

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVIII, No. 2.

ST. JOHN, N. B., AUGUST, 1904.

WHOLE NUMBER, 206.

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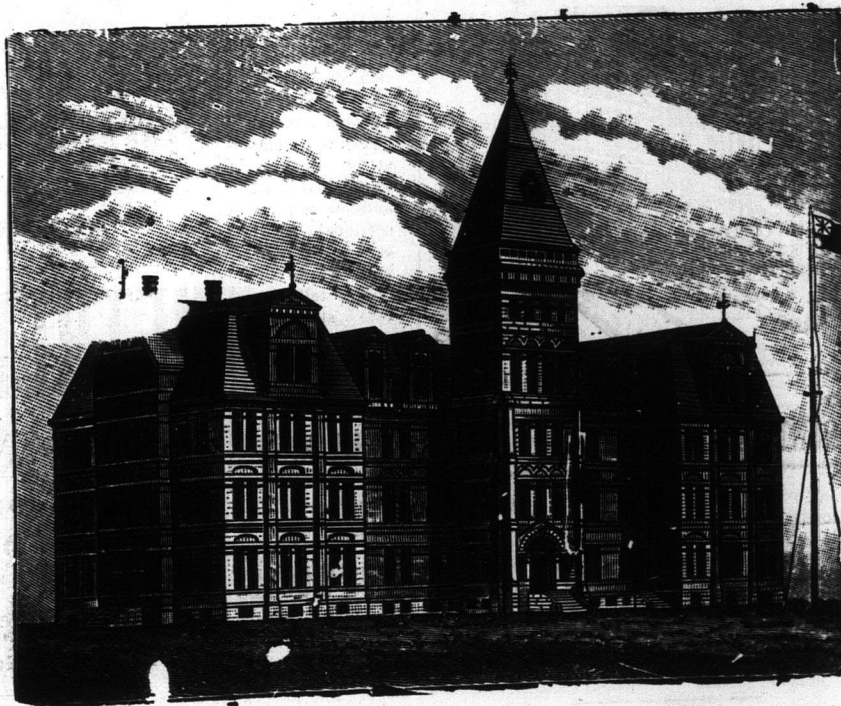
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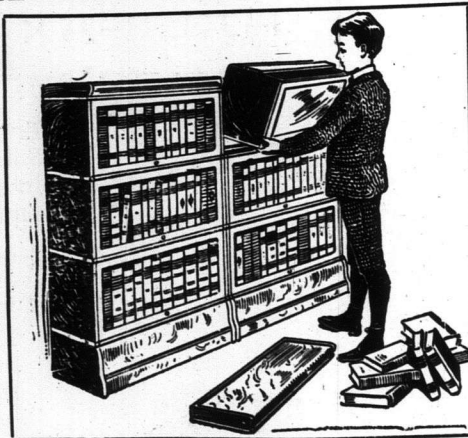
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Copies of Calendar containing full information may be obtained from the undersigned.

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Send to the Principal for Calendar.

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The Academy is a residence school for boys. It is, and has been from the first, a Christian School. It provides five courses: Matriculation Course, Scientific Course, General Course, Business Course and Manual Training Course.

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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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EDUCATIONAL REVIEW,
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To THE progressive and studious teacher, the term about to open will witness better results than any previous one. This is because such a teacher is farther ahead to-day and realizes more fully the greatness of his work.

MR. G. F. MATTHEWS' article on Drawing, and Miss Robinson's, on English Literature in the Lower Grades, are held over for the September number.

THE St. John County Teachers' Institute meets in September. See the programme on another page.

MUCH attention has been aroused by the announcement made of prizes for collections of weeds to be awarded in connection with the Exhibition to be held in St. John next month. Many young people have been at work collecting and studying the weeds, and the result promises to be useful and interesting. There are additional announcements in this number. The offer of Mr. Hodson is a very generous one.

THE announcement, made by Supt. Dr. MacKay on another page, of the extra vacation given to the teachers may not be unexpected to them. But it will serve to emphasize the importance that the N. S. Council of Public Instruction gives to the teacher's preparation for his work.

THE meeting of the Provincial Educational Association at Truro this month will occur at an interesting time—just as teachers are about beginning their work for another year. If it is conducted on the same spirited and energetic lines as the meeting of last year, it cannot fail to exert the same wholesome influence on educational life and thought. The programme is given on another page.

THOSE who attended the National Educational Association at St. Louis appear to have enjoyed beautiful weather. A good programme was carried out, which embraced, of course, the attractions of the great Fair. The attendance was fully up to the average. The sentiment that aroused the most enthusiasm, says the Springfield Republican, "was the suggested renaissance of the rod. That brought 4,000 teachers to their feet." The Association voted that "it is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of \$300 a year, which is about the average salary of teachers throughout the country." The only remedy suggested, however, was that the tax laws shall be honestly and rigidly enforced, both as to assessment and collection.

A History of New Brunswick.

The history of New Brunswick written by G. U. Hay and published by the W. J. Gage Company, Toronto, has been authorized for use in the public schools of the province, and is now ready for the re-opening of the schools this month. It is written in an easy, simple style, and is well fitted to arouse the interest of pupils in their native country and beget a love for it. The want of such a history has long been felt,—one that would trace the story of the province from its beginnings and serve as an introduction to the greater history of Canada and the Empire. It is a well-known educational practice that both history and geography should begin at the pupil's home, and then proceed outward from his environment, to take in as much as is desirable beyond it. This process is comparatively simple in geography, and has long been the practice in our schools. In history, which should correlate with geography, teachers have not found it easy to follow the practice for want of a suitable text-book. So far as New Brunswick is concerned, that want has now been supplied in a form that cannot fail to make pupils more interested in their own country. Patriotism must be founded on knowledge; and when boys and girls know their own country, they will want to stay in it and be more ready to serve and make sacrifices for it.

The frontispiece of the book is well chosen, being a touching incident of the late Boer War, where a New Brunswick volunteer, leaning on his crutches, is receiving the attention of his beloved sovereign, Victoria. An excellent feature of the book is the page of colored flags, with an explanation showing the usage in regard to each. A colored map of the Maritime Provinces, numerous illustrations of Indian legend, early discovery, persons, scenes and incidents, make up an attractive little book.

THE June number of *Acadiensis*, which commemorates the tercentenary of Champlain's discovery, is an achievement of which the editor, Mr. D. Russell Jack, has every reason to be proud. The illustrations and exhaustive historical sketches, covering nearly 200 pages, deal with every phase of the subject. No expense seems to have been spared to make this number of the magazine a notable one and well worthy of preservation.

Vacation is Nearly Over.

This suggests one or two thoughts. The rest and fresh air have brought renewed zest and enthusiasm into the teacher's work. Do not forget these two good friends—rest and fresh air. Determine to have good air and plenty of it in your living room, and in your school room. Probably the latter is now free from that "school-smell" which is so deadening and repulsive when you open some school-room doors. Keep it free, by insisting on cleanliness, and the circulation of abundance of pure air in all weathers. Nothing saps the teacher's health so quickly as breathing impure air. Nothing certainly will more quickly bring on premature old age, sallowness and irritation.

Supt. Keyes said at St. John recently: "More people break down in health in school teaching than in any other profession. This can be charged in nearly every case to lack of ventilation."

Then that other good friend—rest. Cultivate its acquaintance. Have your quiet hour during some part of every day, and devote it to a walk, to a quiet talk (not on "shop") with a cheery friend, or to a good entertaining book. Do not use up too quickly your strength, won during your hard earned vacation, but preserve it by bringing as much as possible your vacation habits of rest into your school days. You will then bring pleasure to yourself and to those about you.

"But there will not be much time for rest in an ungraded school of forty or fifty pupils and half as many classes," says some young teacher. Another who has been in the harness says, "I have never found time for such quiet little resting times as you suggest." Well, if you have not, wipe the slate clean and get ready for a new record. Sit down and make out a well matured plan of work and rest. Then stick to that plan. Aim to change from work to rest without a moment's delay. That habit, cultivated in you, will soon infect your pupils.

There will come days when worries and difficulties will beset you, and threaten to break up your self-control. Be patient. Be hopeful. Remember that yesterday or the day before everything worked well. So it will to-morrow, if you are firm in overcoming present trials. Do not be discouraged if you cannot perform miracles by bringing your plans into good practical working order in one day.

The Summer School and Its President.

The Summer School of Science which met at Charlottetown from July 12th to 29th, held one of the most successful sessions in its history. The attendance of 185, included students from the three Maritime Provinces, Prince Edward Island furnishing, as was to be expected, the largest number.

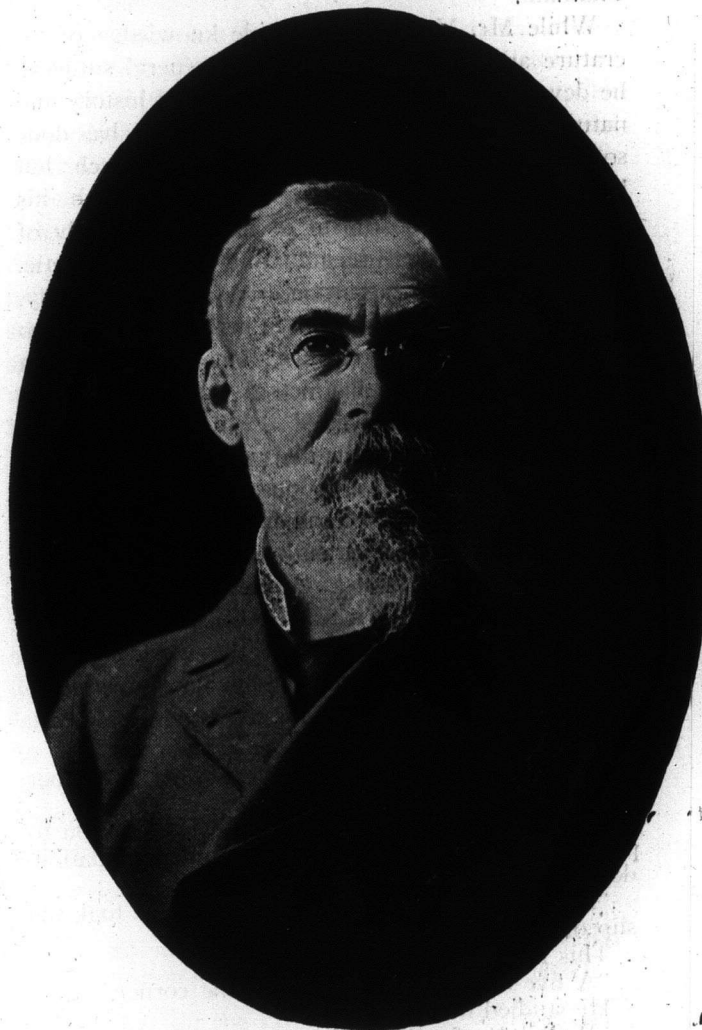
The session of the school seems to have been regarded both by faculty and by students as a success. Tired teachers who came for an outing, intending not to study, soon found themselves diligently at work. The local teachers, and enthusiastic naturalists who are not teachers, entered heartily into the work of the school, especially with a view of making the field work profitable. Charlottetown, with its lovely situation, its broad streets and wealth of blossoming lindens, its noble park, its fine public buildings, its genial climate and its hospitable homes, will be a delightful memory to the visitors; and Mayor Kelly's cordial invitation for an early return would have been accepted on the spot if a vote of the students could have given the decision.

Next year's session of the school will be held at Yarmouth. Mr. J. D. Seaman, whose energy and ability as a secretary all have cheerfully acknowledged, has been elected president, and the same faithful performance of his duties may be looked for in that less arduous position. The other officers are: Principal Kempton, of Yarmouth, N. S.; Mr. Thomas Stothart, of St. John, and Mr. Theodore Ross, of Ross Corner, P. E. I., vice-presidents; Principal W. R. Campbell, of Truro, secretary.

President Vroom.

The president of the school for the past year, Mr. James Vroom, has been a member of the faculty for the past six years, and has been highly esteemed as an instructor, both for the excellence of his general and special knowledge and for his gentlemanly qualities. He is a native of St. Stephen, N. B. His education in the public schools of that place was supplemented by private study and a short special course at the University of New Brunswick. He began his work as a public school teacher in the Madras school at St. George, N. B., in 1869; and was the first teacher of the superior school in St. George after the introduction of the free school system. Leaving there in 1872, he taught for some years in St. Andrews; and was later successively

the head master of the model school in Fredericton, an instructor in the provincial normal school, a teacher in the public schools at St. Stephen, and a master in St. John's school, Presque Isle, Me., a church school for boys established by the late bishop of Maine. Declining re-appointment as instructor in nature study in the normal school, Mr. Vroom was for some years business manager of the St.



Croix Printing and Publishing Company at St. Stephen. He is now the town clerk of his native town.

Though no longer engaged in teaching, Mr. Vroom is an honorary member of the Charlotte County Teachers' Institute, and its secretary-treasurer. He has also been, since 1884, one of the provincial examiners for teachers' license in New Brunswick, corresponding member of the Torrey Botanical Club of New York, and a corresponding

member of the New Brunswick Historical Society. His connection with the Summer School of Science began at the Campbellton session of 1899, when he took Mr. Brittain's place as instructor of botany; and his presentation of that subject has attracted large classes at some of the later sessions. He was made a member of the board of directors in 1902; and was elected president last year at Chatham.

While Mr. Vroom has a wide knowledge of literature and science as well as of general subjects, he devotes himself more closely to local history and natural science. In the former subject he has done some good work, showing painstaking research; but his friends feel that he has not yet put forth his best efforts. As a student of nature, especially of botany, he is acute, discriminating and sympathetic. Had he given his attention to systematic botany, few would have excelled him in his keen insight into plant affinities and structure; but he has chosen rather to indulge his instincts as a naturalist than to specialize too exactly.

Mr. Vroom, as a regular contributor to the REVIEW, is well known to our readers. His style is at once easy, graceful and forcible. His reviews of current events from month to month are models of condensation and wise selection. These qualities, with his experience of a teacher's needs, enable him to give a monthly resumé of the world's events which are greatly appreciated by our readers.

A high-school girl said to her father the other night:

"Daddy, I've got a sentence here I'd like you to punctuate. You know something about punctuation, don't you?"

"A little," said her cautious parent, as he took the slip of paper she handed him.

This is what he read:

"A five-dollar bill flew around the corner."

He studied it carefully.

"Well," he finally said, "I simply put a period after it, like this."

"I wouldn't," said the high-school girl; "I'd make a dash after it."

How shall I a habit break?

As thou didst that habit make;

As you gathered you must loose,

As you yielded, now refuse.

Thread by thread the strands we bind,

Till they bind us heart and mind,

Thread by thread the patient hand,

Must unbind ere free we stand.—*Sel.*

Educational Institute at St. John.

The Provincial Educational Institute of New Brunswick met at St. John from June 28 to 30. It is now the custom to hold biennial sessions, the last being held at Fredericton. The next will be held in the eastern section of the province, probably at Moncton.

The attendance was one of the largest on record, over five hundred teachers being registered. It is unnecessary to say that the women composed the majority, but the men had a large monopoly of the programme. The executive committee is to be congratulated; rarely has a series of papers and addresses given more satisfaction.

Supt. Chas. H. Keyes, of Hartford, contributed greatly to the success of the Institute. In a series of excellent addresses he proved himself a leader in education — earnest, stimulating, wise — always appealing to the intellect rather than the feelings of his audiences. He will be listened to with pleasure again.

Dr. Inch excelled even himself as a presiding officer. Chancellor Harrison of the University, and Principal Crocket of the Normal School, took, as they always wisely do, an optimistic view of our educational conditions. The mayor of the city welcomed the visitors and Dr. Bridges pointed out the attractions of St. John as a place of meeting. Hon. L. P. Farris, the only member of the government present, and Inspectors Carter, Bridges, Meagher, Steeves, referred hopefully to the educational outlook. The St. John high school orchestra relieved the tension very agreeably at times by their happy musical selections.

When the Institute came down to hard work on the second day there was no cessation of interest to the close. The crowded programme left too little opportunity, however, for discussion.

Mr. E. E. McCready took strong ground that manual training is mental training, and clearly supported it by arguments. Dr. Inch, and afterwards the teachers of manual training, showed their appreciation of Mr. McCready as a teacher and regretted his departure from the province, where he has been so successful in initiating manual training work.

Principal D. W. Hamilton, of the Kingston Consolidated School, made a strong plea for the establishment of central schools wherever possible, showing their advantages in equipment over the ordinary country school.

Miss E. P. Flagg, formerly of the Mount Allison Ladies' College, and Miss Watson of Guelph, addressed the Institute on domestic science. "Teach girls how to live, not how to make a living," said Miss Flagg. "It is amazing," said Miss Watson, "how little the girls who graduate from our schools can apply their knowledge to every day life." "Sewing should be taught in school. If not learned then, it will not be learned well afterwards, as the muscles become too stiff for action." "Color combinations are, to say the least, extraordinary in most homes."

Mr. John Brittain, in his address on Nature Study and School Gardens, said he would ask for no more than one-tenth of the time for nature study. Nor would he require any home work. This should be given to the other studies. Five school gardens have been established in Carleton and Victoria counties, and have been in operation for several weeks. Mr. Brittain's address was a strong argument for a better recognition of nature work in schools.

Dr. Philip Cox spoke of the Function of the Normal School in a State Education. He would have progressive men as instructors, those alert to introduce new ideas. Now that our high schools are capable of giving thorough academic training, it is quite time for the normal school to devote its time to professional study.

Mr. H. H. Hagerman of the Normal school, gave an illustrative address on Drawing. "The best textbook," he said, "is a blank book. . . . It is much more interesting for the pupil to draw an object of his own choice; pupils should make models themselves; this will afford an excellent exercise in manual training, and the pupil will be more interested in drawing his own models."

One of the excellent features of the Institute was the extemporaneous character of the addresses, and the speakers were generally fluent and forcible.

The St. John teachers entertained the visiting teachers at a very interesting social gathering on the second evening of the Institute.

Mr. H. H. Hagerman was elected the teachers' representative to the University Senate.

The following compose the executive committee of the Institute for the next year: Dr. Bridges, St. John; H. H. Hagerman, Fredericton; D. W. Hamilton, Kingston; Dr. Creed, Fredericton; Dr. Cox, Chatham; A. B. Maggs, Sussex; F. A. Good, Fredericton; H. H. Stuart, Harcourt; Rex Cormier, Hampton; W. M. McLean, St. John.

Notes on Examination Papers.

BY G. U. HAY, EXAMINER.

The public generally and teachers of every grade, with much or little experience, are always interested in the papers written by normal and high school students. These show to a great extent the quality of the teaching done in the schools. The examiner, in this instance, has had access only to papers written on Teaching, School Management and History of Education (N. B. Normal School), and while he has been able to form a judgment in such matters as style, composition, spelling, etc., with a fairly correct notion whether the candidate possesses or lacks ideas, he has not had an opportunity to test the scholarship of the students in the subjects that make up the prescribed course of study in the schools. The columns of the REVIEW, however, are open this year, as in the past, to examiners in other subjects, not only of normal school papers, but to those of colleges, high schools and academies. If examiners would give their impressions and point out the excellences and defects of such papers the results would be interesting and valuable. They are cordially invited to do so through the REVIEW.

The examiner in the subjects named above finds the papers written in English by the French student teachers above the average of former years, with writing generally neat, few mistakes in spelling, and fairly good expression. The tenses of English verbs do not seem to be well understood, however, and there is frequently a confusion in the failure to grasp English idioms and current phrases, as witness the following:

"But some regards must be regarded of the age of the pupil."

"After all modes of punishment have failed, the teacher as a *local parent* may administer corporal punishment."

The papers of the English speaking students were generally well written, with good ideas about school organization, class work and teaching. But there was too much repetition, in most cases, of what had been jotted down from class lectures, which made the reading of the papers monotonous. Perhaps the examiner was at fault in not framing his questions so as to bring out more independent original thinking rather than mere verbal statements. For instance, how familiar is the precept, "all instruction should pass through the understanding." But these words may have no effect. During an hour which the writer spent in a school recently the

teacher seemed to have no regard for such a fundamental truth, but contented herself with making statement after statement followed by recitations in which there was no evidence of mental activity on the part of the pupils.

Precepts like that quoted above are valuable, if they take a firm hold on the young teacher and become a daily watchword. Then strength is gained from a practical application of the theory to every lesson. The teacher recalls at the close of each day's work where there was success and where failure, and how encouragement may be gained from the successes to attack and overcome the failures in the work of the next and succeeding days. A teacher may know the theory of teaching the table of long measure by actual measurements, but unless she has carefully planned out her lesson and prepared the materials for making all measurements exact and skilfully tabling the results, the lesson may be a complete failure. Should not a little theory go with much practice in a normal school course?

Nearly all who discussed the method of teaching long measure thought it would be sufficient to tell the pupil how far in extent is a mile; and yet if a foot or a yard are to be taught from practical illustrations, why not the longer distances? What more interesting problem could be given to boys or girls than to measure a mile and its divisions along a street or a country road, care being taken by teacher and pupils to have the measurement correctly made. A "mile" would then have a meaning never to be forgotten.

MISSPELLED WORDS.

The following are examples of misspelled words: Pronunciation (very commonly misspelled, as in *pronounce*), hygiene, temperance, physical, measurement, writing, greenness, noticeable, practice (noun), definition, led (past participle), impart, imitation, warrants, undue, doesn't (not dos'nt), carelessness, principle, thoroughly, principal, off, pursuing, impracticable, guttural, emphasize, lose, (loose is a different word with a hissing sound), whether, until (the *l* is doubled only in the monosyllable till), instil, allotted, too (not to be carelessly written *to*), piece, dependent (adj.), ounce, similar (no *i* after *l*; note that there is no *y* sound as in familiar), Parrtown, rehearsed, proceeding, imaginary, grammar, phrase, interested, ascertain, later, omitted, tendency, probably, respectively, Jemseg, using, phenomena (it is better to use a simple

word rather than run the risk of misspelling a long word), councillors, necessary, possess, arithmetic, forty, writing, precede (the ending *-ceed* occurs only in proceed, succeed and exceed), speech, commonness, course, Sloyd, physics, physiology, senses, accept, hindrance (not hinderance), curriculum, tubercles, development, benefit, emphasis, procedure, kindergarten, stimuli, arousing, all right (there is no such word as *alright*), envelop (verb), envelope (noun), one's (written with the apostrophe), ours, yours, theirs (written without the apostrophe).

Uncertain spellers find much difficulty with double consonants. It is worth while to call their attention to a principle frequently overlooked—that a single consonant is regularly (but there are many exceptions) associated with a preceding long vowel, a double consonant with a short vowel. Thus *mate, mated; mat, matted; robe, robing; rob, robbing; dine, diner, dinner; write, writing, written.*

Carelessness is frequently shown in improperly dividing words in carrying them over from one line to the next. Attention to the proper division of words into syllables will correct this.

The attention of teachers has been frequently called in the REVIEW to the same misspellings of words quoted above. A word of advice may be here given: It is not sufficient to call attention to such words, or to have them spelled correctly once, twice, or even a dozen times. Scholars must be drilled on them until it becomes second nature to spell them correctly.

Read From Nature.

Throw aside the primer occasionally (or very often). Raise the window and let the voices of nature come in. Write on the blackboard the children's interpretation of sounds that come in or what they see or feel.

1. The bird sings.
2. I like to hear the birds sing in the trees.
3. What does the bird say when it sings.
4. I love birds.
5. The maple leaf is green.
6. The wind makes the leaves swing.
7. Birds build their nests in the trees.
8. The horse eats grass.
9. The pea seed is in a pod.

and many other sentences of one syllable, which the ingenious teacher will call forth by well directed questions. Try it.

NATURE STUDY.

PREPARING FOR ARBOR DAY.

Preparation for Arbor Day next spring should be begun in the fall. In previous numbers of the REVIEW it has been recommended that young trees for planting should be selected the season beforehand. If these are intended for unshaded school grounds they should be chosen from open places or on the borders of the woods, not within the woods. Young vigorous saplings between two and four feet high should be chosen and labelled so that they may be easily picked out the next spring. To ensure rapid and successful growth the young tree should have plenty of fibrous roots. To make sure of these, cut a circle or small trench round the tree with a sharp spade, about fifteen inches or more from the trunk, according to the size of the sapling. This should be done in late August, and fresh roots will be formed on the unsevered portions below ground before frost sets in. Thus when the tree is dug up in the spring—following the line of the circle made round it and including as much earth as possible to carry easily—it will be in fine condition for transplanting and without being injured by the cutting of any young roots.

See what native flowering plants and shrubs are growing near the tree intended for transplanting, and label these for removal in the spring.

HOW TO COLLECT AND PRESERVE PLANTS.

While it is well to have as many plants as possible growing in the school grounds, so that they may be studied and enjoyed during the season, it will also be wise to have a small collection of plants dried and mounted, to show what grows in the neighborhood and to help illustrate plant lessons. Such collections if pressed and mounted with care, give excellent opportunities for manual work, and the natural arrangement of plants on sheets tends to cultivate taste. The fine display of herbarium specimens shown by the students of the St. John high school during the meeting of the Royal Society in that building in June last called forth much praise for the excellence of the work and the skill and good taste shown.

Many who enter on this work of collecting and preserving plants and other specimens do it in such a bungling manner that the educative value of the work is quite lost, and after all the labor spent the specimens are quite worthless even though much

time and pains may have been spent on them. This results from lack of knowledge and experience. The student should remember that all the parts of a small or ordinary sized plant are necessary for a perfect specimen, and he should not venture to waste his time and trouble on anything short of that. Pains must be taken to dry or cure the plant properly, so that when properly mounted on clean white paper and named, the pupil will feel that he has done his work with skill and intelligence. This is quite in keeping with other training of the school which always aims to produce careful and methodical habits of work. Judgment and observation are also trained, for the student may, with few appliances at hand, often obtain excellent results. For instance, in his walks he may bring home fresh plants from a long distance by merely taking the precaution to carry a newspaper with him, in which he rolls firmly plant after plant, their roots surrounded by a little damp moss. If it is late or he is too tired to press the plants on his return, he may spread them out loosely on a newspaper, sprinkle them (very, very slightly) with water, cover them over with another newspaper, lay them away in a cool place, and in the morning they will be as fresh as when gathered.

Professor W. T. Macoun, of the Experimental Farm, Ottawa, gives in a recent number of the *Ottawa Naturalist*, some very plain and simple directions for preserving plants, which are here reproduced:

Prof. Macoun said it was necessary, first of all, to have the desire to make a collection of plants before beginning the work. Unless the student had the desire, little benefit would be derived from it. A good herbarium was a proof that there had been a desire. In collecting plants, it is not very important what they are carried in while out in the field, providing they do not wilt before pressing. The lack of a tin case should not deter one from getting specimens, as a basket answers the purpose very well, but the best practice is to put the plants when collected into the plant press at once. A trowel or a strong knife are convenient for digging up the plants; but these again are not really indispensable, as strong fingers will dig up almost any specimen. A good plant press is a necessity, and it should be light and strong. A very strong press is made with two boards, each made of three pieces of wood nailed together. Each piece is very thin, but great strength is obtained by having the middle piece with the grain crosswise. Joined in this way the boards will stand all the pressure they will get without breaking. The best dimensions for a plant press are 12x18 inches. When taken to the field, the boards may be kept in place by means of a stout shawl strap, by which also sufficient pressure can be given. If possible, there should be two extra boards at home made of ordinary inch wood, between which the

plants may be put the day after they are collected, and pressed by means of a strong strap or some heavy weight. When one is going on a collecting trip, enough papers should be put in the press for all the specimens that are likely to be obtained; but the lighter the press, the better. Newspapers cut to about the size of the press, or a little smaller, and of a single thickness of paper, are very convenient for putting the plants on, and filter paper or blotting paper for covering the specimen and to absorb the moisture.

When one is making a collection, it is well to try to obtain a typical and perfect plant of the species, as, once an inferior specimen is dried and mounted, one is not likely to get a better one, and perfect specimens add very much to the attractiveness and value of a herbarium. It is sometimes puzzling to the beginner to know what is a good specimen, as a sheet will apparently only take a plant of a certain size. If the plant is a small one, the whole of it should be taken, the roots being carefully separated from the soil so as to injure them as little as possible. If flowers and fruit can be obtained on the same specimen, so much the better; but usually it is necessary to collect a plant when it is in full flower, and then when the fruit is nearly or quite full grown. In order to get the whole of a large plant on a sheet, it may be bent either once or twice, in order to do it. It is much better to do this than to lose the roots or root leaves, the latter especially being sometimes necessary in identifying specimens. If the stem or root of a plant is thick, it may be cut down its centre, leaving one side intact. Specimens of trees and shrubs may be made of branches a little smaller than the sheet, the important point being to get the whole of the flower cluster, if possible, and one or more well developed leaves. When a plant is laid on the piece of newspaper in the press, the temptation is to spread the leaves out carefully to prevent their creasing. This is a great mistake and many a fine specimen has been spoiled in this way. Some plants will stand such treatment, but many will not. As a rule, the most satisfactory way to do, is to lay the plant on the newspaper, placing the leaves or flowers so that the specimen will look fairly symmetrical and then without trying to take out all the creases in the leaves, put on the filter paper or blotting paper and press the specimen with the hand or between the boards if there is only one plant to put in. The next day, when the plant has wilted, some of the creases can be readily smoothed out; but, after the plant is pressed, these are not noticed nearly as much as when fresh; and, indeed, they sometimes look better, as when the under side of the leaves show here and there, it makes a pleasing contrast, and it is important also at times to show the under side of the leaf as well as the upper side. Some of the more delicate ferns may be dried with advantage between two pieces of newspaper, the drier being put on top of the newspaper. This avoids disturbing the specimen when changing the driers, as the upper piece of newspaper need not be removed until the plant is dry. The specimen when once laid on the newspaper should not be removed from it until it is dry. When a plant is wilted and not dry, it is very difficult and sometimes impossible to replace the specimens without injuring them. An exception may be made with very succulent plants or fleshy plants, when both upper and lower papers

should be changed to get rid of the moisture as soon as possible, and sometimes it is necessary to dip the plant in boiling water in order to kill it. Some plants retain their color fairly well, even if improperly dried, but the majority lose their original color unless they are dried quickly and properly. Plants should be dried as rapidly as possible after the first day, and in order to do this the driers should be changed at least once a day and, if possible, twice at first. After the first day or two, when the excess of moisture has been removed, the hotter the driers are, the better the results will be, and, in order to have the driers quite hot, they should be heated on or at the stove and put on the specimens at once. If it is not convenient to heat the papers in this way, they may be dried outside and not especially heated. As some plants dry much quicker than others, the best results will be obtained if a thin piece of wood is kept between the plants which are in different stages of drying, as, if this is not done, a plant which would dry very quickly is kept moist by others of a more succulent nature. Some plants will dry in two or three days, and some take nearly two weeks. One can easily tell by the touch when they are dry.

Many a collection of plants has been ruined by insects after it has been made, and the enthusiasm of the collector may die with the loss of his specimens. The poisoning of plants after they have been dried should never be neglected, and the sooner it is done, the better. One of the best formulas for this purpose is: Corrosive Sublimate $1\frac{1}{2}$ drachms; carbolic acid, $1\frac{1}{2}$ drachms; alcohol, 12 ounces. A small brush is used to apply the poison which should be painted over all the plant that is exposed, the flowers especially getting a full share, as the insects will frequently destroy the flowers when they will not injure another part. Alcohol is used instead of water, as it evaporates without leaving a stain on the paper.

OTHER COLLECTIONS.

The REVIEW would not advise any young student to make a collection of birds. Such a collection may be necessary in a natural history society or normal school museum, or when made by a private collector who is bent on a close and exact study of birds. Boys and girls can do better and far more profitable work under the directions of their teachers in observing and identifying the living bird by the help of a small field or opera glass—or without one. The identification of birds by their song requires some "ear for music" as well as close and continued observation of the bird itself. It is surprising how many different notes one bird may have; and these must become perfectly familiar before the bird can be said to be "known" to the student. This is perhaps the most difficult accomplishment; but it is a necessary one, and one that yields perhaps the greatest and most lasting pleasure in this delightful study.

Mr. J. M. Swayne's notes on the collection of

insects in the June number of the REVIEW should be studied by those interested in the subject. It is an illustrated guide to the beginner.

A FINAL WORD.

Do not destroy animal or plant life needlessly in making collections. Do not make collections at all unless you aim to do it well and there is a definite object in view. Be careful to take only as many specimens as are actually needed. The collector who finds a rare plant in a place and appropriates every one is a ———. Well, he is a collector, not a naturalist.

If some working student will be good enough to give the REVIEW a discussion on the best ways of collecting and preparing geological specimens, the favor will be appreciated.

The Discipline of Self-Reliance.

There are certain children who require the training that Henry Ward Beecher received from his teacher in mathematics. The self-reliance that it engendered affected his whole life. He says:

"I was sent to the blackboard, and went, uncertain, full of whimpering."

"That lesson must be learned," said my teacher, in a very quiet tone, but with terrible intensity. All explanations and excuses he trod under foot with utter scornfulness. 'I want that problem; I don't want any reasons why you haven't it,' he would say.

"I did study it two hours."

"That is nothing to me. I want the lesson. You may not study at all, or you may study it ten hours, just suit yourself. I want the lesson."

"It was tough for a green boy, but it seasoned me. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations.

"One day his cold, calm voice fell upon me in the midst of a demonstration. 'No!' I hesitated and then went back to the beginning, and on reaching the same point again, 'No!' uttered in a tone of conviction barred my progress.

"The next!" and I sat down in red confusion.

"He, too, was stopped with 'No!' but went right on, finished, and as he sat down was rewarded with 'Very well.'

"Why," whimpered I, 'I recited it just as he did, and you said 'No!'"

"Why didn't you say 'Yes,' and stick to it? It is not enough to know your lesson. You must know that you know it. You have learned nothing till you are sure. If all the world says 'No!' your business is to say 'Yes,' and prove it."

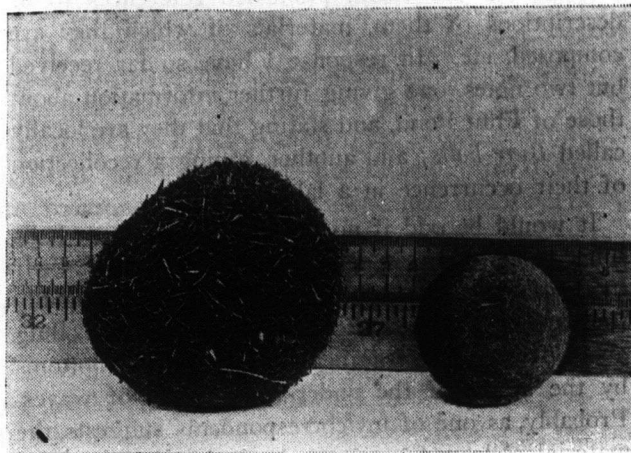
On Burr Balls.

W. F. GANONG, PH. D.

In Notes on the Natural History and Physiography of New Brunswick.

Two years ago Prof. Bailey showed me at Fredericton a large ball of vegetable matter, almost spherical and some four inches in diameter, which had been given him by Mr. P. H. Gillmor of St. George, and which was said to have been found in Kedron Lake. Applying to Mr. Gillmor for further information, he referred me to Mr. Wellington Davis, of Brockway, York County, who sent me a similar ball with the following letter:

I am sending you the best ball I have. It is not a very good one. . . . I cannot tell you very much about it. It is found in a north end of the Little Kedron lake in a small cove. No wind can strike the cove but from the southeast. It is surrounded with fir and spruce which hang over the water. The bottom is a clear sand. The spills drop from the fir and spruce and lie at the bottom.



BURR BALLS — That on the left is from Little Kedron Lake, that on the right is a small specimen from Flint, or Sandy, Pond, in Massachusetts. The upper ruler shows centimetres, and the lower shows inches. (Reduced about $\frac{1}{2}$).

Then the water washing them from side to side forms the ball. There is no heavy swell comes in there. These balls can be found in no other place in the Little Kedron lake, nor in Big Kedron lake. Sometimes we have found them from six to eight inches through.

Photographs of the ball here referred to are sent herewith. It is composed chiefly of the leaves of fir and spruce, but with some other vegetable matter, such as small twigs, etc., in addition, all interlocked together with a firm compactness.

It is a coincidence that I was asked by a correspondent a year or two earlier whether the mode of formation of somewhat similar balls which occur in Flint or Sandy Pond in Lincoln, Massachusetts, is

known. The balls which occur there, as shown by the small specimen photographed beside the Kedron lake ball, are of much finer texture than that from Kedron lake, and they are apparently composed chiefly of the tangled stems and leaves of the Duck-grass (*Eriocaulon septangulare*), with perhaps also some other materials. They are homogeneous in structure, without any apparent nucleus. They are described by Thoreau in his "Walden" (Chapter IX), who shows (and the observation is confirmed by two correspondents who have written me concerning them), that they are formed upon a sandy bottom much as described by Mr. Davis. From these two cases one would infer that such balls must be of frequent occurrence in shallow sandy lakes. Having, however, inquired of my botanical friends without learning of any other localities or of any published description of their mode of formation, I inserted in *Science* for April 8th a letter of inquiry, asking for information as to other localities, local names for them, published references to or descriptions of them, materials of which they are composed, etc. In response I have so far received but two notes, one giving further information about those of Flint Pond, and stating that they are locally called *Burr-balls*; and another, giving a recollection of their occurrence in a lake in Idaho.

It would be odd if no descriptions of these balls other than Thoreau's, nor any account of their mode of formation, has been published. Presumably they are nothing more than the result of the rolling about of vegetable fragments on hard sandy bottoms by the action of the under-water parts of waves. Probably, as one of my correspondents suggests, the material collects first in ripple-marks, there becoming somewhat matted together in short loose cylinders; as these enlarge they are rolled out and over the bottom, where, gathering other material, they gradually become larger, rounder, and more compact. It would be worth while, however, to trace out precisely how they start and under what conditions they may be formed. It happens that Dr. Hay and I were at Little Kedron lake in July last (1903); had we known then of the existence of these balls there we might possess now some answer to these questions.

Teachers need good eyes, good ears, and good sense, and having those, they should be able to discover the needs of their pupils and apply the proper means of improvement.

Common Birds of the Air.

BY E. C. ALLEN, YARMOUTH, N. S.

Our birds may be divided into classes, according to the level on which they procure their food. For example, the thrushes, sparrows, and some of the warblers feed on or near the ground; the woodpeckers, chickadees, kinglets and many of the older families on the trunks and branches of the trees; and another class feed entirely in the air, taking their food while on the wing.

Of this last mentioned class, the swallows stand above others as regards adaptation and skill. This family is represented in our Eastern Provinces by five species. Although they are very similar in their manner of flight and general appearance when seen at a distance, yet at a reasonably close range their distinguishing marks are so apparent that the identification of the different species is much easier than in most of the common families. An excellent opportunity for study is often afforded by a row of swallows perched along a telegraph wire. With a little care and patience they can be approached without taking alarm, when in all probability the three commoner species will be found within a few feet of each other, giving every opportunity for comparison.

Probably the most familiar member of the family is the barn swallow (*chelidon crythrogaster*), which is generally found building *inside* our barns and out-buildings. The marks by which it is most easily distinguished is its long deeply-forked tail. The two outer tail feathers are at least one inch longer than any of the others, and all except the middle feathers have white spots near their tips. These spots are readily seen when the bird is in flight, and give the appearance of a white band across the tail. The other marks are a deep chestnut forehead and throat, paler chestnut breast and belly, and purplish black upper parts. This bird is more often seen skimming along just above the ground than any other species.

The eave swallow (*petrochelidon lunifrons*), somewhat resembles the barn swallow in its colouring. But its forehead is pale buff, or almost white, instead of chestnut, its back rather mottled, instead of solid purplish-black, and its tail short and but slightly notched, instead of being long and deeply forked. A good look at the back of the eave swallow will serve to distinguish him from any other species, for, on the rump, where the tail joins the

body, is a large patch of pale reddish brown. It will perhaps help someone in recognizing them to say that these are the swallows which live in large colonies, and build their nests in long rows under the eaves of barns.

For simplicity of colouring, the tree swallow (*tachycineta bicolor*) stands first; yet in beauty he is surpassed by none. All the upper parts are of a beautiful steely blue, and the under parts are of the purest white. The natural nesting site of these birds is in hollow trees, the deserted nests of woodpeckers often being used, but they will frequently take advantage of nesting houses which friendly hands sometimes build, if such houses are securely placed in some safe position. The tree swallow is the first of the family to arrive in the spring, its cold steely-blue back reminding one of the deep blue surface of the lakes and rivers just free from their coating of ice. It seemed strange last April, when every branch of the forest was overburdened with snow, and more snow was flying in the air, to see one of these hardy little birds from the south beating up against the cold wind.

The three swallows above mentioned are by far the most common, and most evenly diffused over the provinces. There are two other species which are more local in their occurrence.

The bank swallow (*clivicola riparia*) nests after the manner of the kingfishers, in sand banks, generally near the coast. Its upper parts are brownish gray, without the metallic reflections of the other species, and the under parts are white, except for a dark band crossing the breast.

The purple martin (*progne subis*) is the largest swallow occurring here, and breeds in several places throughout the provinces. In seeing the males flying, one gets the impression of a shiny bluish or purplish-black bird. The females are similarly colored above, but the black fades to gray on the sides and white below. Like the tree swallows, they nest in bird houses placed for the purpose.

A bird often confused with the swallows, and, in fact, commonly called "chimney swallow," is the chimney swift, which is not a swallow at all, but belongs to an entirely different family. These are the sooty coloured birds which we see at sunset, flying swiftly about over the house-tops. Careful observation will show that their manner of flight is far different from that of the swallows. With rapidly beating wings, interrupted by short scaling flights, they pursue each other round and round in wide circles, uttering all the time a sharp, "chip, chip," which they repeat faster and faster, until it runs off into a regular rattle.

To Think vs. To Remember.

BY W. C. M.

Many of the older generation of teachers have not forgotten the methods of teaching arithmetic in vogue thirty or forty years ago. First commit the rule to memory; then work out the example according to rule; and then apply the rule to the exercises. It mattered little whether the scholar understood the rule, provided he remembered it, could apply it, and get the right answers. The essential things were to commit the rule to memory and to practise applying it until accuracy became a habit.

We all remember the reaction. The child should be taught the reason for each step. Unless he understood what he was doing, the teacher had failed. So the reformers urged. It is the business of the teacher to train the child to reason, to think, not to stuff his memory. Consequently simple and ingenious explanations of arithmetical processes were given; comprehensive and powerful methods of analysis, such as the unitary method, were taught.

The new method required the child for example to construct the multiplication table before committing it to memory. Even the difficult operations with fractions, must first be explained and understood before being practised.

I do not wish to question the wisdom of the reformers, but to call attention to something of value in the old which has been overlooked.

Reforming zeal spent so much time and energy upon explanations and illustrations that little was left for drill or practice. This was necessary, because of the inability of the pupils to grasp abstract processes of reasoning.

Now it is generally admitted that the child's ability to reason develops rapidly about the eleventh or twelfth year. At first it shows its strength in dealing with concrete problems, later with abstract ideas. Thus many children grasp geometry with its problems about figures which can be seen before they become master of the more abstract algebraical processes. In fact, for many, algebra remains for many years little more than a game or juggling with letters according to simple rules. A pupil may become quite expert in algebraical operations, such as removing brackets, multiplication, solving simple equations, etc., without grasping their significance.

In fact much of the pupil's skill in what we imagine is reasoning or thinking the thing out, is simply a habit of treating similar questions accord-

ing to a common formula. He has learned the trick just as the dog learns how to beg.

It is generally admitted that childhood or common school age is the time the pupil acquires habits most easily and surely. These habits are ways of thinking as well as of acting. For example, the pupil acquires the habit of thinking 15 after 7+8, or 12 inches make 1 ft., 3 feet 1 yard. These associations are but habit.

Now the old drill deepened habits. The old methods produced quick and accurate calculators. The new may assist habits by the very efforts made to understand; but the teacher, anxious to make sure that the pupil understands, changes the explanations, and thus balks the habit. Repetition in the same way fixes habits firmly.

It seems to me that our new methods ignore the use of the memory and the necessity of making the acquisition of habits the prime object of lower grade teaching.

How does a clerk add up a column of figures such as 8932468572647? (For convenience the column is printed horizontally). Is it not thus: 8 and 9 are 17, and 3 are 20, and 2 are 22, and 4 are 26, and 6 are 32, and 8 are 40, and 5 are 45, and 7 are 52, and 2 are 54, and so on? If he begins grouping them thus: 8 and 2 are 10, 9 and 3 are 12, 12 and 10 are 22; 6 and 4 are 10 and 22 are 32; 8 and 2 are 10 and 32 are 42; 7 and 5 are 12 and 42 are 54. he soon finds himself omitting numbers, forgetting his totals, and committing all kinds of errors. Experience has taught him that the first method alone secures accuracy.

Now the primary teacher who drills the pupil so that the names of two numbers, thus 7 and 9, invariably suggests without further thought the right sum as quickly and surely as *a*, *b*, suggests *c*, is laying a sure foundation for swift and accurate calculation. The same is true of multiplication. Subtraction and division follow without much difficulty. With these at his fingers' ends there will be little doubt of his success.

Nothing but drill will secure these desirable results. Explanations and illustrations help to make the drill interesting, and possibly to shorten it; but they can never take the place of drill.

What is true of number is also true of writing, spelling and reading. Language teaching means noticing and remembering words and phrases which go together and illustrate the different rules or laws of syntax. In the case of a foreign tongue, these

sometimes take the form of idioms. A memory stored not only with idioms, but happy and classic phrases, is invaluable for writing or speaking good English. All this is got through the drill of the school.

What is needed is enough of the old drill to produce good habits, and enough of the new method to keep interest alive and pave the way for higher studies.

The Manner of Receiving.

In her charming series of sketches that are appearing in *The Delineator* under the title "The Joy of Living," Lillie Hamilton French writes, in the August number, on the Manner of Receiving. Ingratitude is a grievous fault to be met with every day, and many phases of it are pointed out by Miss French's pen, which, however, is tipped not with bitterness but with a kindness that takes away the sting of correction. A very nice illustration of selfishness is contained in the following paragraph:

"It is not an uncommon weakness, this of being satisfied with ourselves because somebody else has been kind to us; because somebody else has sacrificed much to make our hours easier. We take for granted most of the special ministrations of others, as children in their cribs regard the attendance of their nurses. Only a few escape the snare. The more we get the more we are apt to regard that which is given as a mere matter of course. 'I have one horror in life,' exclaimed a pretty young woman to whom people were always sending presents. 'I have one horror in life, that of being like the rhinoceros in the Park. Have you ever seen him with big mouth always open when any one passes by, taking everything that is thrown into it, even whole loaves of bread, and not a wrinkle of pleasure on his face, not a gleam in his eye, as he closes his jaw over your offering—nothing but a wide opening of the mouth again to be ready for the next thing that may come?'"

"Tell me vot is zee polar bear," asked a French visitor to this country.

"A polar bear? O it is an animal that lives in Alaska."

"Yes, but vot he do?"

"Do? Why, he sits on a cake of ice and eats fish."

"I vill not do it! I vill not do it!"

"Will not do what?"

"Zey ask me to be ze polar bear at ze funeral. I vill not do it!"

Fairy Tales in the Schoolroom.

Who does not look back with fond remembrance to the fairy stories listened to with delight at the mother's knee, and told perhaps to the family circle as it gathered around the comfortable blaze of an old-fashioned fire-place on a winter's evening? or, when a little later we had spelled our way through the primer and could read these stories for ourselves? Bible stories, classic fairy tales, myths, legends and sagas, born in the childhood of the world, are the true food for little children. Some teachers—Rosseau and Miss Edgeworth, for example—would clip the wings of the child's imagination, and teach him only realities, thus denying him his birthright; for the folk-lore and fairy tales, not read in childhood, miss their effect forever.

The shoals of intolerably dull little books on general information can never take the place of the fairy story, even though these books are "written down" to the child's understanding in the puerile style that is too common, and which the child soon learns heartily to despise. Charles Lamb mourns over the pedantic little people made prematurely wise by "Scientific Dialogues" and other gray didactic lore. In a letter to Coleridge he writes, "Knowledge must now come to the child in the shape of knowledge, instead of that beautiful interest in wild tales which make the child a man, while all the time he suspects himself to be a child. . . . Think of what you would have been now if, instead of being fed with tales and old wives' fables in childhood, you had been crammed with geography and natural history." Even Dr. Johnson, crabbed and austere as he oftentimes was, has a word to say for the fairies: "Babies do not like to hear stories of babies like themselves," he says; "they require to have their imagination raised by tales of giants and fairies, castles and enchantments."

Deep in the heart of primitive races, children, poets and simple folk, lies a craving for fairy tales and romances; and so treasures have been preserved for us, as old as the Pyramids. And these treasures were handed down orally or stored up in little blue and scarlet books; to be told to children and to their children's children. A book was a book in those days and a story was a story.

One sorrowfully wonders in this intensely practical age where all the good and bad fairies have gone, and what has become of the stories about them. Have they been elbowed out of the way by

the multiplication of text-books in the schools or by the superior wisdom of boys and girls?—for these are fatal to fairies. We venture the opinion that if the reading of fairy tales were more common among young children, there would be less of the craving in after life for the cheap novel and more appreciation of good wholesome literature. Early education must get at and cultivate active, vital feeling; narrowness of sympathy and hardness of disposition result from the mind being stored only with facts.

Little Red Riding Hood, Jack the Giant Killer, The Sleeping Beauty, The Babes in the Woods (who has not wept over this?), Cinderella and her Glass Slipper, Bluebeard, Goody Two Shoes, Thomas Thumb, Grimm's Fairy Tales—the child who has not read these and many others, has missed some of the world's best literature at the time when it could be read and enjoyed; and the teacher who knows these stories and tells them to the children of the primary class to relieve the tedium of school hours will win their gratitude and affection. More, she will be training their imagination—and much of the selfishness and badness of heart which exist in the world—is due to deficient imagination—and awakening the sympathy of children, teaching them to enter into the joys, woes and difficulties which abound in all wholesome, honest fairy tales. Fairy stories prepare the child for poetry, and a wider appreciation of nature—beautiful meadows, mountain rivulets, haunts in field and forest. These will remain long after we have ceased to laugh over, but never to forget, the improbable fairy story.

Catherine I. Dodd, in an article in the *National Review*, from which we have gathered many of the ideas used in this article, has the following in regard to the classic fairy stories that should be admitted into the school room:

. . . The fairy tales proper come to us from a time when the world was young, direct from the period to which the child belongs. These folk tales are the literature of simple people, to whom everything is a symbol; and every incident in the old round of joy, pain, birth, love, and death has gathered meaning for centuries. There is a beautiful simplicity and directness of motive about these old tales which the child loves. Thus we find the queen in her parlor eating bread and honey, and the king with his golden crown on his head counting his bags of gold, and the maid of honor fetching a pail of water. These stories, too, all end happily, and this satisfies that craving for poetical justice so strong in little children.

The child's keen insight readily detects the ring of true gold, and those stories which endure in this world, apart from the folk stories, are those which originated in powerful brains.

Perrault, the mathematician, wrote *Blue Beard*; Southey, the *Three Bears*; Goldsmith, probably, wrote *Goody Two-Shoes*; indeed, nobody else could have written it, so why should we qualify the statement? Then there was Bunyan, with his *Pilgrim's Progress*; Defoe, with his *Robinson Crusoe*; Swift, with his *Gulliver's Travels*; Thackeray, with his *Rose and the Ring*; and never, never, must we forget Hans Andersen, that curious Danish genius, with the soul of a woman and the heart of a child. He, more than any other, has caught the spirit of the old world tales, and his whimsical simplicity appeals to all children and all whose hearts refuse to grow old. He understands the child's sympathy with the entire universe; for trees, insects, plants, nay, even the stars and the moon, are the child's comrades, and talk his language and listen to his confidences. . . . He is always quaint, graceful, and true to the canons of poetical justice, as laid down in all good fairy tales. So let it be granted that all fairy stories written in strong, beautiful, and suitable language, by great writers, may be safely put before children, and among these Andersen's stories are pre-eminent.

Then there are the *Sagas*. These are stories of definite beings, usually having a definite locality assigned to them, who once really lived; for the Saga treads earthly ways more than the fairy tale, and often mingles real historic fact with its romances. *Dick Whittington*, *Lady Godiva*, *Robin Hood* and *King Arthur* are stories of this class as well as the stories of *Ulysees* and *Siegfried*. Sagas form the connecting link between the fairy tale and true history; but the educational value of Sagas is another theme, and merits a special consideration of its own.

The choice of the fairy tale is important. They should be true to the principles of good literature, simple, naïve, rich in incidents and relationships, and neither vulgar, foolish nor sentimental. All stories which frighten children, as well as those which glorify cunning and trickery, should be avoided. The folk and fairy lore of the district should supply teachers with some material.

The teacher must tell the story to the children, for the voice is more effective than the printed book. All superfluities of language must be avoided; these only bore a child. He wants the story simply and directly, without unnecessary moralizing. Skilful detail delights him. The language must be true, simple and strong, without any striving after mere decorative effect. The true story-teller for little children needs to be something of an artist as well as something of a poet and a dramatist—and true story-tellers are nearly always women. She should also possess a good deal of literary feeling, as well

as a knowledge of fairy tales. If she happens to believe in fairies so much the better, but, at any rate, she must once have believed in them, and she must remember all about her beliefs. In telling her story to her class, she must be simple, concrete, and sufficiently passionate. Simplicity is perhaps the greatest difficulty. It means selecting the essentials and presenting them clearly as well as picturesquely. To be concrete she must be able to draw rapidly on the blackboard, and use colored chalks. "The king and queen lived in a beautiful palace." "See, here it is, here are the towers, the windows, the gardens; and here was a stream where water-lilies grew." "The queen often sat on a marble seat by the stream." "Look! here is the seat." "One day a frog hopped out of the water." Then the frog is drawn, with his intelligent eye fixed on the queen. All this fascinates the children as the magic story grows under the teacher's hands. "It is like being in fairyland to hear that teacher tell us tales," said an eager child of six one day after a fairy tale lesson; and indeed it was, for we all listened spell-bound, the critical spectators as well as the children.

The passionate teacher, who feels the beauty of her theme and believes in it, can easily impart her appreciation to all her pupils, and make them aware of the human spirit working within them.

Stolid, frigid and superior people should never teach little children, and never be allowed to tell fairy tales.

THE WANDERING JEW.*

When our Saviour was passing out of Jerusalem to the place where he was to be crucified, he was made to carry the heavy cross on his shoulders. Many people followed him and others stood in the doorways of the houses he passed, or looked out of the windows.

One of these who looked on was a shoemaker, Ahasuerus by name. He did not believe in Christ. He had been present when Pilate pronounced the sentence of death, and, knowing that Christ would be dragged past his house, he ran home and called his household to see this person, who, he said, had been deceiving the Jews.

Ahasuerus stood in the doorway, holding his little child on his arm. Presently the crowd came by and Jesus in the midst, bearing his cross. The load was heavy, and Jesus stood a moment, as if he would rest in the doorway. But the Jew, willing to gain favor with the crowd, roughly bade him go forward. Jesus obeyed, but, as he moved away, he turned and looked on the shoemaker and said:—

"I shall at last rest, but thou shalt go on till the last day."

Ahasuerus heard him. Stirred by some impulse, he knew not what, he set his child down, and followed the crowd to the place of crucifixion. There he stayed till the end. And when the people turned back, he turned back with them, and went to his house, but not to stay. He bade his wife and children farewell.

"Go on!" a voice said to him, and on that day he began his wanderings. Years afterward he came back, but Jer-

usalem was a heap of ruins. The city had been destroyed, and he knew that his wife and children had long since been dead.

"Go on!" he heard, and he wandered forth, begging his way from house to house, from town to town, from one country to another. He wandered from Judæa to Greece, from Greece to Rome. He grew old, and his face was like leather, but his eyes were bright, and he never lost his vigor.

He went through storms and the cold of winter, he endured the dry heat of summer, but no sickness overtook him. He joined armies that were going forth to battle, but death never came his way, though men fell by his side.

He was never seen to laugh. Now and then, some learned man would draw him into talk, not knowing who he was, and would find him familiar with great events in history. It was not as if he had learned these in books. He talked as if he himself had been present. Then the learned man would shake his head, and say to himself, "Poor man, he is mad," and only after the old wanderer had left would the thought suddenly come, "Why, that must have been the Wandering Jew."

Where is he now? No one knows. Wandering, weary, he moves from place to place. Sometimes he is driven off by the people, he looks so uncanny. When war breaks out, he says to himself, "Perhaps now at last the end of the world is coming;" but though wars have lasted a hundred years, they cease at last, and still the Wandering Jew goes on, on.

THE LITTLE THIEF.*

In one of the beautiful cities of Italy there stood a tall marble column, and on the top of the column was a statue of bronze, which shone in the sun. It was the statue of Justice, and Justice held in one hand a pair of scales; that was to say that every deed would be weighed in the balances: and in the other hand Justice held a sword; that was to say that when a man was weighed in the balances and found wanting, Justice was ready with a sword to put him to death.

Now for many years this statue stood for the government of the city. Justice was done to every one. The law was observed by the rulers, who were fair in their dealings with men, and upright. But in course of time the rulers became evil. They no longer governed justly, and the poor did not feel that they were treated by the law as the rich were treated, and this story is meant to show it.

In one of the palaces of the city there was a poor maid-servant whom we will call Martha. She went in and out about her duty, and was a faithful little thing. Although there were many jewels and pieces of money in her lady's chamber, she never took anything, and no one thought her any other than a good, honest girl.

But one day, when she came to help her lady dress for a great ball, she could not find a pearl necklace. It had been laid on the table, her lady said, and now it was not there. Martha looked everywhere, but could not find it. It was a warm night, the window was open, and she looked out. She did not think the necklace could have been blown out, but she had looked everywhere else.

No, there was no sign of it. It had not fallen upon the stone ledge below the window. Not far away was the bronze figure of Justice, and in the darkness there was a curious sight. She could not see the stone pillar, but the bronze figure stood out against the sky as if it were flying through the air. This curious sight kept her looking, and made her forget for a moment what had happened.

"Martha!" called her lady sharply, and Martha drew her head in and turned red as she thought of what she had been doing. Her lady looked at her keenly.

"Martha," said she, suddenly, "you took the necklace. You are a little thief!"

Martha was frightened at these words. She had never been called by such a name before, and she was confused, and knew not what to say. So she looked down and said nothing. The lady was angry.

"I know you are a thief!" she said again, "a little thief!"

"I am not," cried Martha, but the lady had made up her mind to it, and, as the necklace could not be found, she was certain Martha had taken it.

Poor Martha! She had no friends now, and she could not prove she had not taken the necklace. She could only say she had not. To be sure, it was not in her little box, nor in any dress she had, nor anywhere in the little room where she slept. They only said she must have been very cunning to hide it away so carefully.

And now Martha was put in prison, and the evil judges were more afraid of displeasing the great lady of the palace than of doing an unjust deed. They tried Martha, they found her guilty, and they condemned her to be put to death.

It was a strange comment on the great bronze figure of Justice that the gallows on which Martha was to be hanged should be placed just under the figure, at the foot of the column. Yet so it was, and the day came for Martha to be hanged. The cruel judges gave her no hope.

The day came, and it was dark and lowering. It was almost as if the heavens frowned on the city. The people gathered and Martha mounted the platform on which the gallows stood. Low mutterings were heard. The skies grew black. There was a sudden blinding light and a great crash. A bolt of lightning had plunged down. For a moment the people were stunned. Poor Martha thought she had been struck.

But she had not been struck. The lightning, however, had come so near that it had struck the arm of Justice that held the scales, and down had come the scales to the ground. The scales fell, indeed, at Martha's feet, and when she could see, oh joy! there lay the gleaming necklace of pearls! It was twined in the clay of a nest!

The secret was out. A magpie had stolen the necklace from the table in the palace, had flown with it out of the window to the nest he was building in the scales in the hand of Justice. Perhaps he was working it into the nest at the very moment when Martha was looking at the bronze figure.

At any rate, justice was done at last to little Martha, though men had been unjust.

*From the Book of Legends, By Horace E. Scudder. By permission of the publishers, Houghton, Mifflin & Company, Boston.

Test in Grammar.

City Superintendent Maxwell recently gave the following test in grammar to the 8B classes in every elementary school in Greater New York:

1. Write the possessive case, singular and plural, of the following nouns: Calf, fox, fairy, monkey, witness.

2. Write the past tense and the past perfect tense, in the third person and singular number, of each of the following verbs: Go, eat, come, lay, write.

3. Insert the proper form of the personal pronoun of the first person in each blank and give reasons for your choice:

- a. He is younger than ____.
- b. She is thought to be ____.
- c. He is not so strong as ____.
- d. He thought it was ____.
- e. Take Mary and ____ for a walk.

4. Insert the proper form of the relative pronoun in each blank and give reasons for your choice:

- a. He is a boy, ____ I know to be honest.
- b. A man entered, ____ I afterward learned is the principal.
- c. We help those ____ we love and ____ we know love us.
- d. ____ are we to trust?

5. The pupils are still debating whether the questions the superintendent asked in arithmetic are difficult.

- a. Give the first word and the last word of the predicate (complete).
- b. State the verb of the principal clause.
- c. What kind of clause is "Whether . . . difficult?" Why?
- d. What is the object of the verb "asked"?
- e. What is the subject of the verb "are" (before "difficult")?

Over a hundred teachers attended the annual luncheon of the New York Educational Council recently. Pres. J. G. Schurman, of Cornell university, was the principal speaker. Discussing the relative value of practical and cultural studies, Dr. Schurman said that in making men pious, moral, sane, and broad-minded, instead of mere money-getters, languages, mathematics, history, and literature are more important than manual training.

"Latin and mathematics" he said, will develop intellect, ennoble the emotions, and quicken the imagination. Latin is by far the best language for a boy to study."

He said that the average boy should not try both Latin and Greek.

"What is the difference between exported and transported?" asked a shrewish wife of her husband.

"If you were half way to England," replied her spouse, "you would be exported and I should be transported."

For the First Days.

Says a teacher: Before school begins I supply myself with two dozen pencils and a tablet of good pencil paper. On the morning of the first day before school opens, I write number and arithmetic lessons on the board for all pupils above the second reader. When school is called and after opening exercises we get right to work. I appoint some boy to pass around with paper and pencils and supply each pupil that can write with a sheet of paper and a well trimmed pencil. I show them the work to do with reference to the reading class they were in in the previous school. I ask them to write their names and ages after copying their work or solving their problems, and return the paper to me. I give no directions as to form or folding so that I may be better able to determine the habits and abilities of my pupils. While these are busy preparing their work I have time to get the names, ages, and partially classify the little ones. I use this method as much as possible in all the studies.

One of the most difficult tasks, which a teacher must encounter at the beginning of a term is the arrangement of the pupils in their proper classes. Frequently a great amount of time is wasted in this process, and the school remains in a state of chaos for several days. Of course, two elements enter into a good classification; one is past acquirement, the other is present power. Of these, the latter is the more important, but the most careful examination can show but little except the former.

The best way, therefore, seems to be to spend little time at first in the classification, but from a brief examination, with a report of former classification, to make a temporary arrangement with a distinct understanding that it is to be soon revised, and a permanent arrangement adopted. Then let the regular work of the school go on for a few days, giving special attention to the doubtful cases. The permanent arrangement must not be delayed too long, but, after a very few days, it can be made, with but little probability of serious mistakes.—*School and Home Education.*

A sunny man attracts business success; everybody likes to deal with agreeable, cheerful people. We instinctively shrink from a crabbed, cross, contemptible character, no matter how able he may be. We would rather do a little less business or pay a little more for our goods, and deal with an optimist.—*Success.*

A Beginning.

No matter what the behavior of a child has been he usually goes to school the first day with an idea of doing better.

A new grade, a new room, a new teacher afford unlimited opportunities.

"I'm going to study hard and be teacher's pet next year," said a laughing, mischievous boy to his aunt, who was reproving him for his wayward behavior and neglected lessons.

"Why not begin now?" said she. "During the next two months you might do much to prepare yourself for that honorable position."

"It wouldn't be any use. Miss Hall is down on me because I haven't learned my lessons and because I whisper once in a while; but Miss Thompson doesn't know me and I'll try to make a hit with her."

The teacher too, has her ambition to "make a hit" with her new pupils and during the long lazy vacation days has thought of several improvements to be put into force next year.

The first day she faces the fifty or more pupils she wonders what the year will bring forth. Experience has taught her that outward and visible signs are not sure indications of the real boy or girl. The scowling boy is not always bad tempered and the smiling boy may have gusts of passion calculated to make her hair stand on end, or may smile so much that he becomes a trial. She moves cautiously and does no mental classifying for several days.

But her exact status has been fixed during the first morning. Is there anything more uncanny than the intent, curious gaze which travels from one point to another—sometimes furtive, sometimes open—that sees everything, from the filling in the back teeth to the laces in the shoes, and determines mental as well as physical imperfections?

If the teacher could but possess that same accurate power of observation what a different place school would be!

"I shall keep my temper this year," says the one to whom hasty words has brought infinite trouble. Perhaps for a couple of months, with nerves normal and health good, she may succeed. Then some day after a thousand little annoyances the final prick comes and words are spoken which in her calmer moments she is shocked to remember. She may grieve as much over her broken resolution as over the outburst, but is there not consolation in the thought of the number of times the hasty word has not been spoken because of this resolution?

The teacher who talks too much and knows it

when she sees the inattentive faces respectfully turned toward her, may have resolved to let her answers be yea and nay and her questions almost as brief. But alas! before long she is holding forth on the slightest occasion and shoving her resolution aside. But certainly the resolution does restrain her and when "normal" again (no one who talks too much in the school room is normal) will find herself talking less because of it.

"I shall permit no poorly written work this year," resolves another, and in her enthusiasm may confide her resolution to her class, which is always a bad thing if you will take my word for it. For a while she resolutely refuses to accept anything but the child's best. Then, tiring of the constant struggle, she takes anything that is offered, with spasmodic returns to her first rule. But that good has been done there can be no doubt; and if her strength had held out, she could have devised ways and means to get what she wanted from the most persistently untidy pupil.

Another teacher, realizing the futility of it, may resolve never to keep pupils after school; but there comes a day when at the end of her patience, she feels something must be done, yet not knowing what, she says, "Stay after school," and before she realizes it the sentence becomes a mechanical one and school for her does not end until half an hour later. That last half hour with her nerves quivering does her more mischief than the preceding five hours. If she were obliged to go when the bell rang she could find a way to avoid saying "stay after school."

"Next year I shall have parents' days every month, and send nice personal letters to each parent inviting her to come and spend an afternoon on a specified date," planned one teacher who believes in teachers and parents "getting together." But the term flies by and no nice personal notes have been sent. If they had been written with a blank left for the name of the invited one and the date, all she would have had to do would be to send them; certainly nothing eases a teacher's life so much as an acquaintance with parents.

All the resolutions we make are good ones, and if in the pleasant opening days when teachers and pupils are rested, and on the footing of new acquaintances determined to be pleased with each other, these resolutions were put into definite shape with some plans for overcoming the obstructions which are in the way of every good resolution, there would be more chance of making a success of what we undertake.

One resolution a year is enough for any teacher to make. We are all likely to make too many. But when that one is made, even if it has to be made over every day and is so full of scars and cracks that it seems almost worthless, let us take it up gently, piece it together again, and keep it with us always.

And don't let us worry over what has happened and what is going to happen; and don't let us try to crowd six hours' work into five hours' time, no matter what any one says; and do let us take good care of ourselves and dismiss school at dismissal

time and not drag it home with us. How can we be refreshed the next day if we do! And don't above all things let us go about with doleful faces telling everyone we meet that we have all the "left overs" and incorrigibles, because we haven't.

We ought to be willing to take our share and remember what a principal once said to an ever-complaining teacher, "If the pupils were all angels, you know, you would be out of a job."—*Mary E. FitzGerald, in Popular Educator.*

Writing on adolescence, that period of a child's development so full of dangers and opportunities, Mrs. Theodore W. Birney says, in the August *Delineator*.

"Parents and educators should bear constantly in mind that with the arrival of adolescence there occurs a revolution in the child's life which marks a critical epoch, and one which calls for the exercise of their highest wisdom, patience and sympathy. It is said that no age is so responsive to all the best and wisest adult endeavor as the decade between fourteen and twenty-four. The awakened soul seems to join forces, as it were, with all the good influences in the environment of youth, that it may progress toward an ever higher development. There is no neutral ground, no standing still, during this period of adolescence; it is growth, expansion, assimilation, mental, moral and physical. The active mind must be nourished with proper ideals or it will assimilate the ignoble; the body must have abundant exercise or the force which craves expression will turn inward and prey upon itself, while morbid questionings and conditions will arise which will undermine the constitution and eventually lead to disease and premature decay of all the faculties. To be kept healthily busy amid cheerful surroundings is the best antidote to the abnormal mental tendencies so prevalent in boys and girls of this age."

Father O'Halloran had a telephone put into the parsonage in connection with the church, the parochial school, etc. Patrick McFee, his reverence's handy man, was instructed in the use of the instrument, and it was only the next day when Pat, dusting out the church, heard the clatter of the telephone bell. Taking down the receiver, he was pleased to hear Father O'Halloran's familiar voice asking him something or other about his work. Pat, in essaying to answer, remembered that his reverence was a long way off, and Pat consequently hollered into the transmitter at the top of his voice. "I don't understand you, Patrick," said the telephone. Pat tried again, with no better success. On his

third trial he came near splitting the telephone; but again came Father O'Halloran's voice, "I can't hear what you're saying, Patrick." Pat had by this time lost something of his patience, and as he stood gathering breath for a fourth blast he couldn't refrain from soliloquizing in a low tone, "Ah! may the devil fly away wid the ould fool." But Pat dropped the telephone like a hot potato and fell to his knees in dismay when he heard Father O'Halloran's voice once again, "Now I hear you perfectly, Patrick."—*Boston Evening Transcript.*

A Chance to Grow, or Not.

Quite a number of years ago, a young man was graduated from a normal school, and sought a place where he could realize the beautiful ideal he had formed of education. He was placed at the head of a village school in the Catskills. He met with his teachers weekly for a study of education; he gathered the citizens in a church every month for lectures; he had the parents visit the school, keeping a register of the visits, and not resting until all came.

The school became the centre of the intellectual life of the village and surrounding country; the clergymen were asked to preach annually, at least, concerning the value and importance of education. There was a widespread feeling diffused of earnestness to advance to higher stages of moral and intellectual excellence, even among the adults. The principal, who had probably never read Matthew Arnold, yet had discovered that "Conduct is three-fourths of life." He invited the parents to visit the school, not wholly to see how well the children could read, write, and spell, but how happily they lived together, and how earnestly they strove to acquit themselves well in the labor imposed upon them.

The work of this man caught the attention of a summer visitor from Brooklyn, and he was invited to take charge of a public school in that city. After some years had elapsed, one of his former assistants visited him, and found him a changed man. He said: "All is different here. We have no meetings of teachers; no sermons are preached; the parents seldom come in; there is a fixed routine for daily work; there is little enthusiasm among my assistants for educational study. Possibly, I could not change that if I had the power. The tendency is to labor for this minimum of knowledge that will warrant advancing one grade or step higher. You see, it is like an army: one rank must move to get out of way of the one behind it. I find my old enthusiasm nearly gone, and that, to me, is the saddest part of the result."—*N. Y. Paper.*

Opening Exercises in School.

The opening exercises should be bright and prompt. They should be so varied as to afford constant surprises. If the same plan is used day after day the opening exercises become monotonous and excite no interest. Begin with a song in which all may join. This may be followed by a selection from Scripture, in which teacher and pupils may read alternately, followed by all reciting the Lord's Prayer. If there are differences of religion in the school, a beautiful literary selection instead of the above may be recited each morning, and a portion be committed to memory.

The above, with the calling of the register, should not occupy more than five minutes. Other exercises may partake of a more general character, according to the following which are offered as suggestions to teachers and may be varied to suit special needs. Each one may, in turn, be used, to occupy five minutes. Use as little formality as possible.

1. A short pleasant talk by the teacher (if she is a good talker).
2. The telling of a story (if it be well told).
3. Talks on health.
4. Current events.
5. An imaginary trip or a holiday journey.
6. Memory gems.
7. Stories about animals, inculcating kindness.
8. Have a musician come in (if a good one), and furnish music occasionally.
9. Ask some one to come in and address the school (if he has anything to say and can say it well).
10. Rapid work in arithmetic.
11. An experiment in physics or chemistry.
12. Nature study — about birds, flowers, the clouds, etc., seen on the way to school.
13. Physical exercises.
14. A talk about a picture.
15. Recitation of a story or poem by a scholar.
16. A pleasant talk on duty.
17. On good manners.
18. Reading from an interesting book.
19. The news as condensed from a morning paper.
20. A short biography of an eminent man or woman.

If possible, send the children home at night happy and in possession of something he did not own in the morning.

Bishop Cyrus D. Foss was talking at Los Angeles about the world's custom of spending more on armies and navies than on education.

"I once heard this custom epigrammatically condemned by an Irish priest," said Bishop Foss. "There was under discussion a bill to appropriate \$36,000,000 for battleships and \$12,000,000 for schools. The priest spoke against the bill, and his speech ended in this way:

"Friends, consider the proposal. Its absurdity is evident. For education, \$12,000,000; for warfare, \$36,000,000. That is to say \$12,000,000 for putting brains in, and \$36,000,000 for blowing them out."

A subscriber in sending in her subscription to the REVIEW says: It is with great pleasure that I always pay for the REVIEW. I find it a great help in all my work and look forward each month to its coming. During the four years I have been teaching I have found the REVIEW both interesting and instructive, an indispensable help in school work. The mathematical, scientific and drawing papers were excellent.

CURRENT EVENTS.

Newfoundland gives to the United States at present greater tariff privileges than to the mother country. Failing to secure reciprocity, the colony will probably adopt a preferential tariff in favor of goods of British manufacture, as has been done in Canada; under which practically all the business now carried on with the United States would flow into Canadian channels, for Canadian manufactures would enter on the same terms as English goods, and Newfoundland products, which are now heavily taxed on entering the United States, would find here a freer market.

The action of Secretary Hay in directing that United States legations and embassies abroad should henceforth be styled American has given some little offence to Canadians. It should be remembered that this misuse of the word American really began in England, when the people of the British colonies in America, now the United States, were to the average Englishman the only Americans worth mentioning in a general way, and the application of the word exclusively to English speaking people in America was not likely to be misunderstood. It is the official sanction of this use of the term, of course, with its apparent implication that there are still no Americans worth considering outside of Yankee-land, that gives annoyance. Brazilians and Spanish Americans will share with us this annoyance, not to mention the people of Newfoundland and other English speaking Americans who are neither Canadians nor citizens of the United States; and, whether looked upon as studied insolence, or as merely an evidence of contempt and disregard, it will tend to foster an anti-"American" feeling in all of the countries thus ignored,

A treaty of arbitration, similar to the Anglo-French treaty, has been concluded between Great Britain and Germany.

In accordance with the terms of the recent treaty with Great Britain, France is undertaking to restore order in Morocco; and French authority in the Moorish Empire will soon be extended after the manner of British rule in Egypt, probably opening the way for a French protectorate over Morocco. A French loan to the government has been guaranteed by the customs receipts, and a French officer appointed over the administration of the customs service. The growing power of the insurgents, though they wage war against each other as well as against the Sultan, threatens to drive the latter from his throne and bring about a state of anarchy which will prove France's opportunity, enabling her to bring law and order and the blessings of modern civilization to the rich and fertile but long misgoverned land of the Moor.

Paul Kruger, ex-president of the Transvaal Republic, died in Switzerland on the 14th of July, in the seventy-ninth year of his age. By permission of the British government, he will be buried in the Transvaal. To him, more than to any other man, was due the outbreak of the South African war; and but for him it might possibly have been avoided. That good will in the end come out of his action is not to his credit. He led his people into a fearful struggle for supremacy, and deserted and robbed them when that struggle failed; but unless he had been a great man he could not have led them so far. There will always be admirers of his sturdy character; and even those who do not admire him will be interested in the romantic history of this last ruler of the Boers.

The fearful predictions of a peasant uprising in Russia, where irresponsible rulers govern in the name of the Czar, seem to be brought distinctly nearer their fulfilment by the assassination of M. de Plehve, the Russian minister of the interior, in the streets of St. Petersburg. The murdered minister, powerful and tyrannical, knew himself to be in danger; but his precautions were not sufficient to save his life. To him, rightly or wrongly, was ascribed the fall of M. de Witte, the minister who advised the Czar to evacuate Manchuria, and thus avoid the war with Japan. He is also blamed for the massacres of the Jews, the oppression of the Poles, the spoliation of the Armenians, and the arbitrary measures for the extension of Russian forms of government to Finland which the Finns regard as a breach of faith. His death, caused by the explosion of a bomb thrown against his carriage, is thought to be part of a widespread anarchist plot.

A truce in Thibet, that promised a peaceful ending of the British expedition to that mysterious country, has been followed by the resumption of hostilities. The Thibetans would agree to open negotiations if the British forces would retire. The British would

not retire; but, since the Thibetans refuse to treat with them where they now are, will go on to Lhasa.

The King of Italy, as arbitrator in the Anglo-Brazilian dispute about the Guiana boundary, has decided in favor of the British claims.

Niuchwang, an important port at the mouth of the Liau Ho, which was occupied by the Russians some time after the beginning of the war, has now been abandoned by the Russian forces and occupied by the Japanese. This acquisition, giving to the Japanese another landing place for troops and supplies, is the only single event of importance in the campaign in Manchuria, unless the repeated rumors of the fall of Port Arthur have some foundation in fact. Japanese and Russian armies have continued their movements, the advantage in the outpost battles being generally with the Japanese. Three Japanese armies appear to be closing in around the Russian army commanded by General Kuropatkin; and he will be obliged to offer battle or make a hasty retreat to Mukden. In the meantime, the Japanese forces surrounding Port Arthur have been making great progress in their operations, and, if they have not already done so, will probably soon attempt to carry the fortress by storm.

A great battle began on the first of August between Kuropatkin's army and the Japanese. The fighting is fierce on both sides, and the result will probably be decisive.

The successive defeats of the Russians, it is said, are beginning to have an effect in Europe; and the division of the Turkish Empire, with but little regard to Russian interests, seems imminent.

A Russian volunteer fleet, so called, having passed through the Dardanelles as armed vessels, has been making seizures in the Red Sea which were the cause of much anxiety for a time, and called forth a vigorous protest from the British government. The chief English steamer concerned had cleared for Yokohama *via* Hong Kong, and had on board munitions of war which the Russians supposed were intended for Japan. Accepting, however, Great Britain's assurance that the war materials on board were government stores bound for the naval station at Hong Kong, Russia ordered the immediate release of the ship, after formal inspection in a neutral port. There is no doubt that large quantities of contraband goods have been sent to Japan; and the right to search neutral vessels for contraband of war is not denied. But the Dardanelles is closed by treaty against all ships of war; and it is an open question as to whether Russia has any right to transform merchant vessels into ships of war after they have passed the strait. It is believed that the vessels of the volunteer fleet will be withdrawn, and two Russian war ships that have left the Baltic Sea will probably take their place.

A much more serious incident was the sinking of the British vessel, the *Knicht Commander*, in the Japan Sea, by the Vladivostock squadron, a week later.

New Brunswick Teachers' Association.

During the meeting of the Provincial Educational Institute in St. John, the last three days of June, several meetings were held of the above named association. The membership now includes over five hundred teachers, or more than one-fourth of those in active service in the province. Special meetings were held of the Queens and Sunbury and the St. John Teachers' Institutes at the same time, and resolutions passed affiliating with the N. B. Association. It was decided that a committee be appointed to consist of one member from each county and one from each of the cities of St. John and Fredericton to organize the province more thoroughly. The next annual convention will be held on Easter Monday, the place being left to the executive.

The following officers were elected: President, W. M. McLean, St. John; Vice-President, R. D. Hanson, Gloucester county; Secretary-Treasurer, H. H. Stuart, Harcourt; Executive Committee — S. W. Irons, Miss Bessie Fraser, W. J. S. Myles.

The Association is not yet two years old, and is already a very active organization. The address of the retiring president, Mr. R. Ernest Estabrooks, was very hopeful of what could be accomplished by the union. Already underbidding has been much lessened owing to its influence.

SCHOOL AND COLLEGE.

Mr. Aaron Perry, M. A., late of Woodstock, N. B., has become principal of the superior school at Hopewell Hill, Albert county.

Principal J. A. Allan, A. B., of the St. Andrews, N. B., grammar school, has been obliged to resign, after five years of efficient service, on account of ill-health. He is succeeded by Mr. Geo. J. Trueman, A. B., late of Sackville.

Mr. Jas. McIntosh, late vice-principal of the grammar school, Chatham, has been appointed principal of the Blackville superior school in place of Mr. M. R. Tuttle, who has accepted the principalship of the Queens county grammar school at Gagetown.

The chair of mental and moral philosophy and political economy in the University of New Brunswick, made vacant by the resignation of Professor John Davidson on account of ill-health, has been filled by the appointment of Dr. M. S. McDonald, a native of Cape Breton. He is a distinguished graduate of Dalhousie, and has taken the degree of doctor of philosophy after a very successful course at Cornell university. He is a man of excellent ability and fine scholarship, and is regarded as a worthy successor of Dr. Davidson.

Through the efforts of Principal Geo. A. Coates a library of seventy volumes has been established for the Superior school at Buctouche, Kent county. We hear with regret of Principal Coates' decision to resign.

Mr. G. E. F. Sherwood, A. B., a recent graduate of the University of New Brunswick, has been appointed principal of the superior school at Bloomfield Station, Kings county, N. B. Miss A. Maud Pearce has been appointed teacher of the primary department of the same school.

A very successful school concert was held recently in the school house at White's Mountain, Kings county, N. B., Miss Agnes E. Reynolds, teacher. The proceeds are to go towards school purposes.

Dalhousie college has added to its admirable science course a school of civil engineering. Professor S. M. Dixon, a distinguished graduate of Trinity college, Dublin, formerly professor of civil engineering in the University of New Brunswick, and more recently professor of physics in Dalhousie, has been appointed head of the new school, and with him are associated Professors Sexton, D. A. Murray and other science teachers of Dalhousie. With men of such experience and scientific training, and with the energy and executive ability possessed by Professor Dixon, there is no doubt that the new school will give a fresh stimulus to practical science at Dalhousie.

The teachers of manual training in New Brunswick, at a meeting in St. John, on the 29th of June, organized themselves into an association to be known as the Manual Training Association of New Brunswick, with the following officers: Honorary president, Edwin E. MacCready, Fredericton; president, Joseph V. Lyons, Fredericton; vice-president, Miss Gertrude O'Brien, Woodstock; secretary-treasurer, Will. Whitney, St. Stephen; additional members of committee of management, Miss Wetmore, Campbellton, C. M. Kelly, Kingston. Many kind words were spoken of Mr. MacCready, who leaves the province to take up work in his new home at Louisville, Kentucky. He was presented with a beautiful morocco album accompanied by an appropriate address, expressive of the regard of the association and regret at his departure.

The opening of the McClellan school of industrial arts at Mt. Allison college, Sackville, makes it possible for students to secure a complete course in manual training there. A great advantage offered to students of this course is that they may be admitted to the third year of the engineering course at McGill. The fine opportunities offered to students at the Mt. Allison institutions and the many desirable advantages they possess make them deservedly popular.

The closing of St. Joseph's College, Memramcook, N. B., took place on the 21st of June, too late to be included in our June list of college announcements. Rev. Dr. Guertin, C. S. C., prefect of studies, gave an interesting resumé of the work of the college during the past eighteen years, referring to the past year as the most successful in the history of the institutions. Five graduates received the degree of B. A., one that of B. Sc., and eight received commercial diplomas.

Mr. J. E. MacVicar, of Springhill, has been appointed to succeed Mr. A. D. Ross in the Amherst, N. S. Academy.

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An enlarged and attractive calendar of Acadia College and affiliated schools has been published, showing the many advantages of these excellent institutions, and giving much information in regard to courses of study. Two new courses will be opened in October next; a four years' course leading to the degree of Bachelor of Science, and an Abbreviated Science course without degree. Both of these courses affiliate with the Faculty of Applied Science at McGill. A chair of biology, the gift of one of Acadia's alumni, will shortly be established.

King's college, Windsor, the oldest college in Canada, after a varied existence of more than eleven decades, is now taking on new life, and promises under its scholarly and energetic president, Dr. Ian C. Hannah, to become a credit to the Church of England denomination, which should never have suffered it to languish. The outlook seems bright for a large number of students the coming year. There is a prospect that a course of engineering, will be established, and other changes will be instituted at no distant date to bring the college up to the standard of modern requirements.

Mr. Everett W. Sawyer, A. B., has been appointed principal of Horton Collegiate Academy, Wolfville, in place of Mr. H. L. Brittain, who resigned to take an advanced course at Clark University. Mr. C. J. Mersereau, late of the Chatham, N. B., grammar school, has been appointed vice-principal. Mr. Roy G. Fullerton, of Point de Bute, N. B., has been appointed to succeed Mr. Mersereau, and Mr. H. Burton Logie, late of the Woodstock grammar school, has been appointed to succeed Mr. MacIntosh, now principal of the Blackville, N. B., school.

Mr. T. B. Kidner, late supervisor of manual training in Nova Scotia, has been appointed to fill Mr. MacCreedy's place as director of manual training in New Brunswick. Mr. Kidner is a man of ideas and ability, and the province is to be congratulated on the choice that has been made.

Among the new teachers selected for the Lunenburg Academy for the next term are Miss Minnie F. Bowlby, Aylesford, Kings county, N. S., and Miss Laura Messenger, of Kingston; Miss Bertha Franey, of Weston, will teach at Yarmouth next term; and Miss Eugenia Webster, of Cambridge, has been engaged to teach at Horton Landing.

The closing exercises of the Provincial Normal School at Truro, N. S., took place June 19th. The past year witnessed the largest attendance on record, and the graduating class numbered about one hundred and fifty. The day was fine, the attendance large, and the spirited addresses evoked much enthusiasm, especially when the work of the school was referred to. One feature of Principal Soloan's address deserves notice on account of the wise and discriminating policy pursued in granting diplomas. He said that in some cases the class diploma sought by the student had not been obtained; but in no case was it to be considered in the light of a failure. In some instances the graduates were immature, and a year's probation was advisable. In a few cases students had not mastered the principles of self-government, and they were therefore incompetent to govern others. For this it was deemed advisable to prescribe a lower class in which to overcome the deficiency. That was fair to all concerned.

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Nova Scotia Education Department.

The Council of Public Instruction of Nova Scotia authorizes the high school departments of county academies and other high schools which took the regular county academy *Entrance Examination* (which this year fell within the first week of the midsummer vacation) to take an additional week of holidays—provided they were regularly reported to the Education Department, as indicated in Regulations 61 to 71. This extension applies only to the high school departments.

Rural schools open on Monday, 15th of August. But such schools can be granted the week as an extension of the authorized holiday if the teacher

engaged is in attendance at the Provincial Educational Association meeting the same week in Truro. This applies only to schools which would otherwise open on the 15th according to the regulations.

Regulations 123 and 138 (regarding extensions of vacation) remain unchanged.

A. H. MACKAY,
*Sec'y C. P. I. and Superintendent of
Education.*

Education Office, Halifax, N. S.,
30th July, 1904.

Dr. T. C. McKay, who has been teaching for the past three years in Harvard University, is on a visit to his home in Dartmouth. Dr. McKay, who is making a fine record, and gives promise of a highly successful future, is a son of Supervisor McKay. He will leave today for the University of California, where he has received a gratifying appointment, his branch being thermo-dynamics.—*Halifax Chronicle, July 26.*

Mr. A. D. Ross, who for the past sixteen years has taught very acceptably in the Amherst, N. S., schools, has resigned his position. Mr. Ross is a genial, energetic man, who will be much missed in school and from the gatherings of teachers. Rumor has it that he will be a candidate for legislative honors in connection with the vacancy in the local legislature caused by the elevation of the Hon. T. R. Black to the senate.

Mr. J. J. McKim, of Nova Scotia, who for the past three years and a half has been teaching at St. George's, Bermudas, sends the REVIEW an interesting account of educational conditions in those islands. The school system there is considerably different from that in Nova Scotia, being

modelled more after the English system. There are seven common school standards, the same as in English schools, but the requirements in the several standards are not so high as in England. Although there is a board of education which gives a colonial grant in aid of a number of schools, yet the system of private schools obtains to a considerable extent. In these schools the parents alone pay for the child's tuition and the teacher arranges the course of study according to his or her own judgment. The inspector of schools does not visit any but those receiving colonial aid. There is compulsory attendance, however, and all children of school age are expected to be educated either in the schools receiving aid from the board of education or elsewhere. There is no normal school, but efforts have of late been made to instruct the teachers in such subjects as school teaching, agriculture and other branches, by means of courses of lectures, sometimes held each Saturday. Once the board schools were closed for a fortnight that the teachers might attend lectures without interruption.

Mr. McKim is now engaged in teaching at Wolseley, Assiniboia.

INTERNATIONAL EXHIBITION, ST. JOHN, N. B., 17TH TO 24TH SEPTEMBER., 1904.

Through the kindness of Mr. F. W. HODSON, Dominion Live Stock Commissioner, the necessary **Mounting Paper** will be supplied **Free of Charge** to competitors entering the New Brunswick

SCHOOL CHILDREN'S WEED COMPETITIONS, \$171.00 IN PRIZES.

Particulars of which were advertised in last issue of the **EDUCATIONAL REVIEW**. For Entry Forms and all information address the undersigned. **Closing date 5th September next.**

The **Educational and Amusement Features** this year—to say nothing of the **Musical**—will far eclipse in general interest and attractiveness anything previously offered at a St. John Exhibition.

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A teachers' normal institute will be held at Port Hawkesbury, N. S., from September 26th to October 1st. Teaching of classes of common school grades, drawn from the schools of Hawkesbury and Mulgrave, will be conducted in the forenoon of each day, before the assembled teachers of Cape Breton, Guysboro and Antigonish. In the afternoons there will be teaching of special lessons on such subjects as writing, music, history. Inspector Macdonald is chairman of the institute. The work of an institute of this kind will be watched with great interest.

A very successful Empire day concert was given recently by the pupils of Karsdale school, Lower Granville, Annapolis Co., N. S., the whole tenor of which was *True Patriotism*, its meaning to us individually and to our empire. The object of the concert was not merely to raise funds for school purposes but to give the people of the section a true idea of what Empire day means. Mr. Andrew D. Foster, the teacher of this school, deserves credit not only for bringing this concert to so successful an issue, but also for efficient work in his school. He also took a prominent part at the Institute held at Middleton, this year, for which he was complimented at the time. For a young teacher, Mr. Foster is rapidly pushing to the front. M.

BOOK REVIEWS.

Sykes' Elementary Composition, published by the Copp, Clark Co., Toronto, which is being used to a greater or

less extent in every province of the Dominion, has just been prepared to suit the American markets and is to be published by one of the leading publishers in New York. It is expected, from present indications, that the relative sale in the States will equal the sale in Canada.

AUS DEM LEBEN EINES UNGLÜCKLICHEN. Von Dr. H. Hansjacob. Edited by E. Dixon, Gorton College, Cambridge. Cloth. Pages 149. Price 2s. Macmillan & Company, London.

This little story intended for elementary students of German, is provided with notes and vocabulary, passages for translation into German, and sentences and phrases for *viva voce* drill.

THE ESSENTIALS IN COMPOSITION AND RHETORIC. By A. Howry Espenshade, M. A., assistant professor of Rhetoric and English in the Pennsylvania State College. Cloth. Pages 387. Price, \$1. D. C. Heath & Co., Boston.

This is a very good working text-book on composition and rhetoric, and contains so many practical illustrations that it will prove useful to teachers and pupils who follow its plain common sense directions. Too little attention is paid to composition and the principles of rhetoric in schools, and the result often is that it is rare to find scholars who write with any precision and ease. A thorough acquaintance with such a book as this would at least tend to remove mechanical difficulties.

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Lord Macaulay's SAMUEL JOHNSON and OLIVER GOLD-SMITH. With introduction, notes, summaries, etc. By H. B. Cotterill, M. A. Cloth. Pages 138 and 79. Price 2s. each. Macmillan & Company, London.

These two biographical sketches, written for the 1854 edition of the *Encyclopaedia Britannica*, show the genius which distinguished Lord Macaulay's later writings. It is impossible to lay either essay down before finishing it; then the rapt attention of the reader calls for more, and in its absence he goes more slowly over the books again, but with the same undivided interest, and with greater enjoyment. One is thankful to the editor and publishers for this convenient little edition of the two essays, even though the full and scholarly notes which they contain are overlooked in the keen zest which one has for the essays themselves.

GRAMMAR SCHOOL ARITHMETIC. By David Eugene Smith, Ph. D., Professor of Mathematics in Teachers' College, Columbia University, New York. Cloth. 394 pages. Illustrated. List price, 65 cents; mailing price, 75 cents. Ginn & Company, Boston.

Like the author's *Primary Arithmetic*, which was referred to in the June number of the *REVIEW*, this work follows, in sequence of topics, the best of the courses of study in use in schools. In general, each topic is so treated as to give

the pupil a feeling of reasonable mastery, together with the consciousness that it is not completely exhausted. The exercises are composed of genuine problems, showing common business as it really is today, but without presenting subjects too technical for the appreciation of boys and girls of grammar school age, (i. e., our grades just below the high school). At the same time due provision is made for that thorough and continued drill on the arithmetical operations that is so necessary.

The illustrations, fewer necessarily than in the *Primary Arithmetic*, the clearly printed pages, and the well arranged and practical character of the problems, give one a favorable impression of this work.

ANCIENT HISTORY. By Philip Van Ness Myers, recently Professor of History and Political Economy in the University of Cincinnati. Cloth. 639 pages+12 plates. Maps. Illustrated. List price, \$1.50; mailing price, \$1.65. Ginn & Company, Boston.

For many years Myers' *Ancient History* has been used in the great majority of the schools of the country, and has continuously given the highest satisfaction to both instructors and students. To make this superior work still more adequate, the author has undertaken a thorough revision which involves many important changes in the text itself, in its arrangement, and in the appearance of the book. No

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pains have been spared to make the language perfectly plain and simple and to bring everything to the level of the comprehension of beginners in history. In the mechanical execution of this book the publishers have made a special effort to raise the very high standard for which the volumes printed at their Athenæum Press are noted.

August Magazines.

The August *Atlantic Monthly* contains a powerful and instructive paper on Unpunished Commercial Crime (the way of the rich man in eluding the law) by Geo. W. Alger. There are other interesting articles on current topics and literary subjects, with short stories, poems, and a lively contributor's club, making up a varied and very readable mid-summer number. The leading article in *Littell's Living Age* for July 30th is Count Tolstoy on the War. This is the complete text of the ten-column letter in the *London Times*, in which Count Tolstoy recently arraigned the Russian government and the Czar with such vehemence that the Russian Council of State had under serious consideration the punishment of the author for his plain speaking. It is in the Count's most characteristic and scathing style. In addition to entertaining fiction for leisure hours, the August *Delineator* contains something for each of the practical needs of woman. In dress, the latest styles are depicted, with the aid of handsome colored plates and drawings in black and white, and the movements in fashions

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described. The kitchen, the table, the garden, the nursery, beside the lighter interests of woman, such as her reading, her clubs, and other amusements, are treated from various standpoints. The literary features of the number are of a high order. In addition there is a most entertaining collection of stories and pastimes for children. . . . The August *Canadian Magazine* has three features. The first is five excellent short stories by well-known writers. The second is some splendid Japanese portraits and scenes. The third is a collection of pictures taken at Annapolis and St. John during the recent Champlain-de Monts celebrations. In fact, the number is an excellent one from the colored frontispiece to the last department.

NOVA SCOTIA Provincial Educational Association.

THE NOVA SCOTIA PROVINCIAL EDUCATIONAL ASSOCIATION WILL MEET AT THE
NORMAL SCHOOL, TRURO, on the 16th, 17th and 18th Aug. 1904.

PROGRAMME

[To be modified to suit circumstances.]

TUESDAY, 16TH.

- 9 a. m.—Enrolment of Members.
- 10 a. m.—*Some Present Day Problems.* By Dr. A. H. MacKay, Superintendent of Education.
Appointment of Committee on Resolutions.
Report of Special Committee on School Support. Presented by Inspector MacIntosh.
On Shall and Will. By Dr. A. Macdonald, V. G., St. Andrews, Antigonish. *Discussion.*
- 2 p. m.—*University Extension in England.* By Ian C. Hannah, M. A., President of King's College. *Discussion.*
Technical Education and Manual Training. By D. A. Murray, Ph. D., Prof. of Mathematics, Dalhousie College. *Discussion.*
- 8 p. m.—*Public Meeting.* Addresses by President Hannah, The Hon. Attorney General Longley, Rev. Dr. Macdonald, Principal Solon and others.

WEDNESDAY, 17TH.

- 9 a. m.—*Addresses from School Commissioners and Trustees.*
The Duties of School Trustees. By G. W. Kyte, Esq., St. Peters, Inverness C. *Discussion.* Etc., etc.
- 2 p. m.—*Religion and its Relation to our Public Schools.* By R. R. McLeod, Esq., Brookfield, Queens. *Discussion.*

The Advantages of a Study in the Public Schools of our Industrial Resources. By Alex. McNeil, M. A., Halifax. Discussion by B. W. Chipman, Esq., Secretary of Agriculture, Halifax.

Nature Study in the Public Schools. By John Brittain, Esq., Nature Study Director for New Brunswick.

8 p. m.—*Conversazione.*

Words. By Rev. E. J. McCarthy, Rector St. Mary's Cathedral, Halifax.

Round Table Talk. The Relation of the High Schools and the Colleges.

THURSDAY, 18TH.

- 9 a. m.—*Our Educational System in its Relation to Physical Development,—a Physician's View.* By Dr. J. A. Sponagle, Middleton, Annapolis Co. Discussion by Dr. A. P. Reid, Middleton.
- Military Drill in the Public School.* By W. E. Oulhet, B. A. Middleton, Annapolis.
- Reformatories and Industrial Schools.* By Mr. E. H. Blois, Halifax. *Discussion.*
- Report of the Committee on Resolutions. Discussion.*
- 2 p. m.—*Discussion (continued) on Report of Committee on Resolutions.*
Appointment of Executive Committee.

By somewhat curtailing the usual number of papers much time has been allotted to Discussion. One whole session will be devoted to a discussion of the Report of the Committee on Resolutions; about Teachers' Salaries; Educational Support in Rural Sections; Reformatories, etc.

When purchasing your railway or steamboat ticket please ask *Ticket Agent* for *Standard Certificate* which may be exchanged after endorsement by Secretary of Association for a *Free Return Ticket.*

By compliance with Regulation 136 attendance at the meetings of the Association will be credited to teachers of Rural Schools as Teaching Days for the first week of the school year, that is, such teachers attending the Association will have an ADDITIONAL week of holidays.

P. O. Box 184,
Dartmouth, Nova Scotia.

A. MCKAY, Secretary,
Provincial Educational Association.

ST. JOHN COUNTY TEACHERS' INSTITUTE.

22nd and 23rd September, 1904.

THURSDAY, 22nd.

10.00 a. m.—Music: High School Orchestra.
Organization and Enrolling.
11.00 a. m.—Address: Dr. Scott, University
N. B.

2.00 p. m.—Music.

Composition—
1st and 2nd Grades—Miss Nannary.
3rd and 4th Grades—Miss Payson.
5th and 6th Grades—Miss Smith.
7th and 8th Grades—Miss Thorne.

3.00 p. m.—Arithmetic: Mr. Dykeman.

FRIDAY, 23rd.

9.00 a. m.—Music: Orchestra.

Spelling: Mr. W. M. McLean.
9.45 a. m.—Science: Mr. T. Stothart.
11.00 a. m.—Grammar: Miss Lawson.

2.00 p. m.—Music.

Literature:
3.00 p. m.—Election of Officers, Unfinished
Business, etc.

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