

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XV. No. 5.

ST. JOHN, N. B., OCTOBER, 1901.

WHOLE NUMBER, 173.

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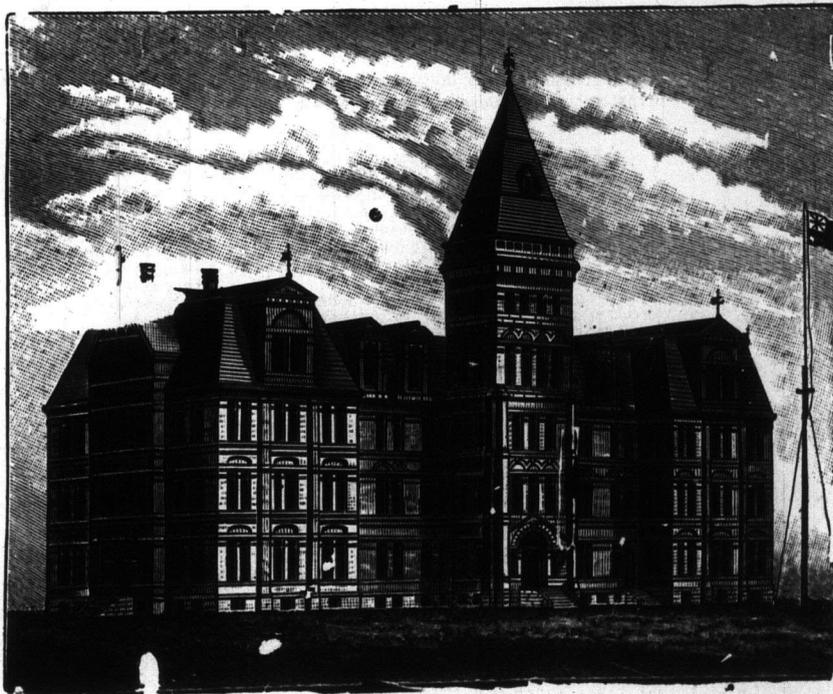
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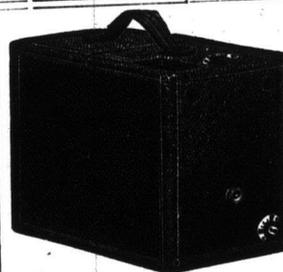
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Always Read this Notice.

THE EDUCATIONAL REVIEW is published about the 10th of every month. If not received within a week after that date, write to the office.

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EDUCATIONAL REVIEW,

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ANY of our readers having a spare copy of last month's (September) *REVIEW* will oblige us by sending it to this office.

THE past month has shown a most gratifying increase in the subscription list of the *REVIEW*, and the words of appreciation that have come from our many readers are most encouraging.

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CHIEF SUPT. DR. INCH, who has spent two months in England, and has been attending the World's Methodist Conference in London and the Millennial celebration of King Alfred the Great at Winchester, arrived in Fredericton the first of October after a most enjoyable and restful trip.

THE *Quebec Mercury*, in referring to the numerous deaths by drowning this season, says: Every child, boy or girl, ought to be taught how to swim, how to dive and how to float. Our young people bathe, but few of them learn how to strike the waters with outstretched arms and legs. Swimming is an enjoyable and healthful pastime.

THE Summer School of Science for the Atlantic Provinces will meet next year at St. Stephen, N. B. The president, Dr. Bailey, recently visited St. Stephen and laid the matter before the Charlotte County Teachers' Institute, and before a gathering of representative citizens of that enterprising border city. He received assurances that everything possible would be done to make the meeting of 1892 a success, and that the citizens would join forces with the executive of the school to make the meeting on the border one of the best, if not the best, in the history of the school. The people of St. Stephen have the reputation of knowing how to do things so as to insure success, and every confidence is felt that they will do their part in this

case. The choice of Mr. F. O'Sullivan, of the High School as local secretary is an excellent one, and the teachers of Charlotte and the neighboring counties may be relied on to help the movement, as also the citizens of the neighboring towns of St. Andrews, Calais and Milltown.

TWO INTERESTING plants have recently been sent from Nova Scotia, one collected near Digby, by Mr. F. B. Hogg, which proves to be *agrimonia striata*, the same species of agrimony which the famous French botanist, Michaux, found and described in North America more than a century ago. The other plant, collected at Lake Annis, Yarmouth county, by Principal Solon, of the Truro Normal School, is a species of wild smilax (*smilax rotundifolia*), a plant quite new to our Maritime Province flora. "An interesting find from so far east," says Mr. M. L. Fernald, of the Botanic Gardens, Cambridge, Mass.

The Interpretation of Art in Public Schools.

The questions which are published below will appeal in the most direct manner to all interested in the study of art in the public schools. In every school, teachers make use of pictures as aids in teaching. Many of these are copies of some of the world's greatest masterpieces. To enable the teacher to use these, not merely as illustrations of the reading, history, geography or other lessons, but to cultivate in the pupils an appreciation and love of art, is of the greatest importance. Very few teachers have that knowledge of art. They recognize the loss both they and their pupils suffer from the lack of such knowledge. The gentleman who has framed these questions has long been interested in this matter, and he takes this direct method of bringing the subject to their attention. The REVIEW hopes that he will meet with a response that will show there is an interest and a desire on the part of teachers to know something of art, and how to interpret it to children.

To the Editor of the Educational Review:

DEAR SIR,—

From the "known" to the "unknown" is the only wise course to pursue in this as in any subject, and as I am, unfortunately, not conversant with the *known*, my first duty is to invite the widest and heartiest co-operation in this matter—the Interpretation of Art in the Public Schools. Let us cherish the hope that hundreds of replies will speedily arrive, even if the majority of them are furnished by persons who have to answer nearly all the queries in the negative. None should feel ashamed to admit ignorance; and replies from any who are not in accord with the proposals will receive the best attention. Due regard will, of course,

be paid to the confidential nature of responses, and any material forwarded for inspection will be carefully returned.

HUNTER BOYD.

Waweig, N. B., Oct. 1901.

PRELIMINARY QUESTIONS.

1. Give particulars of any articles in newspapers or magazines on this topic, and name any magazine or books dealing exclusively with it.
2. Give names of persons who have contributed papers on it at teachers' institutes or associations.
3. Give particulars of references to aesthetics as applied to pedagogy in works on psychology or education.
4. Name any art association or clubs that seek to promote this movement.
5. Have you an art department in your public library, or school library? Do you have periodical art exhibitions in your locality, or noted pictures on view for a season?
6. Name any book you have read on the history of art, or the life of any artist.
7. Name a few Canadian artists, sculptors, painters, etc., or any noted Canadian pictures, etc.
8. Name any Canadian dealers in prints, or photographs of works of art.
9. Name any pictures that have specially impressed you favorably, or awakened your antipathy. Also name any that you find particularly perplexing.
10. Are you acquainted with any that invariably suggest passages in fine prose or poetry, or *vice versa*?
11. Do you employ pictures in teaching geography or history? Kindly describe your methods.
12. What use do you make of the illustrations in your readers?
13. Have you ever used memoirs of artists for supplementary reading? Name the artist chosen.
14. Give the titles of decorative material in the various schools in which you have taught.
15. Have you conducted a canvass amongst your scholars as to preference of colored prints or photos? Name the favorite subjects.
16. Have you experienced any difficulties on the ground of religious antipathy from trustees or parents on account of use of Madonnas, or copies of classic statuary?
17. How often do you conduct a class in analysis of a picture? Describe your method of analysis.
18. What is your opinion on the use of battle scenes for school decoration?
19. How do you understand the term, "Form and color in the curriculum?"
20. Show the bearing of this whole movement on the training of the emotions.
21. If called upon to defend it, what are the chief merits which you would enlarge upon?
22. Name your chief obstacles in its furtherance.
23. Do you deem it desirable to approach the Education Department to allow it specific recognition?
24. In reply to the contention that the curriculum is already overloaded, is there any topic which could be safely subdued, in order to make place for it? Even supposing the course were clear, would you regard it as a burden, or a medium of enjoyment in school life?

NATURE STUDY AND SCIENCE.

JOHN BRITAIN, NORMAL SCHOOL, FREDERICTON.

An Autumn Lesson on the Branch of a Deciduous Tree.

Each pupil is provided with two branches, at least two years old, bearing smaller branches—one branch alternate-leaved, as the alder, and one with opposite leaves, as the maple. Every conclusion reached should be based on observed facts, and the reasons for each step in the mental process be fully and clearly stated by the pupils.

OUTLINE.

1. The buds at the ends of the branches (terminal buds) and in the angles (axils) above the leaves (the axillary buds) are noted.
2. Find where the terminal buds of last year were. Tell *how* to find them, and those of the year before that (1899).
3. How much each branch increased in *length* this year—last year.
4. Note what the parts of the branch which grew out this year bear (leaves and buds) which are not borne by the parts which grew last year.
5. Why is it that the leaves and buds are borne only on the parts of the branches which grew this year?
6. Find where the leaves and buds used to be on the parts of the stem which grew last year.
7. Show what last year's *terminal* buds became (continuations of the branches, bearing foliage-leaves), and what last year's *axillary* buds became (branches bearing foliage-leaves).
8. Although these buds, both axillary and terminal, are called leaf-buds, show that they do not develop into *leaves*, but into branches (or continuations of the stem or branches) bearing foliage-leaves.
9. Show that there are no buds which become leaves only.
10. Why are there no leaves on the parts of the branches which grew out last year, or in years before last year?
11. Where are scars, left by those leaves, to be found?
12. Find how much the branch increased in length this year—last year—and (if the branch is three years old) in 1899.
13. How can you tell where each year's growth (in length) begins and ends?
14. How do you account for the greater thickness (diameter) of the branch at the base than at the top?
15. Find how many layers of wood there are in the

part which grew out the present year? which grew out last year? which grew out first in 1899?

16. Which is the oldest and which the youngest of these layers of wood? and how long is each layer?

17. When the leaves are alternate, as in the alder, how many buds arise at each node? How many branches?

18. When the leaves are opposite—two at one node—as in the maple, how many branches usually arise from one node? Why? Account for the exceptions if you find any.

19. Show how the leaves are prepared to fall off easily (by the stalks becoming brittle at the place where they separate from the branch).

20. What would the leaf-buds now on these branches have become next spring? Why do you think so?

NOTE.—On the speckled alder, in autumn, may be found the buds of next year's staminate catkins (the *long* buds) and pistillate catkins (the *small*, undeveloped buds).

An Incident in the Life-History of Two Snakes.

(The following observations were made by Mr. Matthew Duffy, at Doherty Post Office, in Queens County, N. B., where he was teaching school.)

In March last, a friend and I chanced to find two snakes in a spring of water. We placed one of them on the snow; and, as the evening was very cold, it soon became quite stiff—so stiff that I was afraid to bend it, lest it might break.

The other snake we hung up on the limb of a tree. The next morning it was perfectly rigid, and could not be taken down without breaking. But about noon it thawed, and when it was placed in the spring it became quite lively.

The first snake, which had been on the snow all night, was apparently quite dead in the morning. When laid upon the water, ice formed on it at first, but before night it also revived.

I have found snakes in rotten logs in the winter revive in the same way. Surely the life of these animals cannot depend upon the circulation of the blood.

Questions for October.

(On the Dispersion of Seeds.)

(Answers to these questions should be sent to the editor of this department by the middle of November.)

1. Find two trees which have winged *fruits* (a *wing* is a thin flat extension), and make a drawing of each fruit.
2. Find two trees, or other plants, one naked-seeded, the other covered-seeded, which bear winged *seeds*. Make a drawing of each seed.
3. Mention three plants which employ passing animals to transport their seeds. Find and state what

part of the plant (or of its flower) is used to attach the fruit or seed to the animal.

4. Find two plants (trees or smaller) which employ the wind to disperse their *seeds* (after they have been discharged from the fruit), and two which employ the same agency to disperse their *fruits* (containing the seeds).

5. Show whether the cherry and the apple employ animals or the winds to scatter their seeds, and what means they take to secure the services of either, and to prevent the destruction of the seeds.

6. Of what advantage is it to the plants, referred to in these questions, to have their seeds scattered over the country?

The Heavens in October.

The principal constellations visible at nine o'clock in the evening in the middle of October are as follows: The Great Bear is on the northern horizon, below the pole. On the left of the pole is the Little Bear, surrounded by the coils of the Dragon. Cepheus is directly above the pole, with Cassiopeia on the right. Hercules is low in the northwest, and above him is Lyra. Cygnus and Aquila are conspicuous in the Milky way. A little south of the zenith is the great square of Pegasus. Aquarius is below, and beneath him the Southern Fish. Capricornus is west of Aquarius, and Cetus occupies all the lower southeastern sky. Above him are the inconspicuous Pisces and the smaller, but more prominent, group of Aries. Near the eastern horizon the Pleiades and Aldebaran show that Taurus has returned to our evening skies. From the northeast corner of the square of Pegasus runs a line of stars through Andromeda to Perseus, below which, in the same direction, lies Auriga.

THE PLANETS.

Mercury is evening star in Virgo and Libra. His greatest elongation occurs on the 11th, when he is twenty-five degrees east of the sun. Being far south, he remains above the horizon only about three-quarters of an hour after sunset, and is consequently not easy to see. Venus is evening star in Libra and Scorpio, and is conspicuous in the southwest after sunset. She sets a little after 7 p. m. On the morning of the 10th she is in conjunction with Mars, passing south of him, at a distance of less than a degree. Mars is evening star in Scorpio. He is faint and only visible in the twilight, and will be best seen when pointed out by Venus on the 10th. Jupiter is evening star in Sagittarius, setting at about 9.30 on the 15th. He is moving eastward, and rapidly overtaking Saturn, their apparent distance being only half as great at the month's end as at its beginning. Those who have small telescopes can

see on unusual sight on the evening of the 15th, when only the fourth satellite will be visible, since the first is behind Jupiter, the second in front of him, and the third hidden in his shadow. Saturn is also in Sagittarius, and sets a few minutes later than Jupiter.

The moon passes Mercury on the afternoon of the 14th, Mars on the evening of the 15th, Venus on the following morning, Uranus on the night of the 16th, Jupiter on that of the 18th, Saturn on the morning of the 19th, and Neptune on that of the 31st.

Notes on Some Subjects of the Provincial Examination in Nova Scotia.

Sanitary Science.

"Who would not give a trifle to prevent
What he would give a thousand worlds to cure?"

Education implies much more than supplying the materials, conditions, and exercises that result in the best growth and development of the faculties—physical, mental, moral and æsthetic. A student may have a sound mind in a sound body as the result of his education,—perfect health, and great intellectual power, a sensitive appreciation of the beautiful, strong will power, and he may have lived a good moral life, and yet be poorly prepared for the struggle of existence.

He must, in addition to all these things, be placed in possession of the most useful of that knowledge which has been gained from the experience of mankind in past ages. He must learn those moral precepts, those rules of conduct, those laws of health, and he must obtain an adequate knowledge of the fundamental principles of some the practical arts of life. A large part of his education must consist in acquiring this knowledge. If the process of acquisition can be made to help in the growth of faculty so much the better, but this knowledge is so important that it cannot be neglected for even the most effective of the so-called disciplinary subjects.

Many modern educationists, in their desire to emphasize the necessity for a more normal development of faculty power, have erred in neglecting such subjects as sanitary science, which, as a school study, consists mainly in memorizing facts. Herbert Spencer is correct when he tells us that "as health and its accompanying high spirits are larger elements of happiness than any other things whatever, the teaching how to maintain them is a teaching that yields in moment to no other whatever."

The remarkable sanitary code, which formed so large a part of the education of the Hebrews, accounts largely

for their wonderful physical and mental vigor, and persistence through the ages.

The prevailing ignorance of sanitary laws is so great, and the deplorable results of this ignorance are so prevalent, that it is the duty of every teacher to make a special study of this subject, so that in every school section in the land a public sentiment may be created that will assist medical men and sanitary experts in introducing many much needed sanitary improvements.

The titles of two or three of the most modern and valuable books on sanitary science should be published in the EDUCATIONAL REVIEW.

Physiology.

The same general remarks apply to the study of human physiology in the public schools, as well as to sanitary science. Both are of supreme practical utility, and to some extent the leading facts of both must be learned from books, or from the teacher. Physiology, however, more easily lends itself to experiments and demonstrations suitable for young pupils. Indeed the fundamental conceptions must be learned from the pupil's own observation. If this is not done, and well done, the greater part of the text will have but little meaning to the pupil, and it will soon fade from his memory.

The materials for experiments and observation are so easily obtained, the directions in the text-book are so explicit, and the results of such teaching are so valuable, that there is no excuse for making the subject merely an exercise in memorizing the text—no excuse even in ungraded schools.

That in some cases nothing was done beyond memorizing the text was evident from a number of the answers given at the last Nova Scotia provincial examination on this subject. Within the last six years, however, there has been much improvement in the character of the teaching. This year a larger proportion of the candidates than ever before were able to name three experiments in physiology, which they had performed, and were able to describe them in words which left no doubt whatever in the mind of the examiner as to their genuineness.

It might be well to note some points which should receive more attention if yet better results are to be obtained:

1. Students should pay particular attention to the spelling of the technical terms, especially the more common ones. Such misspelled words as these are of frequent occurrence: "Sells" for cells, "sholder," "musels," "limph," "alkiline," etc. One candidate had twenty-four mistakes, such as "brane," "pidgin,"

"stumach," "alckli," etc. It seems strange that such a candidate should have been able to get a grade "C."

2. Experiments should be described exactly as they occur,—never in the words of the book. A good and genuine description of one's own experiments always receives a high mark.

3. Pupils should have much practice in representing correctly by drawings the forms of the bones, muscles, cells, etc., which they are studying. Even the memory drawings from the book are of great value, and sometimes double the value given to an answer.

4. The candidates should always consider carefully the wording of the question. At the last examination the first question was: "What are the functions of the following organs—the patella, the lacteals, etc.?" About 40 per cent. of the answers merely described their positions, but gave no information about their "functions." In the teaching examinations, which are frequent in every good school, some questions should be devised in which the examinee is liable to make mistakes of this kind, in order that the opportunity may be given to call attention to them.

A. MCKAY.

FOR THE EDUCATIONAL REVIEW.]

Outline Maps.

A series of outline maps has been published by a teacher of the Halifax Ladies' College for the use of schools in connection with the teaching of geography. The use of outline maps is not new, but with a series of maps, each one to be used to emphasize certain features of the country, and to bring these features before the scholars in a logical sequence, a very comprehensive knowledge of the country can be gained. A few of the points in favor of the use of the maps may be briefly noted: The outlines are furnished the scholar, and as his attention is constantly directed to the relative positions of coast-waters, rivers, mountains, etc., which he must locate himself from memory, he gets a knowledge of the outline and of the general topography of the country, which it would take many hours of merely mechanical map drawing to accomplish.

In the use of a series of such maps, the knowledge obtained is comparative, definite, and not confused. One map is used to illustrate physical features, another vegetation, another position of cities and their distinctive characters, whether commercial, manufacturing, etc. There is a distinct advantage here over the use of one map for the representation of all points to be learned, for in such a case the facts become blurred and confused in the mind on account of their variety and multiplicity, and they have nothing of the clearness and definiteness

that results from the wise use of a separate map for each new set of features.

The plan of the maps is such as will teach the scholar some of the laws governing and determining the nature of the people, their industries, their institutions, the location of cities, etc. If the topic for the day be manufacturing cities, and these be located in class on his map after he is thoroughly acquainted with the natural features of the country, he cannot fail to notice that it was not by arbitrary selection, but according to certain laws, that some cities are commercial in character, others manufacturing, etc. The work which is done on the maps is not to be a mere copy from other maps, but the scholar, exercising his own ingenuity to a greater or less extent, represents on the map the knowledge he has acquired from a study of the text-book.

It is urged upon every teacher to give these maps careful consideration. They allow great scope to the instructor, and, by their wise use, the geography of a country can be taught in an interesting and scientific way.

The Twelve Great Pictures.

The twelve great pictures of the world, according to a list generally accepted, are: 1, Raphael's "Transfiguration," in the Vatican, Rome; 2, Raphael's "Sistine Madonna," in the Dresden gallery; 3, Guido's "Aurora," in the Palazzo Rospigliosi, Rome; 4, Leonardo da Vinci's "Last Supper," in Milan; 5, Michel Angelo's "Last Judgment," in the Sistine chapel, Rome; 6, Titian's "Assumption," in the academy, at Venice; 7, Ruben's "Descent from the Cross," Antwerp cathedral; 8, Rembrandt's "Night Watch," in Amsterdam gallery; 9, Fra Angelico's "Coronation of the Virgin," Louvre, Paris; 10, Van Eyck's "Adoration of the Lamb," Church of St. Bavon, Ghent; 11, Murillo's "Immaculate Conception," Louvre, Paris; 12, Holbein's "Madonna," in the Dresden gallery.

A certain American tourist visited the studio of Meissonier, the greatest *genre* painter of this century, having in view the purchase of one of his paintings. The great artist sat before an easel, where rested the small picture of a figure about six inches in length upon which he was bestowing the finishing touches.

"What is your price for that painting?" inquired the American.

"Four thousand dollars," was the reply.

"And how long has it taken you to paint it?"

"I began it this morning," said Meissonier.

"What!" exclaimed the astonished purchaser, "you ask \$4,000 for that which you paint in one day."

"Ah, yes, my dear sir, but you forget that it has taken me forty years to learn to paint in one day that for which I ask \$4,000."—*Art Education.*

Inspector M. J. Flavien Doucet.



The REVIEW takes pleasure in presenting to its readers the portrait of Mr. M. J. Flavien Doucet, the recently appointed inspector of French schools in the Province of New Brunswick. We are indebted to the courtesy of the editor of *Le Moniteur Acadien* for the portrait, and for the interesting sketch of Mr. Doucet from which are condensed the following particulars:

Mr. Doucet is a native of Gloucester County, and is twenty-six years of age. He obtained a second class license at the N. B. Normal School in 1893, first class in 1895, and a grammar school license in June, 1901, all of which were obtained with credit to himself and to his teachers. During the past seven years he has taught with much success the schools at Acadieville, Shippegan and Tracadie, qualifying himself by private study and by a year's course at the College of Rimouski for his present position.

From the above brief report it will be seen that Mr. Doucet's advancement has been rapid; and the success he has achieved has been the result of cultivating his talents assiduously. The REVIEW congratulates him on his well-earned promotion, and hopes that the scholarly record he has made for himself in the past will serve him in the discharge of those duties belonging to the important and responsible position which he has just assumed.

As an educational paper, I have found the REVIEW suggestive and helpful, as well as interesting. It is *not* a magazine full of ready-made lessons. D.

Suggestions for a First Lesson in Reading.

Before the time of the recitation, the teacher has written upon the blackboard, in large, clear writing, the sentences and phrases to be taught, each one several times. A clear space of board is reserved directly in front of the place where the class is to sit. The story chosen for this lesson is the fable of the Lion and the Mouse. The phrases to be taught are *a big lion*, *five little mice*, *Please let me go*, and *Thank you, mouse*.

The lesson begins with an informal talk with the children on the comparative size and strength of the two animals. A picture of a lion is shown. The teacher then begins to tell the story.

Once upon a time, in a country far away from us, a big lion lived in the woods. What was it that lived there? (Children repeat *a big lion*). We are going to talk so much about him, that we will want to see how he looks. Here he is. (The teacher writes the phrase upon the blackboard.) What is this? (Children read, *a big lion*). There are many more in the room. Look and see if you can find a big lion. (The class go to the boards and look for the phrase. When a child finds it he will tell what he has found. When all have returned to seats the story continues.) One day the big lion was very sleepy, so he lay down under a tree for a nap. In the tree lived five little mice. Who lived there? (Children repeat phrase.) Here they are. (The teacher writes upon the board *five little mice*.) Can you find five little mice? Look all about for them. (The children find phrase and read as before). What went to sleep near their home? Find him. (Children point to phrase and read as before.)

After the lion was sound asleep the five little mice came out of their hole. They saw the big lion and they said: "What a nice, soft hill for us to run on; let's play hide and seek." So one of them was blinder and the others ran to hide. One hid in his mane, one behind his ear, one under his tail, and one under his paw. Then the blinder started to find them. As he ran about he happened to go over the lion's face and woke him up. The big lion was very angry. He started up, and put his paw right on top of the mouse who was hiding under it. Then he said, "Now I've got you. I'll just eat you up." The little mouse was dreadfully frightened, and begged, "Please let me go. Please let me go." What did he say? We will put it upon the board. (Teacher writes, *Please let me go*.) Find what the mouse said. Find who it was that put his paw on the mouse. Find who were playing hide and seek.

The lion said, "No, I'll not let you go." The little mouse said, "I'll do something for you sometime if you

will. Please let me go." Then the big lion laughed. "How can a little thing like you help me? But that is such a good joke that I'll let you go." So he lifted his paw and the five little mice ran home. Find *five little mice*. Find *a big lion*. Find what the mouse asked the lion. (The children point to and read the phrases).

A long time after this the five little mice were playing about, when they heard a terrible roaring. One of them said, "That must be the big lion. Let's see what is the matter with him." So they ran to the place from which the noise came, and there they found the lion caught in a net that some hunters had put there. (Explain if necessary). He couldn't get away, and he was making such a noise! The little mouse that had been under his paw said, "Keep still, lion, and I'll help you." So the lion kept still and the mouse gnawed all the cords, and the lion was free. He jumped up and ran away, but as he ran he called out, "Thank you, mouse." What did he say? (Teacher writes the sentence). Play you were the lion, and thank the mouse. (Children find and read.)

Various drill will now be given. The children are given erasers, with the directions, "See if you can send the five little mice to their home." They find and erase the phrase. The teacher says, "Let's play that we are circus men, and we'll each try to catch a big lion and put him in a cage for our menagerie." The children are given crayon, and draw a cage about *a big lion*, when found. When the lion caught the mouse, what did mouse say? Find it. What did the lion say as he ran away? Find it.

When you go to your seats, you may cut out a big lion, and five little mice, and the tree the mice lived in, and by and by we will paste them into a picture.—*School Education*.

[Primary teachers may get a hint from the above how to adopt other fables and stories, such as those contained in the readers or in the "Classics for Canadian Children" series: A. & W. MacKinlay, Publishers, Halifax.—EDITOR.]

We keep company with an idiom, phrase, expression or abbreviation for many years without entertaining a thought of it until an accident draws attention to its oddity. How many of us who write "No." every day for "number" have considered the origin of the abbreviation? Very few. It never occurred to us that there is no "o" in "number," and teacher never told us that "No." is an abbreviation of the Latin "*numero*." Why? Because teacher never thought of it.—*New York Press*.

Children and Books.

The child is greater than the book and the book must wait upon his needs. The instinctive interests which predominate at any given period of child life, determine largely what he can appropriate from literature.

The child before the age of eight is interested in vivid images, but not in relations. He cares for action, for color and sense, for the marvelous and the impossible; hence he revels in myth and fairy tale. This child knows only the family; loves stories of children, delights in the Indian, but has no more comprehension of his own country than a Zulu savage. Rhythm attracts him to song and poem. Even his prose stories should "run in the ears like the noise of breakers."

From eight to fourteen the boy reads invention and travel greedily, to find out how things are done. He loves the moving tale flavored with bloodshed and wonder. Give him this sort of incident in good literature where it embodies truth and thought, and he will soon reject worthless stuff of his own accord. The girl's book of this period is largely pernicious. Let the girl read her brother's book till her demand for the love story cannot be ignored; then give her the best class of novels.

From fourteen to eighteen in early adolescence, there is a craze for reading. It matters not how many books are read, so they be wholesome. Let the young mind catch fire at many points, so the spark be divine. A foundation of wide reading must be laid now for the close logical study of one book later.

There should be more story-telling and oral reading in home, school, and library. It is not wicked to begin in the middle of a book, if that be its attractive point. It is as absurd to make a boy study the life of the authors to interest him in Ichabod Crane, as it would be to make a young man study the family records as a preliminary to falling in love with the daughter of the house.

Finally, any child will love good literature who is surrounded by its lovers. Before we legislate that every teacher must sing and draw, let us insist that no teacher who knows not literature and loves it not, be appointed to take charge of children of any age.—*Selected.*

There was a teachers' institute the other day in Eldorado, Kan., and some of the young men habited in gorgeous shirt waists took their seats in a row in the rear of the room. The instructions were going along a few minutes later when the old professor looked over the top of his spectacles and said: "For this question I would like an answer from one of the young ladies in the back seat."

CURRENT EVENTS.

Prof. Goldwin Smith has donated to the library of Toronto University the sum of ten thousand dollars, stating that it is intended as a memorial of King Alfred, the restorer of English learning.

Newfoundland contains large tracts of spruce and fir, which are about to be entered by capitalists interested in the pulp industry; and the ancient colony will probably in a few years become one of the great pulp centres of the world.

At the Pan-American Exposition, every exhibit of Ontario fruit put into competition carried off a medal.

Iron is now shipped from Cape Breton to the United States, where it finds a market in competition with Pennsylvania iron.

A cable has been laid from the mainland of Labrador to Belle Isle. Navigators who go through the straits of Belle Isle will be greatly benefitted by the work. There is now uninterrupted telegraph communication overland from the Youkon to Labrador.

It has been suggested that Canada endeavor to purchase Greenland from Denmark and add it to the Dominion. It was a serious error on the part of our statesmen that they did not buy Alaska when it was offered for sale by the Russian government.

The Duke and Duchess of Cornwall and York have completed their journey across the continent, and are now returning to the eastern provinces. There has been nothing lacking in the Canadian welcome to the royal party. Wherever they have stopped, profuse decorations, loyal demonstrations, and popular enthusiasm have greeted them. They are expected to reach St. John on the 17th, and will sail from Halifax on the 21st, having travelled 30,000 miles without visiting a foreign country.

The royal Duke and Duchess, who are presumably the future king and queen of the Britons of all the world, have visited in their tour Gibraltar, Malta, Aden, Ceylon, Singapore, the new commonwealth of Australia (where the Duke opened the first federal parliament), New Zealand, Mauritius, South Africa and Canada, and will touch at Newfoundland on the return voyage to the British Islands. No such royal progress was ever made before; and no foreign prince or potentate can find so many loyal races and so many free governments beneath his flag.

Among the notable incidents of their royal highnesses' Canadian tour was the reception at Ottawa, where the electric illuminations exceeded any that they had seen elsewhere in the world. On the plains near Calgary, in the territory of Alberta, thousands of friendly Indians gathered to present loyal addresses and perform their tribal ceremonies in honor of the son of their king. The C. P. R. train on which the royal party travelled from ocean to ocean was made in the workshops at Montreal, and was the most magnificent ever seen on this continent or elsewhere. On their return trip the royal visitors will see Niagara Falls.

It is stated that when the war in South Africa is over King Edward and Queen Alexandra will visit the colonies and India, and that his majesty will be crowned Emperor of India while in that part of his dominions.

In Malta there is some dissatisfaction over a question of language. The people in general speak a language of Arabic origin, but most of the upper classes also speak Italian, which has hitherto been the official language. Maltese, Italian and English have been taught in the schools. It has been decided to substitute English for Italian as the language of the courts after a term of years, hence the dissatisfaction on the part of those who speak the latter tongue.

Serious disturbance is again reported in the Philippines, where a company of United States troops was recently attacked and defeated by a body of four hundred Filipinos.

A force of 1,500 Boers, under Commandant Botha, has attacked a fort on the Zululand frontier and been repulsed with a loss of one-third of their number. Boers have been raiding in Natal: and names of places that were the scenes of operations at the beginning of the war are now again mentioned in despatches. Rebels are gathering in considerable numbers at several points in Cape Colony; but the Transvaal and Orange River colonies are comparatively free from the enemy.

It may be well to look up maps of the Persian Gulf, for British warships are gathering there, and there are said to be 30,000 Turkish troops at Basra, on the river Tigris. It is thought to be the intention of the Turkish authorities to seize Koweyt, a maritime district just south of the mouth of the Tigris, under the rule of an independent Arab chief. This chief, the Sheikh of Koweyt, was defeated a few months ago in a conflict with the Emir of Nejd, in Central Arabia. The Sultan of Turkey, whose acknowledged sovereignty in Arabia extends only to the lower waters of the Tigris, apparently thinks this a favorable time for securing a strip of coast territory on the Gulf of Persia; but the British admiral on that station has refused to allow the landing of the Turkish troops at Koweyt. The position is important as lying near our Indian frontier. The Porte is insisting on the sovereign rights of Turkey over Koweyt.

The Dominion government is expected to give \$60,000 towards Capt. Bernier's Polar expedition, which is half the amount required. Lord Strathcona has promised \$5,000 when the other \$55,000 is raised.

It is rumored that France will demand that Turkey acknowledge French sovereignty over Tunis.

An automobile sleigh capable of high speed has been invented in Sweden. It is driven by petroleum, and has wheels that enable it to move on the snow.

Germany is said to have secured from Spain a purchase option on the island of Fernando Po, near the coast of the Cameroons territory (German West Africa).

The Russian ice-breaking steamer *Ermak* has returned from her arctic expedition, the voyage planned from Nova Zembla to the mouth of the Yenisei having been abandoned, owing to unbreakable ice barriers. The *Ermak* discovered, on the south-east of Franz Josef Land, several islands before unknown.

The relief steamer *Erik* has returned from Greenland with tidings of Lieut. Peary and his party. Peary sailed from North Sydney, C. B., in July, 1898, hoping to reach the North Pole from the north of Greenland. He went farther north than the farthest point heretofore reached in the western hemisphere, though not so far as either Nansen or Abruzzi. He has rounded and accurately mapped the northern limit of the Greenland archipelago, and in so doing has visited the most northerly known land in the world. He remains in the arctic regions, and will make another attempt to reach the Pole next spring.

The British torpedo boat destroyer *Cobra* has foundered off the east coast of England, and her sister ship, the *Viper*, was wrecked in the English Channel during the recent naval manoeuvres. They were the fastest vessels in the world. Others will be built to replace them.

The highest mountain in America, north of Mexico, is in Alaska, and has an elevation of 20,464 feet. It has been named Mt. McKinley.

William McKinley, the twenty-fifth President of the United States of America, died on the 14th of September from the effects of the assassin's bullet; and Vice-President Theodore Roosevelt succeeds him as president. Five presidents of the republic have died in office: Harrison, Taylor, Lincoln, Garfield and McKinley—the last three by assassination. President McKinley's murderer was tried and convicted under the laws of the State of New York, and is condemned to death in the electric chair.

The profound sorrow felt by the people of the United States for President McKinley's death was shared by British subjects everywhere. King Edward and Queen Alexandra, who were in Denmark at the time, attended a memorial service at the English church in Copenhagen. Memorial services were held and signs of mourning displayed throughout Great Britain and Canada. Flags were at half-mast on all public buildings in Canada until the day of the President's funeral, which by official proclamation, was made a day of mourning; and the British Admiralty ordered the United States flag to be put at half-mast on the mainmasts of warships in the port of London, and the Union Jack and White Ensign half-masted, it being the first occasion of such an order for the president of a republic.

Chinese troops have re-entered Peking, after it had been occupied by foreign troops for thirteen months. The United States and Japanese forces evacuated the Forbidden City on September 17th, and, with picturesque ceremony, handed it over to the imperial authorities. On the same day an important edict was issued by the Chinese government, commanding viceroys and governors to select the best students in every province and send them to foreign countries to study politics and science.

The ceremonies at Winchester, England, in connection with the national commemoration of the one-thousandth anniversary of the death of Alfred the Great, included the unveiling of a colossal statue that represents King Alfred as holding a shield in one hand, and lifting high with the other his reversed sword, thus transformed into the figure of a cross.

For the EDUCATIONAL REVIEW.]

Hints for Primary Grades.

By MRS. S. B. PATTERSON.

A most attractive wall decoration for a primary school-room is a panel of autumn leaves cut from colored papers. A large collection of maple leaves may be brought in by the children and pressed in some old magazines, so as to be ready for use as patterns. Before the leaves are pressed, however, the colors should be noticed and compared with colored papers, such as are to be found in Milton Bradley's sample color book.* A careful selection may be made, and a package of papers ordered for future use. Later, when the leaves are well-pressed, each child, selecting the color to match, may lay his leaf on the white side of the paper, and, after drawing the outline with pencil, may cut out the paper leaf with a pair of scissors. When a sufficient number of leaves has been cut they may be arranged on a large sheet of card-board and pasted down carefully by the children. A stiff arrangement should be avoided; perhaps one of the best is an apparently careless grouping representing the leaves stem upward, in different positions, as if falling or being blown from the trees. The general effect will be better if care has been taken to have considerable variety in the color and size of the leaves.

The beauty of the highly colored foliage of autumn is attractive to children, and they also enjoy the rustling noise made by a run through heaps of dull brown leaves. Lead them to see that these leaves are useful, too, and quite worth being gathered. Thick beds of leaves around the currant bushes keep down weeds and furnish all the fertilizing necessary. Occasionally, too, they are used as bedding for cattle. Some child may also have noticed that his mother likes to get leaf-mould to mix with other earth for her house-plants.

LEAF-IMPRESSIONS ON CLAY.

Flatten and smooth off a piece of clay, forming a tablet about a quarter of an inch thick and some four or five inches square. On this lay a leaf, smooth side up, pressing it down firmly on to the clay. If the leaf is now carefully lifted off, a perfect impression will be found on the tablet. In this way a study may be made of the margin of different leaves and of the character of their ribs and veins. If these impressions are to be kept, the edges should be trimmed off even, and the

* A package of 100 sheets ordered as follows from Selby & Co., 10 Shuter street, Toronto, will probably give satisfaction:

"One package cutting paper, 5 x 5, unruled, coated, containing ten sheets each: Red; Red Shade No. 2; Yellow; Yellow Shade No. 1; Yellow Shade No. 2; Orange-Yellow Shade No. 2; Yellow-Green; Yellow-Green Shade No. 1; Green; Yellow Shade No. 1; Green-Yellow Shade No. 2."

tablets lifted and laid flat on slates or paper from which they can easily be removed when dry. Small holes may be made in the tablets while they are soft so that they can be hung on the wall and kept for reference in future lessons.

A much more striking effect may be obtained by the use of chalk-dust on the clay. After the leaf has been firmly pressed on the tablet and before lifting it off, sprinkle chalk-dust, white or colored, all over the surface of the clay, rubbing it in well with the fingers or a stiff brush. Then, after blowing away any loose dust, lift the leaf off. All the surface of the tablet will now be colored except the space covered by the leaf; and the impression is thus made to show much more distinctly by reason of the strong contrast. Perhaps it should be said that the leaves used in this work should be rather tough, green ones, not faded or dried leaves, which would break too easily.

Clay may be obtained from any pottery all ready prepared for use, and may easily be kept in good condition in a wooden box, or barrel, closely covered with a damp cloth. Occasionally sprinkle it with cold water. Place the box in a cool, damp place, if possible.

There are many natural clay-beds in the country, and good material may be obtained from these if no pottery is near. If the clay is dry, a very good way to prepare a large quantity is to place it in a bag and let it stand for a few days in a pail of water. When the clay is thoroughly wet through lift the bag out and allow it to drip until the clay is in good condition for handling. It should not be muddy or even sticky; but just sufficiently soft to take an impression easily, or like soft putty. In preparing it for class-work, take a piece large enough to handle easily and throw it repeatedly for a few moments on any hard surface, such as a board laid on the table or floor; turning it each time it is thrown until it is closely wedged together into a brick-shaped mass. This may now be cut readily with a piece of fine wire or string into such sized pieces as are required by the pupils.

The first exercise in modeling should be that of making a sphere in connection with lessons on form. Taking a small piece of clay, the teacher should let the pupils watch her first, as she rolls it lightly but firmly round and round between the palms of her hands. The children should then practise the movement a little before receiving the clay, as in many cases they are apt to roll it back and forth instead of round and round.

Avoid the mistake of rolling a piece of clay too long, as the warmth of the hand soon dries out the moisture, and after it begins to crack it is useless, and, indeed,

worse than that, for it soon begins to crumble, making a dirt on desks and floor.

When the children have had some practice in making the sphere, select different objects having similar form to use as models, such as marbles, apples, oranges, lemons, nuts, etc. A little marking with a sharp-pointed stick may make the clay nut look more like a nut, and, in the case of an apple, the addition of a real apple stem makes the clay fruit look more natural. One of the results of modeling is the development of a habit of looking more closely at things, and of seeing points of resemblance and difference between similar objects.

The second type-form to be used should be the cube. This is made by a regular, systematic patting of the clay on the clay-board or desk. Give two pats for the top, then two on the opposite side for the bottom; two pats for the right side, then two for the left; two for the back, and two for the front. Then repeat, giving all six sides equal attention, working by opposites until a well-formed cube is made. Other models based on this form may be given, such as a box, a square ink-stand, or a book.

The cylinder gives the third type-form, and is made by rolling on the desk or clay-board to get the curved face, while patting from time to time for the two flat faces. If, as is frequently the case, the ends become concave instead of flat, a small piece of clay may be used to fill in the space, fitting it in neatly and smoothing it over with the fingers. Objects of this shape for modeling may be easily got, such as a rolling-pin, a mug, bottles, jugs, etc.

After clay has been much handled in modeling it should be thoroughly dried before being wet up again for future use. If possible, have a large enough supply on hand to allow children to take home the products of their work, if satisfactorily done.

Autumn Fires.

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over,
And all the summer flowers,
The red fire blazes,
The grey smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer.
Fires in the fall!

—R. L. S.

The Anxious Leaf.

Once upon a time, a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And the twig said, "What is the matter, little leaf?" And the leaf said, "The wind just told me that one day it would pull me off and throw me down to die on the ground!" The twig told it to the branch on which it grew, and the branch told it to the tree. And when the tree heard it, it rustled all over, and sent back word to the leaf, "Do not be afraid, hold on tightly, and you shall not go till you want to." And so the little leaf stopped sighing, but went on nestling and singing. Every time the tree shook itself and stirred up all its leaves, the branches shook themselves, and the little twig shook itself, and the little leaf danced up and down merrily, as if nothing could ever pull it off. And so it grew all summer long till October. And when the bright days of autumn came, the little leaf saw all the leaves around becoming more beautiful. Some were yellow, and some scarlet, and some striped with both colors. Then it asked the tree what it meant. And the tree said, "All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy." Then the little leaf began to want to go, and grew very beautiful in thinking of it, and when it was very gay in color, it saw that the branches of the tree had no color in them, and so the leaf said, "O branches, why are you lead color and we golden?" "We must keep on our work clothes, for our life is not done; but your clothes are for holiday, because your tasks are over." Just then a little puff of wind came, and the leaf let go without thinking of it, and the wind took it up, and turned it over and over, and whirled it like a spark of fire in the air, and then it fell gently down under the fence among hundreds of other leaves, and began to dream—a dream so beautiful that perhaps it will last forever.—*Henry Ward Beecher in Norwood.*

Sir Courtney Boyle, permanent secretary of the Board of Trade, London, recently delivered a lecture on "Method and Organization in Business," in which he told the following story:

"Not very long ago there came to a large poulterer's shop a gentleman who stuttered, and he said:
'I-I w-want to s-see some t-turkeys.'
He was shown some.
'Some are t-tough and some are t-tender?'
The shopman admitted the fact.
'I-I s-suppose there is a difference in the price?'
He was assured there was none.
'I-I k-keep a b-boys' school; would you, with a wink or the eye, 'm mind p-picking out the t-tough ones.'
The tough ones were taken out and put on one side.
'C-can you m-make any d-difference in the price?'
This was refused.
'Then I will t-take the t-tender ones.'"

BUSY WORK.**AN EXERCISE ON "BUT"**

Dispose of *but* as used in each of the following sentences :

1. He did nothing *but* find fault.
2. They came *but* to return.
3. The longest life is *but* a day.
4. They found him all *but* dead from the effects of the gas.
5. There's not a white hair on his head *but* tells of grief.
6. There is no hearthstone, howso'er defended, *but* hath one vacant chair.
7. No one *but* he came.
8. No one *but* him came.
9. Summer has gone *but* it will return again.
10. Not a leaf flutters to the ground *but* God orders it.

Write original sentences using *but*—

1. As a co-ordinate conjunction.
2. As a subordinate conjunction.
3. As a preposition.
4. As an adverb.
5. As a relative pronoun.

—*Educational News.*

A PRACTICAL SPELLING LESSON.

Lay aside for a day the spelling book, and try an exercise like the following :—

Let the pupils take their slates and write their own names in full.

Write the teacher's surname.

Write the name of the county in which they live, the state, their post-office address.

Tell where a Scotsman came from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements ; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the name of six pieces of furniture.

Write the names of six kinds of tools.

Write the names of the seven days.

Write the names of the year, month, and day of the month.

Write a verse of poetry and a verse of Scripture from memory.

NUMBER WORK WITH THE SAME PITCHER.

1. If the pitcher holds a pint, how many times can you fill a gill from it? Have a real pitcher and show this.

2. How many times would you have to fill it to make a gallon?

3. A quart? Construct "tables from above work."

4. If vinegar is three cents a pint, how many times can you get the pitcher filled for 12 cents?

5. If milk is eight cents a quart, how much would it cost to fill the pitcher?

6. If you have eighty cents to spend for a gallon of molasses, how many times can you have the pitcher filled with molasses?

7. How many pitcherfuls of water would it take to fill a six-quart pail?

8. To fill a gallon-and-a-half crock?

9. To fill a three-quart basin?

10. To fill a ten-quart pan?

BUSINESS TESTS.

1. Write a telegraphic dispatch, not exceeding ten words, and containing three distinct statements.

2. You are shortly to move into a new store some distance from your present stand. Prepare a circular to be sent to your customers apprising them of the change.

3. You have lost a valuable gold watch. Prepare a notice of your loss to be put up in your village post-office.

4. Write five short reading notices of your goods, to be printed in the local columns of your village paper.

5. You are in want of a situation as clerk in a grocery business. Prepare an advertisement for the paper, setting forth your desires.—*Teachers' Gazette.*

Prepared for the REVIEW.]

MEMORY GEMS—OCTOBER.

a October turned my leaves to gold ;

The most are gone now ; here and there one lingers ;
Soon these will slip from out the twig's weak hold,
Like coins between a dying miser's fingers."

T. B. ALDRICH—*Maple Leaves.*

b

And close at hand, the basket stood
With nuts from brown October's wood.

WHITTIER—*Snow-bound.*

c

The sweet calm sunshine of October, now
Warms the low spots ; upon its grassy mould,
The purple oak-leaf falls ; the birchen bough
Drops its bright spoil like arrow-heads of gold.

BRYANT, *October, 1866*

d

Bending above the spicy woods which blaze,
Arch skies so blue they flash, and hold the sun
Immeasurably far ; the waters run
Too slow, so freighted are the river-ways
With gold of elms and birches from the maze
Of forests.

HELEN HUNT JACKSON—*Verses October.*

e

October's foliage yellows with his cold.

RUSKIN—*The Months.*

f Yellow leaves, how fast they flutter — woodland hollows
thickly strewing,
Where the wan October sunbeams scantily in the mid-day
win,
While the dim gray clouds are drifting, and in saddened
hues imbuing,
All without and all within.

JEAN INGELOW—*On the Deaths of Three Children.*

g And suns grow meek, and the meek suns grow brief,
And the year smiles as it draws near its death.

BRYANT—*October.*

h No clouds are in the morning sky,
The vapors hug the stream,
Who says that life and love can die
In all this northern gleam?
At every turn the maples burn,
The quail is whistling free,
The partridge whirs, and the frosted burs
Are dropping for you and me.
Ho! hillyho! heigh O!
Hillyho!

In the clear October morning.

E. C. STEADMAN—*Autumn Song.*

i O'er hill and field October's glories fade;
O'er hill and field the blackbirds southward fly;
The brown leaves rustle down the forest glade;
Where naked branches make a fitful shade,
And the last blooms of autumn withered lie.

GEORGE ARNOLD—*October.*

NOTES AND QUESTIONS ON ABOVE.

1. Why have American poets written more about autumn colors than English poets?
2. Do all our maples have brilliant colors?
3. In (a), are the leaves those of the red maple.
4. In (b), what nuts would you say are gathered from "brown October's wood"?
5. Examine birch, oak and elm leaves to verify the colors named in c and d.
6. Note the significance of the following words or phrases; "dying miser's fingers" (a); "stood" (b); "spoil," "arrow-heads," (c); "freighted" and other words, (d); "wan," "scantly," "win," (f); "hug," "burn," "whirs," (h); "glade," "fitful," "cost," (i).
7. Note how far in October the black-birds stay with us. Why do they not stay longer.
8. Is the quail found in the Maritime Provinces.
9. The robin is a favorite bird of spring with the poets. Is it found here in October? If so note how late it stays with us.

With the June number of the EDUCATIONAL REVIEW that excellent publication entered on its fifteenth year. The REVIEW has been a successful journal, well managed and edited with great care. We wish our contemporary many more years of prosperity and usefulness.—*Monitor, June 22, 1901.*

TEACHERS' CONVENTIONS.

P. E. I. Teachers' Association.

On Wednesday, Thursday and Friday, September 11th, 12th and 13th, was held the 21st Annual Convention of the Prince Edward Island Teachers' Association, in the Y. M. C. A. Hall, Charlottetown. Upwards of 250 teachers were enrolled. Some features of this meeting were of more than ordinary interest. The executive of the association was fortunate in securing the services of Col. Francis W. Parker, of Chicago, one of the most noted of American educationists. During the convention he delivered three masterly addresses, besides taking part in the discussion of the various topics under consideration. An enthusiast in education himself, he, by his words and manner, inspired many of his hearers with greater enthusiasm for their work and a profound conviction of the great possibilities of child life, and a new-born resolve to do what they could to guide the child so that the best possible might be made of him.

In his address, "Child and Nature," the love of the child for nature and the best way to utilize nature in the training of the child, was the theme. "Artist, or Artisan, Which?" was a masterly description of the artisan worker versus the artist, in the several professions, viz., law, medicine, theology and teaching, concluding with a powerful plea for the artist teacher, not forgetting to remind the community that to secure the artist teacher an adequate remuneration would be required.

His concluding address, "Child and Man," treated of the child as he came into the world a born *lover* and *worker*, and how old systems of education had tended to crush out the affectionate and working spirit and implant their opposites. A more rational system would give us the man with these two factors, viz., *love* and *work*, bearing their fruit of helpful work for mankind.

The presence of Dr. Andrews, of Sackville, N. B., and Dr. J. B. Hall, of Truro, N. S., was another special feature of the convention. Both these visitors, while not giving addresses on special set subjects, joined in the general discussions, and added much to the interest of the several sessions, and the hope was freely expressed that on some future occasion the teachers of P. E. Island would again have the privilege of listening to these welcome visitors to the convention.

The other addresses of the meeting were by John McSwain, Esq., on "Nature Study"; Dr. Anderson, Superintendent of Education, on "The Relation of the Teacher to the Community"; W. V. Newson, M.Sc., on "Necessity of Normal Training for Teachers"; Judge Warburton, on "Teaching History"; J. D.

Collier, Esq., Director in P. E. I. of the MacDonald Normal Training Schools, on "Normal Training in P. E. Island—Present Condition and Future Outlook."

President W. D. McIntyre, in his opening address, referred to the changes of the year, which had brought to the world a new century, to the British Empire a new sovereign, and to the Province of P. E. I. a new Superintendent of Education in the person of Dr. Anderson, who for many years so ably conducted the Prince of Wales College, and whose enthusiastic work in the cause of education gave promise of good things educationally for P. E. Island.

Resolutions recommending the following were unanimously adopted, viz.: That midsummer holidays be made obligatory throughout the province; That the Government be petitioned to give support and recognition to the Summer School of Science for the Maritime Provinces of Canada; That teachers, attending the Summer School of Science, be given an additional week's holidays; That the age at which female teachers may be licensed to be made 18 years instead of 16 years.

Kent County Institute.

The Kent County teachers met in the Superior school, Harcourt, on Thursday and Friday, October 3rd and 4th, Principal Geo. A. Coates, of the Superior school, Buctouche, presiding. The people of Harcourt showed their interest by entertaining the visiting teachers, by their presence at the sessions of the institute, and by attending a very enthusiastic and well conducted public meeting on Thursday evening. Much credit is due to the Trustees, Messrs. Dunn and Delaney, to Miss Miriam Kyle, and her associate teacher, Miss Minnie Buckley, and others, for the local arrangements which contributed to make this institute one of the most-successful ever held in the county. Papers were read by Miss M. Mazeroll, on School Government; Mr. A. E. Pearson, on Everybody and the School; Mr. Charles Richards, on History, and Mr. G. U. Hay, on Nature Study. An excellent lesson on grammar was given to a class of Grade 7 pupils, by Miss Miriam Kyle, and President Coates introduced the subject of The Teacher in a practical address. The discussion of the subjects and papers throughout the meeting was marked by earnestness and directness that speaks well for the teaching spirit in the county.

York, Queens and Sunbury Institute.

A meeting of the united institutes of York, Queens and Sunbury was held at Fredericton on the 19th and 20th of September. The enrolment of teachers showed 119 present from York County and 46 from Queens

and Sunbury. At the first session each institute met for organization, with President O'Blenus, of York, and President Mitchell, of the Queens and Sunbury Institute.

President O'Blenus before the united institute read a suggestive paper, in which he advocated the formation of a teachers' union, and pointed out the need of a law for compulsory attendance at schools. Miss Maggie Parker read a paper on The Defects of the District School, dealing with some of the difficulties met with. An interesting discussion followed, during which parish school boards and centralization of schools were favored, and the practice of teachers underbidding each other to gain positions was strongly condemned.

Papers were read by the Rev. Mr. Harvey and Rev. Mr. Ross. By invitation of Chancellor Harrison, the last session of the institute was held in the University library, which has recently been enlarged and improved. The following are the officers elected for the ensuing year: For York County—President, J. Hughes; Vice-President, Miss Maggie Parker; Secretary-Treasurer, Miss Thorne. Additional members of Executive, Messrs. Foster, Mills, Sanson. For Queens and Sunbury: President, D. L. Mitchell; Vice-President, Miss Hoar; Secretary-Treasurer, Miss Purdy; Members of Executive, Messrs. Stephenson and Johnson, and Miss Flora White.

Charlotte County Institute.

The twenty-second annual meeting of the Charlotte County Teachers' Institute met in St. Stephen on the last Thursday and Friday in September. Mrs. Irving R. Todd, of the Milltown School Board, presided in the absence of the president, Mr. W. M. Veazey. The total enrolment was 113 out of a possible of about 120—the total number of teachers in the county. This justified the remark of Inspector Carter, that the Charlotte County Institute was the best attended in the province. Papers and addresses were given as follows: The president's address (read by the secretary); Prof. E. E. MacCreedy, of the MacDonald Manual Training School, Fredericton; J. A. Allen, B.A., of St. Andrews, a paper on literature; one on home study and over-pressure in schools, prepared by Mrs. Samuel Johnson, St. George, was read by Mrs. W. J. Graham, Milltown; a paper on school libraries was read by Mr. J. Vroom; and an address on drawing by Mr. F. O. Sullivan. The subject of nature study occupied the attention of the institute on Friday afternoon. Papers were read by G. U. Hay, P. G. McFarlane, and an address given by Dr. L. W. Bailey.

The public meeting on Tuesday evening was presided over by J. D. Chipman, of the St. Stephen school board.

An interesting programme of addresses, interspersed with music, was carried out.

The excellence of the papers read at the Institute, and the spirited discussions which followed, made the meeting one of the most interesting that has taken place in the county, the fine autumnal weather adding much to the enjoyment of those who attended. The officers for the coming year are: Mrs. I. R. Todd, President; Henry E. Sinclair, Vice-president; James Vroom, Secretary; Ernest F. A. Towers, J. B. Sutherland and Margaret Kerr, additional members of the executive.

SCHOOL AND COLLEGE

Mr. Guy J. McAdam, who resigned his position of teacher of English and Science in the Sussex, N. B., Grammar School, has entered the second year in arts at Dalhousie College to qualify for higher work in teaching.

The opening of the Nova Scotia Normal School has been postponed until the 16th of October.

The University of New Brunswick opened on the first day of October. The freshman class numbers 24, and the total attendance is 109—the largest in its history.

The Mount Allison institutions at Sackville have opened with a large attendance. The freshman class at the college numbers 25, with a prospect of a further increase, and there have been additions to all the other classes.

The University of Edinburgh has conferred the degree of doctor of service on Professor A. W. Duff in recognition of his original researches on sound.

The Westmorland County Teachers' Institute meets at Shediac on the 10th and 11th of October. The Gloucester Institute meets at Caraquet on the same dates.

Acadia College has opened with a class of over forty Freshmen, and the other classes are large. Acadia Seminary has an increased attendance, and Horton Academy has as many as can be accommodated.

The death of Russel C. Hubly occurred at Sussex on the 9th of September at the age of twenty-five years. He was principal of the Hampton, Kings Co., Superior school two years ago, when he enlisted in the South African Canadian Contingent, and went to the seat of war. The rigors of the climate proved too severe and he contracted consumption, to which he fell a victim

nearly a year after his return from Africa. He bore an excellent Christian character, and was a young man of much promise.

Among those who received the title of C. M. G. (Commander of the Order of St. Michael and St. George) on the visit to Canada of their Royal Highnesses the Duke and Duchess of Cornwall, were the following well-known teachers: Principal Petersen, of McGill University, Rev. Principal Grant, of Queens University, Kingston, and Rev. Principal Mathieu, of Laval University, Quebec.

'ROUND TABLE TALKS.

A. B. C.—Please solve 18th example, Exercise 23, page 53, Kennedy & O'Hearn's Arithmetic.

Since the cottages sell for the same price, the gain on the first, plus the loss on the second, must be \$750, (\$2250 - 1500).

$$\text{Gain of } 1\% = 1\% \text{ of } \$1500 = \$15.00$$

$$\text{Loss of } 1\% = 1\% \text{ of } \$2250 = \$22.50$$

$$\text{Sum of loss and gain} = \$37.50$$

\$37.50 is sum of loss and gain at rate of 1%

$$\begin{array}{r} \$1 \quad \text{“} \quad \text{“} \quad \text{“} \quad \text{“} \quad \frac{1\%}{37.50} \\ \$750 \quad \text{“} \quad \text{“} \quad \text{“} \quad \frac{1\% \times 750}{37.50} = 20\% \end{array}$$

$$\text{Loss} = 20\% \text{ of } \$2250 = \$450$$

$$\text{Gain} = 20\% \text{ of } 1500 = 300$$

$$\text{Net loss} = \$150 \quad \text{Ans.}$$

$$\$1500 + \$300 = 1800; \$2250 - \$450 = \$1800$$

The Teacher's Daily Preparation.

If the teacher would only carefully prepare the lessons of the following day, many of the mistakes in the class results might be prevented. The matter in each grade seems to the respective teacher easy, thoroughly understood by her, and certainly she feels that it is an easy matter to present it to her class. Why take time to go over what is well-known? Why, indeed? Many a matter seems simple until it is actually undertaken; and not until it is undertaken do the difficult little catches present themselves. She may take an arithmetic lesson and glance it over, concluding that there is nothing in it to dwell on; she has explained them all—each as soon as read. Let her, however, sit down and work them out and she may find that her answer in one is not right. Let it be a rule to go over all lessons before they are taught; let outside interesting stories be brought in to enliven the lessons in history and geography, and in a short time the pains thus taken will be amply repaid by the better results of the whole class.—Sel.

RECENT BOOKS.

SCHOOL ARCHITECTURE. By Edmund M. Wheelwright. Cloth. 350 pp. 250 illustrations. Price \$5 delivered. Rogers & Manson, Publishers, Boston.

This is an admirable work for those contemplating the erection of new school buildings. Examples are presented of the most typical and practically suggestive schools of Germany, Austria, Switzerland, the Scandinavian countries, England and France, the subject being more comprehensively treated than in any book heretofore published. All details of school construction are considered, yet the information is studiously condensed within the limits of a convenient handbook, which is made readily accessible by an unusually full index. Its readers are not presupposed to have had a professional training, and technical terms, where used, have been clearly defined.

THE FIRST SIX BOOKS OF HOMER'S ILIAD, with Introduction, Commentary and Vocabulary. By Thomas D. Seymour, Hillhouse Professor of Greek in Yale College. Revised edition. Cloth. Pp. lxxxiv + 459. Price \$1.75. Publishers, Ginn & Co., Boston.

The results of the active researches of the past eleven years in the field of Homeric Antiquities are incorporated in this revision of Professor Seymour's School Iliad. The vocabulary is somewhat fuller, many more illustrations are used, and the introduction is printed in larger type than in the former edition. In the introduction there has also been inserted a table of pronouns, in accordance with a frequently expressed desire of teachers. The book in its revised form is admirably adapted to meet the wants of teachers and pupils. Its excellence as a text, the beauty of page and illustration, are highly creditable to the publishers.

SELECTIONS FROM FIVE ENGLISH POETS. Edited with Introduction and Notes by Mary E. Litchfield. Cloth. Pp. 104. Price 25 cents. Ginn & Co., Publishers, Boston.

This volume contains a representative poem of Dryden, Gray, Burns and Coleridge, with two poems by Goldsmith. All difficulties are explained in notes, and a sketch of each of the poets represented gives briefly the story of his life and points out his chief characteristics as a writer and as a man.

THE GUILFORD SPELLER. By A. B. Guilford and Aaron Lovell. Cloth. Pp. 170. Price 30 cents. Ginn & Co., Publishers, Boston.

A characteristic feature of this book is that it does not make correct spelling merely an act of memory. The pupil is taught reason and to use the dictionary. The result is that he ceases to guess at the spelling of words, and, when necessary, makes use of a dictionary. By this method correct spelling becomes a habit.

COMPOSITION AND RHETORIC. By Sarah E. H. Lockwood and Mary Alice Emerson, B. A., Head of the Department of English in the State Normal School, Bridgewater, Mass. Cloth. Pp. 470. Price \$1.15. Ginn & Co., Publishers, Boston.

Three important characteristics which give this book a distinct individuality are (1) the cumulative method of treatment shown in the illustrative examples, in the text, and especially in the exercises; (2) the constant emphasis on the importance of the pupil's own thinking and writing; and (3) in Parts III and IV, the correlation of composition work with the study of the college requirements in English. This book is attractive, and bears the stamp of originality of treatment, which cannot be said of all books on the subject.

LA GRAMMAIRE and LE BARON DE FOURCHEVIF, two comedies by Labiche. Edited with Introduction and Notes by Herman S. Piatt, Ph. D., University of Illinois. Cloth. Pp. 130. Price 50 cents. Ginn & Co., Publishers, Boston.

The language in these comedies is thoroughly colloquial, but correct and not coarse. They have nothing in them to shock the finer sensibilities or to unfit them for use in mixed classes in schools. The notes and introduction offer some helpful suggestions designed to aid the student in the translation of colloquial French into English.

TOPICAL STUDIES IN HISTORY OF EDUCATION. By Mary M. Conway. Cloth. Pp. 75. Price 50 cents. C. W. Bardeen, Publisher, Syracuse, N. Y.

With a good text-book on the history of education, this book should prove useful in directing the work of the student.

A DESCRIPTIVE SPELLER. By George B. Aiton, State Inspector of High Schools, Minnesota. Cloth. Pp. 218. Price 30 cents. Ginn & Co., Publishers, Boston.

The title, Descriptive Speller, comes from the fundamental principle that interest in a group of words renders spelling less formidable. Therefore the words are arranged in groups under such headings as "The Playground," "Saturday Afternoon," "A Snowstorm," "The Fire Department," "The Post Office," "Parts of a Flower," "Grammatical Terms," "Westminster Abbey," etc. A unique provision is thus made for correlating the spelling with all the other school branches.

THE GOVERNMENT OF THE AMERICAN PEOPLE. By President Frank Strong, Ph. D., and Joseph Schafer, M. L., of the University of Oregon. Cloth. Pp. 250. Price 65 cents. Houghton, Mifflin & Co., Publishers, Boston.

This is a study of the development of government in the United States—not for all America, as the title might seem to indicate. A distinguishing feature is the adequate treatment of the extension of both northern and southern types of government into the Western states; and a chapter on the management of roads and schools shows the importance given by the authors to problems incident to every town and city government. The book is written in clear and interesting style, and is fully equipped for school use.

LATIN COMPOSITION; based upon selections from Cæsar. By Benjamin L. D'Ooge, Professor in the Michigan State Normal College. Cloth. Pp. 86. Price 35 cents. Ginn & Co., Publishers, Boston.

This is intended to accompany Greenough, D'Ooge and Daniell's Second Year Latin. The exercises are based upon the text for vocabulary and idioms and general principles of sentence structure, but in the presentation of the syntax, instead of following the chance or caprice of the text, the rules have been presented in a systematic and orderly manner.

WIGWAM STORIES. By Mary Catherine Judd. Cloth. Pp. 276. Price 85 cents. Ginn & Co., Publishers, Boston.

A beautiful book, with illustrations and stories of the lives and habits of North American Indians.

RIVERSIDE LITERATURE SERIES. Issued quarterly. No. 147. Single numbers, price 15 cents. Houghton, Mifflin & Co., Publishers, Boston, Mass.

This number contains Alexander Pope's famous poems, "The Rape of the Lock," the "Essay on Man," and the "Epistle to Dr. Arbuthnot." The poems themselves and the critical skill shown in the preparation of the biographical introduction and notes, render this book a valuable addition to the sterling group of masterpieces contained in the Riverside Literature Series.

THE ELECTRA OF SOPHOKLES. With Introduction and Notes and Appendices. By M. A. Bayfield, M.A., late headmaster of Eastbourne College. Cloth. Pp. 163. Price 2s. 6d. London: Macmillan & Co.

A valuable edition for the Greek student, giving evidence in the introduction and notes of wide reading and exact scholarship.

Seidel's *LEBERECHT HÜNCHEN*. Edited with notes and vocabulary by Arnold Werner-Spanhooff. Cloth. Pp. 120. D. C. Heath & Co., Publishers, Boston.

This is one of Seidel's best short stories—the inimitable Leberecht Hünchen, “upon whose cradle a kind fairy had placed the best of all gifts, the art of being happy.” The book is pervaded by a genuine love of nature and there are many touches of wit and humor.

THE LEADING FACTS OF ENGLISH HISTORY. By D. H. Montgomery. Cloth. Pp. 420+lxix. Price \$1.25. Ginn & Co., Publishers, Boston.

This book contains not only the leading facts of English history, but interesting sketches of the life of the English people, with an excellent constitutional summary. It is brought down to the present year (1901) and contains a portrait of King Edward VII.

VOYAGE DE NOVICE JEAN PAUL à Travers La France d'Amérique. Par George Lamy. Adapted and edited by D. Devaux, St. Paul's School. Cloth. Pp. xi+148. Price 2s. London: Macmillan & Co.

A voyage of a “younker,” or apprentice, through French Canada, in which some early records of the latter country are given. An excellent book for young students of French, in which interest and progress are sure to be blended.

EDELSTEINE. Six select stories by Baumbach, Seidel and Volkman-Leander. Edited with notes and vocabulary by E. A. Minckwitz and Frida von Unwerth, Kansas High School, Mo. Cloth. Pp. 132. Price 65 cents. Ginn & Co., Publishers, Boston.

A series of interesting stories suitable for high school students of German.

RURAL READERS, Book II. By Vincent T. Murché, F.R.G.S. Cloth. Pp. 223. Price 1s. London: Macmillan & Co.

These books, containing seasonable stories of plant and animal life, combine pleasure and instruction in a very delightful way.

FAMOUS GEOMETRICAL THEOREMS AND PROBLEMS, with their history. By William W. Rupert, C.E. In four parts. Parts I and II. Paper. Price 10 cents each. D. C. Heath & Co., Publishers, Boston.

A series of celebrated historical problems reviewed and elucidated. They will afford both entertainment and materials for practice for mathematical students.

EUCLID'S ELEMENTS OF GEOMETRY, Books I-IV, VI and XI. Edited for the use of schools. By Chas. Smith, M. A., and Sophie Bryant, D.Sc. Cloth. Pp. 460. Price 4s. 6d. London: Macmillan & Co.

In this edition the subject is treated in the order and manner of Euclid, but additional explanations are given, and proofs different from those of Euclid wherever it is found necessary or desirable.

ORIGINAL INVESTIGATIONS: or, How to Attack a Problem in Geometry. By Elisha S. Loomis, Cleveland, O. Boards. Pp. 62. Price 25 cents. Ginn & Co., Publishers, Boston.

Those who teach geometry will find this work very helpful, not only as an exposition of the methods of attack but also as to models of demonstration and solution.

EXERCISES IN FRENCH SYNTAX AND COMPOSITION, with notes and vocabulary. By Jeanne M. Bouvet, Chicago. Cloth. Pp. 186. Price 55 cents. D. C. Heath & Co., Publishers, Boston.

The plan of combining in the same volume exercises in grammar and syntax, with selections for prose composition, is an excellent one, insuring economy and convenience, as well as progressive work in grammatical construction.

PRACTICAL MATHEMATICS FOR BEGINNERS. By Frank Castle, M. I. M. E., London. Cloth. Pp. 313. Price 2s. 6d. London: Macmillan & Co.

This book is designed with a view to give students abundant practice in mathematics, especially those training for engineers and skilled artisans. It embraces a great variety of problems and exercises in higher arithmetic, geometry, algebra, mensuration and trigonometry.

A MANUAL OF THE CONSTITUTIONAL HISTORY OF CANADA. By Sir John G. Bourinot, Clerk of the House of Commons. Toronto: The Copp, Clark Company.

This manual was first published in 1888, and the present revised work details the constitutional history of Canada from its earliest period down to the year 1901, making it of great benefit to students. In the performance of this task Sir John states: “I have not attempted to include any opinions or comments of my own, but have simply condensed the essential points of each decision in the language of the learned judges, as far as practicable, and left the student to seek further elucidation in the works of such conscientious commentators as Mr. Lefroy. A complete list of the many authorities, cited in the text of this volume, will also be found useful to students who wish to investigate our constitutional history in the most thorough manner.”

Recent Booklets.

The volume—*Cornelius Nepos: Lives of Miltiades and Epaminondas*—Macmillan and Co., London, can be obtained, as well as other books of that publishing firm, from Copp, Clark & Co., Toronto.

Macmillan's *Monthly Progress Tests* in Arithmetic and Algebra, price 3d. each, will be found excellent for review and busy work. Published by Macmillan & Co., London.

Macmillan's *Colonial Readers*, first and second primers; *Summary of English History* on the Concentric Plan—Price 3d. each, are valuable aids in supplementary reading for the elementary teacher. Macmillan and Co., London.

A *Modern Phonic Primer*, published by Geo. N. Morang, Toronto, is a very dainty and attractive little book. Each lesson is arranged so that it becomes a text on which the teacher can enlarge at discretion.

Any teacher who is puzzled about the precedence of *e* or *i* in the digraphs *ei* and *ie* should consult Willard's little pamphlet on the subject. Price 15 cents. Published by the Ben Franklin Co., 232 Irving Avenue, Chicago.

The “*Globe*” Poetry Books, Part I. Junior; Part II. Intermediate; Part III. Senior. Price 6d. each. Macmillan and Co., London, contain graded selections from the best English poets for supplementary reading and memorizing.

Materials for French composition, by Sarah Brigham, price 12 cents, embraces exercises based on Hector Malot's “*Sans Famille*.” D. C. Heath & Co., Boston.

Mr. John E. Diehl's book on the Toy Dog has just been issued. The author, who was recognized for years as an authority

on domestic pets of all kinds, has evidently put his best efforts on his last production, so that this becomes almost invaluable to all who admire, or intend to provide themselves with a pet dog. The book has been published by the Associated Fanciers, 400 North Third Street, Philadelphia, Pa., who offer to mail it to any address on receipt of 25 cents, preferably in postage stamps.

OCTOBER MAGAZINES.

It was announced several months ago that the editor of *The Ladies' Home Journal* contemplated making some sweeping changes in his editorial staff. Up to the present time ten new editors have been added to Mr. Bok's corps, and the fifteen new departments planned for the *Journal*, a majority of which make their initial appearance in the October number. . . . *The Century* for October covers an unusual range of topics and appeals to a variety of tastes, and yet the topics are so well chosen that the reader will find each article attractive. Among the educational articles is one giving a sketch of Yale's Bicentennial and her young president, Arthur Twining Hadley. . . . In *St. Nicholas* the Departments of Nature and Science, the St. Nicholas League, Books and Reading, and the Riddle-

box appear as usual, and are perhaps the most welcome part of the magazine to thousands of young readers. . . . In addition to the fashion features and practical dressmaking advice that has made *The Delineator* famous, the October number is full of good general reading, most tastefully illustrated under the immediate direction of the well-known artist, William Martin Johnson. The whole number is full of interest to men as well as to women. . . . *The Canadian Magazine* is a "Royal Number," containing illustrations of the royal party and descriptions of their visit so far through Canada. It also contains scenes in Canadian life—stories, hunting, descriptions of men and events—and is a very creditable number. . . . *The Chautauquan* has a noteworthy article entitled "Education Italy's Salvation," in which it is held that universal education, the development of moral character and genuine religion alone can save Italy. . . . With the instalment published in the October magazine number of the *Outlook*, Mr. Jacob A. Riis's autobiography, "The Making of an American," comes to an end. With the single exception of the autobiography of Booker T. Washington, "Up from Slavery," also published in the *Outlook*, no recent autobiographical story has been read with more interest and entertainment. "The Making of an American" will this month appear in book-form. (\$3 a year. The Outlook Company, 287 Fourth Avenue, New York.)



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Advanced Reading,
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Geography, by Mr. J. Harrington.
Co-operation of Teachers,
by Inspector W. S. Carter, M. A.
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Sloyd Work, by Mr. McCready.
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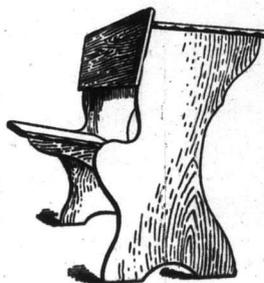
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