

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIII. No. 3.

ST. JOHN, N. B., SEPTEMBER, 1899.

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Devoted to Advanced Methods of Education and General Culture.

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We have received many encouraging words from our subscribers during the past month, and we assure them that these are gratefully appreciated. The following from a Nova Scotian teacher gives in substance what many others have said: "I have taken your paper ever since I began to teach, and now would not be without it. I wish you every success, and look for more help from your valuable paper in the future."

If subscribers who write to the *REVIEW* to change their address will give the old as well as the new address it would save us much time and trouble. The present month is an unusually busy one from the large number of new subscribers who are enrolling and from the changes made by the removal of teachers to other sections.

NEW BRUNSWICK teachers will find instructive reading in the official notices from Chief Superintendent Dr. Inch in another column. By carefully noting the

instructions given therein they will save themselves the trouble of asking questions and the office at Fredericton the trouble of answering them.

PRINCIPAL LAY, of Amherst Academy, has just completed, with the aid of his pupils, a census of that city. This is the sixth enumeration he has made, the last one showing a population of 4,702. This is a practical kind of education, and it is useful if well planned and efficiently carried out. It might be profitably undertaken in many other school districts.

THIS is institute month in New Brunswick evidently. There will be no less than six county institute meetings held, at which not less, probably, than five or six hundred teachers will meet together. That means that at least fifteen thousand school children will be given extra holidays. But the time will be well spent if teachers return to their schools better prepared for their duties and stimulated with fresh ideas. There are many teachers who are just beginning their school work. They will not be improved by much talking about theory, but they will be stimulated by earnest and practical suggestions, by a kindly interest in their behalf on the part of older and more experienced teachers, and above all by the object lessons, which we hope will form a prominent place in these institutes, of skilled teachers giving instruction to classes before their fellow teachers.

IN publishing an educational paper there are other considerations to be attended to than providing a set amount of educational matter each month to work into the teacher's daily programme. An educational paper should stimulate teachers to study improved educational methods and appliances, to learn the capacities and temperament of the children committed to their care, and to use books, apparatus and objects around them to equip themselves fully for their work. There is another object that the educational paper should constantly seek to place before its readers, and that is to instil into the minds of children a love for honest and thorough work, a pride in their country and its institutions, and an ambition to become useful and intelligent citizens.

WE are indebted to Hon. Boucher de la Bruere, Superintendent of Public Instruction for the Province of Quebec, for a report of schools for that province. This report shows many points of improvements and

progress. Professional training is on the increase especially in the Protestant section, of which Mr. G. W. Parmelee is the efficient secretary. Statistics are more accurately obtained than in former years. Pedagogical lectures have been given to a considerable extent and the inspectors report beneficial results. Prize competitions have been introduced among the pupils of various localities. Two inspectors have died during the year, Messrs. Premont and Nantel. There are 10,493 teachers employed in the province.

#### The N. B. Normal School.

A committee of the Board of Education of New Brunswick has recently been engaged in examining into the working of the Normal School, and while no official statement has yet been given out as to the result of its deliberations, it has been at least semi-officially announced that after the present year the work of that institution will be more largely of a professional character. Hitherto, the time of the school has been, to a great extent, given to preparation in scholarship rather than practice in teaching.

The REVIEW has been for several years advocating a change of this nature, and heartily approves of such a design. The schools have for some time been equipped to give the necessary preparation in scholarship. The preliminary examinations have been more difficult to pass than the finals, and there are to-day many teachers in the province who have successfully passed the finals, but have failed more than once on the preliminary examinations. The age limit, too, has been slightly raised, as it was found that many students barely of the required age could pass for first-class licenses before they were sufficiently mature to undertake the management of schools requiring the services of first-class teachers.

In addition to this, during the past year the pass mark has been raised from fifty to sixty per cent, and there is no doubt but that, notwithstanding, there will be a full attendance at the Normal School. In the past, during an attendance of a school year, the students have only had opportunity to teach from one to three times, with a period of possibly one week's observation in the model school. This is far too little of the practical side.

It would be money well spent by the province if the Normal School instructors, inspectors and others were afforded in their turn an opportunity of observing what is being done elsewhere. It is by comparison that the best is obtained, and we cannot afford to be behind others in such progressive work as that of education. It should be possible to take advantage of the results arrived at by the most modern and progressive systems. We also may have some things to impart that may be of benefit to others; and, taken all in all, a wider view would add to efficiency.

#### On the Teaching of Drawing.

In the new course of study for the common schools of Scotland there are four compulsory subjects; all the rest are optional. Drawing is one of the compulsory subjects. Evidently the educationists of that country must consider drawing to be very important. As they have come to this conclusion after a most careful study of the educational systems of all other countries, their opinions are entitled to the greatest consideration.

Ten years ago in the schools of the United States drawing occupied a very prominent position; and since that time its importance has greatly increased wherever education is in the most advanced condition. For about thirty years the educationists of Toronto prided themselves upon the superiority of the drawing in their public schools, making it specially conspicuous in all school exhibitions. We cannot speak for all the Maritime Provinces, but we know that in the public schools of Nova Scotia drawing is very much neglected. This was painfully evident at the last provincial examination. Out of 2,775 candidates who took drawing and book-keeping only 155 made 50 per cent or upwards, and 1,035 made less than 25 per cent. As these two subjects are given in one paper it happens that a large proportion of those who obtained licenses to teach made their marks wholly, or almost wholly, on bookkeeping without giving any evidence of having any knowledge whatever of drawing. Is it any wonder that this subject is badly taught in the schools?

A careful study of the examination papers will reveal more clearly the character of the work and the reasons for its inferiority. In the first question, the examiner was required to set a chair on the teacher's desk, and on the chair a large book, or some other common object. The candidates were asked to draw these objects as they appeared to them. Now it is evident that if the examiners followed their instructions properly the upper surface of the seat of the chair could not be seen by the candidates. Yet that was the part that was most conspicuous in nineteen out of twenty of the drawings. That is, the candidates drew the chair as usually seen,—as he *knew* it, not as he *saw* it.

The second question (Grade C) asked for the plan and elevation of a wire, one and a half inches long, projecting from a vertical wall at an angle of sixty degrees, with the surface parallel to the ground and one inch above it. From the answers it was evident that none of the candidates had even the most elementary ideas of projection.

In the next question, to nine out of ten the term "conventionalized" was a **profound mystery**, and not one out of thirty knew how to utilize the "unit of

design." The simple exercises in plotting were performed in an almost equally discreditable manner.

From these facts it is clear that, by our teachers generally, drawing is looked upon as a subject that may be safely neglected,—an interloper in the course of study—a fad of some persistent educationists. There may be those who, in some degree, appreciate its importance, but it was neglected or badly taught in their early education, and now they unconsciously exaggerate the difficulties which it presents. All they can do is to place the prescribed drawing books in the hands of their pupils and ask them to copy, as neatly as possible, the figures given in them. Frequently the pupils do this very well, but they are not learning to draw. A set of the prescribed books may be of some use to the teacher, but to the pupils they are a positive injury, in so far as they take the place of good teaching. The most that can be said of this plan is that it is better than nothing. In order to help such teachers we purpose, in future numbers of the REVIEW, to devote a few articles to the best methods of teaching drawing.

But there are other teachers who fail to see the value of this comparatively new subject, and, thinking that the course of study is over-crowded, leave drawing to the last three or four weeks of the term, satisfied if their pupils can make the minimum of twenty-five per cent, and thus avoid being plucked. It will therefore be well, in closing this brief article on drawing, to call attention to the way it is viewed elsewhere. We have already referred to the fact that in Scotland it now takes rank with reading, writing and ciphering in elementary education. In Prussia the course begins with the second year of school, and requires two hours a week for seven years. The work is systematic and thoroughly practical. It consists of the drawing of symmetrical figures, characteristic forms of plants, simple work in ornamental drawing, and free drawing from solids, including plaster of paris models. Eye and hand are trained with special reference to industrial drawing and nature studies. Klemm, in his "European Schools," says: "I find a great deal of sketching done in the schools of Germany and France, and I take this opportunity to say that this practice has a great educational influence, inasmuch as it develops the sense of form and creates a memory for forms, not to speak of the skill it gives to the hand, and the ability to retain knowledge. In several schools of Rhenish Prussia, I found the old method discarded contemptuously and drawing 'from nature' substituted. Each child is made to draw the object as *he sees it*." By this "old method" he means *copying from the flat*—the method which prevails so largely in Nova Scotia.

Garlick, in his "Manual of Methods," tells us that the ability to draw well "is an essential to many occupations; it encourages and develops *observation*, cultivates the *graphic memory*, exercises the *imagination* in the construction of design, cultivates the *perceptive faculty*, and gives a *delicacy of manipulation* which is very valuable. Furthermore, *description* appears in its most successful form in drawing; for the most gifted writer cannot present a scene like a picture, which always appeals to the understanding and the emotions more rapidly and more successfully than any word description. It develops the *aesthetic emotion* by raising the tastes of the people. Good works of art may, and often do, become objects of enjoyment where the drawing faculty has been cultivated; whilst *habits of care, neatness* and *accuracy* are produced which must re-act upon the general character."

### Some Jottings by the Way—III.

#### HOW TEACHING IS BEING MADE A PROFESSION.

Columbia University, New York City, includes Teachers' College, which is set apart not only for the training of teachers of both sexes for elementary and secondary schools, but for specialists in various branches of school work—principals, supervisors, superintendents, as well as instructors in normal schools. Four years' courses are offered, leading to the college diploma in kindergarten, elementary and secondary teaching, including the B. A. degree. Two years' courses are also offered, leading to diplomas in art, domestic art, domestic science and manual training. There are also offered special courses in which certificates are given for the work done. Thus the college offers for students and experienced teachers opportunities for practical work as well as for special study and research. To aid those of small means there are fellowships and scholarships amounting nearly to six thousand dollars annually.

A school of observation and practice, fully equipped with kindergarten, elementary and secondary classes is maintained as an adjunct to Teachers' College. Every phase of school work is here found in operation, from the moment of entrance to the kindergarten to graduation from the high school. The training that the children get in this school is on the most improved plan, fitted in a marked degree to form character, to turn out thinking men and women, and to make the most of individual aptitudes and acquirements. To the student who intends to make a life-work of teaching, or for the teacher who already possesses some skill and experience, there is the largest opportunity for professional training and future usefulness.

There is a growing desire on the part of young men and women engaged in teaching in these provinces to qualify themselves for higher work by taking an advanced course at an academy or a college. This is a laudable ambition and should be encouraged in every possible way. But intelligent school boards are not slow to appreciate the fact that something more than scholarship, even though it embraces special as well as general knowledge, is required for the teacher. There must be professional knowledge and there must be skill in teaching. A person may have rich stores of knowledge, both general and special, he may understand the philosophy of education and know well the processes of mind,—even then the question will be more insistently put: "Can he teach? Can he impart his knowledge so as to broaden his pupils' horizon, train their wills, strengthen their characters, arouse in them high resolves, and give them the desire to lead noble lives?" The ability to satisfy examiners at the close of a school term, to maintain a certain discipline, or to mystify parents, too often passes for ability to teach. True teaching must take account of the aim of education, and put itself in close sympathy with the pupil and his environment. The "born" teacher does this by instinct; but there are few of them. Hence the need of giving all who would teach the technical ability to do it. And to do it they must not be content with a knowledge of the subjects to be taught: they must be given the opportunity to observe good teaching, be guided patiently into good methods, and demonstrate their ability to teach before being intrusted with the coveted certificate.

These thoughts are the outcome of a day spent in the Teachers' College of Columbia University. It was a fine, clear morning; and before I went within the college walls I took a view from the commanding site on which the university is placed,—certainly something to inspire the beholder and give him a respect for the large-hearted generosity of the founders of this institution. Below me stretched the Hudson river, soon lost to sight among the hills to the north, while to the south and west lay the broad expanse of Greater New York amid the activity and enterprise of which was garnered that wealth which produced this noble pile of buildings, dedicated to learning. Within the college the day's work was just beginning. The dean, Dr. Russell, and his secretary, Mr. W. H. Nichols, put me under many obligations for their explanations and the time given to me.

As I looked in at the practice schools, giving but a short time to each, I was impressed with the simplicity and effectiveness of the teaching, as well as its practical

character, and the purpose kept constantly in view—to form character and train in thinking and doing. In a manual training class for grades five and six, boys, the only tools found in the scholars' hands were a knife, pair of compasses, square, and a lead pencil—costing in all about sixty-five cents. It required a teacher of no ordinary skill and patience to train the eyes and hands of these beginners; but it was done effectively, to judge by the attention they gave to the work and the results they were able to show of their handiwork. In another room instruction was given to a class of girls in sewing, of the same grades. There was the same working spirit manifest and the same earnest attention to details. These were the lowest grades in which manual training was begun, and excellent results were obtained, showing that work of this character may be profitably pursued by very young scholars. In addition to the manual dexterity thus acquired, it was an agreeable relaxation, and relieved the monotony that is likely to arise from too close application to purely mental studies.

In the cooking school, children of a higher grade were being initiated into the mysteries of preparing a dinner of six courses for six persons at the moderate cost of one dollar for the whole.

In another room there was a class undergoing physical drill—learning how to walk. If one will stand for half an hour near a public promenade and watch a crowd of pedestrians he will see how few have been taught the useful art of walking. In these days of the bicycle there is danger that walking shall become a lost art and degenerate into loose, aimless shuffling about, with no regard for an upright posture or elastic, vigorous motion. As I looked at that crowd of fifty students, learning how to use their arms, legs and bodies in walking, I thought what a useful accomplishment it is to know how to walk.

I shall not here describe visits to other rooms of the practice schools where the ordinary branches were pursued. It is sufficient to say that every study seemed to be pursued on the same plan—a thorough mastery of what was attempted and every step an illustration of what constitutes good teaching. G. U. H.

The demands of the average private school are high, but what is needed everywhere is not higher standards for the teachers, but larger salaries. The salaries paid in many of the private schools are not fair when measured by the demands on the teachers. Parents, when looking for schools for their children, would do well to find out what salaries are paid to subordinates. If these salaries are below the average paid in this profession, the parent has at once the measure of value of that school. *The greatest extravagance in education is a cheap teacher—Outlook.*



## TALKS WITH TEACHERS.

How does your schoolhouse compare in appearance with the nearest church? Is it well painted, and are the grounds snugly fenced? Are any of the window panes out, or are they patched, and, perhaps, a shingle in them? Is the interior kept clean, as most churches are, and has there been any attempt made at ornamentation?

Why will so many people be so careless about their school buildings and so particular about their churches? It is the same flesh and blood that occupies both; only that while the school is used five days in the week for six hours each day, the church is occupied usually once each Sunday, or perhaps only on alternate Sundays. An iron fence is often not too good for the church, where the school grounds are unfenced. Trees flourish on the church grounds, where the school grounds are bare and uncared for.

But this does not answer the question. The answer, perhaps, may be found in the fact that the needs of the church are systematically and earnestly kept before the people. In those localities in which the pastor contents himself with merely holding regular services, and does no outside work, churches do not flourish so well. They are not so well painted nor so well fenced. Let teachers borrow a hint from this. They should not be content to perform merely their daily routine. Their duties do not necessarily begin at 9 A. M. nor end at 4 P. M., but they should be factors in the community. Some teachers do far more outside work for the church than for their schools. They will stay away from their teachers' institute in order to be present at their Sunday-school convention.

The churches and schools should go hand in hand; but it must be borne in mind that without the schools the churches could not exist. It is well for teachers to take an interest in church work, but they should give their first attention to that work which lies nearest them. As the energetic pastor looks after his church both from within and without, so should the teacher look after his school, and for one thing endeavor to have its externals, at least, as attractive as the nearest church.

Are you supplied with good blackboard surface? Is its use confined to yourself, or do you require the pupils to use it? Are you provided with suitable erasers? Are your maps in good repair, and do you keep them hanging up ready for use, or are they standing in the

corner covered with dust? Are you supplied with a cabinet for apparatus, such as globe, etc.? Have you any pictures in your schoolroom? Is your room as clean as the homes of your pupils, or is it only cleaned on Arbor Day? Have you any flowers growing in your school grounds, and are there any climbing plants upon the outbuildings? Have you a good school dictionary, and are the pupils provided with small ones? Do you ever read to your pupils from books in your library or from other sources? Do you discuss current events with them? Do you ever lend your educational papers to your trustees or parents interested in the school? Do you visit the parents? Do you take an interest in what interests the people, and do you exert an influence in the community? Do you have a reading circle in your neighborhood? Are the homes of the pupils supplied with good literature? Is there a school magazine? Do the parents take an interest in the welfare of the school? Is the house painted? Are any of the windows broken?

Please ask yourself these and many other questions, and if the answers are not satisfactory, bring your individuality to bear.

Please remind your trustees when the time of the annual school meeting approaches. If any apparatus has been recommended, or is needed, endeavor to have an appropriation made for it. Try to get your school grounds fenced. The district never owns the grounds unless they are enclosed.

While it is much easier to change from the slant writing to the vertical, than from the vertical to the slant, yet with advanced pupils it is not usually advisable to seek to change their hand. If you favor the vertical system, begin it with the younger pupils.

This story is told of Sir Walter Scott, who was far from being a brilliant pupil at school. After he became famous he one day dropped into his old school to pay a visit to the scene of his former woes. The teacher was anxious to make a good impression on the writer, and put the pupils through their lessons so as to show them to the best advantage. After a while Scott said: "But which is the dunce? You have one, surely? Show him to me." The teacher called up a poor little fellow, who looked the picture of woe as he came bashfully toward the distinguished visitor. "Are you the dunce?" asked Scott. "Yes, sir," said the boy. "Well, my good fellow," said Scott, "here is a crown for you for keeping my place warm."

For the EDUCATIONAL REVIEW.]

## NATURE STUDY.

### Kissing Bugs.

Some notes on Kissing Bugs—that's all. The original one of Washington, *Melanolestes picipes*, belongs to the "Assassin Bug" group of the family Reduviidæ, of the sub-order Heteroptera, of the order Hemiptera. It might be called the "blackfoot assassin-bug" as a free translation of its name. It is one of the land bugs with four jointed antennæ. Most of the assassin-bugs suck the juices of insects, but the larger ones, when handled, can plunge their beaks into the human flesh, when, if there is blood poison of any kind present, the wound is poisoned with the ordinary consequences. Some of them might be supposed to plunge their beaks into the human flesh for the purpose of sucking the blood, although the fingers are stabbed often on account of the irritation of the insect by capture. They are found generally under stones, decaying wood, etc., and may often be found among those attracted to the electric lights in parks; but they are by no means common in these provinces, nor are they conspicuously common in the United States. There have been probably no injuries from them in these provinces, and in the United States itself many thousand times as many people are poisoned by the bite of some other bug or fly. The poison of the *Melanolestes* is accidental, depending on what it has been probing with its proboscis previously. And so it is with a series of other insects.

The ordinary house fly may be a poisoner by carrying disease or poison germs into contact with abraded or wounded portions of the skin. The stable fly, which most people cannot distinguish from a house fly, has so rigid a proboscis that it can puncture the skin, and there may be serious poisoning effects from such a wound. In Africa, another fly, so much like our domestic fly that most of us would not notice the difference, is the terrible "Tsetse" fly whose bite is so fatal to oxen and cattle generally, the horse and the dog, that these animals are exterminated by them as soon as introduced into the country. The wild animals of the region and goats and the young of cattle, horses and dogs while suckling are not poisoned by their bite. It does not affect man more than the bite of a mosquito. This poison, which has been closely examined, appears to be a minute organism which multiplies in the blood of animals which are poisoned by it. It has been named *Trypanosoma Brucei*, after one of its most successful investigators, Major Bruce. This very minute but fatal organism to our domestic animals is of amoeboid character—microscopic specs of a living animal jelly. And it appears that it is not a normal poisonous secretion

of the "Tsetse" fly, but that it is a disease which the "Tsetse" is afflicted with in certain regions of Africa. It is in other words a sort of fly-malaria.

This brings us to the last head of my notes. Major Ross of Calcutta has just demonstrated that the terrible malaria which afflicts the human race in some parts of the world, is probably not an emanation directly coming from the marshes and swamps. These moist conditions facilitate the extensive breeding of several species of mosquito. These mosquitoes, which appear to be all hatched from their eggs without any disease, draw blood from animals whose blood contains a minute living organism which has been named "proteosoma." The mosquito is now infected and in the course of a few days the exterior of the stomach of the insect is covered with cells containing a number of the minute "proteosoma." In a certain number of days these cells burst and the "proteosoma" finds its way into the salivary gland of the mosquito, as well as into other parts of its body. When a few of these mosquitoes are placed in a cage with a bird whose blood has been found to be quite pure, they feed on the blood of the bird at night as they do on human blood when they get the chance. In a certain number of days the "proteosoma" appears in the blood of the bird which some time later dies of malaria. If mosquitoes freshly hatched, never having fed, are put into a cage with an infected bird so as to fill themselves with its blood, in a definite number of days the regular stages of the "proteosoma" growth can be followed. These mosquitoes, when allowed to draw blood from only healthy birds, never become affected with the malaria germ.

These experiments have already been duplicated in France, Germany and Italy; and they are causing the impression that malaria is communicated to man by inoculation from the mosquito, or certain species of mosquito.

It has been proved that mosquitoes are not affected with the malarial poison if they are not allowed to come in contact with animals having the malarial poison in their blood; and conversely, mosquitoes with the malarial poison inoculate the animal from which they draw the blood. It is now proposed to endeavor to exterminate the mosquito in malarial regions. But we hardly know enough of the habits of all our mosquitoes to fight them to extermination. It appears that there are some species which seem never to be afflicted with this poison, as most of our flies are never afflicted with the "Tsetse" poison. We have several species of the brindled, of the grey, and of the spotted mosquitoes. Some of these deposit their eggs in little raft-like masses on the water in buckets, pans, or tanks about the house. The larvæ

hatch and live for some time in the water, a common species often rising up to the surface at an oblique angle with its oblique air-tube taking in air until your presence frightens them. Another species of worse reputation, so far as investigation has been carried, takes in its air while lying horizontally below the surface of the water. A few drops of kerosene oil falling on the surface of such water, whether in a pond or in a pan, is found to destroy them. A different species of mosquito is found in the swamps and marshes. And possibly there are some species whose eggs are hatched in moist earth or decaying matter.

Now if it should be proved that the mosquitoes are the main carriers of malaria, a general attack upon them by mankind must follow. But we can never attack with success without a knowledge of their several habits. See how important it may be for us to know the life histories of some of these insignificant insects in order to preserve our lives. They may be more difficult enemies to deal with than Boers or Russians.

Why should not the school boy who has often so much time on his hands take up the study of our mosquitoes, know the different kinds, study their habits and their native homes. We could then the better know how to apply the facts worked out by the patient and tireless biologist. And mind you, there may be such poisoners among the other insignificant looking flies or other insects. These are the real kissing bugs whose kiss brings disease and death to so many of our kind.

M.

#### The Heavens in September.

With the fall of the year the glories of the southern heavens depart, but high in the north the splendor of the stars is enhanced. September witnesses the beginning of the reign of the "royal house of Cepheus." Opposite to the Great Dipper, as it sinks toward the horizon westward from the pole, will be seen rising Cepheus, Andromeda, Cassiopeia, and Perseus. Cepheus lies between the head of the Northern Cross (Cygnus) and the Pole Star. Just east of Cepheus is Cassiopeia, unmistakable on account of its curious zig-zag figure, formed by five stars, four of the second and one of the third magnitude. South of Cassiopeia is Andromeda, marked by an extended row of four stars, three of the second magnitude, the most westerly and southerly standing at one corner of the Great Square of Pegasus. Following Andromeda and Cassiopeia from the northeast comes Perseus, the hero of the world-famous story which gave this group of constellations to the map of the sky. The Milky Way, running in bright reaches from Cygnus downward through

Cassiopeia and Perseus, adds its sheen, like a royal baldric, to the beauty of their stars. Between Cassiopeia and Perseus even a careless eye detects a curious shining spot. It is the celebrated gathering of minute stars constituting the "sword handle" of Perseus, and is one of the finest objects in the heavens for a low-power telescopic view. An opera-glass shows many of its twinkling multitude. Draw an imaginary line from the Pole Star through the bow-shaped row of stars marking the middle of Perseus, and extend it about ten degrees further south, and it will lead the eye to a little lone group, the brightest member of which is very famous under the name of Algol. It is, perhaps, the most remarkable variable star in the heavens. There will be a minimum of Algol on September 11 a little before 10 o'clock p. m. Eastern standard time.

During September, four of the planets will be in the constellation Virgo, viz.: Mercury, Venus, Mars and Jupiter. Two of them, Jupiter and Mars are in that constellation at the beginning of the month. Mercury and Venus enter it later, moving eastward from Leo. Mercury is a morning star and reached its greatest western elongation on the 5th, when it was conspicuous before sunrise, since it was then within a few days of perihelion and consequently nearly at its greatest brilliancy. No planet undergoes such alterations of light and heat as those of Mercury. When in perihelion the sunlight falling upon its surface is more than twice as intense as in aphelion. At the end of the month, Mercury passes behind the sun, emerging as an evening star in October. Venus is also a morning star, but much nearer the sun than Mercury, and on the 16th it will pass behind the sun in superior conjunction. Mars, in Virgo, is an evening star, but inconspicuous. Jupiter, in Virgo, is also, of course, an evening star, showing bright in the west after sundown. About the 6th Jupiter crosses the line from Virgo into Libra. Saturn, in Ophiuchus, just north of Scorpio, will remain a conspicuous evening star during September, gradually drawing westward and setting earlier. Its brightest satellite, Titan, will be south of the planet on the 2d and the 18th, west on the 6th and the 22d, north on the 10th, and east on the 14th. Uranus, in Scorpio, and Neptune in Taurus, although wide apart, are both evening stars.

The sun enters Libra, and the astronomical autumn begins on the 23d at 1 a. m., Eastern time.—*Garrett P. Serviss in Scientific American.*

WHAT is needed in the education of our boys and girls is a training that will enable them to act promptly, readily and at a moment's notice. It is surprising how many people dribble at their work, and this tendency to dribble should be remedied at school.

FOR THE REVIEW.]

**Teaching English.**

During the annual session of the Summer School of Harvard University there is always held a general meeting of all its members as constituting a summer school section of the Harvard Teachers' Association, for the consideration of some one educational subject. These meetings are attended by several hundred teachers from different parts of the United States, and offer an excellent opportunity for getting a broad view of the topic under discussion. They are conducted in accordance with a fixed plan, the programme running as follows: An address by some authority on the subject, who is not a teacher; two papers, limited to fifteen minutes each, by teachers from different schools; time is then allowed for volunteers to speak from the school standpoint; and these are followed by two members of the Harvard teaching staff, who speak as representatives of the University.

The subject considered at the meeting of August 9th, 1899, was "English in the Secondary Schools; with and without Relation to College Requirements." The first address was given by Mr. Walter H. Page, at that time editor of the *Atlantic Monthly*, and was on "Teaching the Art of Writing." Teachers who listened in hopes of some directions as to "Methods" were disappointed. Mr. Page wisely refrained from laying down any, but drew the attention of his audience to some points that he thought were not emphasized enough in the general regard of the matter. He insisted on the importance of recognizing that the art of expression in spoken or written language, while the most important of all the arts, is not one that we can practise or lay aside as we choose, like music or painting, but one that we are forced into constantly using or abusing; that all should cultivate a keen sense of the power and beauty of our own language, the instrument of this art, and of the meanness of degrading it by careless use; that obscure, ambiguous and dull expression either in speaking or writing, should no more be tolerated than ungrammatical forms or incorrect pronunciation; and finally, most emphatically, and in close connection with the foregoing thoughts, that this art of expression was the great social art, and the teaching of it a great social question, since upon it depend so largely our relations to, and our understanding of, our fellow beings.

The speaker wondered that among all the modern prophets of social millenniums not one should arise to conceive a millennium in which everyone should be able to express himself with perfect ease, perfect accuracy, and perfect grace. Mr. Page's paper was brilliant and suggestive throughout, and every teacher of English

present must have gained from it a deepened sense of the dignity of the subject; but we must pass from touching on it thus briefly to that part of the discussion in which the interest of most of the audience centred, the consideration of the "College Requirements in English." Several years ago the principal American colleges agreed upon uniform requirements in English for admission, thus simplifying very much the work of teachers in preparatory schools. The prescribed books, which are to be studied during the four years 1899-1902, in the high school course, or its equivalent, are the following:

Burke's Speech on Conciliation with America.  
 Carlyle's Essay on Burns.  
 Coleridge's Ancient Mariner.  
 Cooper's Last of the Mohicans.  
 DeQuincey's Flight of a Tartar Tribe.  
 Dryden's Palamon and Arcite.  
 Geo. Eliot's Silas Marner.  
 Goldsmith's Vicar of Wakefield.  
 Hawthorne's House of the Seven Gables.  
 Lowell's Vision of Sir Launfal.  
 Macaulay's Essays on Milton and Addison.  
 Milton's L'Allegro, Il Penseroso, Comus, Lycidas.  
 Milton's Paradise Lost, Books I-III.  
 Pope's Iliad, Books I, VI, XXII, XXIV.  
 Scott's Ivanhoe.  
 Shakspeare's Macbeth.  
 Shakspeare's Merchant of Venice.  
 The Sir Roger de Coverly Papers from the Spectator.  
 Tennyson's Princess.

The list naturally represents a compromise, and there is much difference of opinion as to whether the compromise is a successful one. The first teacher who addressed the meeting, Miss Helen M. Sweeny, from a girls' high school in New York city, made a frank attack on several of the books on the list on different grounds. The selections are supposed to fairly represent different periods and different kinds of literature. Miss Sweeny objected to the neglect of the lyric poetry of the Elizabethan age; to the choice of "Palamon and Arcite," as unfair to both Chaucer and Dryden; to Pope's Iliad, as representing neither Homer nor Pope; to the "Flight of a Tartar Tribe," as uninteresting to young people, and to the "Vicar of Wakefield," as appealing too strongly to an appreciation of delicate humour to be of much value to the average high school pupil.

She suggested as emendations, more lyric verse, especially of the sixteenth century, and the "Rape of the Lock," in place of the four books of the Iliad, as more fairly representing both the poet and his time. Miss Sweeny's opinion seemed to be that it was very difficult to interest pupils in many of the selections, and that there was a danger of giving them a distaste for good

literature by forcing them to study books which they could not learn to enjoy. It was impossible not to sympathize with the general tone of her paper, and especially with her protest against examinations in English, all the more that her enthusiasm for her subject, and belief in its capabilities, were unmistakable.

The next speaker was Miss Marie Antoinette Anderson, of the Thurston Preparatory School, a private school of high standing in Pittsburg, Pa. In a well worked out and extremely practical paper, Miss Anderson maintained that the list was on the whole a good one, that it was quite possible to interest pupils in all the books, and that the question was one of handling the subjects rather than of choosing them. She admitted that many of the books were difficult for the boys and girls in the first years of the high school, especially where English had been but little studied in the lower grades, but put clearly before her audience the plan in use in the Thurston School, which, in her opinion, had been entirely successful.

Briefly outlined, the plan is this: None of the college requirements are taken up until the last two years, or even the last eighteen months of the school course; up to that time all effort is directed to teaching the children to read intelligently, to care for good reading, and to express themselves easily and accurately. This is done, without any reference to examinations, by means of a great deal of reading, carefully adapted to the pupil's development, and by regular *daily* practice in writing on subjects suggested by the reading. The written papers are not only corrected in writing, but privately commented on with each pupil, and, if necessary, returned to be re-written. This plan involves an immense deal of patient, persevering work on the part of both teacher and pupil, but persisted in, it brings the child to the point where he can take up the college requirements with, to some extent at least, a trained taste, a store of reading for purposes of comparison, and a readiness in expressing himself.

In the discussion that followed, the weight of opinion was plainly with the first speaker, and Miss Anderson's seemed to be considered a counsel of perfection, but, as far as the writer can recall, no one drew attention to the probability that the pupils and opportunities differed widely in the two schools represented. Professor George Pierce Baker, of Harvard University, regretted that Miss Sweeny's view of the required selections was the more prevalent one, and intimated that the colleges would probably soon agree on some changes in the list. As regards examinations, he did not think it was practicable to do away with them, so far as admission to college was concerned, but as reference had been made

to the want of uniformity in the kind of knowledge required,—some college entrance papers emphasizing points of syntax, some linguistics, some literary form, and so on,—he drew attention to the fact that Harvard demanded simply an intelligent knowledge of the subject-matter read, and the power of expressing such knowledge clearly.

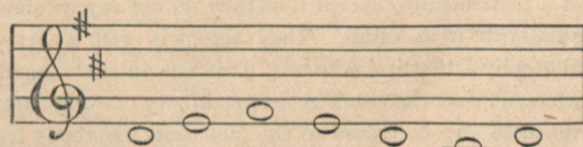
It may be said that throughout the meeting these demands were distinctly recognized as the important aims in teaching English, and the treatment of formal grammar and rhetoric was practically ignored. It is interesting to note that in the report of the Committee on Secondary School Studies published in 1893, (a pamphlet of great value to teachers) it is recommended that not less than five hours a week should be given to the study of English during the entire course of four years in the high school, and that of this time only one hour a week for one year—the fourth—should be assigned to formal grammar. ELEANOR ROBINSON.

FOR THE REVIEW.]

### Music in Schools. Grade III.

Commencing with this grade, the previous year's work should be reviewed and enlarged upon. Give a great variety of easy exercises in every key, and constantly review scales, having the scale written and sung before giving exercises in that key. Have the pupils draw the staff and clef; teacher adds the signature, and tells the pupil where the keynote is to be placed; then pupil writes the scale. Have pupils copy exercises from the board quite frequently, being careful with details and neatness of work.

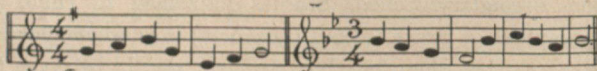
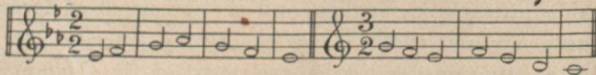
A good exercise for this and higher grades is as follows: Have pupils draw staff, and tell them what signature to place, and where *do* is to be found. Then the teacher may sing a tone of this scale to *loo*; for instance, she may sing the tone of *do*. Pupils are asked what she has sung. They will recognize it at once, and then are told to write it. They do so, and the teacher sings another tone of the scale to *loo*; it may be *re*. Pupils recognize and write; the next one may be *mi*, which pupils write; next, *re*, which is written; then, perhaps, *do, ti, do*; and when completed should be written on the board and corrected. In the key of *D* the exercise will appear as follows:



It should be varied extensively in every key, using, say, one exercise each day for several months. It will be

found of great value. Always give the class the sound of *do* before giving them such an exercise.

Then comes the counting and beating of time. The forefinger should be used to tap lightly on the desk, *pressing hard* (not tapping loudly) on the accented beat. Have a good deal of counting done before attempting to work with it, then introduce easy exercises, gradually increasing in difficulty. Use only  $\frac{2}{2}$ ,  $\frac{3}{2}$ ,  $\frac{4}{4}$  and  $\frac{3}{4}$  times in this grade.



Always be careful that everyone tries to tap off the time correctly, and the little ones will soon get so they can see a time-mark themselves just as soon as it is placed before them, and they will get all ready to mark time. Do not spare new songs. Use them continually. These are the spice that makes music worth studying to the children, and should be used constantly.

LUELLA E. BLANCH.

#### A Plea for Thoroughness.

If every teacher would make a resolution, and carry it out, to cultivate in her children the habit of thoroughness over and above everything else for one year, the blessing to a single generation would be beyond estimate.

Not thoroughness alone in lessons, but in every trifle of the day's routine. If the teacher could find the courage to stop the wheels every time a thing was half done, or less than well done, a habit of thoroughness would begin to grow, and the brain cells would come to the assistance and send down orders,—“Go back and do that over again!” \* \* \*

We see that which we *will* to see. If the eye and ear could take up the sole duty for one day of noting how much of life's ills result from slipshod ways of doing things, the conclusion would be easily reached that the world might be revolutionized if everybody would do things the very best they could be done. Housekeepers everywhere echo the complaint of *un*-thorough, inefficient service. The business men are not a whit behind, except that they do not say as much or reiterate it as often. They accept it with a sort of philosophy—that it *has* to be. It is not an extravagant statement that the creak in the machinery of every large enterprise can be traced to the fact that somebody has slighted a duty. The editor of a large newspaper in a New England city called in twenty boys from the city

schools, and not one could file papers thoroughly or write and spell a simple letter from dictation, without errors. \* \*

A love of thoroughness, a passion for thoroughness, must pervade the air of the schoolroom, and a standard of thoroughness must be set high, by a thorough teacher. That teacher who goes to her blackboard to write, “Whatever is worth doing at all, is worth doing well,” and scoops out a clean spot upon the board to place these words, leaving all the rest a debris of previous work, will never teach thoroughness. Words are dead things when contradicted by example.—*Primary Education.*

#### Avoid Monotony.

Do we ever think how hard it is for children to come to school merely because they “have to?” They do not see the end from the beginning; they have no knowledge of the world's requirement for educated people, or for their own need for training, and cultivation of the future life. They come to school in a sense blindfolded, groping their way about in a new, strange world. If they reach out too much they are told to “keep still,” “let things alone,” and “pay attention.” Every nerve is tingling, and every muscle is aching for animal freedom in an out-door world. But, instead, they are compelled to herd together in an indoor world, they don't know why. Their teacher was a child once, in some far away time, but she has forgotten all about it; does not remember her own child-longing for variety, and how she hated the same thing “over and over again.” And because she has forgotten, and because she is a teacher now and used “apples” one day to teach number and it “worked” well that day, they have done their sums in “apples” ever since. Poor little victims; it is a wonder that they have not come to hate “apples” and that they do not always associate an apple tree with number and “things” and “times.” No wonder that they are amazed when somebody recklessly proposes to do “sums” with “oranges.”

The experienced teacher who said, “When I think I have found out the best way to do a thing, I know it is time for me to stop,” struck a truth, but struck it too hard a blow. The sensitive teacher knows to a minute when the child is weary of the one way and when the index finger on the guide board is warning against the high road to wearisome monotony. She ought to read “Danger here,” no matter how well-trodden and flowery the way may look. Its ease is its danger. How shall I give a fresh side to my work to-day? How shall I touch my children in a new way? are the vital questions for the opening of every school day.—*Primary Education.*

The London *Answers* says that Carlyle's severest critic, and a critic of his own school, was an old parish roadman at Ecclefechan.

"Been a long time in this neighborhood?" asked an English tourist.

"Been here a' ma days, sir."

"Then you'll know the Carlyles?"

"Weel that! A ken the whole of them. There was, let me see," he said, leaning on his shovel and pondering; "there was Jock; he was a kind o' throughither sort o' chap, a doctor, but no a bad fellow, Jock—he's deid, mon."

"And there was Thomas," said the inquirer eagerly.

"Oh, ay, of coorse, there's Tam—a useless, mune-struck chap that writes in London. There's naething in Tam; but, mon, there's Jamie, owre in the Nowlands—there's a chap for ye. Jamie takes mair swine into Ecclefechan market than any ither farmer i' the parish."

It is not enough to put four walls under a roof, fill the enclosed space with children, place a teacher in charge and call the whole a school. Every possible adjunct which might operate favorably upon the child either by direct influence or suggestion, is as necessary to a school as apparatus to the demonstration of natural science."

"If there is a school yard and it is not already so, managed to get it turfed, and, in summer, 'with daisies pied.' Children, teachers, parents, neighbors, and matrons will aid you in this. If one season isn't sufficient take two or more. To have a charming school lawn is worth years of work. Cultivate beauty also inside the edifice. I join in what has been called the 'craze' for school-room decoration. Here, too, if you are careful, tasteful and persistent, many will co-operate with you."—*Supt. Andrews, Chicago.*

Goethe advised that every child should see a pretty picture and hear a beautiful poem every day, and if we would not banish the charm of poetry from mature life it behooves us to follow his advice and subject the child to its influence at the time of greatest susceptibility.

Miss Lizzie E. Morse, of North Easton, Mass., one of the most successful primary teachers in New England, says: "I have taught a primary school for thirty years; for fifteen years I had children who had not had kindergarten training, and for fifteen years those who had such training. I can do more than one-half as much more in a year with children who have had kindergarten training."

## CURRENT EVENTS.

### The Dreyfus Case.

All eyes are turned on the celebrated trial just finished at Rennes, France, in which Albert Dreyfus, charged with selling treasonable information about French military affairs to a foreign power, has been re-tried. For five years the case has been before the world, and now as the last scene, perhaps, in the drama has approached completion, attention everywhere is riveted on the principal actors. Everyone has watched, day by day, with the keenest interest the latest developments of a case that will pass into history as one of the most remarkable of this or any other century of the world's affairs. There are so many persons concerned in this trial, and so many terms not easily understood, that we venture to give a brief outline, especially for the benefit of teachers, who ought to understand every phase of a case that is engaging the eager attention of the whole world.

Albert Dreyfus (pronounced Dray-fuce), the accused, is by birth an Alsatian Jew. This circumstance may explain the hostility toward him, especially by the French military authorities. In 1871, after the conclusion of the Franco-German war, Alsace passed under the dominion of Germany, with certain conditions affecting its people: Every inhabitant had to choose whether he would become a German or a French subject. Albert Dreyfus chose to be French, while one of his brothers became German. This, with frequent visits to his Alsatian home after he became a captain in the French army and a member of the secret service, was sufficient in the eyes of the French military authorities to give color to the accusation preferred by his enemies. That he is a Jew is another cause of persecution, especially by the Anti-Semite or Anti-Jew organizations in France. That he was ever trusted by the French army on account of such antecedents is a wonder, but such trust may have been early a part of the plot to make him the scapegoat of the guilty ones. The wife of Dreyfus, to whom he has been ten years married, is Lucille, the daughter of a wealthy diamond merchant of Paris. She has always had a firm belief in the innocence of her husband, and has used her influence and wealth unceasingly in his behalf.

About seven years ago the French discovered an important improvement in gunnery. This was communicated to the Germans by a spy, who must have been in the confidence of the French military authorities. The "bordereau," which is constantly referred to in the trial, is, as its name implies, a writing which may be noted down on the "border" or margin of a book or newspaper. The production of this, torn in small

pieces, at the French war office in 1894 by an Alsatian, caused great excitement. When deciphered it was found to contain treasonable correspondence. It had found its way, nobody knows how, into the hands of a German military officer, Schwarzkoppen, who was accustomed to visit Alsace in much the same way as Dreyfus did. The handwriting resembled that of the latter, but experts maintained it to be that of Count Esterhazy, an Austrian by birth, a major in the French army, and a strong anti-Semite. Dreyfus was tried by a secret court martial in December, 1894, pronounced guilty, publicly degraded, and condemned to imprisonment for life on Devil's Island, off the coast of South America. The papers bearing on the case, and upon which the court martial acted, 400 in number, constitute what is called the "secret dossier." Gen. Mercier was minister of war at the time of the court martial, and commissioned Major du Paty de Clam to investigate the case. Both of these men have appeared to bad advantage in the re-trial, especially Paty de Clam, who is looked upon as the forger of much of the evidence against Dreyfus.

The events since the condemnation and imprisonment of Dreyfus have been of an intensely dramatic, not to say tragic, character, and have kept the French people in a ferment of excitement. Opinions began to gain ground that Esterhazy, not Dreyfus, was the author of the "bordereau," and this impression was shared by Lt.-Col. Picquart, chief of the bureau of secret intelligence, and one of the judges of Dreyfus. He had come into possession of information through spies that tended to show that Dreyfus had been wrongfully condemned. The vice-president of the French senate, Scheurer-Kestner, shared his belief, and boldly stated that Dreyfus did not write the "bordereau." Mathieu Dreyfus, brother of the accused, publicly charged Esterhazy with its authorship. The latter demanded a court-martial, which acquitted him after a trial which partook of the nature of a farce. This was in January, 1898. A few days after Emile Zola, the French novelist, published a letter in which he declared that Esterhazy's acquittal was not based on evidence. Then Zola was tried, with the publisher of *L'Aurore* newspaper. The military officers made dramatic appeals to the jury at the trial to stand by the army. Col. Henry, chief of the intelligence department of the war office, who forged the letter of Schwarzkoppen and placed it with other papers in the "secret dossier," gave the lie to Col. Picquart. A duel followed. Henry was wounded. He afterwards confessed the forgery, was arrested, and committed suicide in jail. Some of the French army officers who were convinced of wrong doing began to express their

opinions of the injustice done Dreyfus. M. Cavaignac, the minister of war, resigned. Esterhazy fled from France.

On the 26th of last September the French cabinet voted to re-open the Dreyfus case. The prisoner was brought to Rennes, guarded like a wild beast. The court martial for the re-trial of the prisoner began on the 7th of August. The intensely exciting character of the scenes since then are familiar to our readers. Edgar Demange, the counsel for Dreyfus in his former trial, is assisted by Maitre Labori (pronounced Lab-ore-ee, with the accent on each syllable). He was Zola's counsel, and is feared and hated by the enemies of Dreyfus. On August 14th, as he was proceeding to the trial, he was waylaid and shot in the back. His would-be murderers escaped after vainly trying to get possession of the pocket-book which contained important notes of the trial. In a few days Labori was sufficiently recovered to appear in court again, and pushed the case for Dreyfus with more energy than ever.

The trial of Dreyfus ended on Saturday, Sept. 9th, and the prisoner was condemned to ten years' imprisonment. Further developments will be awaited with interest.

"Bread," in one form or another, is the aim of every kind of education; and that which most effectually ensures it is rapidly winning the day. "Culture," in the narrow sense of a little Latin and less Greek, is a very poor intellectual outfit, not merely for providing the daily "bread," but for that spiritual sustenance which some people prize so much. The man of science must, of necessity, be a man of letters, to the extent, at least, of having a full command of the tools of literary culture. The exact meaning and force of language is to him much more important than to the mere votary of literature. Precision in science is everything; and the hazy notions of the ordinary reader would soon lead the scientist far astray. No man more requires a thorough mastery of language than he who aims at rendering abstruse scientific truths intelligible to ordinary understandings; and as a matter of fact, some of the best writers of the day are scientists. Neither Latin nor Greek is necessary to the scientists' literary culture. It comes through the channels of ordinary school education.—*Ed. News.*

A New England school teacher received the following note of caution from the anxious mother of one of her pupils: "Dar Miss plesse do not push Johnny too hard for so much of his brains is intelleck that he ought to be held back a good deal or he will run to intelleck entirely an I do not dezire this. So plesse hold him back so as to keep his inteleck from getting bigger than his boddy and injooring him for life.—*Harper's Bazar.*



## PRIMARY DEPARTMENT.

## What the Little Ones May Do.

Teachers of primary grades should be on the constant lookout for material which may lighten labor, dissolve perplexity, and relieve the responsibility in caring for the little ones.

There are many aids which may be purchased, neatly put up in pretty boxes, but a bright teacher, by keeping her eyes open and wits at work, can easily prepare the material for busy work.

There are many placards and advertisements prettily printed on enameled cardboard. The letters may be carefully cut from these and put in boxes, and children will find it most interesting to form names, words, sentences, and even easy little stories from the box of letters.

Pictures may be collected and distributed when occasion and opportunity presents, and prove useful in many ways.

A bright child will often see a whole history in a pretty picture. Indeed the idea of picture collecting for use in schools is one which may be expanded until it proves most helpful and instructive in various ways, and from the lowest primary to the grammar grades.

Proper names, verbs, adjectives, adverbs and common nouns may be boxed, and by the aid of such collections language and composition become most fascinating as branches of study.

Keep your eyes open, teachers. Opportunities always wait the seeker, and little things like these often transform the tired, hopeless teacher, and the restless, trying group of children, into an army of happy, eager workers.—*Educational Gazette.*

Quebec *Mercury*: Friends of education are beginning to think that the kindergarten system should form part of our plan of public instruction, and no longer be simply a private infant school, supported by private enterprise, and responsible to nobody in particular. In the United States, for very many years, the very young mind has been trained and amused in the kindergarten class. And the result has not been bad. On the contrary, it has been very good. The Zurich system has been found to be too severe for young people of five years of age. It has been tried in Boston, but failure only resulted. Alcott introduced a method of infantile training, and his pupils, ranging from four years to ten, "got on," but no particularly bright man or woman has resulted in after life, from the very bright boys and girls who learned their lessons at his school. The scholars were over-trained and over-stimulated with ideas and tasks beyond their years. But the kindergarten is different. It is simple and does not overtax the mental qualities of the very young child. He learns unconsciously, and is often fascinated with the study immediately before him.

## THE HOME AND SCHOOL.

## The Child and the Community.

The *Child Study Monthly*, several months ago, wishing to start a discussion on the question "What can the school do to improve the community life of the child?" asked twenty-five representative people to state what they considered most detrimental to the life of the child. The following answers were received. We ask the attention of teachers, parents and thoughtful persons in every community to them:

"Evil influences of absence from home at night, especially when on the street."

"Dissipation; cigarette-smoking, with the attendant loafing."

"Disrespect of parents and their authority."

"A lack of self-respect; lack of honor."

"Lack of habits of industry. No home work."

"Non-attendance at school."

"Social demands of older pupils. Parties, etc."

"General idleness."

"Lack of moral example and restraint in the community."

"Want of homelike homes."

"Lack of a correct standard of right."

"Lack of appreciation of the evil effects of a purposeless living."

"Indifference on the part of parents and guardians."

"Too frequent changes of teachers, and the nomadic life of many families."

"Laxity of parental and municipal control."

"Lack of enthusiasm on the part of teachers."

"Lack of ambition to attain unto better things and better conditions."

"Too early self-support and support of others."

"False views of parents as to the true value of child-culture, and the mad rush for money and social and political preferment."

"City life and its artificial environment."

"Lack of attraction in the home."

"Teachers regard their work as a temporary 'job.'"

In regard to the agencies for reform, among the answers received were:

"Effects of pressing the value of the school work upon the community."

"Mothers' Clubs."

"A rapid growth in the love of good literature. Home and school reading circles."

"Raising the standard of education in the community."

"Child-study and child-culture."

"More attractive schoolrooms, buildings and grounds."

"The establishment of school libraries."

### Hints to Parents.

Do not take your child to school the first day and spend an hour with the principal, telling him what a bright boy you have, how perfect his manners have always been and how you hate to have him enter the public school, where he will be obliged to meet common inferior children. Three score and ten have already told him the same story.

Do not send or write to the teacher the second day commanding that his seat be changed at once, and stating that you object to his sitting with that unruly Smith boy, with whom he has never been permitted to associate. You are making yourself unnecessary trouble. The mother of that boy has written that she will take her son from school before she will allow him to sit with that sneaking, malicious Brown boy, whose mother doesn't know enough to see through him.

Do not call upon the teacher and air your views on discipline, particularly if they are of the non-coercive sort. If she happens to have an unusually hard day with the incorrigibles, and you enlarge upon the duty of patience, sympathy with the child nature and an all-pervading, never-ending love, she may tell you some unpleasant truths.

Do not shake the school from its foundations because your son has received punishment, and don't place implicit confidence in his own account of the affair. The boy who could not tell his father a lie died about one hundred years ago. His successor has not yet been found.

And, finally, when your boy brings home his grades and you find that he takes rank among the ordinary, commonplace, average children in scholarship and deportment, do not think that the management of the school is marked by incapacity and injustice.—*Mrs. L. D. Ellis, in Normal Instructor.*

*Hugo Munsterberg, Harvard:* The child is apt to be spoiled by surroundings that tell nothing of the life that some day it may have to face. A few jolts and jars will not hurt the child. A few punches received by the irritable boy and a few exchanges of blows may teach that lad a lesson. Give the child an inkling of what is before him. Don't allow the revelation to come too late or be too cruel.

Make a list of the books you have read the past year. How many of them are professional? How many scholarly? How many distinctively literary? How many are merely stories? Are you satisfied with the list?

### About Books and Reading.

To teach a child to read, and not teach it what to read, is to put a dangerous weapon in its hands.—*Charles Dudley Warner.*

Pupils should know what a library is, what it contains, and how to use it. A child can no more be wisely left to get his knowledge and taste for literature by himself than to get his mathematical or scientific training in the same way. Children must be trained to use the library as they are trained to do other things. The library should be made an indispensable adjunct of the school. The school trains for a few years, the library for a lifetime. Pupils should be trained to read topically, getting from many books the information they want on any special subject. The community should be led to regard the library as a necessary part of a system of public education, no more to be done without than the common school.—*N. E. A. Committee Report.*

It is not the amount of reading that you do, but the kind, and the way in which you read, that will be of most value. Very many young people read far too much, but read carelessly, and that which is of no value. Do not forget that you are forming habits of reading that are likely to be lifelong.—*Sherman Williams.*

The librarian must know that the confident society woman who asks for "The Bajetta Woman" expects to receive Hardy's novel, "But Yet a Woman;" that the timid lady who asks for "Two Little Angel Babies" is to be given "The Heavenly Twins." He should have patience, too, for the awkward boy who engages him in a conversation like the following:

"I want a universal history."

"Yes, my boy; but would a history of Europe suit you better?"

"I think it would."

"What part of Europe would you like?"

"I want Great Britain."

"Yes? How about England?"

"I'd like a book on England."

After a pause the librarian said: "Perhaps you want something on London?"

"Yes, I do," brightening.

"Westminster Abbey or the Tower?"

"The teacher told me to write a composition on Westminster Abbey; so if you have a book on that it'll do.—*Charles K. Bolton in the Youth's Companion.*

Every county, city, village, and school district should have a good library. A library belonging to a school is a necessity. The right use of books comes only by

daily companionship. Books are wonderful things. They speak to us with tongues of fire, though the writers' lips are sealed in death. They are lives of other men, that live in volumes new and old, that speak to us from the tombs in the language of our day. A more valuable work can hardly be done by the rural school teacher than this, of developing a love for good reading. The library will ever be a valuable assistant to the teacher, not only in the training of his pupils, but to his personal edification.—*I. L. Dayhoff.*

### 'ROUND TABLE TALKS.

W. J.—Will you please, through the REVIEW, tell me the name of the plant which is enclosed in a box. The plant grows about two feet high. I found it in a field of potatoes.

The plant is the green Amaranth or Pigweed (*Amarantus retroflexus*). It is an introduced, not a native plant, and is found near gardens or cultivated grounds.

P. W. R.—Will you please tell me the names of the two plants sent under another cover?

The name of the one with yellow flowers is Hawkweed (*Hieracium scabrum*). The other is probably the alternate-leaved Cornel (*Cornus alternifolia*). The flower or a part of the fruit of the plant should always be sent to ensure a correct determination.

D.—A *Caterpillar*, about an inch long, rather dark grey, two stripes of yellow and a black stripe on the back, yellow spots on the side and yellow legs; a dull brick color spot just behind the head, and two brighter red spots far back. The hair in thin tufts along the side; in front two long thick tufts and one behind; along the centre of the back four short, thick, light tufts, rather nearer the front than the back. Into what would it develop and is it harmful?

It is the Tussock Caterpillar, the larva of *Orgia leucostigma* (Sm. & Abb.), the life history of which is given with figures in Ferndale School, No. XIX, EDUCATIONAL REVIEW, Vol. II., No. 9, page 167, (February 1889). This caterpillar feeds upon the leaves of the apple, plum, and occasionally on other species such as the elm, maple, and horse-chestnut. The imago, male, is one of the dark, brushy moths. The female is wingless, and may often be seen resting on a mass of from 300 to 500 eggs cemented over with a hardened foam-like layer secreted by the insect.

While walking through the spruce nursery in the Dartmouth Park, Halifax, the other day, I ran up into a bush around the uppermost twig of which was wound, basking in the sun, a pretty large specimen of the green or grass snake. It immediately uncoiled and soon disappeared down the body of the bush.

A PUPIL.

Dartmouth, Sept. 4th, 1890.

### SCHOOL AND COLLEGE.

School meeting day in New Brunswick this year will be Saturday, October 14th.

Sister M. Thomas, who for so many years has most acceptably filled the position of principal of St. Joseph's school, St. John, has resigned owing to ill health. Her resignation is much regretted by all interested in the school.

Misses Jessie Lawson and Mary Morrow have been appointed to the St. John staff of teachers. Both young ladies have taken high scholastic honors in the St. John schools, and their appointment is a fitting recognition of their ability and scholarship.

Miss Isabel McIntosh, A. B., has notified the St. Stephen school board that she will take action at law against it for alleged breach of contract.

Inspector Smith will be engaged during the month of September with the parishes of Westmorland, Sackville and Dorchester of his inspectorate.

Robert King, formerly principal of the Sussex Grammar School, who has spent the past year studying medicine at McGill, has taken charge of the Superior school at Bathurst, N. B.

Aubrey Landry, eighteen years of age, of Memramcook College, Westmorland County, has won a \$300 scholarship at Harvard University. This is the third scholarship which has been awarded to him, amounting in all to \$750.

Prof. Tweedie, of Mt. Allison University, Sackville, has been granted a year's leave of absence to be devoted to special study and research abroad.

We are glad to report that in the Truro Academy examinations the students have again been very successful. All those who tried for A licenses have been successful, and twenty-three B's and forty C's have also scored success. The principal, Mr. W. R. Campbell, and his able staff of assistants, as well as their diligent students, may well be congratulated. Edward Moxon led the province for Grade "A," closely followed by Douglas Smith.—*Colchester Sun.*

A large Freshman class enters Mt. Allison University this term. Although there has been some inconvenience arising from the destruction by fire of the residence, no difficulty has been experienced in accommodating students. A fine new building is under course of construction that will accommodate a large number of students and greatly add to the resources of the university.

The Albert County Teachers' Institute will meet at Elgin on Thursday and Friday, September 21st and 22nd. There will be papers by W. B. Jonah and Miss Amy Peck; lessons by Miss Frances Hoar, A. C. M. Lawson, S. Boyd Anderson, Miss Bessie Thorne and Miss Bessie Horsman; and addresses by the president, Amasa Ryder, Inspector Steeves, and Dr. Inch, chief superintendent of education. A natural history excursion will be made to Gordon Falls.

Mr. J. S. Layton has resigned the principalship of Annapolis Academy to take a course in science in Dalhousie University.

Prof. J. A. Nicholson, M. A., of Montreal, formerly superintendent of education for P. E. Island, has been spending his holidays at the residence of his father, Hon. James Nicholson, Eldon, P. E. I.

Mr. John E. Burke, of Ottawa, visited the schools in St. Peter's Hall, St. John, on Friday, September 1st, and left for home the same evening. Mr. Burke, who is a son of Mr. D. Burke, chairman of the separate school board at Ottawa, spent his vacation in St. John.

The Kings County, N. B., Teachers' Institute will be held at Hampton, on the last Thursday and Friday in September. The same dates are fixed for the Victoria County Institute at Andover.

Kent County Teachers' Institute will meet on Thursday and Friday, October 12th and 13th.

The School for the Blind, Halifax, re-opened on Saturday, September 2nd. Nearly 100 pupils are expected during the present term from Nova Scotia, New Brunswick, P. E. Island, and Newfoundland. During the vacation various needed improvements and alterations were made in the buildings and grounds.

The P. E. Island Teachers' Association will meet at Charlottetown, during the first week of October.

The N. B. Normal School opened the first week in September with an attendance of over 160 students.

St. John and Charlotte County Teachers' Institutes hold their annual session on the 14th and 15th September, the one at St. John and the other at St. Andrews. The programmes have been published in the REVIEW, and interesting sessions of each institute are expected. The teachers of the adjoining districts in Maine are expected to attend the Charlotte County meeting.

### RECENT BOOKS.

Those who cannot afford Webster's International Dictionary, or find it too bulky for convenient reference, will be glad to learn that the publishers of that standard and excellent work have brought out a new dictionary at a lower price and one that will meet the requirements of scholars everywhere. This latest edition of Webster's Dictionary<sup>1</sup> is a handsome, well-bound volume of 1,116 pages, 948 of which are devoted to the vocabulary proper, and its size, convenient for easy reference, combined with its fullness and reliability, make it a most

<sup>1</sup> WEBSTER'S COLLEGIATE DICTIONARY: a Dictionary of the English Language. Giving the derivations, pronunciations, definitions and synonyms of a large vocabulary of the words occurring in literature, art, science, and the common speech, with an appendix containing a copious Scotch glossary, a pronouncing vocabulary of proper names, and various other useful tables, mainly abridged from Webster's International Dictionary. Over 1100 illustrations. 8vo. sheep, cloth, and morocco, 1,116 pp. Prices, with complete reference index, cloth, \$3, sheep, \$4, half morocco, \$5. G. & C. Merriam Co., Springfield, Mass.

useful and desirable dictionary for the busy man and the student. It is in the main abridged from Webster's International Dictionary and retains the essential features of that great work, with all its accuracy, scholarship, clearness, and excellence of arrangement. The definitions are complete, concise and exact. Pronunciation is indicated by a simple and effective method that children can soon understand. In short, it has all the good features of larger dictionaries, without being cumbersome and expensive, packed full of the best material, trust-worthy in definitions, spelling and pronunciation. It is a pleasure to recommend such a dictionary especially to students and schools.

This is the Canadian copyright edition of the latest book<sup>1</sup> by the popular author of "In His Steps," of which over *three million copies* have been sold. This book is marked by the natural realism, the lucid, simple style, and the undertone of deep human and religious feeling, which have made Mr. Sheldon's previous works so immensely popular. The plan of the book is quite original. The story of three lives is ingeniously blended with the interesting questions and answers that merge in "John King's Question Class." The questions, which are wisely answered, are just such questions as arise in the minds of all thoughtful young people. Great lessons relating to conduct and character are presented in an attractive and entertaining manner.

<sup>1</sup> JOHN KING'S QUESTION CLASS: By Charles M. Sheldon. With portrait of the author. The W. J. Gage Co., Toronto, publishers. Paper covers, 30 cents; cloth, 75 cents.

### BOOKS RECEIVED.

To be noticed hereafter as time and space may permit.

INTRODUCTORY GEOMETRY, by H. S. MacLean. The Copp, Clark Company, Limited, Publishers, Toronto.

LE ROI DES MONTAGNES, by Edmond About; Edited by Ernest Weekly, M. A. London; Macmillan & Co., publishers.

### SEPTEMBER MAGAZINES.

In the *Ladies' Home Magazine* Caroline B. LeRow tells what it means to be a Teacher, and there is a page of pictures of Attractive Decorations for the School Room. . . . In *Littell's Living Age* for Sept. 9th, there is an interesting article for teachers entitled A French Primary School, and an instructive sketch on Paul Kruger, the crafty diplomatist of South Africa. . . . The *Chautauquan* for September ends its twenty-ninth volume. Under new management and editorial direction for the coming year it promises to surpass its previous excellent record. . . . In the *Atlantic Monthly* Jacob A. Riis, in The Genesis of the Gang, explains the manner by which, out of the slum and its surroundings, naturally and inevitably arise the gangs of young ruffians and hoodlums in our great cities. The boys who are given jails for schools and the gutter for a playground, dummies for laws, and the tenement for a home, are the material from which "the Gang" is invariably and inevitably made. . . . In *Appleton's Popular Science Monthly* Tuskegee Institute and its President is the title of an interesting article by M. B. Thrasher. The origin of this unique school, its steady growth, and the good work which it is at present doing for the Southern

negroes, and through them for the whites, are all pointed out. A number of illustrations add very much to the interest of the article. The conclusion of Appleton Morgan's Study of Recent Legislation against the Drink Evil seems still more strongly to confirm his view that the result of legislative interference up to date has rather increased than diminished drunkenness. The concluding article in Miss Zirngibel's account of the Teachers' School of Science in Boston contains much interesting historical data and some good illustrations. . . . The September *Century* is a Salt-Water Number. The special feature of the magazine is the first of a series of four papers in which Captain Joshua Slocum narrates, in a humorous and individual style, the story of his successful circumnavigation of the globe, alone, in a forty-foot sloop, the *Spray*, constructed by himself. This unprecedented achievement involved two crossings of the Atlantic, and the rounding of Cape Horn and the Cape of Good Hope. In the opening instalment Captain Slocum takes the *Spray* from Buzzard's Bay to Gibraltar and thence, in forty days, to Pernambuco harbor, with "all well on board," and a great eagerness "for the the more perilous experience of rounding the Horn." . . . The September *St. Nicholas* is not, like the September *Century*, an avowedly "salt-water number," yet many of its pages are redolent of the briny ocean and its sandy shores. Pelicantown, described by the naturalist Frank M. Chapman, is a little island on the Florida coast whither thousands of pelicans resort annually to build their nests and lay their eggs. Why the Sea is Salt is a problem that has puzzled many a mind; to Mary Bradley it is seemingly very simple, and she explains the mystery in a string of jingling verses with striking illustrations by F. Y. Cory. . . . Dr. A. E. Winship will begin a series of about twelve articles in the *Journal of Education* (3 Somerset Street, Boston), September

14, upon the study of the contrast between "The Jukes," as studied by R. L. Dugdale, of the New York Prison Commission, and his own study of the family of Jonathan Edwards. Mr. Dugdale studied 1,200 of the Jukes; Dr. Winship has studied 1,400 of the family of Jonathan Edwards. That all who desire this special study may receive it, the publishers offer the *Journal of Education* for three months for 50 cents.

## N. B. EDUCATION DEPARTMENT.

### Official Notices.

Notice is hereby given that the Board of Education has made the following Orders in regard to the use of certain text-books in the Public Schools:

**READERS.**—The First Primer of a new series of Readers to be known as "The New Brunswick Readers," is authorized for use at the opening of the Schools on August 14th. The Board has also provided for the gradual introduction of the whole of said Series after such intervals in the case of each grade as shall, so far as possible, allow time for the books now in use to be exhausted.

Arrangements have also been made whereby all dealers may, within three months from the date on which notice shall be given of the prescribing of any grade or grades of said Series of Readers, exchange any books of the present Series for others of corresponding grades of the new Series—the dealer in each case to be allowed for the books given in exchange the full price paid by him therefor.

**AGRICULTURE.**—A text-book entitled "Agriculture," by Charles C. James, M. A., Deputy Minister of Agriculture for Ontario, has been authorized for use of teachers in Grades IX., X. and XI. of the Superior and Grammar Schools.

**COPY BOOKS.**—McMillan's New Brunswick Vertical Writing Books are authorized for use in all Schools as an option with the present prescribed Series.

The English Literature for the High Schools will be the same as used last year, with the exception of the substitution of Shakespeare's *Merchant of Venice* for *Richard II.* in Grade XI.

For Grade IX. Longfellow's *Evangeline*.

Any edition may be used. (Houghton's and Mifflin's Riverside Series recommended).

**NOTE.**—Teachers are authorized to take up Scott's *Lady of the Lake*, if time permits, after finishing *Evangeline*. (Any cheap edition of *The Lady of the Lake* may be used).

For Grades X. and XI., Select poems of Goldsmith, Wordsworth, Scott, Keats, Shelley and Byron—the first three for Grade X. and the last three for Grade XI.

Additional for Grade XI., Shakespeare's *Merchant of Venice*.

Candidates for License of the First Class will be examined on the Literature for Grade XI. at the closing examinations in June, 1900.

J. R. INCH,  
Chief Supt. of Education.

Education Office, August 10th, 1899.

#### ADDENDUM.

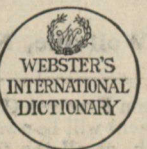
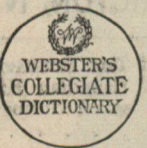
NOTICE IS HEREBY GIVEN, That the Second Primer of the Series of Readers known as "The New Brunswick Readers," is authorized for use at the opening of the Schools on January 8th, 1900. The Second Primer takes the place of the First Book of the Royal Reader Series. It is permissible to use the Second Primer during the present Term, provided in any School it may be found expedient to purchase new books.

J. R. INCH,  
Chief Supt. of Education.  
Education Office, Aug. 29th, 1899.

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TWENTY EXHIBITIONS IN THE FIRST YEAR (value from \$60 to \$200) will be offered in competition at the opening of the Session, September, 1899. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

(Address McGill College, Montreal.)

W. VAUGHAN, REGISTRAR.

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The character of the work done is shown by the large number of its graduates filling important places in the Dominion of Canada and the United States.

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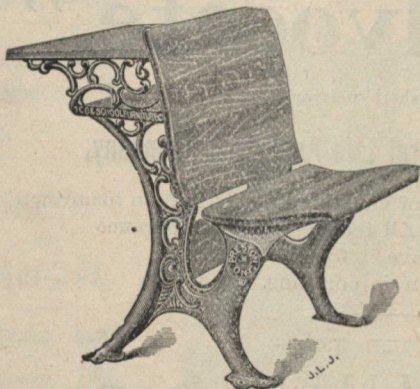
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