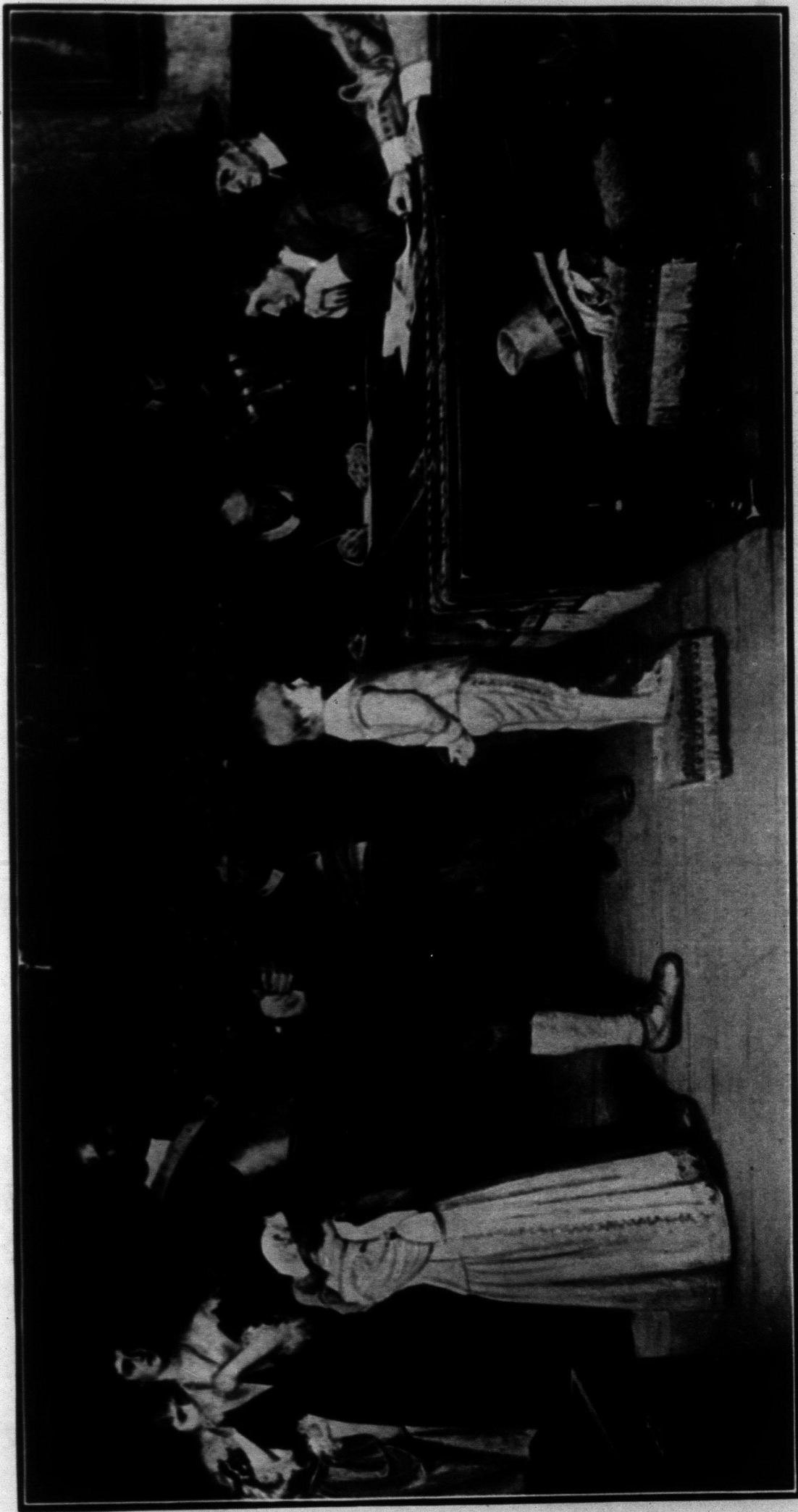


PAGES

MISSING



"AND WHEN DID YOU LAST SEE YOUR FATHER?"

—Walker Art Gallery, Liverpool.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., SEPTEMBER, 1909.

\$1.00 PER YEAR.

O. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW is published on the first of each month, except July. * Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

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The number accompanying each address tells to what date the subscription is paid. Thus "268" shows that the subscription is paid to Sept. 30, 1909.

Address all correspondence to

THE EDUCATIONAL REVIEW,
St. John, N. B.

PRINCIPAL J. W. ROBERTSON has been chosen president of the Dominion Educational Association, which will meet next in Montreal.

AFTER many years of useful and honourable service Dr. H. C. Creed has retired from the staff of the New Brunswick Normal School. The REVIEW extends its cordial wishes that he may enjoy his retirement in happiness, and in continuing the many good works in which he has long been engaged.

"My children read it with all the interest of a story," said a parent, referring to Hay's History of

New Brunswick. This was the object in view in writing the book,—to tell children in a pleasant way the story of their own country; not to write a text-book, but a school and home book which everyone in a household could enjoy and arise from it with the knowledge that they had read something of interest and profit about their own land. The publisher's announcement on another page should engage the attention of teachers and parents.

ON the 23rd August, at St. John, Rev. Samuel McCully Black, D. D., passed to his rest after many months of suffering, through which he was cheered and supported by the ministrations of a devoted wife. As editor of the *Maritime Baptist*, Dr. Black was widely known for his intellectual worth and Christian character. Few writers among us have wielded a pen with more grace and effectiveness than he, and it may be said that he never penned a sentence in which there was a trace of bitterness or rancour. To the charm of his writing there was added the courtesy of the true gentleman and scholar. To the last, amid great weakness of body, he kept up his duties as editor without a trace of impairment of his mental vigour and alertness.

SEE that your schoolroom is well ventilated. A dislike of the school may be the result of foul air. Good air, cheerful work and attractive walls make pleasant impressions that will last through the term.

THERE are many pupils who wish that life were one continuous vacation, but these may be weaned from that idea when engaged in the pleasant occupations of the schoolhouse and when they come in contact with the earnest teacher and students.

MOST of our destructive forest fires are started from mere carelessness and want of thought. They are fed and cause wide destruction of property by the large amount of dry inflammable material left on the ground by the lumberman and woodsman as waste. In European forests this is all collected and sold, leaving the ground free and like a park in ap-

pearance. No fires occur in them, because they are well watched and there is nothing to feed them. Our first care, then, should be to clean up the forests and keep them clean.

PHYSICAL and military training, which has been practised in the normal school and many of the common schools of Nova Scotia the past year, is to be introduced into the normal school of New Brunswick at the re-opening this month.

Notice to Subscribers.

As many of our subscribers are changing schools at this time of year, the REVIEW asks them to give early notice to the office of such change, so that they may miss none of the numbers. Our subscribers should note the advice given to them on the first (editorial) page of every number—that *the REVIEW is always continued to an address until notice is received to discontinue*. Attention to this will relieve us from much trouble. We continue sending the REVIEW after the year subscribed for has expired, because most of our subscribers expect us to do this, and it is the plan that most of the best magazines and periodicals adopt.

If a subscriber decides not to renew, a notice something like the following, lately received, should be given in time:

To the Editor of EDUCATIONAL REVIEW:

Dear Sir,—I think my subscription to the REVIEW expires with this month. As I do not expect to teach next term, may I ask you to discontinue it? My address has been _____,

C. E. R.

There are some subscribers who neglect to give the *former* as well as the *present* address in requesting a change. This often causes the trouble of looking over hundreds of names, which would be avoided if our subscribers would attend to this small matter, to them, but important matter to us.

Our Supplement Picture.

The picture in this month's REVIEW, "And When did You last see Your Father," is founded on a story from English history. During the Commonwealth great vigilance was exercised to watch and control the movements of those who were supposed to favour a restoration of the monarchy. Here the commissioners and soldiers of Cromwell are in a manor house engaged in examining and cross-

questioning the inmates as to the whereabouts of the Royalists. The bluff soldier on the right looks on admiringly at the gallant bearing of the boy. The examiner himself seems to have a gleam of good nature in his face. The mother shows her apprehension lest the boy should compromise them, while the stern-looking Puritans seem determined to repress their feelings as men in the firm determination to do their duty to the protector and to the commonwealth.

How Teachers May Help.

There are many ways in which teachers may help their pupils and the community outside of the regular duties in the school. The influence thus exerted will re-act on themselves and make them better teachers. It will stimulate boys and girls to make the most of their opportunities, and give them a better outlook on life and what is in it for them.

If a boy or girl has a taste for literature, encourage that taste by reading selections from good books to all the school, and direct the scholars in their home reading. Encourage reading aloud in the home circle. It will give tired parents a fresh interest in life. If a boy has a mechanical turn, get him to make, or assist you in making, simple apparatus to illustrate your lessons. Let boys and girls see that you have an object in your work, and that you expect them to have one. The western farmer who asked for college boys to help harvest his wheat was not far wrong when he gave as his reason, "I like college boys because they have an object in view." To have a good object in life and to bend one's energies early to its accomplishment is a sure way to make good citizens. When we see the total or partial failures about us, is it not worth the teacher's while to begin early to cultivate a wholesome interest for the best things in life?

In a thousand ways the teacher may help the children to think more of their home and neighbourhood: By looking at beautiful pictures of scenery, and then leading them to see that there are features of natural scenery about them even more worthy of their admiration,—the beauties of a sunset, the evening shadows mirrored in lake or river, the varied changes in hills and mountains under different atmospheric conditions. By helping children to know the names of the common birds, trees and flowers around their homes. (There is a good hint for teachers in the poem, "Their Own Names,"

in this month's REVIEW). By encouraging children to have pets among domestic animals, showing kindness to them, and having a thought for birds and other wild neighbours in times of scarcity of food. By showing children that it should be a pleasure as well as duty to help on the farm and in the home; and that the truest joys of childhood's days are those simple pastimes where work and play and regular hours help to make active bodies, healthy minds and contented homes.

Our Wild Neighbours.

While I am writing this a little chipmunk is looking over the contents of a waste-basket at my feet to see if there is not a stray nut hidden there among the papers. Failing to find one, he is scamp-ering about the cottage to find out if we have not hidden one away for him in some corner. This we often do to encourage his visits. He does not care much for pea-nuts, but a partially cracked walnut makes him sit up and return thanks with the most lively satisfaction.

And yet our little chipmunk friend is not a loafer by any means. Nuts will lie on the lawn for whole days not far from the entrance to his home without being touched, so absorbed is he in scouring the neighbourhood to provide his supply of food for the next winter.

This morning as we were taking breakfast on the lawn he came forth, and, seeing us, hopped up to the table in a succession of graceful little leaps without any sign of fear. He stood on his hind legs, and as plainly bade us a good morning as an intelligent, well-trained collie would do. But unlike the latter, he declined to partake of a share of our breakfast, but was soon off to pursue his searches in the cherry and bilberry trees in the vicinity.

How much more pleasant and profitable it is for us to observe our little wild neighbours of the woods and fields than to shoot or stone them? They will repay any attention on our part by the cunning little ways they have of providing for themselves, and of acting well their part in the world of nature. Moreover, if we are gentle toward them, and of the right mind, the shyest of wood creatures will enter into the most charming friendship with us. There are many of them—perhaps the most of them—with whom we would not care to be too intimate. A snake, for instance, is an animal for which most

people have a great dislike, even loathing, which is possibly inherited, and has been handed down by tradition from the past.

I was walking in the fields the other day with two well-grown lads when we espied a beautiful little garter snake coiled up on the ground. Both lads rushed for stones or sticks to kill it. I took it up in my hands, where after a few attempts to escape it lay contentedly in my outstretched palm. "Won't it sting you?" "Isn't it poisonous?" "My father always runs for a shot-gun, if it is near, and blows a snake to pieces when he sees one." These were the questions and comments that these young men raised, and I have no doubt they had truly believed that our snakes are venomous reptiles, the "sting" of which is certain death; and so far as my observation goes this feeling is shared by ninety-nine out of every hundred people that you meet. But all our snakes in eastern Canada are perfectly harmless, and are very useful to the farmer. Strange to say, our farmers are the most relentless enemies that these innocent beings have. They will pursue and kill them with the greatest ferocity and cruelty, and the consequence is that these useful creatures are fast disappearing from our fields. So hard is it to believe that snakes are quite harmless and to educate the general public to look upon them as benefactors. But one would have to travel to Southern Ontario or to the banks of the Saskatchewan river to find a really poisonous snake—the rattlesnake. Ours, of which we have some half a dozen species, are all innocent. Their "stingers" which they dart out with such lightning-like rapidity are as incapable of doing harm as are the tongues of birds. They are incapable of biting, for they have no teeth, or at least very immature ones. The larger ones feed on young mice and the larvæ of insects so destructive to the farmers' grain fields; the smaller ones destroy many noxious insects.

The pretty green, or grass, snake, one of the most useful of the latter, is the most friendly. I have seen one coil round the wrist of a young girl, where it made a prettier ornament than a bracelet, and remain there as long as the wearer chose to keep it, probably attracted by the warmth which is grateful to snakes.

One word more to the reader: Make friends of your wild neighbours. Don't be frightened by the word snake, nor by any silly stories about their poisoning you.

Ingleside, August 20, 1909.

Child Growth and Study.

In the course of his address before the Prince Edward Island Teachers' Association, Dr. S. B. Sinclair, dean of the Macdonald College, referred to the activities of the child during the period of development, and what he may be expected to accomplish in the right training of his powers. The thoughtful attention of teachers is directed to the old, but ever new, statement so concisely put forth by Dr. Sinclair.

At each stage of child growth there are subjects which the child ought to master, and which he loves to study.

During the first three years of infancy he is chiefly engaged in gaining control of his senses and muscles.

In later infancy, from three to six years, he is interested in expressing and developing his new-found powers in spontaneous activity, which ends in itself, and is done for its own sake. He likes to play, to examine and draw objects of different colours, to talk, to hear short stories, and to learn to read them.

During the childhood period, from six to twelve years, he is interested in increasingly difficult activities. His play develops into a more or less complex game, with beginning, middle and end. He likes longer stories, and is anxious to begin genuine work, but does not possess the power or the inclination to persist at it for a long period. He is attracted by a sequence of events, and will watch a process carefully to see how it is going to come out, and finally he finds his chief delight in making the process turn out differently from what it otherwise would. He likes to work problems in arithmetic, which develop from his practical life experiences in manual training and other work, and, if properly directed, will discover the rule and make universal applications in the solutions of general and abstract problems. He likes to care for plants and animals, to study their life history, and to learn how to furnish the best conditions for their growth and development; he also likes to express in writing and in picture the characteristics of objects which he has studied. He is interested in local history and geography, etc.

During the period of youth, from twelve years upward, his body and mind undergo the changes peculiar to adolescence. He assumes a more scientific attitude, and inquires the reasons for things. He begins to realize that he is soon to be a citizen and member of society, and begins to consider himself in wider relations to the other parts of the social structure in which he finds himself.

Last year on this continent was spent: \$20,000,000 on chewing gum; \$60,000,000 on lace; \$128,000,000 on millinery; \$700,000,000 on jewellery; \$800,000,000 on tobacco; \$1,243,000,000 on harmful liquids. And less than \$10,000,000 on missions.—*Church Work.*

Lessons in English Literature—XI.

BY ELEANOR ROBINSON.

The Faerie Queene.

After Chaucer died, in 1400, England had to wait two hundred years for her second great poet. In 1500, the first three books of the "Faerie Queene" were published, and the other three in 1595. The poet presented his book to the Queen in the following words:

TO
THE MOST HIGH, MIGHTIE, AND MAGNIFICENT
EMPRESSE,
RENOWNED FOR PIETIE, VIRTUE, AND ALL GRACIOUS
GOVERNMENT,
ELIZABETH
BY THE GRACE OF GOD,
QUEENE OF ENGLAND, FRANCE AND IRELAND, AND OF
VIRGINIA,
DEFENDER OF THE FAITH, ETC.
HER MOST HUMBLE SERVANT,
EDMUND SPENSER,
DOTH, IN ALL HUMILITIE,
DEDICATE, PRESENT AND CONSECRATE,
THESE HIS LABOURS,
TO LIVE WITH THE ETERNITIE OF HER FAME.

It was a proud claim, but a true one; for the fame of the poem has lived with the glory of the great queen.

Edmund Spenser was born in London in 1552, and educated at the Merchant Taylors school and at Pembroke Hall, Cambridge. The boy began life in stirring times. It was while he was a child that Calais was lost; while he was a schoolboy, Mary, Queen of Scots, fled into England to begin her nineteen years imprisonment; he had just left college when Drake set out on his famous voyage; he was writing the Faerie Queene when the Spanish Armada was defeated. He had for friends two of the most famous men of the time, Sir Philip Sidney and Sir Walter Raleigh. Like Chaucer, he was employed in the service of the state, for in 1580 he became secretary to Lord Grey of Wilton, who was Lord-Deputy in Ireland. Ireland was in a terrible state of rebellion and misrule; there was constant warfare, with much cruelty and treachery, and the land itself was wild and barren. We cannot help seeing, as we read of the adventures of the knights in the "Faerie Queene," of the wildernesses and forests through which they journeyed, of their en-

counters with the treacherous enemies and with savage beasts, that Spenser is showing us what Ireland was like then.

After Lord Grey was recalled to England, Spenser stayed on in Ireland, and finally made it his home. And it was in Ireland, at Kilcolman Castle, that the great poem was written. In 1589, Sir Walter Raleigh came to visit Spenser at Kilcolman; and when he read the part of the "Faerie Queene" that was finished, he persuaded his friend to bring it over to England and publish it. Queen Elizabeth received the poet kindly; she let him dedicate his book to her, and gave him a pension of fifty pounds a year. Every one who read the poem was delighted, and Spenser was acknowledged to be the greatest living poet. In 1595 he again came to England and published the next three books.

Ireland was still very unsettled, and in 1598 there was a terrible rising of the Irish against the English settlers. Spenser's castle was attacked and burned, and some say that his little new-born baby perished in the fire. He and his wife escaped and got safely to England, but very soon after, in January, 1599, the poet died in London. He was buried near Chaucer in Westminster Abbey.

The "Faerie Queene," like the "Canterbury Tales," is unfinished. There were to have been twelve books, but, as we have seen, only six were published when the poet died. It has been thought that the other books had been written, and that they were lost in the destruction of Kilcolman. This is not certain; but, ten years after Spenser's death, a part of the seventh book was found and printed. Fortunately, however, Spenser had placed at the first of his book a letter addressed to Sir Walter Raleigh, explaining his plan for the whole work. So we know what the story was intended to be.

Spenser says that he was writing the book with the hope that it might help "to fashion a gentleman or noble person in virtuous and gentle discipline." To do this, he chose for his hero King Arthur, for three reasons: first, because Arthur was the best and noblest person that he knew about; second, he was already very famous through the many books that had been written about him; and third, as Arthur was no longer living, no one could be jealous or suspicious of him. In the "Faerie Queene" Arthur was made to be a brave knight, perfect in all the twelve moral virtues. Spenser says he was a *magnificent* person, by which he meant, what we should call, a great soul.

While Arthur is the hero of the whole story, and unites in his own person all the virtues, each book has a hero of its own, who has one special virtue. The book of which he is the hero tells how each one met and fought and overcame all the difficulties and obstacles which were likely to be opposed to that virtue. Thus, Sir Guyon, the Knight of Temperance, or, as we should say, Self-Control, has to fight against intemperate anger, love of luxury and self-indulgence, and excessive love of money. All the adventures of these twelve knights were undertaken in honour of Gloriana, the Faerie Queene, and for her approval and praise; and all the knights set out on their quests from her court, and at her command. At the end, when each knight should have conquered his enemies, it is supposed that they were all to return to the court to celebrate the marriage of Gloriana with Arthur. But, as I said, we have not got the end of the story.

The whole story is an allegory, that is, a description or story of one thing under the image of another. One thing that makes it hard to understand, is that there are two hidden meanings instead of one, as in most allegories. The domain of the Faerie Queene means, in the first place, England, and the Faerie Queene herself is Queen Elizabeth. The deeds of the knights are done for England and England's great queen. But the faerie land is also an image of the world in which we all have to fight against evil, and to grow stronger in goodness; and by the Faerie Queene, Gloriana, is meant True Glory. Arthur stands, first, for the great Earl of Leicester, who was Queen Elizabeth's favourite, and likely, many people thought, to be her husband. But he also signifies the great soul, who is perfect in all virtues, and so, able to win true glory for his own.

The first book is the story of the Red Cross Knight, St. George, the Knight of Holiness; the second, of Sir Guyon, the Knight of Temperance; the third, of Britomartis, the Lady Knight of Chastity; the fourth book is called a Legend of Friendship, and contains the story of Cambel and Triamond, but Britomart is still the knight; the fifth book celebrates Arthegall, the Knight of Justice; and the sixth, Calidore, the Knight of Courtesy. The virtue depicted in the fragment of the seventh book is Constancy.

Each book has twelve parts, called cantos, and each canto has from thirty-five to sixty verses.

Audubon (1780-1851).

Ten years or so before the eighteenth century made its bow of farewell, a bright-eyed lad with decidedly foreign features might have been seen lying down amid the profuse and fragrant flowers of a plantation in Louisiana, where, shielded by the orange trees, he was intently watching the movements of the Southern mocking-bird. That studious lad was John James Audubon, who afterwards became one of the most honored naturalists of his time, and who gave the world that monumental work on "The Birds of America," that remains to this day without a peer.

Audubon was born near New Orleans, May 4, 1780. His father—a Frenchman—crossed the Atlantic in a fishing-smack from Nantes, and found his way to Louisiana, where in a few years he became an extensive ship-owner. His mother was a Spanish senorita of New Orleans, which at that time was Spanish territory.

His father was an ardent worshipper of Napoleon, and took the boy to France to be educated, and to win fame among the armies of the "Little Corsican." But the boy had no mind to be a soldier, and so, after a few years, was sent out to take charge of the estate in Louisiana, and another in Pennsylvania. At Mill Grove, near Valley Forge, he met and married Lucy Bakewell, the daughter of an English neighbor.

But at this time (1808) the new and wonderful West was enticing numbers of adventurous souls away from the Atlantic seaboard, and Audubon and his young wife went to Louisville, Kentucky, where—by the way—one of their two remaining daughters—Miss Harriet B. Audubon—is living at present.

In this new country he began the nature study which was to make him famous in earnest. The woods were amply stocked with game, the swales with reed-birds, while the streams and ponds were alive with water-fowl. It was an ideal place for a bird-lover to do his work. And to do it well, he was greatly assisted by the drawing lessons he had taken in the drawing-school of David during his stay in France.

Then there came to him the dream of a complete record of American birds. And these should be given in their natural surroundings, and in their natural size. The pictured eagle should be on the same proportions as the real bird of flight. So with the wild pigeon, the thrush, and the humming-bird.

But to do the work he set himself, he must thoroughly acquaint himself with the haunts of the birds he would portray. And this of necessity made of him a rover in the cause of science such as few men have been. At one time he would be away for months in the Appalachian mountains; and at another far away among the Indians of the

prairies, studying grouse and the wild swan. One year would find him along the great lakes; another year in the lowlands of Louisiana. Among his longest journeys was that from the coast of Labrador down through New Brunswick and Maine, and thence through all the Atlantic states of Florida. Later he went along the Missouri from St. Louis to the headwaters of that mighty stream. The colossal nature of such an undertaking can only be understood when it is remembered that it was before the days of convenient travel, such as our time affords. The perseverance of the man is beyond praise, as it is beyond comprehension.—*Selected.*

On Teaching.

Addressing Prince Edward Island school teachers on 'The Teacher's Opportunities' a few days ago Dr. G. U. Hay dwelt upon several points which must impress one as eminently worthy of emphasis. He spoke of the necessity of the teacher studying the children committed to his or her care, of being bright and optimistic in the school room. Many teachers in these provinces could doubtless tell Dr. Hay that their success in the profession has been largely due to observance of the necessity for these very things. Emphasis of their necessity everywhere, however, is undoubtedly fitting.

Dr. Hay went on to dwell upon the importance of inculcating a love for 'outdoor science' and other subjects which particularly lead to a development of the spirit of inquiry. 'When children are taught,' he said, 'to love their native fields by teaching them about the birds and beasts which live thereon, the foundation is laid for a course in patriotism.' Dr. Hay might have said that far too frequently there is an effort to drive into the pupils an array of dry-as-dust historical facts to the exclusion of any attempt to make plain the real glories of our country's history and the ignoring of any endeavor to indicate the spirit which has made those glories possible. Such an effort must have a very small part in developing patriotism that will count for anything worth while. He might have said, too, that greater attention to the life out of doors must tend to the creation of a love for nature and its beauties, which would be worth a good deal more to young people than much of the mathematics and study of dead languages which is forced upon school courses.

The whole tendency of school courses in these provinces seems too much toward making the pupils accumulate a certain store of information and toward enabling them to pass examinations along certain prescribed lines. More good would surely be done were greater effort made to shape the school policy so that it would tend to offer more likelihood of developing the scholars' originality.—*Sackville Tribune.*

Dominion Educational Association.

The D. E. A. met at Victoria, B. C., from the 13th to 16th July, 1909. Dr. Alexander Robinson, Chief Superintendent of Education for British Columbia, was president, and was supported by an able corps of officers from the Western provinces, as well as from the beautiful provincial capital, which did credit to its reputation as a generous host. The province of British Columbia did its share also in a specially generous style. Atlantic Province and Ontario men and women were prominent in every department. There were about five hundred teachers present, mainly from the Pacific Coast, but with a very respectable contingent from every other province. This latter feature was more marked than at any previous convention of the D. E. A. It looked as if the breadth of Canada had ceased to bar a representative Canadian gathering.

Dr. Robertson, of the Macdonald College, gave a powerful address on the future of rural schools. Professor Adam Shortt, chairman of the Civil Service Commission at Ottawa, discussed the relation of the Civil Service to the Provincial systems. Dr. Pritchett, the energetic president of the great Carnegie Foundation for the Advancement of Learning, discussed comparatively the proper limits of university and high school or college work, paying the highest compliment to the Nova Scotian system. And Superintendent Greenwood, of Kansas City, was a specially able representative from the National Educational Association of the U. S. A., which met the preceding week in Denver, Colorado. From the Atlantic, Superintendent MacKay, of Nova Scotia, took general part in all the work, and Principal David Soloan, of the Normal College at Truro, and Inspector Macdonald, of Antigonish, presented valuable papers in the inspection and training section.

When the election of officers came up, a general desire was evident that the next convention should be in Quebec, so as to give an opportunity to see and study at first hand the Macdonald College. The selection of officers appears to be made with such a policy in view. The following list of officers and general resolutions passed, which we quote from the *Victoria Daily Times* of the 16th July:

President, Dr. J. W. Robertson, Quebec; Vice-president, A. H. MacKay, Nova Scotia; General Secretary, J. C. Lynde, Quebec; Treasurer, Dr. A. J. Dale, Quebec; Directors, Dr. D. Soloan, Nova Scotia; Chief Superintendent W. S. Carter, New

Brunswick; Theodore Ross, B. A., Prince Edward Island; R. Fletcher, M. A., Manitoba; President W. C. Murray, Saskatchewan; Dr. A. Melville Scott, Alberta; Dr. A. Robinson, British Columbia; Professor Marshall, Professor Norman A. DeWitt and J. C. Glashan, Ontario; Dr. G. W. Parmelee and H. J. Silver, Quebec.

The Committee to report upon the matter of improving the work of the association recommended that a permanent secretary be appointed if ways and means can be secured from the different governments for his support. A committee was named to carry this resolution into effect; also to have a meeting of the association in 1910 if arrangements can be made.

COM.

Summer School of Science.

The Summer School of Science completed its forty-third session on Friday, July 30th, at Charlottetown, P. E. I. The school was opened on the evening of Wednesday, July 14th, and work began on Thursday morning at eight o'clock with great earnestness and vigour. These qualities marked the conduct of the whole session, and, in spite of a few days of hot weather during the last week, there was practically no falling off or flagging. Many of the students worked very hard, beginning at 8 o'clock in the morning with music or military drill, and going on with science, literature, manual training or domestic science until noon, returning in the afternoon for laboratory work, or going out for field work, and reporting for military drill again in the evening. All the instructors report regular attendance and most satisfactory work.

Two special features of this session of the school must be mentioned. One of these was the military drill. This was a special course given by an instructor furnished by the Department of Militia and Defence. It was largely attended by teachers from Nova Scotia, as the Council of Public Instruction for that province requires its teachers to qualify as instructors in this subject.

The second special feature was the introduction of a system of scholarships, by which students who reach a certain required standard in class work and examinations may be able to meet, in part at least, their expenses at the school. The names of the winners of the six scholarships of \$20 each were announced at the closing of the school, as follows: Possible marks, 300. David McLean, Charlottetown, 278; Bertha Oxner, 277; Ella McMurray,

277; Miss Annie Hill, 271; Miss C. Morgan, 262; Miss K. Lawrence, 257.

Mr. Starratt, the president-elect, in a short address announced that next year those that had previously contested in examination should contest for \$20 scholarships, while new comers would be eligible for \$5 and \$10 prizes.

Out of the 150 members enrolled, 84 were from Prince Edward Island, 44 from Nova Scotia, and 22 from New Brunswick.

The next session of the school will be held at Liverpool, N. S., July 13th to August 3rd, 1910.

Rural Science School, Truro.

The Rural Science School at Truro, N. S., was attended by 178 teachers from the province of Nova Scotia. Of this number, 68 took physical drill alone. The remainder took either optional or, in some cases, all of the classes provided in connection with the Rural Science School. Some of these attended the courses in previous years, and two, Mr. W. E. Banks, of Paradise, Annapolis County, and Miss Nellie B. Crossley, of Cheverie, Hants County, completed the work required for the Rural Science Diploma, and have been recommended by the faculty of the Rural Science School to receive this much coveted diploma. The school was a successful one, although thoroughly efficient work was somewhat hampered by an overly large attendance than was anticipated by the management. However, it is satisfactory to all who are interested in education for efficiency as well as culture to know so many Nova Scotia teachers attended classes at the Agricultural College and Normal School during their summer vacation with a view to acquiring a greater insight into nature and its laws. The effect on the educational systems of the province is bound to be felt, and will no doubt lead to the greater prominence given to the nature studies, especially in the rural schools of Nova Scotia.

The following well known teachers of science constituted the faculty: Principal Cumming, Director and Lecturer in Bacteriology; Prof. Dearness, Methods, Nature Study, and Botany; C. L. Moore, Biology; J. A. Benoit, Physics and Weather Phenomena; L. C. Harlow, Geology, Chemistry, and Soil Physics; F. G. Matthews, Mechanical Science, Mr. McCurdy, Assistant; P. J. Shaw, Horticulture and School Gardening; H. W. Smith, Insect Studies; Edgar Archibald, Agriculture; L. A. d'Entremont, Bilingual Course for Acadian Students; Herbert McLean, Assistant in Biology; Prof. Comolly was the Registrar of the School.

To be Used in Lessons About Trees.

The materials upon which a tree feeds are derived from the soil and the air. These are the earthy constituents of the tree which re-appear in the form of ashes when any part of it is burned.

The nitrogen and water taken up by the roots were originally in the air before they reached the ground. It is true, therefore, that when wood is burned those parts of it which came from the air go back into it in the form of gas, while those which came from the soil remain behind in the form of ashes.

All plants, like all animals, breathe.

The new twigs grow in length by a kind of stretching, but only during the first year. It is only by means of these youngest twigs that a tree increases in height and in spread of branches.

Water rises in most trees through the newer layers of the wood, and especially through the last ring. The summer wood in each year's growth is heavier, stronger, and darker in colour than the spring wood.

As long as the tree is growing healthily a ring is formed each year.

Since water from the roots rises only in the sapwood, it is easy to kill trees with heartwood by girdling them, provided all the sapwood is cut through.

We do not yet know how the trees supply their lofty crowns with the water which keeps them alive.

The wing of a pine seed is so placed that the seed whirls when it falls, in such a way that it falls very slowly. This gives the wind time to blow it away. This is the reason we find certain trees in open pastures.

Leaves cannot assimilate or digest food except in the presence of light and air.

Some trees grow faster than others of the same species in the same surroundings, just as one son in a family is often taller than his brothers.

Knots, found in boards, are the marks left in the trunk by branches which have disappeared.

Natural pruning (where the branches in a forest are overshadowed) is the reason why old trees in a dense forest have only a small crown high in the air, and why their tall, straight trunks are clear of branches to such a height above the ground, and why trees that grow in the open are branched lower down.

Tolerant and intolerant, applied to trees, means the amount of shade they can tolerate and grow.

Trees stop growing in height because they are not able to keep the upper parts of their crowns supplied with water—have not enough pumping machinery.

Heat and moisture largely decide where the different kinds of trees can grow.

Every tree is engaged in a relentless struggle against its neighbours for light, water and food, yet every tree continually comforts and assists the other trees, which are its friendly enemies.

No one can really know the forest without feeling the gentle influence of one of the kindest and strongest parts of nature.—*From Primer of Forestry.*

The Ideal Woman Teacher.

Thinking that others may describe for you the ideal man teacher, I shall attempt the ideal woman teacher, although it is as difficult to describe her in words as it is in photograph to do justice to a woman whose chief beauty is in her expression. In the first place, every characteristic of noble womanhood is hers, since we teach as much by what we are as by what we do. Good health, good common sense, tact, winning manner, a good voice, and a strong, sweet character, are the first qualifications of a teacher. All else, all that does not belong to true womanhood, is the professional side of the ideal.

Without the professional characteristics she may be an ideal woman; she cannot be an ideal teacher. She must have scholarship,—not necessarily the broad and deep knowledge of the savant, but that knowledge which comes from education in a good secondary school followed by careful study of every subject to be taught, in its connection with other subjects; a knowledge of what are the best books and a loving interest in them; a wide-awake interest in current events; a knowledge of psychology, derived from the study of boys and girls and supplemented by the observations of wiser thinkers than herself, found in standard works on the subject; a knowledge of what the best men and women of her profession in the past have thought and done, and what the leaders of present times are thinking and doing in the cause of education. If she has a truly professional spirit, she will wish to meet with fellow-workers in local, county, district and state associations, both to receive and give.

She must have a well disciplined mind, gaining all the time in power to acquire fresh knowledge, to

assimilate it and wisely use it, thinking more keenly and feeling more warmly as the years go by. From wise observation of the effects of her work which she has based on her knowledge of the principles governing the development of soul, she must constantly increase in skill in teaching, becoming, indeed, an artist instead of remaining an artisan. She ought to have, in an eminent degree, what Pestalozzi calls a "thinking love" for children.

To the stimulation which ever comes from an earnest soul, should be joined the stimulation of the "word fitly spoken:"

With halting, without rest,
Lifting better up to best;
Planting seeds of knowledge pure
Through earth to ripen, through heaven endure.

—Margaret W. Sutherland, in *Ohio Educational Monthly.*

The U. E. Loyalists and Education.

Perhaps few of us stop to think of the debt of gratitude we owe to the United Empire Loyalists not only for their contribution to the church and social life of Canada, but also to the cause of education. They came to our shores with an eager and enthusiastic zeal for learning, which laid in a large measure the foundations of all our school and university system. In Nova Scotia the Collegiate School and King's College still stand to their credit. In New Brunswick they also founded a King's College, since becoming the University of New Brunswick. The very interesting report of the historiographer, J. George Hodgins, of the Education Department of the Province of Ontario, tells how much Upper Canada was indebted to them for its educational development. Those of them who settled along the Bay of Quinte united in framing a memorial to the Governor-General, Lord Dorchester, praying for the establishment of a seminary for learning at Frontenac (Kingston). Schools of a superior class were established at their chief settlements. As early as 1785 the Rev. Dr. George Okill Stewart established a classical school at Kingston. The outstanding name, of course, is that of Bishop Strachan, who did as magnificent work as a teacher at Kingston, Cornwall and York, as he did in his more strictly ecclesiastical work.—*Church Work.*

Life, home and the school are the three great realities, and teaching is the greatest thing on the face of the earth.—*Principal J. W. Robertson.*

September Pieces to Speak,

The golden-rod is yellow;
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook;
And asters by the brookside
Make asters in the brook.

From dewy lanes at morning
The grapes' sweet odors rise;
At noon the roads all flutter
With yellow butterflies.

—Selected.

Two little birds, one autumn day,
Sat on a tree together;
They fluttered about from bough to bough,
And talked about the weather.

"The wind is blowing cold," said they,
"It chills us as we sing."
Then away they flew to the sunny South,
And there they staid till Spring.

—The Nursery.

Now without grief the golden days go by,
So soft we scarcely notice how they wend,
And like a smile, half happy, or a sigh,
The summer passes to her quiet end;
And soon, too soon, around the cumbered eaves
Thy frosts shall take the creepers by surprise,
And through the wind-touched reddening woods shall rise
October with the rain of ruined leaves.

—Archibald Lampman.

At evening when I go to bed
I see the stars shine overhead:
They are the little daisies white
That dot the meadow of the night.

And after, while I'm dreaming so,
Across the sky the moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For when at morning I arise
There's not a star left in the skies;
She picked them all and dropped them down
Into the meadows of the town.

—Sherman.

Fall Games—For Six Little Children.*First Child—*

Come, children, tell me, each and all,
What do you like to play in the fall?

Second Child—

I like to play horse and I think it is fun
To gallop as fast as I can run.

Third Child—

I like to play at crack the whip,
I laugh and shout when down we slip.

Fourth Child—

I like to throw my ball so high
It meets the birds up in the sky.

Fifth Child—

I like to play at keeping house
With dolly children as still as a mouse.

Sixth Child—

O there is fun in all kinds of plays
That the children have these bright fall days.

Their Own Names.

I knew a charming little girl,
Who'd say, "Oh, see that flower!"
Whenever in the garden
Or woods she spent an hour,
And sometimes she would listen,
And say, "Oh, hear that bird!"
Whenever in the forest
Its clear sweet note she heard.

But then I knew another—
Much wiser, don't you think?—
Who never called the bird "a bird,"
But said the "bobolink,"
Or "oriole," or "robin,"
Or "wren," as it might be;
She called them by their first names,
So intimate was she.

And in the woods or garden,
She never picked a "flower,"
But "anemones," "hepaticas,"
Or "crocus," by the hour.
Both little girls loved birds and flowers,
But one love was the best;
I need not point the moral,
I'm sure you see the rest.

But would it not be very queer,
If when, perhaps, you came,
Your parents had not thought worth while
To give you any name?
I think you would be quite upset,
And feel your brain a-whirl,
If you were not "Matilda Ann,"
But just a "little girl."

—Independent.

MEMORY GEMS.

In God's loving care
We all have a share,
Friends here and elsewhere;
He is here,—He is there.

Truth is beautiful and brave,
Strong to bless and strong to save;
Falsehood is a coward knave,
From him turn thy steps in youth.

Now is the time to begin to do right;
To-day, whether skies be dark or bright;
Make others happy by deeds of love,
Looking up, always, for help from above.

Speak the truth!
Falter not in thy reply;
Fear not any danger nigh,—
Think of this—that God is by!
In the glad time of thy youth,
Love the truth!

Never give up! the wisest is boldest,
Knowing that Providence mingles the cup;
And of all maxims the best, as the oldest,
Is the true watchword of—Never give up!
Civility costs nothing and buys everything.

The moments fly, a minute's gone;
The minutes fly, an hour is run;
The day is fled, the night is here—
Thus flies a week, a month, a year.

Bad thought 's a thief! He acts a part;
Creeps through the windows of the heart;
And if he once his way can win,
He lets a hundred robbers in.

Be kind and be gentle
To those who are old,
For kindness is dearer
And better than gold.

Fill up each hour with what will last;
Buy up the moments as they go;
The life above when this past,
Is the ripe fruit of life below.

—Bonar.

No thought, no word, no act of man ever dies. Somewhere in this world he will meet their fruit in part; somewhere in the future life he will meet their gathered harvest.

Plant blessings, blessings will bloom;
Plant hate, and hate will grow.
You can sow to-day, to-morrow will bring
The blossom that proves what sort of thing
Is the seed, the seed that you sow.

Sow with a generous hand,
Pause not for toil or pain;
Weary not through the heat of summer,
Weary not through the cold spring rain;
But wait till the autumn comes
For the sheaves of golden grain.

To get a few flowers one must sow plenty of seed.

We scatter seed with careless hand,
And dream we ne'er shall see them more;
But for a thousand years their fruit appears
In deeds that mar the land or healthful store.

A good deed is never lost; he who sows courtesy reaps friendship, and he who plants kindness gathers love.

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,—
The good God makes them all.

For my mouth shall speak the truth and wickedness is an abomination to my lips. Prov. viii, 7.

Take fast hold of instruction, let her not go, keep her for she is thy life. Prov. iv, 13.

He that goeth about as a talebearer revealeth secrets; therefore meddle not with him. Prov. xx, 19.

Studying Trees.

Encourage your pupils to make a collection of native woods. It is surprising how many varieties can be found in a small territory. Each pupil bringing a specimen may tell something of the growth, use and fruitage of the tree, where it grew, with any other bit of knowledge. This teaches children to observe the trees around their homes. Show them also how they may recognize many trees by their shape. This will give additional interest to their rides or walks through the country. The fir tree is conical in shape, with smooth bark and upright cones; the spruces have drooping cones with rough bark. The pines may be told by the number of needles in a bunch—white pine, 5; red 2 long needles, and scrub pine 2 short ones; and the trees may be distinguished by their different shapes. The beech tree is known by its spreading habit, but not always, for many trees which grow in the open have this spreading habit, while those growing in groves are tall and columnar. Perhaps the pupils can tell the reason for this difference.

What does your anxiety do? It does not empty to-morrow of its sorrow; but it empties to-day of its strength. It does not make you escape the evil; it makes you unfit to cope with it when it comes. It does not bless to-morrow, and it robs to-day, for every day has its own burden. God gives us power to bear all the sorrows of His making, but He does not give us power to bear the sorrows of our own making, which the anticipation of sorrow most assuredly is.—*Ian Maclaren.*

A Conservative Superintendent.

Mrs. Ella Flagg Young, who has been appointed superintendent of the Chicago schools at a salary of \$10,000 a year, is a woman of conservative tendencies, and that doubtless had something to do with her election over the six prominent men who were her competitors for the position. In sketching her educational policy, she says:

I believe in the extension of industrial education. I think all children should be taught to do something with their hands. Not that I want to turn the schools of Chicago into factory schools, but I want to see the teacher better equipped in technical education, and I want to see industrial teaching in the public schools get down to a practical basis.

What I want to see is a sort of revision which will let us take up a study and get through with it some time, and not have them, like some of our courses now, go on for ever.

I think it is time to lay more force on the old plain forms known as the three R's. You see, there have been great changes in the educational world in the past ten years. The old methods were inadequate for the modern child. An era of fads began. Much that is good was added to the old log schoolhouse curriculum, but much that was useless was added also. What was at first a movement in the right direction has now become a move in the wrong. For that is the way mankind progresses—in zigzags, ever upward. The time has come to put a check on the fads, and to ask ourselves which of them are really useful. We must not confuse the real purposes of teaching by too many trimmings.

Education Improving in China.

The Chinese educate their children now more after the manner of the West. The change has come quickly. A Chinese editor of San Francisco, in an address at the opening of the new Imperial Chinese school at Victoria, B. C., recently said of the strenuous discipline of his early years:

As a boy, I remember how I started for school at 4.30 a. m., stopping my lessons for breakfast at 9 a. m., and continuing again, morning, afternoon and night. Chinese have been said to possess more vitality than most nationals. The reason is that this old system of education killed off the weaklings. Here was the survival of the fittest. Only the strong ones survived, and this is why the race to-day has vitality.

It should be distinctly understood in the family that the child who is too ill to go to school, and to learn his lessons, is too ill to be out of bed. If a child play truant, the lessons he loses should be made up at home in his playtime, and the mother should take pains to see that this is done, so that he may find truancy unprofitable. He may be put to bed as soon as he returns home on the assumption that he must be ill, because nothing but illness should keep him from going to school.

Teaching and Talking.

The young teacher should learn early that teaching and talking are quite different. Almost any recitation in which the teacher talks half the time is a failure. It seems that the teacher thinks the pouring out of knowledge is the main thing.

I heard a recitation in fractions once in which the teacher went to the board, took the crayon from each child that failed, and did the work herself, with a continuous string of questions which the child was supposed to answer in monosyllables, but half of which he did not answer at all. This teacher had talked the class into such a condition that they did not care whether their work was good or bad.

The school should train for accuracy. The work of every pupil should be done right the first time. The habit of being wrong half the time in arithmetic and spelling is bad. The teacher should know the difference between teaching and talking.—*Exchange.*

A mother was talking to her little girl of the love of God to us. She repeated the beautiful verse, "For God so loved the world that He gave His only begotten Son that whosoever believeth in Him shall not perish, but have everlasting life," and said, "Isn't it wonderful, dear, that God should love us so much as that?" To her surprise the child replied: "No, mama, I don't think it wonderful." The mother said: "Why, daughter, don't you know that God's love is wonderful?" "I think it would be wonderful if it were any one else," said the child, "but it's just like God."—*The Delineator for July.*

The Harvest Moon.

The last tall sheaf hath yielded to the blade,
Soft falls the dusk-cloak of the autumn night;
Along the upland and within the glade
The wheat-stooks shimmer 'neath the waning light.

God's curfew-bell, the bittern's plaintive cry,
Re-echoes: all is still, and Nature sleeps;
While, lo, from out its watch-tow'r in the sky,
A disc of ruddy gold night-vigil keeps.
—Edgar E. Kelley, in the *September Canadian Magazine.*

A school teacher in one of the lower grades once asked her room: "What is wind?" After a thoughtful pause, a small hand was raised. "Well, Robert, what is your answer?" she asked. "Why, wind is the air when it gets in a hurry," answered Robert.—*The Delineator for September.*

FOR FRIDAY AFTERNOONS.

There are other times than Friday afternoons which demand variation and when the children, without saying a word, cry out for change. There are the stormy days when any close work after 3 o'clock strains the eyes. Put away desk work and try a spelling match, which makes no demand on the optic nerve. There are your own dispirited days when every child seems perversely stupid; there are those restless days when, in spite of courageous leadership, pencils break, boxes fall to the floor, the boys fidget, the girls giggle, and the spirit of confusion stalks abroad! On such an afternoon, if a simple change avails nothing, it is better to tell the pupils frankly that the conditions for study just then are not favourable, open the door and windows, let in plenty of pure air, have physical exercises and conversation for a few minutes, then read an interesting selection from a book which should be always ready for such an emergency. Things after that will go on more smoothly, and the next day will bring brightness and pupils eager for their work.

Language work may be improved by having a school newspaper, to which the larger scholars may contribute, and in the reading of which all will be interested on Friday afternoons, when hints may be given for its improvement. Two pupils may be appointed with the teacher to act as editors. One pupil may write a story, another a poem, another an essay, and a fourth look after the advertisements, while a reporter gathers local news and another culls the current events. The next week different pupils may be appointed for the different tasks, so that all shall have an equal chance.

That Sly Little Girl.

"Who," said the blackbird, "while I was away,
Scattered those crumbs for my dinner to-day?"

"Who," said the blackbird, "last night, do you think,
Gave me that basin of water to drink?"

"Who," said the linnet, "shouted out 'scat!'
And frightened away that terrible cat?"

"Who," said the robin, "that I didn't see,
Hung up these strings for my nest in the tree?"

And the little white owl in the tree-top, too,
Sleepily murmured, "Who! who! who!"

Then a little girl who had heard the birds,
Smiled—but she never answered a word!

—Selected.

1. What is, comically speaking, the chief river in the world? 2. What river in Germany might one kiss? 3. Where are travellers always intoxicated? 4. Where is a good place to get dyeing done? 5. To what city in France would you go to find a girl? 6. To what other city would you go to marry her? 7. What islands are best to have with you on a picnic? 8. What river in Europe reminds you of the beds in a country tavern?—*Woman's Home Companion for September.*

(Answers in a following number).

The Discontented Wild Rose.

There was once a little wild rose who grew in a country field. All around her, as far as she could see, stretched the green grass starred with daisies and buttercups, and overhead was the blue sky with white clouds drifting on it; and far away the village road with people passing. It was a pleasant life there in the field; but it did not satisfy the little wild rose. She wanted more. She had heard that there was a garden nearby where beautiful flowers grew, and where a gardener came every morning to take care of them. "Oh," sighed the wild rose, "if I could only grow in a garden with all those other flowers, instead of in this field where nobody sees me!" "But we see you and love you," cried the buttercups; "is not that enough?" "Yes," echoed the daisies, "and every day the farmer's little daughter comes to see if your petals are as pretty and pink as ever. The farmer's little daughter loves you, too!"

But the wild rose would not listen to her friends, the daisies and buttercups, and when the busy bee came bumbling and buzzing for his morning supply of honey, the rose asked him more about the garden. But the bee only buzzed, and said he liked the field flowers better than the garden flowers any day. So the rose waited till the butterfly came and asked him.

"What is it like in the garden?" said the rose.

The butterfly settled down on a leaf, and opened and closed his beautiful wings (he was very proud of them) and then he said: "The garden is a very beautiful place, full of roses and lilies, and mignonette and sweet peas, and every morning the gardener comes with a pair of shears, and a big green watering can, and sprinkles the flowers and prunes them. Oh, the garden is a lovely place! Not at all like a country field!"

"How I should like to be there!" sighed the rose.

"You are wasted here among these simple flowers," said the butterfly. And with that he flew away. The wild rose was more discontented than ever. Not all the dew or the sunshine or the sweet summer wind could give her any pleasure. All day long she looked over her shoulder at the garden wall, and wondered what the garden flowers were doing.

Now, when people or flowers long for things very much it sometimes happens that their wishes come true. So one morning the discontented rose awoke, and found herself—not in her own green fields—but in a place with grass plots, and gravel walks, and high brick walls. At first she could not imagine what this place could be: then after a while she knew it must be the garden! And near her were some flowers wearing pink and white sunbonnets!

The rose smiled at them, and asked them if they came from the country, too. They shook their heads. "We are sweet peas," they said.

"I thought you might be country flowers because you wear sunbonnets," explained the wild rose very hurriedly.

"Sunbonnets!" echoed all the sweet peas in chorus. "Whoever heard of such a thing! This new flower says we wear sunbonnets!"

The sweet peas did not seem very friendly, so the wild rose looked about for someone else to talk to. Near her stood a bush with great crimson roses nodding in the breeze. They were so far above her that she felt quite timid; but at length she gained courage and spoke.

"Good-morning," said she. "I have just come to the garden, and, since I am a rose, I think we must belong to the same family."

"You are quite mistaken," said the nearest rose, with a haughty toss of her head. "Or, if we do chance to belong to the same family, you are only a wild rose—a mere country cousin. How you broke in from outside is more than I can tell; but I am sure the gardener will be very displeased when he sees you."

At this speech the poor little wild rose felt her petals growing pinker and pinker with shame and confusion, and in order to hide her feelings she turned to see who was on the other side. She saw a tall and stately white flower, and guessed from what the butterfly had once told her that it must be a lily.

"Perhaps she will not be so rude as my cousins, the roses," thought the wild flower. But whether the lily heard the wild rose or not, she made no reply, and looked more beautiful and stately than ever.

Now, the wild rose had always imagined that the garden was the happiest place in the world; but as none of the flowers would talk to her, she had to content herself with listening to what they said among themselves, and though she was only a country flower, it did not take her long to find that the garden was a very gossipy place. The flowers were always talking about each other, and the things they said were not always kind. They were far too busy to mind the wild rose. The lilies were swaying on their stalks as if they would like to dance; the tiny blue forget-me-nots gazed with wide eyes at the bachelor's buttons who nodded at them from the borders of the garden; while the pansies looked at all that went on around them with grave, serious faces. There were some yellow pansies, and their colour made the wild rose think of her friends, the buttercups. "They may be related to the buttercups," thought the wild rose, but when she timidly asked this question the yellow pansies seemed quite angry. "Related to the buttercups?" they sniffed; "no, indeed! Why, we are pansies, and should be ashamed to be seen growing wild, although there are *some* flowers in this garden who do not seem to mind!"

"Perhaps you mean *me*," said the marigold, raising her yellow head. "You seem to think that because some of my family go to the country that I am a field flower, too. I'm sure I'm not to blame because a wild rose came to our garden."

"Oh, dear! oh, dear," cried the little wild rose, "how I wish I had never come!"

"Well, it can't be helped now," said the marigold more kindly, "but you will find that this is scarcely the place for you. You would be far happier in the field!"

"Yes, indeed," snapped the snapdragon. "But then, weeds are always trying to push their way into garden society. It's all the gardener can do to keep dandelions from springing up in the grass!"

"But I am not a weed," cried the poor little wild flower, "I am a rose!"

"There are a great many roses in this garden," said the snapdragon, "red roses, and white roses, and the tea roses who are always giving teas; but I never heard of you before!"

"Never mind the snapdragon," whispered the marigold, "she is the most ill-natured flower in the garden."

"Hush," said the lily, "here comes Prince Butterfly."

At that every flower in the garden turned its head, and the buds looked especially anxious.

"We never know where he will light," said the marigold.

"He always flits from one flower to another," sighed the mignonette.

"At last I have a friend," thought the wild rose, as she saw the butterfly coming nearer. He paused by the tiger lily, and flitted to and fro among the sweet peas. The heart of the wild rose beat very hard, and she began to wonder if the butterfly would see her. Of course he did not know she was in the garden, and he had nearly passed her when she spoke.

"Oh, Butterfly," she cried, "I'm here in the garden, and I'm so lonely!"

The butterfly poised a moment in the air. "Ah," he said, "it is the little wild rose! What a pity she didn't stay in the field where she belonged!" And with that remark, he flew away.

Tears of dew and vexation wet the pink petals of the country rose. "I haven't a friend in the world," she sobbed.

"Don't cry," mumbled a voice, and there was the kindly, sturdy humble bee, with his bags of honey and pollen. "Don't cry," said he, "for your friends, the daisies and buttercups, still remember you and send you their love."

"How I wish I was back again with them," wept the wild rose. And all day long she dreamed of them, and of the field, and the winding village road—dreamed so hard that when she awoke next morning, and found herself back in the field once more, she could hardly believe it true until she saw the daisies and buttercups, and the long, green meadow grass tossing with the wind. In the distance was the village road with people passing on it. Nearby in the grass a cricket chirped. "Tell us about the garden," he said.

The rose shook her head. "No," she said, "the field is best."—*Constance Mackay, in Popular Educator.*

I am much pleased with the high standard maintained by your paper.

B. P. S.

A Page of Lesson Hints.

To introduce a lesson on the month of September, have a short interesting talk on the year as a whole, with the number of months and seasons in it. Name and tell the characteristics of each season, and the holidays and birthdays of each month.

Get from the pupils, by questioning, the name of the month, and that it is the first month of autumn; what they have observed of the increasing chilliness of the nights and the shortening of the days; of the quiet of noon-day which is so suggestive of the coming of autumn; of the changes of colour in the trees now beginning to be seen; of the decorations to be seen on the apple and other fruit trees; of the flowers in bloom and the prevailing colours; of the birds which have reared their young and are now preparing for their homes in the south; of the lazy-flowing brooks; of what the farmers are now doing. Compare their work with that of August. Make a summary of the essential points of the lesson. Have the pupils repeat stories or poems appropriate to the month. (See other pages of this number or past September REVIEWS).

Topical spelling lessons are both valuable and interesting, taking such subjects as the following: The schoolroom—spell everything in it; names of teachers whom you have had; names of schools you know or have seen; names of parents, brothers and sisters; names of classmates; names of different kinds of business; names of stores you went into yesterday; names of articles in a grocery store; names of articles in a provision store; names of animals you know; names of materials for building purposes; names of furniture in a house; names of streams, roads, etc., about the schoolhouse; names of things you have eaten to-day; names of principal buildings in town or village; names of articles of wearing apparel; names of days in a week; names of months; names of numbers.

Refer often to the subject of colour. Have the pupils distinguish and write the names of colours. Tell the names of some yellow flowers; of red flowers; of blue violet and pink flowers; of white flowers. Write the names of your favourite flowers. What colours look well together? In these lessons the teacher may also give, without offending the feelings of any, valuable hints about dressing becomingly and with taste.

Such sentences as the following will be found useful in improving the enunciation. Poor and halting enunciation is one of the worst faults in our schools, and teachers should give constant daily exercises until the fault is removed. Repeat these and similar exercises, slowly and correctly at first, then gradually more quickly: She sells sea-shells by the seashore. Seven selfish shellfish shoved some shrimps sideways. Prudently peel prime potatoes. Royal rulers rarely really read riddles. Faint flames frequently feed fierce fires. Truly rural.

Tell in your own words the meaning of: Faint heart never won fair lady. The more haste the less speed. A stitch in time saves nine. Pride goes before a fall. All is not gold that glitters. A bird in the hand is worth two in the bush. Fire is a good servant, but a bad master; and other common maxims and sayings.

In so many schools the reading is of so mechanical a character that it gives no pleasure to those who hear it. To have a thorough understanding of what is read will help to ensure that quiet ease and naturalness which is so rare among readers of the public schools. Many plans may be adopted to bring this about. Here is one, copied from an exchange: A pupil, selected the day before, took his place before the class. The others asked questions from the lesson for him to answer. If he failed, the one who asked it answered and took his place, the recitation proceeding as before. After thoroughly touching on all points in this manner the lesson was recited as usual. The results are obvious. Pupils became enthusiastic. Their lessons were prepared with the greatest of care. If they held the floor, it was their greatest ambition to keep it; if not, to get it. Thus by going over the work before the recitation proper, many points not understood were made clear, and pupils aided in the proper expression.

A teacher in the *Popular Educator* tells of another plan which has been successful: Sometimes I tell the children that we will play a game during the recitation period. After the class is called I select some one of their number to take the chair at my desk and be "teacher," while I become a visitor. In order to make a success as "teacher," each pupil will eagerly prepare for the recitation.

CURRENT EVENTS.

A popular uprising in Spain, in protest against the war in Africa, involved much destruction of church property in Barcelona. There is a general impression in Spain that the war is in the interest of the shareholders in certain iron mines in North Africa which are owned by a French company, and that English and German mine owners are also interested in the opening up of the country, which is bringing so much humiliation and loss to Spain.

Cunard line steamers from New York now stop at Fishguard to land passengers and mails for London.

The cost for fly screens for doors and windows in the United States is estimated to exceed ten million dollars a year.

Walter Wellman, the American who has for years planned an attempt to reach the North Pole by balloon, is reported to have left Spitzbergen on his perilous trip. Two other explorers, Peary and Cooke, are now in the Arctic regions.

There is disappointment in Canada that the Canadian flying machines on trial at Ottawa did not make a successful showing, but they may do better on another trial. They must do better, for they are now recognized as a necessity, and no army of the future will be well equipped without them.

The Imperial Defence Conference has finished its sessions in London, and the result will soon be announced. It seems to be generally understood that Canada will have ships on both oceans for coast defence.

Of twenty-three thousand men refused enlistment in the British army in one year, it is said five thousand were rejected because of the decay or absence of one or more teeth. Sound men are needed, and bad teeth are a serious injury to health.

A royal commission has been appointed to investigate and report upon measures that may be taken for the promotion of closer trade relations between Canada and the West Indies.

It is announced that the Prince of Wales will go to South Africa next year to open the first session of the new parliament of the United States of South Africa.

It may be a surprise to some of us to learn that Canada already has an army of considerable strength. Our Minister of Militia has said in London that the Dominion can put fifty thousand men in the field at once, if needed, and as many more within a few weeks.

Many towns in Germany own so much common land from which they derive a rental that the inhabitants pay no rates or taxes, and in some there is a surplus revenue to divide among the citizens.

The Maritime Board of Trade has again passed a resolution in favour of a union of Nova Scotia, New Brunswick and Prince Edward Island. The

governments of the three provinces are to be asked to take the matter into consideration.

There is a disposition in the United States to take up the European demand for a world-wide war on rats, not only because they are so destructive, but also, and chiefly, because they are plague carriers. Stables are the chief offenders in the breeding of both rats and flies, and it is time for a revolution in their management.

On the evacuation of Crete by the foreign troops, the people raised the flag of Greece, but it has been lowered by joint action of the Powers, and the island will remain Turkish territory.

The wheat harvest in Canada shows an increase over last year. In Europe the crop is not up to the average.

The Spanish forces have met with serious reverses in Morocco, and the Moors are so strongly posted at Melilla that it will be difficult to dislodge them.

Almost unnoticed in the news of the day, an important event has taken place in Africa. Abeshr, the chief city of Wadai, has fallen into the hands of the French, and the colonial scheme of France in Africa is now complete. Under French rule, order, discipline and commerce now extend from one end of the Sahara to the other; and nearly half of Africa is French.

The white pine blight which has made its appearance in the New England states, and spread with alarming rapidity, is supposed to have been imported with seedling pines from Germany.

A parade of eight hundred vessels on the Hudson river is to be a feature of the celebration of the tercentenary of Henry Hudson's exploration of the river, which begins on the 27th of this month. Among all the ships gathered for the occasion, the most striking to view will be the reproduction of the Half Moon, the little ship in which Hudson made his memorable voyage, which has been sent by the people of Holland as a token of friendship. With the Hudson celebration is to be combined a celebration of Fulton's introduction of steam navigation of the river.

Current news should be studied every day in every school. Children should be trained to study and to understand the telegraphic despatches. These contain the history of the world for the day. Pupils, yes, and some teachers, seem to grow into the belief that history is to be found only in books. The events recorded in the newspapers will sometimes get into the books as history, but they are not there yet. In the meantime they should be studied in the schoolroom from the pages of papers and periodicals.—*Western School Journal*.

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MANUAL TRAINING DEPARTMENT.

F. PEACOCK, EDITOR.

Starting the M. T. Class.

It is rightly conceded that there is scarcely a period in the history of the student that calls for more skill on the part of the teacher than does the first few days in the schoolroom. While this is true in connection with the general academic course, it is doubly true in manual training work.

During the first day in the manual training room of course the novelty of the situation hardly wears away, but with the second day the critical period of the boy's course begins in earnest. Every possible preparation is necessary before the lesson, on the part of the teacher, and his best resources will be taxed during its progress.

Every manual training teacher knows the difficulty most students have with the first few working drawings, especially if they have not had the advantage of a course in cardboard work.

I have found that the following method will overcome this difficulty in almost every case: After the newness of the situation has worn off the boy a bit, and he has had his hands on the last tool about

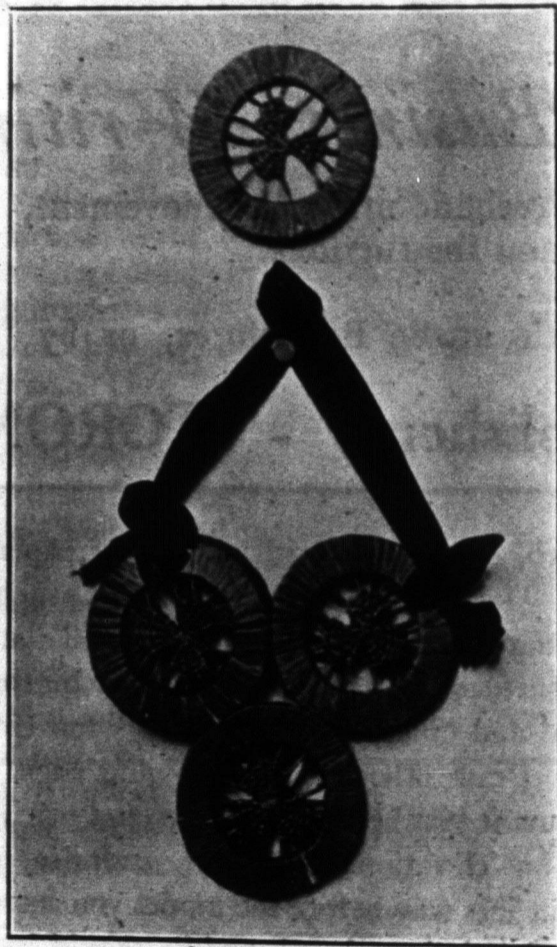
the bench, supply him with a piece of paper and a pencil. Have some simple exercise, such as a rectangular block before him. Call pupil's attention to one surface of the exercise. Have him draw it freehand and quickly. Teach term "top view" or "plan." Draw attention to adjoining edge. Have pupil draw it just beneath top view and teach "edge view" or elevation. Another exercise may be treated in this way before the model you intend him to make first is introduced, and he should be taught the term "working drawing" and how to put in dimensions if he does not know these things already. All this need not occupy more than fifteen minutes, and now the pupil is in a position to take his model and make his working sketch without any further help, beyond an occasional correction. From this sketch he can proceed to the wood-work which he regards as his proper business in this department. It will be found advantageous to manage the first three or four models in this way, as by that time the pupil will have worked off some of his superabundant desire to handle the tools, and will have acquired some idea of the importance of the working drawing, and hence will be more apt to appreciate and make a success of the latter.

Raffia Work.—No. 2.

BY T. B. KIDNER.

The method of covering a circular piece of card to form the tops and bottoms of boxes in cardboard-raffia work, namely, by cutting a hole in the centre as shown in last month's article, may be used in several other little exercises or models.

The half-tone illustration (below) shows one of these: a whisk-holder, formed of six raffia-covered cardboard rings joined together at the outer edges of the figure, and furnished with a piece of ribbon

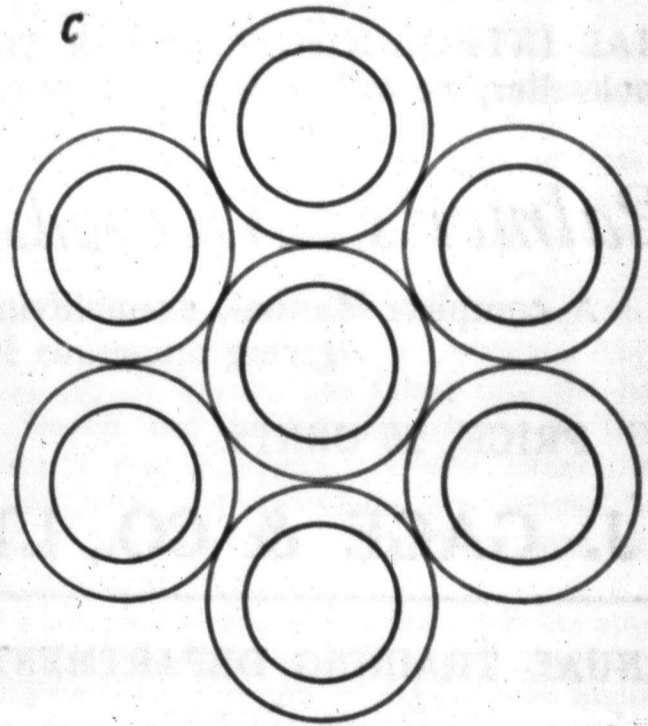


by which to suspend it. Above the whisk-holder is shown one ring, or unit, from which it may be seen that the ring is wound with raffia, as described in article No. 1. The centre is cut out rather larger than in the case of the box cover, and filled in with "Battenberg" stitch-work, as shown.

The articles from which these two illustrations were made are the work of children at the Kingston consolidated school last year. Raffia work was taken up there as a "domestic art" under the household science teacher, Miss Marvin, and many interesting articles were constructed. Miss Marvin suggested a method of finishing the rings which gives them a particularly neat appearance; that is, after the winding and centre work are completed,

the ring is well dampened and then pressed with a hot iron.

Grade teachers not used to the supervision of handwork are apt to complain of the difficulty of looking after forty or fifty pairs of busy little hands. This soon rights itself, but during the early lessons the ring and its possibilities—in the way of combination into various articles—will prove a convenience from the teacher's point of view. While nearly every pupil may require help and attention



in winding the first ring, facility is soon acquired by the majority, and the teacher is free to concentrate on the clumsier pupils.

Fig. C is an outline drawing of a hexagonal centre piece for a table, made by sewing seven articles together. Triangular, square and oblong table mats will also suggest themselves, and are quite simple to construct.

There is the objection to swearing which is fundamental, that it associates the noblest ideas with the meanest feelings. It is irreverent, whether we believe personally in reverence or not. There is a second objection to it, that it impoverishes the speech of the individual. It contracts his use of English, a language which is nobly capable of expressing any emotion from grave to gay without resort to expletives. The man who has only learned to swear out his indignation or admiration is poverty stricken, and will grow poorer and poorer in this respect as the habit grows on him.—*Ottawa Citizen.*

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The York and Sunbury Counties Institute Will Meet in the Normal School Building, Fredericton, on Thursday and Friday, the 16th and 17th of September, 1909.

PROGRAMME

RURAL SCHOOLS OF ENGLAND—Dr. G. U. Hay.
DISCIPLINE—Mr. James Burns, Principal of the Gibson School.

WRITING—Inspector Hanson.

PHYSICAL CULTURE—Miss Lynds, N. S.

GRAMMAR—Mr. James Hughes, Prin. Regent St. School.

Addresses by the President, the Chief Superintendent of Education, Rev. Hunter Boyd, and others.

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Programme of Charlotte County Teachers, Institute to be held in Milltown Sept. 23rd and 24th, 1909.

FIRST SESSION—10 a. m. Enrolment, Routine, President's Address, Chief Supt. W. S. Carter will also address the Institute.

SECOND SESSION—2 p. m. Paper: History, Principal Atkinson of Milltown. Drawing, Miss Rena Gleason.

THIRD SESSION—8 p. m. Public Meeting, St. Patrick's Hall. Graham's Orchestra will be in attendance. Addresses by Chief Supt. of Education, Inspector Wm. McLean and others.

FOURTH SESSION—Friday 9 a. m. Paper: Nature Study and Agriculture, James Vroom, M. A., Secretary of St. Stephen School Board. Paper: Composition, Miss Eva Maxwell, Principal Superior School, Moore's Mills. Best Books for Boys and Girls, Miss Mary Graham, Milltown.

FIFTH SESSION—2 p. m. Paper: Tuberculosis etc., Dr. Vincent Sullivan, Election of Officers, Routine.

The usual travelling arrangements will be made.

Mrs. W. J. Graham, Pres. F. O. Sullivan Secy., Milltown, N. B. St. Stephen, N. B.

School Programme.

The following programme, suitable for grades one to five of an ungraded country school, is cut from the *Teachers' Magazine*. It may help teachers to adapt a working plan for their own schools:

- 9.00-9.05—Opening Exercises.
- 9.05-9.15—Nature Study.
- 9.15-9.30—4th Arithmetic.
- 9.30-9.45—3rd Arithmetic.
- 9.45-9.50—Games.
- 9.50-10.00—5th Reading.
- 10.00-10.15—2nd Arithmetic.
- 10.15-10.30—1st Arithmetic.
- 10.30-10.40—5th Reading.

Recess—Dismiss Beginners.

- 10.50-11.05—4th Reading.
- 11.05-11.20—1st Geography.
- 11.20-11.35—Music.
- 11.35-11.45—2nd Geography.
- 11.45-12.00—Spelling.
- 1.00-1.15—Penmanship or Drawing.
- 1.15-1.25—4th and 5th Language.
- 1.25-1.35—2nd and 3rd Language.
- 1.35-1.40—Games.
- 1.40-1.50—5th Reading.
- 1.50-2.00—4th Reading.

Recess—Dismiss Beginners.

- 2.05-2.20—1st Language.
- 2.20-2.30—3rd Reading.
- 2.30-2.35—Gymnastics.
- 2.35-2.50—2nd Reading.
- 2.50-3.00—1st Reading.

The following is a good list of words for a spelling drill in the higher grades. Afterwards, when the class is least expecting, make it a test exercise:

Which, separate, develop, whether, February, benefited, grammar, accommodate, embarrass, business, acquiesce, parallel, judgment, until, management, analysis, lettuce, elm, precede, occasion, divisible, iron, together, beginning, surprise, thorough, negroes, fulfil, principal, professor, descendant, government, analyze, detached, governor, cleanse, vertical, prejudice, regretted, noticeable, restaurant, curiosity, admittance, irrelevant, foreigner, deceit, hygiene, siege, nice, alley, ceiling, chimney, necessarily, partition, capitol, muscle, preparation, victuals, disease, millinery, sovereign, mischievous, several, changeable, supersede, occurrence, committee, disappear, mischief, character, pursue, origin, exercise, handkerchief, potatoes, miniature, poem, brethren, persevere, umbrella, arctic, particular, adjacent, pumpkin, except, recognize, similar, laboratory, balloon, geography, cistern, misspelled, equipage, cemetery, conscience, architect, stationery, athlete, convenience.

One of the greatest hindrances to rural education is the fact that farmers and the schools are not in sympathy. Too much attention is paid to making the curriculum fit that of the high schools, and teachers forget that their work is the helping of making a life rather than making a living. The idea that a rural school curriculum is for the purpose of making every boy believe that he has the opportunity to become a college president is a humbug.—Principal J. W. Robertson.

Scene of the Strike.

The Sydney coal-field, which has been much in the public eye of late owing to the strike at Glace Bay and Sydney, occupies the eastern shore of Cape Breton County. Its land area is estimated at 200 square miles, and it now forms the rim of an extensive coal deposit extending well out under the Atlantic. A careful estimate made some time ago puts the amount of available coal in these sub-marine areas at not less than 2,000,000,000 tons.

Nearly all the seams lie at easy angles, yield little water, and, owing to the generally fine character of the roof, they can be mined with cheapness and safety. So strongly marked is the impermeable nature of the strata, that at a moderate depth the sub-marine workings are perfectly dry.

The coals of this district are bituminous, and are especially adapted for gas and coke-making and for steam purposes. The Sydney coal is largely used in the Maritime Provinces for domestic purposes, and large quantities find their way to the blasting furnaces of the Dominion Iron and Steel plant. Official reports made to the British Admiralty show that it contains 83.5 per cent. of carbon, and that it is practically equal to Welsh steam coal. Newfoundland sealing steamers prefer Cape Breton coal to all others owing to the rapidity with which it raises steam.

Some idea of the enormous amount of available coal contained in this district may be gathered from the fact that the seams now open contain millions of tons.—*Halifax Recorder*.

Including blacks and whites, there are six times as many British subjects in Africa as there are in Canada.

SCHOOL AND COLLEGE.

Dr. H. C. Creed, after thirty-five years of service at the Provincial Normal School of New Brunswick, has been compelled to resign on account of declining health. Mr. A. S. McFarlane, A. M., vice-principal of the Fredericton high school, has been chosen to fill his place, and Miss Edith A. R. Davis, B. A., of the Moncton high school, has been appointed to the vacancy caused by Mr. McFarlane's promotion.

W. S. Brodie, principal of the Glace Bay, C. B., schools, and recently principal *pro tem.* of the Lunenburg, N. S., Academy, has been appointed principal of the Mackay Avenue school at Edmonton, Alberta.

Mr. G. Marshall Nason, of Fredericton Junction, will have charge of the advanced department of the Hillsboro

superior school for the present term, and the Miss Alice Thistle and Miss Helen Steeves the intermediate and primary department, respectively.

Miss Mabel Elliott, of Albert, N. B., takes the school at Edgett's Landing, N. B.

Mr. McNaughton, of Salisbury, will have the advanced department of the Hopewell Cape school, and Miss Jonah the primary department for the present term.

Mr. Frank P. Day, B. A., Mount Allison, 1903, has been appointed Professor of English Literature at the University of New Brunswick. Mr. Day was the first Rhodes scholar from Mount Allison.

Mr. Thomas Stothart, principal of Winter Street school, St. John, N. B., has been granted leave of absence on account of ill health, and his place is filled by Mr. W. A. Nelson, principal of Douglas Avenue school. Mr. J. G. McKinnon, of Newman Street school, has been appointed to Mr. Nelson's place.

Mr. J. Walter Jones, B. A., B. S. A., of Pownal, P. E. I., a nephew of Professor R. V. Jones, of Wolfville, N. S., after a creditable course at the Ontario Agricultural College, has accepted a position in the Hampton Institute, Virginia.

Miss Helen Marshall, who has taught in the high school at Sackville, N. B., for the past five years, has gone to Montreal to study nursing in the Royal Victoria Hospital.

Mr. Mayhew C. Foster, B. A. (Acadia), has been appointed principal of the school at Canning, N. S.

Miss Julia McIntyre, of Springfield, N. B., will take Miss Bool's place as teacher of household science at Acadia Seminary for the ensuing year.

Mr. G. D. Steel, M. A. (Harvard), of Bedeque, P. E. I., has been appointed Professor of English in Prince of Wales College, Charlottetown. He graduated from Mt. Allison University in 1903. Subsequently he was principal of the Richibucto, N. B., school, and then entered Harvard to take a special course in English.

Mr. W. C. R. Anderson, M. A., who recently took a course in Teachers' College, Columbia University, New York, has been appointed principal of the Riverside, N. B., consolidated school as successor to Mr. Harvey P. Dole, M. A., who has accepted the principalship of the Victoria school, Calgary.

R. K. McClung, Ph. D., who has for the past two years been professor of physics in Mt. Allison University, Sackville, has been appointed to a similar position in the University of Manitoba, Winnipeg. Henry D. Arnold, a graduate of Wesleyan University, Connecticut, has been appointed to succeed Professor McClung.

Of the 766 students who applied for entrance to the New Brunswick Normal School, 182 failed to pass the entrance examination.

The third session of the New Brunswick High School Teachers' Association was held in St. John, August 14th, the president, Mr. A. B. Maggs, in the chair. It is the intention of the association to formulate a salary schedule which shall embrace every high school position in the province.

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Antigonish College, N. S., has been presented with a fine summer residence, which will afford a suitable health resort in vacation for its staff. The building is pleasantly situated on the shore of the Gulf of St. Lawrence, about eight miles from the town of Antigonish.

The Kings and Queens County, N. B., Teachers' Institute will meet in Sussex on Thursday and Friday, September 9th and 10th; the York and Sunbury Institute at Fredericton on the 16th and 17th; and the Charlotte County Institute at Milltown on the 23rd and 24th.

Mr. Charles E. Knickle, recently of the Fort Hawkesbury schools, has been appointed principal of the Louisburg school in Cape Breton.

Dr. D. W. Hamilton has been appointed to the regular staff of the N. B. Normal School, having formerly been partly under pay of the Macdonald fund.

As was announced in last month's REVIEW, Mr. J. Logan Trask has been appointed vice-principal of Sydney, N. S., Academy. Mr. Trask has been for the past nine years English master in the Yarmouth Academy, and recently completed the double A, or A scientific and classical course, which requires a minimum of 50 marks on each of the thirty papers of the old A course made up of Greek, Latin, French, German, the common mathe-

matical subjects, half a dozen sciences, and other subjects such as English history and psychology.

Mr. H. C. Henderson, M. A., whose letter on the Training of Teachers in Prussia appeared in the June REVIEW, has been granted a second year's leave of absence from the Milwaukee Normal School, and will spend the winter in Berlin studying the educational systems of the continent. Mr. Henderson will contribute an article to the REVIEW in the near future on the training of German elementary teachers. The congratulations of the REVIEW are extended to Mr. Henderson on his approaching marriage to Miss Waling, of Potsdam, N. Y., one of his associate teachers at Milwaukee. The ceremony will be performed early this month at Leicester, England, by Rev. J. D. Freeman, Mr. Henderson's former pastor at Fredericton, N. B., after which the happy couple will make a tour of England and Scotland before going to Berlin.

Principal A. G. Hirt'e, of the Lockeport schools, has succeeded in passing the final A examinations, and has taken a course of military instruction. He has been re-engaged at Lockeport at an increased salary.

The following are the newly-appointed teachers for the coming school year in the schools of Truro: Mr. G. Grassie Archibald, Truro (Academy); Mr. Charles S. Wood, Annapolis Valley, assistant manual training instructor;

Miss Mary Fitzrandolf, Annapolis County; Miss Helen G. Parker, Truro; Miss Amy Mosher, Truro.—*News*.

Plans of a two-storey building to replace the Macdonald consolidated school building recently destroyed by fire at Kingston, N. B., have been approved by Chief Superintendent W. S. Carter. The building will be ready for occupation early in 1910.

Miss Annie Richardson has resigned her position on the teaching staff of the Model school, Fredericton, N. B., and Miss Rhoda McDougall, of Milltown, N. B., has been appointed to fill the vacancy.

Miss Ethel Murphy has been selected to fill the vacancy on the Moncton high school staff, caused by the resignation of Miss Davis.

Mr. D. S. McIntosh, a graduate of Dalhousie and McGill, has been appointed to succeed Professor Woodman in the chair of geology, Dalhousie University.

A very successful and well-attended Summer School was held in connection with St. Francis Xavier College, Antigonish, N. S., during a part of July and August. The *Casket* says: "Students and all interested are unanimous in the opinion that it was a profitable and interesting session. It is predicted on all sides that the attendance next year will be several times larger than during the recent session."

Mr. W. B. Shaw, who has been conducting a Teachers' Agency at Red Deer during the past few months, has assumed the principalship of a school in Nelson, B. C. He will probably continue the work of locating eastern teachers in the West.

Mr. G. Jack Marr, of St. Martins, N. B., has been made principal of the school at Canterbury Station, N. B.

Hereafter the grammar school license, the highest grade of license in the Province of New Brunswick, will be given to first class teachers without examination who have taken the B. A. degree from the University of N. B.

RECENT BOOKS.

The many good books that are now being published for the care of the health of children indicate that this subject has become a part of the curriculum of our schools. Among the latest is an excellent little work by Professor A. P. Knight, of Queen's University, Kingston, entitled *Hygiene for Young People*. It is suitably illustrated, written in simple language, in an easy conversational style which at once appeals to young people, and can be used by pupils in grades three and four. It is an excellent book for school libraries. (Cloth, pages 211. Copp, Clark Company, Toronto).

Adams's *New Physical Laboratory Manual* embodies the results of many years' experience in conducting work in physics. The exercises are simple and the directions for manipulation clear. The other matter covered by the book may enable a teacher to make out a course of work adapted to his particular needs. (Cloth, 192 pages, price 60 cents. American Book Company, New York. Morang Educational Company, Toronto).

The famous story of *Le Comte de Monte Cristo* by that prolific writer of French novels, Alexander Dumas, has

been edited for students by C. Fontaine, L. eno D., New York High School of Commerce. To avoid the excessive length of the famous romance a resumé of the plot is given in English, and the text omits portions unsuited for class reading, giving complete the main story. The notes are ample, but concise, and the vocabulary is complete for all matters of translation and usage. (Cloth, 208 pages, price 40 cents. The American Book Company, New York. Morang Educational Company, Toronto).

There will be published early in September by William Briggs, Toronto, a little volume which may be of interest and value to Canadian teachers, and by them brought to the notice of the scholars. The book is a collection of the most important events in the history of the British Empire, comprising about 1,200 dates, and including nearly 400 selections from patriotic poems, arranged for every day in the year, and commemorating appropriately its chief incidents. A blank space opposite each day may be used for the addition of other dates, entry of notes, or as a birthday record. Each month has a special poem in honour of some imperial idea. The object of the issue of this convenient handbook is to render the reader more familiar with the glorious history and traditions of the British race, and to remind him more frequently that every day is the anniversary of one or many deeds of devotion to duty, self-sacrifice, heroism, patriotism, or service to humanity, that make our story of 2,000 years the splendid roll of honour it is. The compiler hopes that at least one copy may find its way into many schools; that possibly those teachers sufficiently interested may occasionally draw the attention of the children to the more significant events, and that the inspiring words of some of our greatest thinkers may become better known, and exercise an influence among the boys and girls who will make the Canada and the Empire of to-morrow. The size of the book will be 4 by 5 inches, with cloth cover, representing in colours the three links of Empire—the Flag, the Crown, and the Navy. Price 75 cents to advance subscribers, *i. e.*, those sending name and address (only) to Harold Saxton, 89 Esplanade, Quebec, before September 15th. After publication the cost will probably be \$1.00.

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