his mind while he was going about London, or some story that he heard in a foreign country, and again he will relate a dream that he had in his own arm-chair.

"The Vision of Mirza" is given to us under the

thin disguise of a translation from the works of an eastern writer. In the first number of the *Spectator*, Addison, in an imaginary and amusing sketch of his life, says:

"An insatiable thirst after knowledge carried me into all the countries of Europe, where there was anything new or strange to be seen; nay, to such a degree was my curiosity raised, that, having read the controversies of some great men concerning the antiquities of Egypt, I made a voyage to Grand Cairo, on purpose to take the measure of a pyramid; and as soon as I had set myself right in that particular, returned to my native country with great satisfaction."

He refers more than once, in other papers, to this visit to the capital of Egypt, and now he uses it to explain how he came into possession of Oriental manuscripts. To say that the story came from the East accounts for its being an allegory, as that is a form of writing often used by eastern writers. Addison himself was fond of it, and in a paper on the "Pleasures of the Imagination," written for Thursday, July 3rd, 1712, he says:

"Allegories, where well chosen, are like so many tracks of light in a discourse, that make everything about them clear and beautiful. A noble metaphor, when it is placed to an advantage, casts a kind of glory round it, and darts a lustre through a whole sentence."

An allegory differs from a metaphor in being a connected story, and nearly always used to convey a moral or spiritual lesson. The most famous example of an allegory in English literature is "The Pilgrim's Progress." The fable and the parable are only short forms of the allegory. In them all "a story is told of one object, and the imagination of the reader is called upon to apply the teaching of the story to another object." Generally, the meaning and teaching of the story is explained at the end. In this case, the genius explains each point as it comes up. Note that the allegorical part of the tale begins with Mirza's vision from the pinnacle of the rock.

Who and what is Mirza? (Bagdad, or Bagdad, a city on the river Tigris, about 500 miles from its mouth, was the centre of the Mohammedan power in the east). How are his thoughts and feelings prepared for the vision and its teaching?

What is the exact meaning of "vanity" here? (Ps. 39:5 and 6), (Job 14:2).

What is a genius? What is the plural form of the word? The "vale of misery." (See Ps. 84:6). Why were there three score and ten arches? Where do we find three score and ten given as the limit of man's age? What is the meaning of the thousand arches? What is the meaning of the pitfalls being

thicker at both ends of the bridge than in the middle? Why do you think the genius did not show Mirza what was on the other side of the rock of adamant?

NOTE.—(a) This paper was written for Saturday, September 1, 1711.

(b) "And shall begin with the first division" should read, "And shall begin with the first vision."

Professor Hatheway, in his "How to Teach the Frye Geographies," lays down nine maxims with which every teacher of geography, primary or advanced, should be familiar. Keep these constantly before you:

1. Slopes decide the direction of rivers, and by rivers we are able to find out the direction of slopes.
2. Coarser soil is found near the heads of streams, while the finest soil is in the vicinity of the outlet.
3. Water is necessary to all forms of vegetable life.
4. Deltas are formed from soil worn off from high land and deposited where slow streams empty into still water.
5. By means of evaporation and precipitation, the rivers are supplied with water.
6. By means of divides, river basins and systems are formed.
7. Wind, frost and running water are the chief agencies in pulverizing rock and wearing down mountains.
8. Running water is the chief agency in transporting material from the mountain regions to the lowlands, and most of the lowlands of the world have been thus made.
9. The chief agency in shaping shore forms is the ocean.

It has been my custom to cut from any magazine an article worth saving. I have a very handy way of keeping these articles and pass it on for the benefit of other teachers. I take the note-books I am using regularly and secure plain envelopes. I glue two envelopes inside the front cover and two on the back. By putting glue only on the centre of the envelope and not on the sides, there is more give to it and more items can be put in and taken out with ease. Glue is also better than paste, I find. I have three note-books in use this year and find that twelve envelopes allow plenty of room for a good classification.—*Sel.*

The Mechanic Science Teacher.

D. SOLOAN, PRINCIPAL NORMAL SCHOOL, TRURO, N. S.

(Under the direction of the M. T. T. Association of Nova Scotia)

Two considerations press for constant attention on the part of the mechanic science teacher: First, that mere technique is not the end sought; secondly, that hand-work should be kept in continual touch with the arithmetic, drawing, mensuration, observation of natural phenomena, and as many as possible of the other occupations of the common school.

Not that technique counts for nothing. In and of itself, it has no existence; if it had, the common school would be a most improper place into which to thrust it. But there is a genuinely educative process in the acquisition of manual dexterity; for skill of hand is conditioned on a certain measure of intellection,—the same kind of cerebral activity as is excited by writing and drawing exercises, exercises in spelling, in enunciation, in sight-singing, in military movements,—and it is chiefly in virtue of the inclusion of the intellectual in operations of the hand that manual training finds its justification as a part of school discipline. Lacking the intellectual element, mechanic skill might well be left to be developed in the workshop under the direction of the mere artisan.

It will, moreover, be generally admitted that manual operations of precision not only call into play the lower centres of cerebration, but provide stimuli for those higher centres in which inference and invention function, and where character or personality has its being. And, since the prime educational difficulty has ever been that of providing varied stimuli sufficient to maintain healthy mental activity during the plastic period of childhood, surely the manual training teacher, with his appeal to new and varied interests, his efficient stimuli to faculties of expression, construction and contrivance, is safe to claim a welcome in every school, and from teacher as well as from pupil.

To secure the full measure of result which the educational world looks to find accruing from the innovations of the manual training teacher, it is imperative for the latter to study carefully the educational conditions that maintain in our public schools and the educational methods to which the regular common school teacher is limited, not only by gift or training, but by the very nature of the subjects taught. The field for observation is here very wide, and only a suggestion or two can find

place in this brief article. At the outset, it must be noted that the school can and does function without the intervention of a special instructor in mechanic science. The services of the latter are requisitioned not that, in any sense, the body educative lies *in extremis*; on the contrary, that it feels capable of giving larger scope to its activities, more direct application to its teaching. Here is no question of superseding the ordinary teacher, or of discounting existing methods of instruction, but the larger issue of implementing mental training by concrete application and illustration; of creating opportunity for the play of childhood's healthy impulses toward construction, adaptation and contrivance; of providing a medium through which inarticulate conceptions of beauty and utility may find expression.

Teachers, to deal comprehensively with this issue, must be men with the widest possible view of education; men of insight as well as of technique; teachers studied in every department of school work; students not solely of manual processes, but of mental processes, of motives, of impulses, of tastes; teachers whose training and experience have given them that restraint which forbids the proffering of unnecessary aids, and who find satisfaction in the efforts they call forth in their pupils rather than in the production of toys calculated to please the uninitiated, but executed by dangerous methods. Must there not be kept a place, too, for the teacher, who is disposed at times to sacrifice some little of manual dexterity and perfect execution in order to abet the child's impulse for designing, contriving and executing according to the measure of his unaided powers?

One word more. Diligent search should be maintained for points of contact of manual instruction with other subjects of the curriculum. The pedagogical functions of the mechanic science teacher, while they do not in essence differ from those of the ordinary teacher, provide him with better and larger opportunity for correlating branches of instruction. Especially is this true within the domain of mathematics, where the means at his disposal for directing the recall, revision, re-arrangement and application of principles in perspective and mechanical drawing, in mensuration, in Euclid, and in arithmetic, may well provoke envy in the heart of the regular teacher. Furthermore, in the course of a survey of the fields awaiting his labors, the manual training propagandist cannot overlook the possibilities of the lower grades from kindergarten or primary to grade

six. Surely, the absence of special pecuniary encouragement from the provincial treasury ought not to deter school authorities from the cultivation of this fruitful ground. The school system which employs an adept in mechanic science will, if awake to its interests, demand special attention to the hand-training of these grades; but, without awaiting the initiative of government or of school board, the mechanic science instructor has means of approach to these departments through the principal of the schools and his associate teachers. Let him proceed cautiously, however, and with due show of respect for hostile views which are not likely to be mollified by blunt condemnation.

Finally, and in recapitulation, may it not be asserted that the manual training teacher who avails fully of his privileges rises quite as high in the hierarchy of teachers as those whose work lies in the realm of abstractions? In the final count of influence upon the character of pupils, his personality has, perhaps, not equal opportunity with that of the instructor in literature, history, or morals; nevertheless, opportunity for effecting much. Let him be straightforward, manly and cheery; let his doings square with his professions; and there will be no question of the profound influence of his good example upon boys. His intellectual resourcefulness, his contrivance and invention, since they have a field of activity unsurpassed by that of any other instructor, ought to be accountable for no small measure of that industry, that resourcefulness, that practical quality, which parents look to the public school to develop in their children.

I remember an interesting lesson I once saw in a fourth grade. The pupils had just finished reading the last story in the book, and the teacher told them to look through the book and choose a story which they liked. She then gave each child a piece of paper which would fit into the palm of his hand, and told him to write on that paper a topic for each paragraph in the story he had selected. When this was done, she told the children they might "make-believe" they were all public speakers. The topics were the speaker's notes, and the audience would be very pleased to listen to what each speaker had to say. The speakers, of course, would not refer to their notes unless obliged to. The teacher then took her place among the children, sitting in one of their seats. She did this to let the child feel that he had the floor and would not expect any assistance from her. The audience was allowed to show its appreciation of a particularly well rendered story by clapping. This exercise was not only very profitable, but extremely enjoyable.—*Sel.*

Mineralogy—No. I.

BY L. A. DEWOLFE, NORTH SYDNEY, C. B.

Last year the articles in the REVIEW on mineralogy assumed that the teacher using them possessed text-books on the subject. Those articles, therefore, were intended merely as suggestive aids in using such books. This year, however, I shall go more into details, assuming the reader is without any aid beyond her own honest endeavor to learn what she can of the inorganic world around her. For, fascinating as the study of organic nature is, many stories equally attractive are written in the rocks of our shores, mountains, brooks or fields, and in the dust beneath our feet.

To begin our study of mineralogy, then, the first requisite is a small collection of familiar material for examination. Have your pupils help you gather samples of soils and common rocks. In studying these you will familiarize yourself and your class not only with the terms used to describe minerals, but with the association and distribution of different rocks and soils. It matters little where we begin; but, to make a start, let us study soils. Get samples of sand, clay and humus (black mud). On examination the pupils will soon discover that humus consists mainly of decayed leaves and wood. (Here is a chance for a lesson on the formation of peat and coal). It is, therefore, organic, and has less bearing upon our subject than the other two. For the purposes of this article, however, sand and clay need more detailed study. Rub sand over a piece of window glass. Does it scratch the glass? Do the same with clay. With these, get samples of sandstone and shale, which are common nearly everywhere. (The shale is not very abundant in the southern half of Nova Scotia). Powder these rocks, and compare the product with sand and clay. Let some of the powdered shale soak in water awhile. Does it get sticky like clay? The children will now say that sand and clay are formed from sandstone and shale. But might not the reverse be true, *i. e.*, the rocks formed from the soils? Perhaps stratification will help us decide this. How did sandstone and shale get into the layers as we see them in the face of cliffs? Look at the mud in the gutters after a heavy rain; or take a tumbler in which a mixture of soils is shaken in water. The materials will separate into layers according to their coarseness or density—fine clay remaining on top. If these could now be pressed together and

dried, they would form layers of rock, the clay becoming shale; and the sand, sandstone. A layer of pebbles at the bottom of the tumbler, if stuck together, would form conglomerate. In nature, pebbles and sand grains get cemented together, usually by iron rust, or sometimes by lime, both of which are found in the water that soaks through the soils. Have you ever seen rocks the color of iron rust?

In the tumbler experiment, was there a sharp division line between the sand and the clay? Were not some of the finest sand and coarsest clay mixed? This will show why some soil is loam, and why some shale is gritty. You will also see why some soil is gravelly. You will perhaps find some rocks midway, in texture, between sandstone and conglomerate. These are often called "millstone grit." Can you find their original in the tumbler experiment?

We have, then, accounted for the formation of three rocks—sandstone, shale and conglomerate—from soils. But where did the soils come from? Plainly, they *may* have come from the rocks just mentioned; but we can trace them back further to unstratified, igneous rocks. These were forced up from depths where no soils could have had a part in their making. One of the commonest igneous rocks is granite. A study of it, therefore, will be extremely profitable. Procure, at first, specimens of *binary* granite—granite made up of quartz (glassy) and (usually) flesh-red feldspar. Try the hardness of these on glass. Which breaks with the more uneven surface? You will probably find that the quartz breaks irregularly, but the feldspar with a more or less smooth surface. On breaking as large a piece of feldspar as you can get, see if there is any constant angle between two adjoining faces. When a mineral breaks always in some definite way, we speak of that property as *cleavage*; while an irregular mode of breaking we describe as *fracture*. Feldspar has fairly good cleavage, but ordinary white or glassy quartz has none.

Now study gray granite. What mineral gives the color, quartz or feldspar? Powder red feldspar. Is the powder red? The color of a mineral when powdered is called its *streak*. Do the two feldspars studied differ in streak so much as in color? The streak is usually important in studying colored minerals. Of course all white or gray minerals have a white streak. What color is smooth ice? You see its streak after it has been skated upon.

In addition to quartz and feldspar, granite usually contains either black or smoky scales of mica (the "isin-glass" of stove doors) and is then called micaceous granite; or perhaps it has irregular black masses (not scales) of hornblende—thus constituting hornblendic granite. These last minerals, however, are not essential constituents. The only minerals necessary to granite are quartz and feldspar, either of which may vary in color, but is always practically the same in hardness, cleavage, fracture, streak, etc.

Granitic rocks predominate in most mountains. Here they are exposed to the action of water, frost and atmospheric agencies, until at last fragments are broken off, worn away and decayed until they become soils. The quartz being harder and less acted upon by destroying agencies never gets ground up finer than little sharp grains of sand; but the feldspar finally withers to soft, sticky clay. Granite, then, forms sand and clay; and these in turn are separated by water, and may be laid down, if conditions of heat and pressure should be right, as strata of sandstone and shale.

If any teachers wish to follow this subject in the REVIEW, I trust they will preserve the articles from month to month for reference. Collect minerals and soils, and have your pupils do the same. You should now have four or five varieties of granite, sandstones of different colors and texture, shales both soft and gritty, and a few pieces of conglomerate. I shall be glad to render any assistance possible either in answering questions or in identifying minerals sent to me. Number any minerals you send and keep a duplicate. I can then answer by number—through the REVIEW if agreeable to all concerned.

Probably few of the many who indulge in sugar-coated profanity realize that they are swearing. What is "Gee," but a euphemism for "Jesus?" "Dear me" is nothing but the Latin "*Deo Meo*," (my God); "For goodness sake" is only "For God's sake;" "For land's sake" is "For Lord's sake;" "Drat it" is "God rot it;" "Golly," "Gosh," "Gorry," etc., are only corruptions of "God." "Darn it," "Dash it," "Ding it," "Blame it," etc., are only variations of "Damn it." In short, there is probably not an expression of this sort that cannot be traced back to an oath for its origin. Notwithstanding this, you will every day hear people using them, thoughtlessly, who would be terribly shocked by a genuine oath.—*Pathfinder*.

Uncle Jake's Thanksgiving.

BY WILL CARLETON.

There's a lot o' folks they say that's a-holdin' up to-day
Several mercies that they only just have found;
There's a river full o' thanks that's a-bustin' of its banks,
An' a-inundatin' all de country round.

Dar's a lot o' folks I fear that's attracted by de cheer,
An' is thankin' like dey never thanked before;
An' there's lets o' fervent pra'rs like de tickets on de cars—
Good fur dis yer one day only an' no more.

I'm a-going to make dis day sort of up an' cl'r de way
Fur a reglar thank-procession thro' de yeah;
So I'll sort o' set me down 'fore de odder folks is roun'.
An'll undertake to view my mercies cleah.

Here's dis rheumatis': I s'pose it's a blessin' in repose;
Fur I'm happy when it isn't to be foun';
Must've ketched it from de moon in de season of de coon;
An' I s'pose o' co'se de Lawd was watchin' roun'.

Here's dis bullet in my knee; 'twan't by no request o' me,
But it cured me from de nights I used to roam;
An' I think in that affair, dat de Lawd was surely there;
Fur I'm raisin' all my chickens now to home.

My ten chil'ren I suppose good as offspring gen'lly goes,
But deir everlastin' tricks won't let me be;
All de fool'ry I concealed, in deir actions is revealed;
An' that's whar de Lawd has got a joke on me.

Dese yer enemies I've got, can be 'stroyed as well as not,
Ef I only count de whole mankin' as fren's;
An' de stabs an' jabs dey gib underneath de lower rib,
Is chastisin' dat the Lawd A'mighty sen's.

When dere comes a melon-famine, an' de vines is all a-shammin',
It's intended I wid gratitude should think
Of de seasons funder back, when dere wasn't any-lack
Of dat hebbently fruit containin' food an' drink.

An' de dollars I done see dat didn't even call on me,
An' de less or greater loved ones dat I've lost—
All de t'ings that I'm bereft, makes me thankful fur what's
left;
An' is worth to soul an' body all dey cost.

An' a million joys dar are, from de daisy to de star,
Dat is worth the time of countin' o'er and o'er;
But of all thank-timber yet, it's the things I *didn't get*,
That I think I hev to be de thankfulest for.

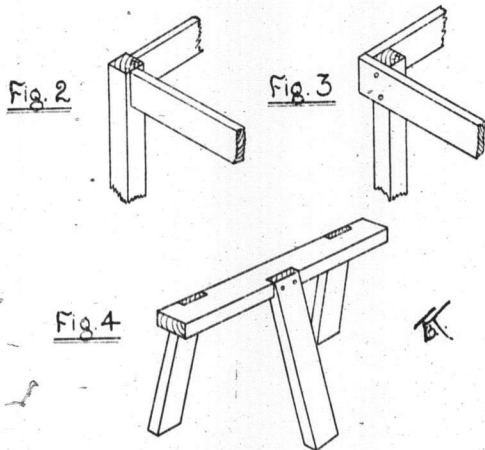
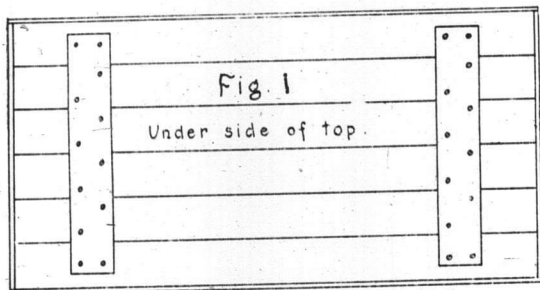
A classic is a book that lives because it says rightly what is worth saying, and is grave or gay as fits its purpose, living on because readers continue to love it.—*Sel*.

A Cheap Sand-Table.

BY T. B. KIDNER, DIRECTOR OF MANUAL TRAINING,
FREDERICTON, N. B.

In response to several requests from teachers for a description of a simple sand-table, the following sketches and directions for making have been prepared.

A convenient size is 6 ft. long and 3 ft wide. Height of top from floor, 2 ft. 2 ins. For the top, seven pieces of ordinary "grooved-and-tongued" spruce flooring boards, 6 ft. long and $\frac{7}{8}$ in. thick will be required. These boards are usually about 6 ins. wide, and six of them should be laid together



to form the top. The seventh piece is cut in half to make two "cleats," or "ledges," to be used for holding the six pieces together, as shown in Fig 1. Two dozen $1\frac{1}{2}$ ins. No. 10 screws will be required for fastening the cleats to the boards. This being completed, some strips of spruce, $2\frac{3}{4}$ ins. wide and $\frac{1}{2}$ in. thick will be required for nailing round the edges. These strips should be nailed to the top with 2 in. "finishing" nails, and should stand $1\frac{7}{8}$ ins. above the table.

If space permits of the table standing permanently in the room, the top should be fastened to a frame made like that of an ordinary kitchen table

(Fig. 2), or in an even simpler way (Fig. 3). For either method there will be required for the legs four pieces of spruce $2\frac{1}{2}$ ins. square and 2 ft. 1 in. long. For the rails, two pieces of spruce $4\frac{1}{2}$ ins. by 1 in., 5 ft. 8 ins. long, and two pieces ditto, 2 ft. 8 ins. long.

In Fig. 2 method, the rails are "tenoned" into the legs. In Fig. 3, the rails are screwed against the outside of the legs, sixteen $2\frac{1}{4}$ ins. No. 14 screws being required. The top is nailed to this frame, the nail holes being puttied up before the second coat of paint is applied. If, however, room is scarce, the table may have to be stowed away occasionally. In that case two simple trestles should be made, upon which to stand the top when in use (Fig. 4). The top piece of the trestles should be of 4 ins. by 2 ins. spruce; the legs of 3 ins. by $1\frac{1}{2}$ ins. The frame, trestles and side strips may be stained or painted to match the woodwork of the room, but the top of the table should be painted with two coats of light blue or grey paint to represent water.

The children should learn something about the hills, valleys, lakes, rivers, soil, industries, and people of their native town, even if they spend less time on far away countries. It cannot be otherwise than useful to them to know somewhat in detail the form of government to which they are most directly responsible, although they may study less the earlier forms of misrule. It is better to know somewhat of the origin and organization of a town meeting, and be familiar with the duties of the officials of a municipality, even though you have to forego the pleasure of knowing many things of doubtful correctness as to how the Babylonians administered their local affairs. It is important to have a personal acquaintance with the quality, character, hardships and experiences of the early settlers of one's own section.—*State Supt. W. W. Stetson, Maine.*

Every teacher should clip from papers and magazines all articles suitable for supplementary reading for the different grades. These clippings should be pasted on cards, the complete clipping in each case being on one card. The cards should be classified and marked, so as to indicate the grade or grades for which each selection is suited. They should then be used by the teacher as supplementary reading, giving a card to one pupil of a class to test his ability to get the thought from the selection, and to convey it to the other members of the class. This plan opens to the teachers a boundless field for effective work.—*American Primary Teacher.*

On Letter Writing.

Apropos of the article in the REVIEW for October on "Letter Writing," it is not without use to remind readers that *yours truly* is not the business signature in England; there, *yours faithfully* is for business and greatest formality.

A Canadian correspondent wrote to England and was answered *yours faithfully*. The correspondence continued, and the Englishman turned to *yours truly*, which to him meant growing intimacy. But the Canadian, noticing the change, which to him meant increasing coldness, said to me that he feared he had given cause of offence.

The use of *sir*, for perfect coldness between persons having no knowledge of each other, is a useful English distinguishing expression. To Americans, it seems—judging by some books—to imply discourtesy or roughness.

Can any of your readers explain why writers in Canada shrink from saying "Dear Mr. So and So" to a person they know? There is something very disconcerting in receiving, from a person to whom you have often spoken, the salutation "Mr. So and So, Dear Sir."

Another contrast to note is that English usage—after a *Sir*, or a *Dear Sir* letter—writes "A. B., Esq." at the end of the letter, not at the beginning.

Which is the instinctive feeling in Canada—that *Dear Sir* or *My Dear Sir* is the more familiar?

W. F. P. S.

Queensland educational authorities are now substituting inspection for examination. The inspectors are in future to see whether the school is being efficiently conducted, whether the teacher is doing his duty, and whether he is successful in his work in proportion to his opportunities. A duplicate of the inspector's report is to be sent to the teacher. The examination of every class in every subject is to be discontinued. Frequent short visits are to take the place of the usual lengthy annual visit. Little time is to be spent with teachers who are doing well, but much help and counsel are to be afforded to the less skilled teacher.—*Australian Journal of Education*.

Another language—Spokil, the name of it—has been invented. Volapuk is gone, Esperante is going and Spokil will follow. The inventors should have studied the trees of the forests and lilies of the field. These are not invented—they grow.—*Western School Journal*.

Short Ladder to Heaven.

Over in New York a certain great house hired a new boy. In the multitude of clerks he was lost, unrecognized by his chief. In the middle of the afternoon it was his duty to stand beside the head of the house and place checks and important documents for a rapid signature. He did this work with such skill and such exquisite manners that suddenly his employer looked up and recognized a new face.

"How long have you been here?"

"Two weeks, sir."

"How old are you?"

"Fourteen, Mr.——."

"How much are you receiving?"

"Three dollars."

"Do you live at home?"

"No, Mr.——."

"Is your mother living?"

"No, Mr.——, she died when I was three years old."

"Does your father do nothing for you?"

"No, sir."

"With whom do you live?"

"My teacher."

"Do you mean your teacher in the public schools?"

"I do, sir."

"Three dollars a week will not support you. Have you had any extra expenses this week beside car fares?"

"I had a dentist's bill last week."

"How much was it?"

"Fifteen dollars. I am paying it off a dollar a week."

Just a few colors and strokes of the brush, and lo, the artist paints the angel and the seraph. Very few the strokes—you see a little child left an orphan at three, we see another woman coming into the home and counting the stepchild a burden. We see a man making himself unworthy, casting a little child out into a great world. Then we see a school teacher interested in this boy, who must drop her classes, and then, opening her slender store, she makes a home for this child, puts his feet on the first round of the golden ladder, teaches him by night. Somewhere in this city there is a heroine. I know not her name. She abides in our midst, and she lends glory to this city. Ten men like Abraham could have saved Sodom, and ten women like this could civilize Brooklyn and New York.—*Rev. Dr. D. D. Hillis, in Plymouth Pulpit*.

Suggestions How to Make a Country School More Congenial to Teacher and Pupil.

BY CATHERINE C. ROBINSON.

(Read at the Kings County, N. B., Teachers' Institute).

First of all, to make school life thoroughly congenial, the teacher must be a person who diffuses an air of brightness and refinement into his or her surroundings, a person who possesses among other characteristics firmness, cheerfulness, sympathy and courtesy. The pupils should be taught to feel that their teacher is their friend, one who shares in their gladness, and feels for them in their difficulties, and is willing to help them in every possible way.

Secondly, the schoolroom should be as attractive as it can be made. It is not necessary now to dwell upon the oft-repeated statement of the refining influence of neat and attractive school premises. Suffice it to say that the more we can do in this way, the better will be our results in other lines. The blackboards may be edged with neat and narrow borders in colored chalks; and if this is done in drawing hour by the pupils after they have received some instruction in decorative drawing, it will not only furnish good practice, but afford a chance for them to exercise their taste by allowing them to choose any design they may think suitable. The children should be encouraged to make collections of pictures (good ones) and bring them to school for the purpose of decorating the walls. Good pictures are often found in the current magazines. These may be brought to school, and if they meet with the teacher's approval, may be mounted on stiff paper to prevent wrinkling and tacked on the walls in groups according to the subject shown. Children, as a rule, take great interest in this work, and will often offer helpful suggestions. Every school should contain at least a picture of Queen Victoria and one of King Edward VII. Pictures of great men and women, noted buildings and monuments, landscapes, animals, flowers, etc., will be found both interesting and instructive. Mottoes such as "Welcome," "God save the King," "Love one another," etc., may be drawn and cut out by the pupils. Others may be made suitable for the different seasons and kept as the property of the school to use at the proper time. Each school should have its motto, and good exercises in manual training may be given in the drawing, cutting, mounting and decoration of it.

Outside, much may be done by planting trees and shrubs and a few bright flowers. The grounds

should be smooth, and the children taught to keep them neat. There is a more hospitable appearance about a place where there are no fences along the road, but in a good many cases it is better to have school grounds fenced.

Potted plants inside and window boxes outside will add much beauty to the place. Window boxes may further be used for the growth of specimens for nature study. So much for school decoration.

The old saying, "A thing well begun is half done," is only too true in teaching. Begin a day well and notice how smoothly things seem to run. The question is, "How shall we begin a day's work?" Have the opening exercises prompt and bright, and in some way educative. This will encourage interest. Always have a bright opening song as soon as roll call and other preliminaries are over. Immediately after opening, two days in the week, a few minutes might be taken for current events. Let each pupil in the older classes be required to tell of something he has read in the papers recently, giving all the details he can remember. Accept only suitable and important items; on no account such things as murders, divorce cases, etc.

If the teacher makes it a point to have something interesting, illustrated, if possible, to tell the pupils each time they have current events, she will find more interest taken in them. Two other days in the week the life of some great man may be discussed,—his writings, character, etc. This will afterwards form the basis of a composition exercise. Memory gems may be used to advantage one or two mornings in the week.

For the beginning of the afternoon have a calendar drawn on the board, and ask the little ones to tell you the day of the week and the day of the month. If it is fine, put in the figure with yellow chalk; if dull, white; if rainy, straight or wavy vertical lines may be filled in very lightly; if snowy, fill the space with white dots. For the older ones have a bird calendar, and ask them to tell you what birds they saw the day before, where they were, and what they were doing. When this is done, proceed with the regular work.

Remember this is not to take the place of bird study, but simply to furnish an interesting opening to the work of the period. It affords, nevertheless, excellent opportunity for review.

Physical exercises can be used with good effect about ten o'clock in the morning and two in the afternoon. Open the windows and doors and have five or ten minutes' brisk exercise. This will work

off surplus energy that might have developed into mischief, and will enable the pupils to return to work as full of life as when they entered school. A little marching is also excellent, and may be used at any time when things seem to get slack and work badly.

Some one has said, "Have the opening exercises at the close of the day." While at first this may appear ridiculous, on second thought one will see that there is a great deal of sound advice in it. Have all reminders of lessons, all warnings and unpleasantnesses over before five minutes to four. Take the remaining moments for something that the children like, especially geographical conundrums, an arithmetic game, a spelling contest, or a story told or read. Then cheerfully bid them rise and sing a closing song or hymn, and the children will go away feeling that school is not such a tiresome place after all, for there is something bright and pleasant at the end.

But perhaps the best and at least the most effective way of brightening a school has yet to be treated of, viz., music. That music is important can scarcely be doubted. We are all taught to base our methods of teaching upon the habits of children. In other words, study the child, and you will be better able to teach him. A child will be heard singing lustily to itself in solitary play, or during a walk, or at its little duties. A number of children playing together will often raise such a chorus as would shame many of us elders, and it is worthy of notice that they do it from the pure love of it, and from an unconscious tendency to express their happiness in that way. Furthermore, educationists tell us that we must develop all the faculties of the child. Are we doing it if we neglect the talent of music? Music is one of God's best gifts to man, given to brighten our lives by causing us to forget our trials. Apparently our teachers do not realize its importance, or if they do for various reasons neglect it, saying "We have not time," or "We are not musical." Neither of these reasons is valid. In the first place it takes very little time, and that little is justly used because our school curriculum provides for the study of music. Secondly, that a teacher is not musical is not sufficient excuse, because in almost every school there is some pupil who could take charge of this part of the day's programme with the teacher's help and direction. Should there happen to be no pupil who could assist in this way, some friend in the neighborhood might be prevailed upon to teach some of the more musical ones a few songs. These pupils may in turn teach the school.

This refers only to music taught by rote, as in cases where the teacher is not musical it would be impossible to teach music by note. Sometimes a teacher who cannot sing can play some musical instrument. Then it is a good plan for the children to gather at the teacher's home or boarding-place and learn the tune from hearing it played, provided, of course, they have previously been taught the words. A teacher of experience and good repute told me of this plan. She had tried it in her school and found it worked well. Consider it at your leisure, and if possible give it a trial.

Care must be taken in the selection of songs. There must be nothing of a vulgar nature. Patriotic songs, songs for opening and closing of school, songs for the seasons, and occasionally something of a comic nature may be learned with benefit to the pupils.

How often we see boys and girls (boys especially) who have good voices, but who know little or nothing about music, and if they do, are quite indifferent about singing—some are too bashful, others don't care. This would not be so if children were taught from the first that singing is a gift and a privilege, something worth getting, and that ought to be appreciated. That there is no more effective way to awaken a dull school, or to lighten the burden of a hard day's work, is beyond question. Let us try to use it more for the benefit of our pupils and ourselves.

November bears the reputation of being the gloomiest month of the year. As Thomas Hood, the English poet, humorously puts it,

"No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds,
November!"

"A little child to-day sits on my knee,
And questions me of many things that be,
A question and an answer makes for him
A something definite of what was dim.

"This little child, long slipped from off my knee,
In life's to-morrow, facing things that be—
Will his ideals be clear or sadly dim—
Because of how, to-day, I answer him?

"This little child here sitting on my knee
Is greatest and most real of things that be;
My faith in truth and goodness is not dim—
I'll give my best and truest unto him."

—*Juniata Stafford.*

Examination Papers.

An examiner sends us some results culled from the correction of recent papers on English. The number after certain words shows the number of times the word was misspelled by one person:

Ordinary words misspelled.—Admissible, alleviate, anoint, apparel, appearance; beefsteak, believe, blockade, border, bugle, buried; challenged, chosen, collège, committed, companions, conscience, consciousness, considered, consonant, constellation, crazy; deceive, decide, described, description, destruction, disappeared (3), discord, disguised (2), dispute, dissipation, distinguished, dreadful, dropped, dumb; employed, equal, expectancy; height, highlands, hostage, humorous; immediately; jollity, judgment (2); legends, leprous, levelled, loses, losing; madness, majestic, moralising; ninety, noblest; occasionally, occurred, omitted, opponent, outrageous (2); permissible, pirates (2), planning, poison, poisonous, practice, precede (2), preparation, prepare, putting; quarrel; really (2), recks, refer, relief, roller, ruin; separate, separator (2), seized, sere, servant, shrub, siege, sieve, sixty, slipped, stifles, stout, sunshiny, sure; tense, thousand, through, toboggan, tragedy, trait, truly; unfold, unsuccessful, until; village, villain, volume; warrant, warrior, weapon, weird, welfare, wrecked; yawn.

Proper names misspelled.—Aryan, Blanche, Briton, Hamlet, Psyche.

Pairs of words confused.—Advice, advise (5); affect, effect (3); air, heir (2); bear, bare; beet, beat; break, brake; canton, canto; ceiled, sealed; compliment, complement; counsel, consul; duel, dual (12); grease, Greece; red, read; swear, sware; to, too (4); their, there (3); weather, whether; women, woman.

Various spellings of "Psyche."—Phsyche, Physche, Pscythe, Syche, Phyche, Cyphy, Pysche, Phyce, Phsyce, Physce, Pyhsice.

Among the answers were found the following: "Gyves" means "socks." "Tickle o' the sere" means "funny." "Tickle o' the sere" means "covered over the top."

"The Bear referred to is the Great Bear planet moving across the heavens, it takes a month; and the Prince paced the terrace a month."

"Other poems by Temyson are: King Lear, Lady of the Lake, Macbeth, Vicar of Wakefield, The Iliad, The Locus Eaters."

The Skies in November.

The familiar winter constellations are now returning to our skies. At 9 p. m. on November 15th Orion has just risen and is almost due east. Above it is Taurus, with the bright red star Aldebaran and the Pleiades higher up. The most conspicuous object in the eastern sky when darkness has set in is Jupiter, while Venus is a rival in the west, its brightness not yet fully revealed in the glow left by the sunset. By the end of the month she sets more than two hours after sunset, and as winter advances will outshine her rival, Jupiter. The latter is conspicuous almost through the night. His satellites may be seen through a small telescope or a good field glass. Saturn is evening star, and is due south a little after 6 p. m. Mars is morning star, crossing the meridian at 4.15 a. m. on the 15th. These are the only planets in good position for observation this month.

Living Teachers.

Teachers should examine themselves once in a while to see if they have the ten characteristics named below. If their examinations reveal a steady growth of these, well and good; if not, there is cause for meditation and fresh effort:

1. Progressiveness—living teachers are always ready to add new territory to their possessions.
2. Living teachers give unflinching inspiration, the greatest service one soul can render another.
3. Enthusiasm—sunlight to the child.
4. Living teachers take things as they find them and make the most of them.
5. They are happy—and communicate their happiness to others.
6. They are "Lifters," doing more than they are paid for.
7. They are broad-minded men and women of character.
8. They are unsatisfied, not dissatisfied.
9. They are sympathetic. It is the duty of every teacher to learn to express the best in her life.
10. Living teachers do not live with their faces in shadows. Blindness to happiness is death.

Behind the cloud the starlight lurks,
Through showers the sunbeams fall;
For God, who loveth all his works,
Has left his hope with all. —Whittier.

A Model Composition Lesson.

The following is a brief outline of a lesson on composition given at the normal institute at Port Hawkesbury, C. B., by Miss Anna B. Mackenzie, of Sydney Mines. It took the form of a conversation carried on between teacher and pupils.

The picture, which formed the basis of the conversation, was entitled "Going Fishing," and was composed of a series of pictures from a photographic competition, cut from a magazine and pasted on a piece of paper.

After a few minutes' talk on the subject of fishing, the pupils were asked to study carefully the different pictures, and then tell in their own words what they saw in them. By dint of questioning on the part of the teacher, she elicited from the pupils the following: They knew it was summer for various reasons, notably that of the presence on the scene of a bare-foot boy; they thought it was the month of June from the profusion of wild flowers; that it was a school-day they learned by discovering in one picture a boy playing truant.

Then if it was a school-day, why were so many boys going fishing? It was unanimously agreed that they had been given a half-holiday. But why? The answers to this question were many and varied. The teacher was sick; the teacher was away; the coal was done, etc. The answer considered the best was that the inspector had visited the school in the morning, and, being well pleased with their work, had given them a half-holiday. Then they were asked to tell how the boys felt when they heard that they were to have a holiday. They were delighted; they were very glad; they were in high glee; they were in high spirits. These were some of the ways in which the pupils expressed themselves.

The teacher then suggested that some boy act as leader, and asked the pupils to choose one of their number to act in that capacity. This they did. He then proposed to the class that they go a-fishing. A brief dialogue ensued, which was written on the board. Then it was remembered that there was a stranger in the place, a boy visiting some friends. Another member of the class was called on to suggest that he be asked to join them, others were asked to reply, and another short dialogue takes place, which is also written on the board. Three or four were then sent to the board to write the invitations. These were commented on, and, if necessary, corrected or improved.

Then followed a few questions on the other pic-

tures, and the pupils were asked to write, as a home exercise, a connected story, a paragraph on each picture, and bring it to their teacher for correction.

Mabel went into the kitchen one day and asked, "Katy, do you know any new riddle or conundrum? They are all the fashion at school, and I want a new one."

"I know just one, and that is not a new one. I heard it in good old Ireland a long time ago."

"Well, I guess it's so old that it will be new to all of us, so will you teach it to me?"

"A question I will ask of thee,
Come, answer if you please.
Tell in what chapter there's a verse
With three and fifty t's?"

When Mabel had learned the rhyme she asked Katy the answer.

"That's the hard part to remember. It's in the Bible, sure, but I forget where. I remember that the name of the book it is in is a girl's name."

Mabel went to her mother and found the answer to be Esther, the eighth chapter and ninth verse. Mabel's mother assured her that the riddle was old enough to be new at school, and perhaps at many other places.—*Mary Joslyn Smith, in Youth's Companion.*

[Be sure that the authority quoted above has counted correctly.—EDITOR.]

Can you put the spider's web back in place
That once has been swept away?
Can you put the apple again on the bough
Which fell at your feet to-day?

Can you put the lily cup back on the stem,
And cause it again to grow?
Can you mend the butterfly's broken wing
That you crushed with a hasty blow?

Can you put the bloom again on the grape,
And the grape again on the vine?
Can you put the dewdrops back on the flowers,
And make them sparkle and shine?

Can you put the kernel back in the nut,
Or the broken egg in the shell?
Can you put the honey back in the comb,
And cover with wax each cell?

You think that my questions are trifling, dear,—
Let me ask you another one:
Can a hasty word be ever unsaid
Or an unkind deed undone?

—Selected.

The Review's Question Box.

[All reasonable questions will be answered in this column as space may permit.]

C. L. S.—What time should be devoted to home study, and at what age should it begin?

It is largely a matter of the physical condition and temperament of the child. There should be little home study before the age of nine. There may be a gradual leading up to it, not by giving formal tasks, but by letting younger pupils do at home something that they like to do, thus getting them into the habit. This habit is valuable as a discipline especially for a boy, compelling him to abandon his play, if but for a few minutes, to attend to a duty. It is a great error to exact too much from the pupil in the way of home study. Children, especially where the school hours are long, need time for play, and in the country there are "chores" to be done even by the youngest. From nine to twelve or thirteen, one hour or even less is amply sufficient for home study. Beyond that age the time may vary according to the pupil's health and circumstances, but in no case should it exceed an hour and a half. It is a great error to attempt to push children ahead too rapidly by exacting much in the way of home study. Read on another page what Goldwin Smith says of overwork in schools.

A. R.—What pictures would you suggest for the walls of a primary room?

Of good pictures, a choice may be made from the following: Madonna and Child—Dagnan-Bouveret; Christmas Chimes—Blashfield; The Gleaners—Millet; Mother and Child—Brush; Age of Innocence—Reynolds; Feeding Her Birds—Millet; Member of the Humane Society—Reynolds; Children of the Shell—Murillo; Baby Stuart—Van Dyck; Little Rose—Whistler; The Connoisseurs—Landseer; Holy Night—Correggio; By the Riverside—Lerolle; The Blacksmith—Frere; Virgin with Child and Angels—Botticelli.

ORDERLY TEACHER.—Is it possible to have a schoolroom in such good order that the teacher may leave the room for a short time, and the work go on in her absence without disturbance?

Yes, it is possible. I have known cases where the scholars took pride in behaving even better in the teacher's absence. Time, patience and candour are required to bring about such a result, and there must be absolute confidence between teacher and pupils. One teacher was ask-

ed how she ever brought her room to such a condition that when she was out her children were models of good behavior. She said she trained them: left them regularly every day at first: punished those who proclaimed themselves disorderly; would allow no tattling, so often the unruly escaped; but the expressive eyes of the children were an indication many times of the one to be questioned, when the guilty did not themselves confess. Very, very few children tell untruths when questioned directly, and an extra punishment was inflicted upon those who had to be asked. "What punishment?" "O, anything is a punishment that you call such." It is not uncommon to hear the children tell how well they behaved when "teacher was out," so that even the parents mentioned it with pride. "Yes, it takes time, but it is time well spent," she said.

A teacher in Nova Scotia writes to ask for some ideas as to the teaching of Lamb's "Tales from Shakespeare." She says: "I find it very difficult to teach so as to make it interesting, as the pupils do not care for the stories."

What do they care for,—these children who are not interested in the "Tales?" And why do they not care for them? I should make it my first concern, were I their teacher, to get answers to these questions. A class of ten girls, whose work this year corresponds in a general way to that of grade six, were asked this morning if they found the "Tales" which they have been using as a reading-book, interesting, or not. They gave their answers, with reasons, in writing. Two admit that they do not find them very interesting; one, "because there is too much murder in them;" the other, "because there is so much in them to understand." Another does not like the tragedies. The rest are all warmly appreciative. One says, "They are very interesting. I think 'Romeo and Juliet' is the nicest, because Romeo was so faithful to Juliet, and when Juliet found him she killed herself to die when he did." "The Merchant of Venice" and "Taming of the Shrew" seem to be favorite stories. "I think they are very interesting, because they are so exciting, and they are so easy to understand; I like the 'Merchant of Venice' best, because it is so exciting, and you are so anxious for Antonio to get off, and when he does, it is so relieving." One tender-hearted child does not like "Macbeth," because it is so bloody, while two prefer it to the rest. "I have read them all," says one, "and I find them interesting because they are so pretty, and they are

not silly with nothing underneath the prettiness." A girl who likes "Macbeth" best, writes, "There are so many interesting events happening in all the plays." "I like them," says the youngest in the class, "because they are so different from what I've ever read before, and don't all end alike."

If as frank and individual expressions of opinion could be drawn from the uninterested class, they might give the teacher a starting point from which to work. At least they would show whether the prevailing feeling was one of mere listless indifference, or of irritated distaste. The first would probably indicate that the pupils have never taken any interest in reading at all; the second might mean that this particular book is not getting fair treatment from the teacher. It is only common fairness to a book to use it for the purpose that its author meant it for. Now Lamb tells us in the preface to the "Tales," that he means them to be an introduction to the study of Shakespeare; he hopes his young readers may enjoy beautiful passages from a play better from having *some notion of the general story*, and that these imperfect abridgments, as he calls them, may prove so delightful that children may wish themselves a little older that they may be allowed to read the Plays at full length. Guided by these hints, the teacher's first business is to see that the pupils have a clear notion of each story. It is astonishing how many are unable to give any connected account of a story they have read. Practice should be given in writing, without recourse to the book; first, a short account of an incident, or group of incidents. *e. g.*, "Petruccio's Wedding," or "The Sheep-shearing in Bohemia," or "The Story of Portia's Ring." Then longer accounts may be given, until at last the more advanced pupils might write a summary of a whole story. Comparisons of incidents and situations in the different plays will prove interesting, as the mistaken identity in "Twelfth Night" and "The Comedy of Errors."

The first interest with children is always in incident; later comes some interest in character, and the more important characters may be freely discussed in class. Then the teacher, taking the place of the brother to whom Lamb appeals for help, should read short selections from the plays themselves to fill out and enliven the prose story. Some lines from each play should be memorized by the class.

The personality of the writer should not be ignored. Charles Lamb's life is among the most interest-

ing, and his character perhaps the most lovable in literary history, and the touching story of his devotion to his sister will appeal to most children.

It seems to me that any child, if he takes an intelligent interest in reading at all, will read the "Tales" with not only interest, but delight. But I fear the "if" is a big one. Whatever we succeed in doing with our pupils, we do not seem to be able to turn out intelligent readers, knowing how to get pleasure and profit from a book. Where is the fault?

E. R.

Primary School Work.

While visiting country schools recently, I noticed that in some the little children were left to sit quietly in their seats and amuse themselves as they saw fit (not always to the teacher's satisfaction), while in others the children were supplied with busy work when not old enough to study. Perhaps a few of these devices may be useful to other teachers:

1. The child's name was written on the desk with chalk, or on a large piece of paper with a marking crayon, and he was given shoe pegs with which to cover it.
2. A sentence was written on the board; the children formed it on their desks with shoe pegs or corn.
3. Simple words were cut from some paper or old book, as "with" or "dog," and letters of large type were given to the child for building the word beneath.
4. Number combinations were given to which answers were fitted, as, " $2+3=?$ " and the child found on another slip of paper "5," which he placed in position.
5. Squares were made in which were placed the autumn colors visible from the windows.
6. Large wooden beads were strung on shoe laces. This was made either a study in color or number work.
7. Mats were woven with colored reeds.
8. Hearts, circles, etc., were cut from colored paper and mounted.
9. One teacher had pasted small squares of colored paper on large squares of bristol board, and the children arranged the squares representing the same numbers in rows.
10. On a large envelope was pasted a picture and a story was written beside it. The words of the story were written on small slips of stiff paper and placed in the envelope. The children arranged the story on their desks.
11. A circle or square of colored paper was pasted on a small card and the name of a color was written

on another card, and the child placed the correct name by the color.

12. One teacher had dissected pictures which the children arranged.

13. Get the child interested in some short story. After he is able to read it, ask him if he would not like to take it home for his parents to see. Of course it is not possible for all the children to take the story home, so it is placed on the board with all the marks of punctuation. This will teach the child to punctuate more quickly than any number of rules will ever do.—*Popular Educator*.

Rural School Course of Study.

For a long time it was doubtful whether a course of study that could be used with profit could be prepared for rural schools, but it has been fully demonstrated that rural schools can be graded, and that courses of study are as valuable to single-room rural schools as they are to town or city schools.

A course of study that sets forth plainly the different branches of study, the time when each branch should be taken up, and when completed, together with clear directions for its use, and some suggestions in the line of methods, could not be otherwise than helpful to any school, since it provides definite work for both teacher and pupil, and affords an opportunity for all concerned to measure, from time to time, the progress of the school. Since a definite amount of work is to be completed within a specified time, a course of study places a responsibility on the teacher that stirs up his latent powers, and enables him to do better work. It gives a successful teacher an opportunity to convince the directors and patrons that he not only knows how to do good school work, but that he actually gets it done. Every district wants a teacher who can lead the children to a successful completion of definite work. Many teachers can do this, but some cannot. A course of study affords the right test; it shows the strength or weakness of a teacher in no uncertain degree. The object of a course of study, however, is not to show the strength or weakness of a teacher, but to make school work interesting, practical, systematic. By placing system in the work, the same expenditure of time and labor produces better results. It is a source of great help, and many a weak teacher has been greatly helped by working under the guidance of a well-arranged course of study.

In the rural districts pupils are often permitted to choose the branches which they wish to study. In the higher institutions of learning this may be a good plan, but it is wholly wrong to allow young people while in the public schools to study only a few of the common branches and neglect others equally important. It takes a complete mastery of all the common branches to make up a strong common school education, and for the average boy and girl that is little enough with which to undertake the duties of a useful life. When a course of

study is used in a school, it is understood that pupils take all of the work in the department to which they belong, so it does not happen often that they object to any part of the work that belongs to their division, and this relieves the teacher of many unpleasant experiences.

Unless the directors and teachers of the county do their whole duty, a course will be of little value to the schools. In every county there are some teachers who would rather travel in the old road, be it ever so rough, than to seek a new route, however inviting it may appear. Directors may adopt a course, place copies of it in the hands of all their teachers, and request them to organize their schools in accordance with the directions contained therein, but some of them will make no effort at all to use the course, unless the directors compel them to do so. Let the directors adopt a course, and require all of their teachers to use it, and if any refuse or neglect to do so, hold them responsible not later than the next school year.—*John S. Carroll, in New England Journal of Education*.

Reading would often be much better if the teacher only realized the imperfections of the class. Failure to prepare the lesson, indistinct utterance, no conception of the meaning, and timidity are among the causes of poor oral reading. The standard—the ideal of good reading must be ever present with the teacher while the lesson is in progress. Drill until an exercise can be read with good voice and articulation, good expression, and evident understanding. Do not permit a child's recitation to cease, until he has made some improvement in his portion of the lesson. If fresh, interesting reading matter is supplied to children constantly, they will learn to read fluently without much effort, provided the teacher is a good reader and is able to stimulate the taste for good literature. The grade work in reading is a miserable failure if (1) the child is not trained to secure the thoughts, feeling and emotions from the printed page, (2) to impart these with sympathetic and pleasing tones, and (3) to discriminate the good literature from the bad with the power of choosing the good and rejecting the bad.—*Oregon Teachers' Monthly*.

CURRENT EVENTS.

Chile and Bolivia have concluded a treaty of peace.

Coal of excellent quality has been found on the island of Spitzbergen.

The newspapers announce more than one new method of photographing in natural colors.

In Russia, an incandescent alcohol lamp is in use, which produces light at half the cost of that obtained from petroleum.

The new subway in New York, with a total length of nearly twenty-three miles, is the longest railway tunnel in the world.

To facilitate trade between France and Spain, it is proposed to make three railway tunnels under the Pyrenees.

One hundred and twenty-three thousand persons have come from the United States to settle in the Canadian Northwest in the last five years.

The news that Dutch troops have captured another small Atchinese town reminds us that the war in Sumatra is still going on. It began more than thirty years ago.

By the use of blue light, a German investigator has been able to produce insensibility to pain without the loss of consciousness. The discovery has been put to a practical use in dentistry.

Sir William Ramsay is reported to have said that there is a great deal of nonsense written about radium. He does not believe there is a tenth of an ounce of radium in the whole world.

The revolt of the tribesmen against European rule in German Southwest Africa has spread to the Portuguese colony of Angola, where a detachment of Portuguese troops has been defeated by the natives.

With the United States forces still waging war in the Philippines, other wars in Asia and Africa, and grave danger of a war in Europe, a call has been issued for another peace conference at The Hague. No time is set for the meeting.

A new potato, called the Uruguay potato, is attracting notice in France, and is said to be much better than the one which we wrongly call the Irish potato. Another new vegetable for table use comes from Central Asia, and is said to be of better flavor than celery, which it much resembles.

An American explorer claims to have discovered, five years ago, near the northeastern end of Great Slave Lake, a vast and monotonous series of galleries excavated in the solid rock, the walls of which are covered with inscriptions in an unknown language.

The steel arch bridge across the Zambesi river, just below the Victoria Falls, the foundations for which are now nearly completed, will be 200 feet above the water, with a main span of 500 feet. By this bridge the Rhodesian railway will cross the Zambesi.

The British government has, for some reason, refused to let Germany make use of Walfish Bay as a base of operations against the hostile Hereros. Walfish Bay is a British possession, near the middle of the long coast line of German Southwest Africa; and is the only good harbor on the coast.

The remains of a pre-historic town of some 1,500 inhabitants have been discovered in Chili, in a small valley among the mountains. Stone houses, probably built twenty centuries ago, are still standing. The tools of husbandry and household implements found are of stone. The inhabitants were probably Aztecs.

The interruption of work on the Simplon railway tunnel, owing to the encounter of a spring of boiling hot water, may prove to be permanent. The heat increases as the work proceeds.

India is to have the benefits of standard time. It is proposed to adopt in that country, for the use of railways and telegraph lines, a time standard five and a half hours earlier than that of Greenwich. Burmah will have for the same purpose a standard time six and a half hours earlier than Greenwich.

The British force returning from Thibet has to encounter the same hardships from snow and cold in the mountain passes as on the journey northward; and, though the inhabitants are no longer hostile, there is much suffering reported, and some loss of life.

Vast forests of a certain tree from which rubber can be made have been discovered in the interior of Brazil. The product is said to be equal in quality to the best Brazilian rubber. The tree which furnishes this product belongs to the same family as that which furnishes the ordinary rubber of commerce, but has been hitherto but little used as a source of supply.

The greatest cataract in the world is not Niagara, nor the Victoria Falls of the Zambesi, but the falls of the Iguaza, lately discovered in South America. The Iguaza is a tributary of the Parana. The fall is said to be over two hundred feet high, and more than twice as wide as Niagara; and of immense volume and indescribable grandeur in the rainy seasons. Because it is in the heart of an almost impenetrable forest, it has remained so long unknown.

The steamer Neptune has returned from a fourteen months' cruise along our northern coasts, in the interests of the Canadian government. The farthest north point visited was Cape Sabine. One United States whaling vessel and four Dundee whalers were found in Hudson Bay and Baffin's Bay. The Arctic, with the second expedition, which left before the arrival of the Neptune, reached Port Burwell on the first of October.

The very successful flight of an airship at St. Louis, rising to a height of two thousand feet, and sailing against the wind for a part of its course, brings renewed hope of the flying machine becoming somewhat more than a dangerous and costly toy. T. S. Baldwin, the inventor, announces that a fifteen mile trip over a definite course will be attempted, regardless of weather conditions.

Dalgety is to be the capital of the Commonwealth of Australia. It lies midway between Tumut and Bombala, in the choice between which two the two houses of the Australian parliament could not agree. It is situated on the Snowy river, in the southern angle of New South Wales, near the Victorian border. Forty miles distant is Mt. Kosciusco, the highest point of land on the Australian continent. Eden, N. S. W., is the nearest seaport.

Accurate measurements, as a result of thirty years' work, have given us the exact polar and equatorial diameters of the earth. These are, if the figures in the public press may be trusted, for the former, 7,899 miles, and 7,926 for the latter.

The census of British South Africa, including Cape Colony, the Transvaal, Natal, Rhodesia, the Orange River Colony, Basutoland and Bechuanaland, gives a white population of a little more than one million, and a colored population of five millions.

The Colonial Office has transmitted a despatch to the Governor-general expressing the regret of His Majesty's government at the action of a British consul in Brazil, who compelled the master of a Nova Scotia vessel to remove the Canadian flag which his vessel was flying when in port. The consul explains that he was unaware of the admiralty warrant of February, 1892, recognizing the red ensign with the Canadian coat-of-arms in the fly as the flag of the Canadian merchant marine.

The great battle of Liao Yang, from which the Russians withdrew without the loss of any large body of troops, has been followed by another and greater battle that was equally undecisive. On this occasion, the Russians for the first time took the aggressive part; but, after ten days' fighting, with a loss on both sides of some 80,000 men, the combat ceased because both armies were exhausted, rather than because either had gained any decided advantage. A third, and perhaps still greater battle, is expected, near the same place, where the two armies have been for days entrenched a few hundred yards apart.

Nearly ten thousand people were killed in railway accidents in the United States last year, according to the report of the Interstate Commerce Commission. Add to this the number killed in Canada, and we have an appalling record, a shameful record, of deaths largely due to insufficient construction and equipment, and to the carelessness of employees, the latter due, in a majority of cases, to compulsory overwork. In the last three months of 1903, nearly five hundred were killed on the United States railways, including passengers and employees; while in England not one passenger was killed in the whole twelve months.

The sailing of the Baltic fleet for the Far East has brought very serious danger of war with Britain, through the strange action of the Russians in firing upon a British fishing fleet in the North Sea. One of the fishing vessels was sunk, two men killed, and many wounded. The Russian admiral claims that his fleet was attacked by two torpedo boats, and that he tried to spare the fishing boats and ceased firing as soon as the torpedo boats were out of sight. The question of fact will be referred to a court of inquiry at The Hague. In the meantime, the Russian ships are proceeding on their way to the seat of war in the Far East, which they expect to reach in two months' time.

The Japanese by a series of fierce assaults during late October, secured possession of several commanding positions, with the apparent hope of a final assault and capture of the fortress on the anniversary of the Mikado's birthday (3rd November), which by a curious coincidence was also the anniversary of the accession to the Russian throne of the Emperor Nicholas. The final assault has not yet been made, but the end is near.

The dominion elections took place November 3, resulting in the liberal government being sustained by a majority of over 60. One of the surprises of the election was the defeat of the opposition leader, Hon. R. L. Borden.

TEACHERS' CONVENTIONS.

GLOUCESTER COUNTY INSTITUTE.

This institute met at the Grammar School, Bathurst, October 27 and 28. About 40 teachers were present. Principal P. Girdwood of the Bathurst Village Superior School presided, and delivered an address of welcome followed by an excellent paper on nature study in rural schools by Principal E. L. O'Brien of Tracadie. Inspector J. F. Doucet delivered an interesting address on the aims and conduct of the teachers' institute. Mr. T. B. Kidner, director of manual training, created a very favorable impression by his address on manual training. Miss Cormier read a bright paper on the teaching of Canadian history. Two well conducted model lessons were given, one by Sister Mary Stephen on number in the first grade, and the second by Principal R. D. Hanson on addition of fractions. The institute was one of the best ever held in the county. Chief Sup't Dr. Inch was present, and contributed much to its success, in addition to his address at the public educational meeting. The papers and lessons were discussed with much earnestness.

A resolution was adopted condemning corrupt practices at elections and urging teachers to impress on the minds of their pupils the duties and responsibilities of citizenship.—*St. John Sun.*

VICTORIA COUNTY, N. B., INSTITUTE.

The Victoria County teachers held their annual session at Andover, N. B., on the 13th and 14th of October. Twenty-three teachers were present, who were hospitably and pleasantly entertained by the people of Andover. A very successful educational meeting was held on the evening of the 13th, with speeches, readings and music. Mr. Brittain's address and his lesson before the institute on the following morning on Nature Study were greatly enjoyed by those who heard him. The following papers were read and profitably discussed: Discipline by Misses Edgecombe and Goodine; primary reading by Mrs. Glenn; the art of questioning, by Mr. McAdam. The institute will meet next year at

Grand Falls on the last Thursday and Friday in September. The officers elected were: G. J. McAdam, principal of the grammar school, president; Thos. Rogers, vice-president; Bessie M. Fraser, secretary; Janet M. Curry and Mrs. H. C. Clenn, additional members of the executive.

WESTMORLAND COUNTY INSTITUTE.

The Westmorland, N. B., County teachers met in Sackville on the 13th and 14th October, Mr. Tuttle T. Goodwin, president, in the chair. There were about one hundred teachers present, who greatly enjoyed the meetings and discussions. Papers were read by Mr. T. T. Goodwin on discipline, by Mr. A. D. Jonah on spelling, and by Mr. W. A. Cowperthwaite on composition. The institute divided at one of its sessions into three sections for the discussion of subjects pertaining to high school, intermediate and primary courses. Lessons were given by Miss Murray, of Point du Chene, on decimals, and by Miss Copp, of Sackville, on reading.

On the evening of the 13th a public meeting was held in Beethoven hall, President Goodwin in the chair. Addresses were given by Principal F. A. Dixon, of Sackville, on behalf of the town council, A. B. Copp, M. P. P., Councillor Goodwin, Dr. Borden and Inspector O'Blenes, and a paper was read by Miss Eadie, of the domestic science department of the Mt. Allison Ladies' College. The members of the institute visited the manual training and domestic science departments of Mt. Allison Ladies' College, and were greatly pleased with what they saw. The following officers were elected: W. A. Cowperthwaite, president; Miss Leighton, vice-president; S. W. Irons, secretary; Miss Jane Jones, R. B. Masters, C. R. Anderson, additional members of the executive.

P. E. ISLAND TEACHERS' CONVENTION.

The annual convention of the teachers of Prince Edward Island was held in Charlottetown during the last three days of September. Inspector G. J. McCormac presiding. The attendance was about one hundred. Dr. Fletcher, of the Dominion Experimental Farm, Ottawa, was present and gave a practical address on nature study, illustrating how a careful observation by pupils of what is found in their neighborhood may be a benefit to the whole community. Principal R. H. Campbell, of Summerside, read a well written paper on patriotism, and Mr. B. L. Cahill one on our chief duties, giving suggestions on the better teaching of composition and agriculture. Chief Superintendent of Education, Dr. Anderson, presided at the evening meeting, giving excellent counsel to the teachers assembled. Referring to emoluments, he said the signs of the times point out that this will receive an early recognition and the ranks of the teachers thus retain those whose experience is ever enhancing their value.

The following are the officers for the ensuing year: President, Ira J. Yeo, Charlottetown; Vice-

president for Prince—Garfield Bennett, St. Eleonors; for Queens—J. E. Gillis, Charlottetown; for Kings—Peter A. Hughes, Georgetown; Recording-secretary, John McSwain, Charlottetown; Secretary-treasurer, James Landrigan, Charlottetown; additional members of executive committee, Miss Laura K. Scott, Charlottetown; R. H. Campbell, Summerside; J. D. Seaman, Charlottetown; J. Walter Jones, Pownal.

ALBERT COUNTY INSTITUTE.

The twenty-seventh annual session of the Albert County Teachers' Institute convened at Hopewell Cape on the 29th and 30th of September. Forty-five teachers were present and a very interesting and profitable programme was carried out. T. E. Colpitts, A. B., president, J. A. Edmonds, secretary-treasurer, *pro tem*.

After the enrolment and president's address, Miss Evelyn Bennett, of Hopewell Cape, gave a lesson in clay modelling; Principal J. A. Edmonds gave an illustrated talk on practical methods of treating common school arithmetic; Miss Ida Saul read an instructive paper on drawing; and Miss Bessie McNally, M. A., read a very interesting and inspiring paper on English literature. A public meeting was held on the evening of the 29th, addressed by Dr. Inch, Inspector O'Blenes and A. C. M. Lawson. Miss Mina Reid, of the Truro normal school staff, gave a reading, and Miss Muriel Colpitts and J. A. Edmonds rendered solos.

On the second day Inspector O'Blenes gave a talk on arithmetic, illustrating his method of teaching the subject, and the discussion was participated in by Dr. Inch and J. A. Edmonds. Dr. Inch also addressed the teachers at some length. His remarks were very practical and were listened to with much interest and pleasure. In the afternoon Mr. George Somers, of Surrey, gave a lesson in grammar to a class of eighth grade pupils, illustrating his method of teaching words ending in "ing."

The following officers were elected for the ensuing year: T. E. Colpitts, A. B., Alma, president; Miss Edith A. R. Davis, A. B., Riverside, vice-president; Miss Bessie McNally, M. A., Hillsboro, secretary-treasurer; Miss Nellie McNaughton and Miss E. May Foster, additional members of the executive.—*From the Secretary's Report.*

NORTHUMBERLAND COUNTY INSTITUTE.

The twenty-eighth annual meeting of the Northumberland County Teachers' Institute was held at the grammar school building, Chatham, on the 29th and 30th September, the president, Mr. Jas. McIntosh, in the chair. Addresses were given by Inspector Mersereau and Dr. Cox, who dwelt on the importance of teachers having "hobbies," of that useful and interesting class, that would stimulate themselves and their pupils. Mr. Roy D. Fullerton gave an address on English literature. Analysis and grammar should not be resorted to in teaching

literature, else the beauty of the passages be lost sight of. Get at the thought, and commit fine passages to memory. He gave some powerful passages from Tennyson and Milton as well suited to arouse children's interest. He thought it a mistake to suppose that small children could not grasp these thoughts. Teach from the best authors. Teach their best pieces, and the results will be satisfactory.

Mr. Brown read a paper on drawing, showing what a variety of simple and interesting objects may be used in training children to draw. President McIntosh gave a practical talk on mistakes in teaching elementary arithmetic, and Miss M. J. Dunnet at the following session gave an excellent address on school ideals, emphasizing character building as the most important work of the teacher. Mr. H. Burton Logie read a paper on the teaching of Latin, urging its great use in understanding our own language, as well as ancient history and literature. He approved of the Roman pronunciation, a view which was not concurred in by Principal MacKenzie and Dr. Cox, who spoke on the paper.

Dr. Cox addressed the institute on why the results in teaching science are not satisfactory. In the course of an excellent address he showed that teachers must be interested students of natural history. They should be conversant with simple but proper methods of presenting the subject by means of objects, and frequent tests should be made to see if pupils are forming correct habits of observation.

The following were elected officers for the ensuing year: Jas. McIntosh, president; Miss Edgar, vice-president; A. E. G. MacKenzie, secretary-treasurer; H. B. Logie and Miss Stella Carruthers, additional members of the executive committee.

There was much profitable discussion on the papers and addresses. A visit was paid to the institute by Lt.-governor Snowball, and by Professor Tweedie, of Mt. Allison, who complimented the teachers on the excellent way they were doing their work, adding that public school education was improving, as better equipped students were every year coming to the universities.—*Adapted from the Chatham World.*

SCHOOL AND COLLEGE.

The Nova Scotia normal school opened October 5th with an attendance of 106 students.

Mr. A. L. Bishop, who graduated from Acadia in 1901 and at Yale in 1903, taking this year his M. A. degree, has been appointed instructor in economics at that university.

A delegation from the Teachers' Association of Fredericton recently waited on the trustees of that city asking for an increase of salary, basing their claim on the increased cost of living, and that the educational centre of the province should present an example to other places in regard to salaries. As a matter of fact, the delegation urged, the teachers of St. John, St. Stephen and Moncton are better paid than those of Fredericton.

Mr. R. G. D. Richardson, of Nova Scotia, whose articles in the REVIEW recently on mathematics awakened such interest, has been appointed instructor of mathematics in Yale University. This, following Mr. Richardson's signal success at Yale in 1902, when he led his class and made the highest average ever made in that distinguished university, must be a source of gratification to him and his friends. Mr. Richardson is continuing his post-graduate work at Yale, where there are nine Acadia College graduates this year, all doing excellent work, creditable to their *alma mater*.

Miss Ida Creighton, of the Compton Avenue school, Halifax, has resigned her position, and the board of school commissioners have placed on record its high appreciation of her services. Mr. G. R. Marshall, principal of the Richmond school, has been appointed to succeed Miss Creighton at a salary of \$1,000. A number of the Halifax teachers received an increase of salary, voted by the commissioners, with but a single dissentient voice.

The death was recently announced of Mr. Bernard Farrell, of Kentville, N. S., at the age of 77. Mr. Farrell was a teacher for nearly thirty years in Kings County, and in recognition of his excellent services the Nova Scotia government years ago granted him one hundred acres of land. For the past twenty years, until about a year since, he had been chairman of the Kentville school board.

Mr. Matthew A. Wall, of Fairview, Westmorland Co., N. B., according to a correspondent in the *Sackville Post*, can probably lay claim to have seen more active service than any teacher in these provinces. He began teaching in 1838, and has taught continuously for sixty-five years, thirty-two of which were spent as the honored principal of the Lancaster superior school, near Fairville, N. B. He still preserves his mental and physical powers to a marked degree.

BOOK REVIEWS.

A SHORT HISTORY OF ENGLAND. By Edward P. Cheney, Professor of History in the University of Pennsylvania. Cloth. Pages 695. Mailing price, \$1.55. Ginn & Co., Boston, 1904.

This book is well adapted for use in high schools and colleges which offer a rather complete course in English history. The early period is treated in considerable detail, and prominence throughout is given to the more significant events which have an important bearing on the development of the country down to the present time. The book is illustrated with forty maps and one hundred and fifty original pen drawings. Every effort has been used seemingly to make the contents attractive.

ELEMENTARY GEOGRAPHY. By Richard Elwood Dodge, Professor of Geography, Columbia University, New York. Cloth. Pages 231. Price 65 cents. Rand, McNally & Company, New York.

This text-books seeks to connect the pupil and his environment with the rest of the world. The child is started with what is best known to all children, the home; then to groups of homes, streets and roads, the need for government; the natural features about

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him, the soils, atmosphere; manufacturing, means of transportation; direction, distance, maps; and so on naturally to world relations. The two things that catch the eye on picking up the book are the large number and the excellence of the illustrations, and the superior quality of the maps.

A SURVEY OF THE BRITISH EMPIRE and A BRIEF SURVEY OF BRITISH HISTORY. Two volumes. Pages 352 and 278. Cloth. Illustrated. Blackie & Son, London, 1904.

These two books present to the student and to the general reader who wishes to husband his time a general survey of the English-speaking world. The historical survey, occupying a large portion of the first named book and all of the second, is very judicious in its selection of important events; and in its broad treatment of these in narrative form, it apparently discriminates very wisely in the rejection of minor and less important details. The geography, resources and manufactures of the empire are presented in a clear topical way, illustrated abundantly by maps and photographs. The summaries at the end of each volume are unusually comprehensive, presenting an illuminating array of historical, biographical, geographical and other information.

Macaulay's WILLIAM PITT. With introduction and notes by R. F. Winch, M. A. Cloth. Pages 141. Price 2s. Macmillan & Company, London, 1904.

Those who have read the companion volumes to this, before mentioned in the REVIEW, on the lives of Goldsmith, Johnson, with other essays of Macaulay, will read with the same absorbing interest this literary gem.

INTRODUCTORY LATIN GRAMMAR AND FIRST LATIN READER. By E. W. Hagarty, B. A., Collegiate Institute, Toronto. Cloth. Pages 430. Price \$1. G. N. Morang and Company, Toronto, 1904.

This is perhaps the best attempt that has yet been made in Canada to provide an adequate introduction to the study of Latin. Its initial stages are easy, designed to interest and stimulate the beginner, and lay a good foundation for future progress. It is intended to cover a complete course for university matriculation examinations. Part one is devoted to forms and easy continuous reading, in which it is pleasant to note some originality in presentation by means of pictures and references to what will interest young students. Part two contains easy reading matter suitable as an introduction to Cæsar, and part three has a short course in syntax.

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The author insists that beauty in women is to be obtained, heightened and held for a lifetime through the instrumentality of hygiene, and she supports her assertion by many strong arguments founded on common sense. The book is written in a strong, clear style throughout, and gives the reader an impression of the earnestness of the author and her desire to make women more healthy, interesting and attractive.

"BETHINK YOURSELVES." By Leo Tolstoy. Paper; 50 pages. Price 10 cents. Ginn & Company, Boston.

This powerful manifesto on the Russo-Japanese war, first published in the *London Times*, is now re-printed in a neat and convenient form. It has produced a profound impression wherever it has been read throughout the civilized world.

LES MÉSAVENTURES DE JEAN-PAUL CHOPPART, par Louis Desnoyers. Edited by L. von Glehn, M. A., Cambridge University. Cloth. Pages 170. Price 2s. Macmillan & Co., London.

This story, which consists of a series of entertaining incidents, is told in a way to arouse and maintain the young reader's attention. It contains, besides the text, well arranged notes, a vocabulary, list of irregular verbs, words for *viva voce* drill and passages for translation.

LA MÈRE DE LA MARQUISE and LA FILLE DU CHANOINE. By Edmond About. Edited, with notes and vocabulary, by O. B. Super. Semi-flexible cloth. 227 pages. Mailing price 55 cents. Ginn & Company, Boston.

These are among the best of About's shorter stories. They are not difficult reading, and would serve well for a second year's course.

DER ZERBROCHENE KRUG, von Heinrich Zschokke. Edited by Herbert C. Sanborn, A. M., Worcester, Mass., with introduction, notes and vocabulary. Semi-flexible cloth. Pages xvi+76. Mailing price, 30 cents. Ginn & Company, Boston.

This story is the author's interpretation of a picture

which hung in his study, and which represented a court scene in which a young man, a girl, and her mother who holds a "broken jar," stand before a judge. The story has always been a favorite with young people, and is brightened with frequent flashes of humor.

FLACHSMANN ALS ERZIEHER. By Otto Ernst. Edited with introduction and notes by Elizabeth Kingsbury, Lincoln, Nebraska. Semi-flexible cloth. 190 pages. Mailing price, 45 cents. Ginn & Company, Boston.

This popular German comedy gives a view of the German public school system of to-day in some of its best and worst features. The language is conversational throughout and offers the student excellent drill in idioms of everyday speech.

GRAMMAIRE FRANCAISE. By Mary Stone Bruce, Newton high school, Mass. Cloth. Pages 290. D. C. Heath & Co., Boston.

This French grammar, written in French, as a French grammar should be, provides a practical and not too difficult course for English-speaking pupils.

EASY EXERCISES IN ARITHMETIC. By W. S. Beard. Cloth. Pages 163. Price 1s. 3d. Methuen & Co., 36 Essex Street, W. C. London.

This book contains 5,000 examples for beginners in arithmetic, arranged in concise form and suitable for a preparatory course for pupils up to the age of thirteen.

THE ANCIENT WORLD. By E. M. Wilmot-Buxton. Cloth. Pages 244. Price 3s. Methuen & Co., 36 Essex Street, W. C. London.

This book presents in a brief but interesting way the history of the ancient world up to the fall of the Roman empire. The narrative has enough of the story about it to arouse the eager attention of boys and girls.

EARTH AND SKY. By J. H. Stickney, author of "Bird World," "Pets and Companions," etc. Cloth. Pages 160. Ginn & Co., Boston.

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NOVEMBER MAGAZINES.

A delightful article in the November *Atlantic Monthly* is that on Country Life from the unpublished papers of Ralph Waldo Emerson. Lafcadio Hearn, who died while his paper was passing through the press, sends an instructive Letter from Japan, which shows how the present war affects the Japanese at home in their business and family relations. Fiction, literary papers and reviews, poems, and an entertaining Contributors' Club furnish an excellent and interesting number. . . . In the *Canadian Magazine* the celebrity for the month is Mr. Robert Meighen, a man who has risen to prominence by native courage and ability. There are fine portraits of Sir Wilfred Laurier, R. L. Borden, Earl Grey and Lady Grey, and there is the usual interesting treatment of subjects, most of which are Canadian, and stories. A fine map of Canada, showing the route of the proposed Grand Trunk Pacific railway, is sent out as a supplement. . . . The November *Delineator* is exceptionally interesting and suggestive, in the matter of fashion, fiction and general literature. The interests of the home are treated very entertainingly and thoroughly.

EDUCATION DEPARTMENT—PROVINCE OF NEW BRUNSWICK.

OFFICIAL NOTICES,

- (1) **TEACHING DAYS**—The first Term of School Year 1904-5 has 83 Teaching Days in ordinary Districts, and 83 days in Districts having eight weeks' vacation. The Second Term, beginning January 9th and ending June 30th 1905, has 121 Teaching Days for all Districts except the City of St. John, where the number of Teaching Days is 120.
- (2) **SUBSTITUTE DAY**—By Regulation 20, Section 2, the present term closes on Friday, December 23rd. In order to enable Teachers, who would otherwise be unable to do so, to reach their homes before Christmas, permission is hereby granted to those who may so desire, to close the school for the term on Thursday, December 22nd, and to teach as a substitute for that day, any preceding Saturday.
- (3) **SPECIAL MANUAL TRAINING COURSE FOR TEACHERS**—Under the provisions of Regulation 48, Section 2, the second Special Course for Licensed Teachers will begin at the Normal School on Monday January 9th, 1905. Inquiry in regard to Manual Training Courses may be addressed to Mr. T. B. Kidner, Director of Manual Training, Fredericton.
- (4) **COURSES IN NATURE STUDY AND SCHOOL GARDENING FOR TEACHERS**—Eight New Brunswick Teachers are eligible for scholarships at the Macdonald Institute, Guelph, Ont., for a 'Three Months' Course, beginning in January, 1905. This Course will aim especially to prepare teachers to take up Nature Study in connection with School Gardens with their pupils, and to deal with the simpler aspects of general Nature Study. Each candidate appointed will receive from the Macdonald Fund five cents per mile towards traveling expenses, and \$25.00 at the completion of the course. In addition each male candidate will receive from the New Brunswick Government the sum of Seventy-Five Dollars and each female candidate the sum of Fifty Dollars, one half payable at time of enrolment at the Institute, and one-half on completion of the Course. Teachers desiring to take this course will please communicate with Prof. John Brittain, Woodstock, or with the Chief Superintendent of Education

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