

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVII.

No. 5.

ST. JOHN, N. B., OCTOBER, 1903.

WHOLE NUMBER, 197.

OUR HOME AND ITS SURROUNDINGS

A First Book of Modern Geography with Colored Maps and Numerous Illustrations, chiefly Photographs of Actual Scenes.



REVISED AND ADAPTED FOR CANADIAN SCHOOLS.

BRITISH HISTORY NOTES By JAMES L. HUGHES.

Adapted for Entrance Examinations, Teachers' Examinations, and all Official Examinations.

EACH
15CTS.

ALSO
BRITISH HISTORY NOTES BY HENDERSON & FRASER.

HISTORY OF THE WAR OF 1812, Between Great Britain and the United States of America.

BY JAMES HANNAY, D. C. L.

PRICE \$2.00

EVERY SCHOOL TEACHER SHOULD POSSESS A COPY OF THIS WORK.

98 PRINCE WM. STREET, J. & A. McMILLAN, SAINT JOHN, N. B.
BOOKSELLERS AND STATIONERS.

DALHOUSIE UNIVERSITY, HALIFAX, N. S.

FACULTIES OF ARTS AND SCIENCE.

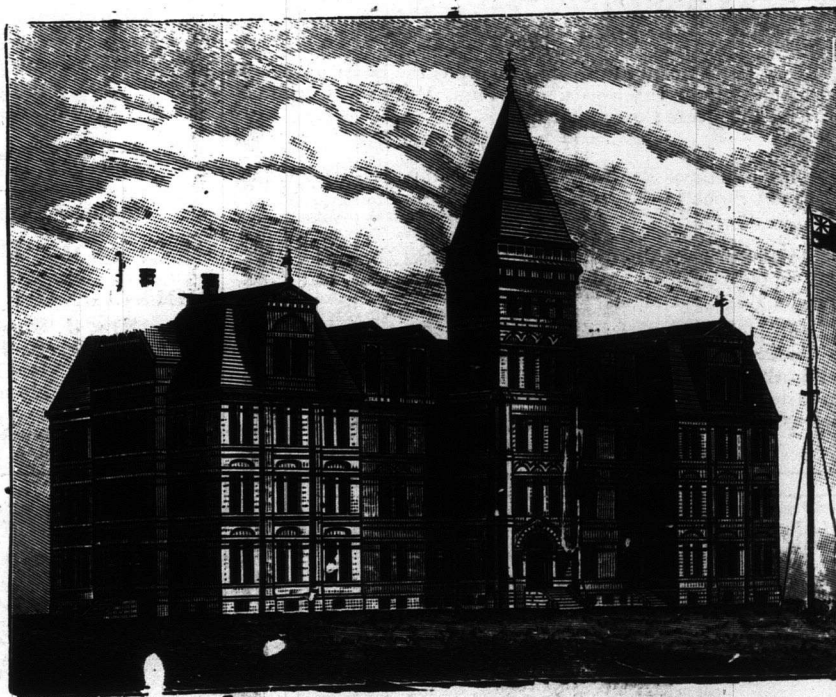
Session begins
September 8th,
1903

FACULTY OF LAW.

Session begins
September 2nd. 1903.

FACULTY OF MEDICINE.

Session begins
August 31st, 1903.



ENTRANCE
SCHOLARSHIPS IN
ARTS AND SCIENCE
Open for Competition
at the Matriculation
Examinations
in September, 1903.

MAGKENZIE
BURSARY of
\$200

Six Scholarships of
\$120, \$120, \$100,
\$90, \$90, \$75.

The Calendar, containing full particulars of the courses of instruction, examinations, regulations, exhibitions, bursaries, medals and other prizes may be obtained by applying to the President or Secretary of Arts Faculty, who will be glad to correspond with any student wishing information



One of our students when asked if it was easy to learn a language by the De Brisay method, replied that it was "as easy as rolling off a log." This is a forcible, if not elegant, way of stating the case, and is not very

far from the truth, for everything is made so plain and intelligible in our lessons that we believe even a fool could learn by our method. We teach Latin, French and Spanish by mail, and to learn these languages is — for an intelligent person at least — only a little more difficult than "rolling off a log." Every student is afforded an opportunity of testing the method before taking a course. Fees very moderate. Send for free circular.

ACADEMIE DeBRISAY, TORONTO and ROCHESTER.

RHODES, CURRY & CO., Ltd.,

.... MANUFACTURERS OF

School Desks, Teachers' Desks, Church,
Bank, Store and Office Fittings

BUILDING MATERIALS GENERALLY

AMHERST, N. S.

Branches at HALIFAX and SYDNEY.

FLAGS.

Dominion Ensigns, as per official notice of Chief Superintendent, of January 2nd, 1900.

—ALSO British and St. George's Ensigns, and Fort and Union Jacks of all sizes.

Flags With Special Designs Made to Order.

A. W. ADAMS,
North Market Wharf, - St. John, N. B.

BARNES & CO.

Stationers,
Booksellers,

FANCY STATIONERY, BLANK BOOKS
LEAD PENCILS, of all kinds.

P. O. BOX 44.

84 PRINCE WILLIAM ST.,
SAINT JOHN, N. B.



FOR WOMEN

FOR SALE BY

FRANCIS & VAUGHAN, - ST. JOHN, N. B.

Manchester Robertson Allison, Limited.

ST. JOHN, N. B.

Dry Goods.

Every Department at all times contains the latest novelties and best values in Dry Goods, also Furs, Millinery, Curtains, Portiers, Furniture Coverings, etc.

Clothing.

Men's and Boys' Ready Tailored Clothing, the Best Value and Finest Stock in St. John.

Carpets.

Finest Stock of Axminster, Wilton, Velvet, Brussels, Tapestry and Wool Carpets. Linoleums, Oilcloths and Cork Carpets, Rugs and Mats.

Furniture.

We have the largest and finest stock of Household Furniture in the Maritime Provinces. Parlor Suits, Bedroom Suits, Extension Dining Tables, Side Boards, Easy Chairs, Rockers, Parlor Cabinets, Brass Bedsteads, in all the latest styles.

WRITE FOR PHOTOS.



DIAMONDS & OPALS

Gold Chains, Bracelets
Watches, Sterling Silver
Goods at

A. & J. HAY'S, 70 King Street
St. John, N. B.

NETHERWOOD

ROTHESAY, N. B.

**THE ROTHESAY
SCHOOL FOR GIRLS.**

PRINCIPALS:

**Mrs. J. Simeon Armstrong,
Miss E. R. Pitcher,
Miss S. B. Ganong.**

Beautiful Location near St. John.
Healthy Home Influences. Limited Numbers.
Careful Supervision

NOW READY

MOYER'S COMMERCIAL AND BRITISH EMPIRE MAP OF THE WORLD

NOTHING like it ever made before. Three COMPLETE MAPS in one — an Ideal Commercial Map, a Complete Map of the British Empire, as well as an Up-to-Date Map of the World. Write for particulars. ESTABLISHED 1884.

E. N. MOYER & CO., Map Publishers,

120 Victoria Street, TORONTO, Ont.



MOUNT ALLISON EDUCATIONAL INSTITUTIONS, SACKVILLE, N. B.

University of Mount Allison College.

DAVID ALLISON, LL.D., PRESIDENT.

THE University of Mount Allison College offers to students, whether desiring to take a full under-graduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces

The new University Residence has been constructed and is furnished with every provision for comfort, convenience and health.

Annual Session 1902-1903 begins Sept. 25th.

Send for Calendar.

Mount Allison Ladies' College, Owens Art Institution and Conservatory of Music.

REV. B. C. BORDEN, D. D., PRINCIPAL.

INSTRUCTION is imparted on subjects ranging from the primary English branches through the whole University Curriculum to the Degree of B.A. Young ladies studying for the purpose of qualifying themselves to teach may here combine the accomplishments with the thorough drill necessary to their profession. Date of opening, September 11th, 1902.

THE CONSERVATORY OF MUSIC is under the direction of a strong staff of experienced teachers, representing the best conservatories and teachers on both sides of the Atlantic.

Art students have the inspiration which comes from constant contact with the splendid paintings which constitute the Owen's gallery.

Mount Allison Wesleyan Academy.

JAMES M. PALMER, M. A., HEAD MASTER.

NO Institution of learning in the country has had a more successful history, and none is more worthy of patronage for the future. Many of the most prominent men now in professional, commercial and political life in Canada, and in other lands, had their training at Mount Allison Academy. A thorough English and Commercial Education is imparted and students are prepared for College Matriculation and for Civil Service examination. Every care is given to the private interests of the boys, so as to ensure their comfort and happiness. Date of opening Sept 11th, 1902.

The building is commodious, well heated throughout by the hot water system, and comfortably furnished.

Expenses very moderate.

For particulars apply to the Principal.

**University of
New Brunswick.**

THE next Academic year begins October 1st, 1903, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Assa Dow Scholarship (value \$100) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

ERNEST BRYDONE-JACK, B. A., C. E., BURSAR OF THE UNIVERSITY, FREDERICTON N B.

McGILL UNIVERSITY, Montreal.

THE CURRICULUM comprises courses in Arts, Applied Science, Medicine, Law, Veterinary Science.

Copies of the Calendar containing full information and full particulars of the Royal Victoria College (the new residential college for women students) may be obtained on application.

EXHIBITIONS IN THE FIRST YEAR (value from \$90 to \$200) will be offered in competition at the opening of the Session, September, 1902. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

(Address McGill College, Montreal)

J. A. NICHOLSON, M. A., REGISTRAR.

**ACADIA UNIVERSITY AND AFFILIATED INSTITUTIONS
WOLFVILLE, NOVA SCOTIA.**

ACADIA UNIVERSITY.

T. TROTTER, D. D., - - - President.

The University has a staff of eleven Professors, all specialists in their respective departments. The Arts' Course, constructed on sound educational principles, includes a considerable body of prescribed studies, with a generous range of electives in the Junior and Senior years. The ideals as to methods of work and scholarship are of the highest. Combined with these ideals there is the constant effort to develop Christian character and foster the Christian spirit.

Send to the President for Calendar.

ACADIA LADIES' SEMINARY.

REV. H. T. DeWOLFE, M. A., - Principal.

The Seminary provides a full and well-arranged Literary Course, which prepares for Provincial Certificates or Advanced Standing in the University. Students desiring only a partial course can always be accommodated.

First-class instruction is also given in Piano, Violin, and Vocal Music; and in Drawing, Painting, Elocution, Shorthand and Typewriting.

The building is a handsome and commodious structure, with every modern appointment for the comfort and health of the students. The institution is, moreover, a delightful Christian home.

Send to the Principal for Calendar.

HORTON COLLEGIATE ACADEMY

H. L. BRITTAIN, M. A., Principal.

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.

Expenses vary from \$143 to \$175 per annum, according to the number of extras taken.

Nine experienced teachers, four of whom are residents, make up the staff.

The Academy Home has recently been fitted with a hot water heating system and with electric light, and has been made exceedingly and every way attractive and comfortable.

Send to the Principal for Calendar.

KING'S COLLEGE, WINDSOR, N. S.

Courses in Arts, Divinity, Engineering and Science. Numerous Scholarships and Prizes. Course leading to degrees open to non-resident student. Women are admitted on the same conditions, and have the same privileges as men.

THE COLLEGIATE SCHOOL affords an excellent training for boys. Pupils are prepared for matriculation at the universities, and at the R. M. C., Kingston. Good playgrounds and a well equipped gymnasium, in charge of a skilled professional instructor. Calendars of the College and Prospectuses of the school may be obtained from the President of the College, who will readily furnish any information desired.

**Edgehill, CHURCH SCHOOL
FOR GIRLS.
WINDSOR, NOVA SCOTIA.**

INCORPORATED 1891,

The Bishop of Nova Scotia, Chairman Board of Trustees.

Miss Lefroy, of Cheltenham Ladies' College England, Principal.

Ten Resident Experienced Governesses from England. Housekeeper, Matron and Nurse.

Board and Tuition Fees, including French, Latin or German or Greek, Daily Calisthenics,

Class Singing and Needlework, \$25 per annum, or \$75 per term.

Music, Singing, Painting, Drawing, etc., are extras.

Preparation for the Universities.

Michaelmas term begins Wednesday, Sept. 11

For Calendar apply to DR. HIND.

SCHOOL BOOKS, MAPS AND SCHOOL SUPPLIES.

OUR STOCK IS NOW COMPLETE.

1903 CATALOGUE Is ready. Send your Address
and a Copy will be mailed.

A. & W. MACKINLAY,

PUBLISHERS, BOOKSELLERS and STATIONERS,

135 & 137 GRANVILLE STREET, HALIFAX, N. S.

ACADEMIC ARITHMETIC

Prescribed for use in the schools of New Brunswick and Nova Scotia, Price 40 Cents.

KEY TO ABOVE 50 Cents.

HEADQUARTERS FOR



Text Books for Schools and Colleges,
School Supplies, Books for
School Libraries, Etc.

OUR NEW EDUCATIONAL CATALOGUE IS READY.
WRITE FOR ONE.

T. C. ALLEN & CO.,

PUBLISHERS,
BOOKSELLERS, Etc.

HALIFAX, NOVA SCOTIA.

THIRTY-TWO PAGES

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., OCTOBER, 1903.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia

THE EDUCATIONAL REVIEW.

Office, 31 Leinster Street, St. John, N. B.

PRINTED BY BARNER & Co., St. John, N. B.

CONTENTS:

Editorial Notes	91
School Gardens—An Experiment in Musical Education	92
Comment on Things Seen and Heard	93
English Literature in the Lower Grades	94-96
Autumn Lessons—Trees and Shrubs	96-97
Examination Papers—No. III	98
Old Time Songs—No. III	99
Helen Keller's Address	100
Joseph Howe—Portrait, Life, Works	101-104
Memory Gems for the Little Ones	104
Mineralogy and Geology in Schools—No. I	104-105
Notes on Geometry	105-106
Grade I Arithmetic—No. II	106-107
Teachers' Conventions	107-109
Gleanings from County Institutes	109-110
'Round Table Talks	111
CURRENT EVENTS	111-113
N. S. Manual Training Association	113
SCHOOL AND COLLEGE	104
BOOK REVIEWS—OCTOBER MAGAZINES	114-116
NEW ADVERTISEMENTS—	
Maritime Business College, p. 114; Webster's Dictionary, p. 114;	
New History of New Brunswick, p. 116; C. P. Railway, p. 117;	
The Engagement Ring, p. 118.	

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.

THE REVIEW is sent regularly to subscribers until notification is received to discontinue and all arrearages paid.

When you change your address, notify us at once, giving the old as well as the new address. This will save time and correspondence.

The number on your address tells to what whole number of the *REVIEW* the subscription is paid.

Address all correspondence and business communications to

EDUCATIONAL REVIEW,

St. John, N. B.

EVERY teacher should have a copy of the *REVIEW* for her own schoolroom, and preserve the numbers for binding and future use.

We have received from the Cosmos Picture Company, of New York, beautiful sets of pictures that are designed to make the interior of schoolrooms more attractive.

THE Milltown, N. B., schools have been making for some years past the highest average of any schools in the province. This is an object-lesson to other sections.

THIRTY-TWO pages to this number, and yet two important articles are held over. The *REVIEW* deals with many phases of educational work. Our contributors should be as concise as possible.

THE series of lessons begun in this number on geology and mineralogy by Mr. L. A. DeWolfe will be found valuable aids to teachers on these subjects. Mr. DeWolfe will be glad to answer any questions as to books and appliances that may be needed to make these lessons more effective.

MR. GEO. R. PARKIN, the Rhodes scholarship commissioner, writes to the *REVIEW* from Capetown, enclosing a copy of a South African paper which gives a full account of the teachers' convention held there. Much the same questions engage the attention of teachers there as here. Mr. E. B. Sargent, director of education, in an admirable address outlines a scheme for the federation of the empire on educational lines, and with that end in view proposes a National Teachers' Convention.

THE teachers in these provinces are organizing for better work and for a more effective recognition in regard to salaries. Albert County, in New Brunswick, was the first to set the example, and the other counties in the province are following that example. The most vital question before the Prince Edward Island convention was the proposed federation of teachers. The Nova Scotia Association recently decided to ask the government to go into the whole question of finances in regard to education and devise means by which teachers will receive fixed stated salaries. Good teachers, good schools, are everywhere being called for, and why not good, living salaries? We cannot get and keep good teachers without paying an adequate remuneration. The latter is, or should be, the measure of popular appreciation for the faithful teacher's services. If district school boards are too benighted or too mean to pay what is right, let the government take up the matter, and compel trustees to pay better salaries. This is done in British Columbia, where it is provided that no salary less than \$50 a month be paid to a teacher.

School Gardens.

The educational advantages of the school garden are many. Besides affording material and opportunity for nature-study it gives a practical direction to agriculture. We can easily imagine that young people interested in the school garden will take a greater interest in the home garden. The wise father and mother will encourage this interest as their children grow up, by giving them a piece of land to cultivate for themselves and allowing them to use the profits arising from it. The experiment might practically decide whether a boy or girl had an inclination for farming; if so that inclination should be encouraged, and many farmers sons and daughters thus be led to choose a healthy, independent life in the country instead of crowding narrow, unwholesome quarters in cities, or breathing the stifled air of close rooms and factories.

The cultivation of a taste for flowers, shrubbery and trees is not an unimportant part of the education of boys and girls. The child that goes from a home where some attempt is made at adorning the grounds with trees, shrubbery and flowers, cannot find congenial surroundings in the bare rooms and still barer exteriors of most of the country schoolhouses.

Again, if there is a neat and well-kept schoolroom, a well-kept garden or lawn in front of the schoolhouse, the child from a home not provided with these simple evidences of taste and comfort will soon carry out a successful agitation to have the home surroundings improved.

Professor H. W. Smith, of Truro, in the course of an admirable address at Baddeck, showed that school gardens may be kept up anywhere on a simple and inexpensive scale. It is not necessary to buy the land nor to have large gardens. An eighth or a tenth of an acre is quite sufficient. Usually this may be had from a resident adjoining the school grounds, and he will care for the garden during the summer vacation, and receive his pay in "shares" of the products. He had known of mutually satisfactory arrangements that had been made on this basis. The object should not be to grow vegetables of large size, but to see how great a variety of useful plants could be produced, and to calculate the yield per acre of each kind. This would be an object lesson to farmers, who would not be slow to avail themselves of the results. The expense of such a garden, for seeds and implements,

would not be more than three or four dollars a year.

A grass plot in the middle and a background to the garden of small shrubbery, fronted with a bank of ferns, violets and other wild flowers, would add to its usefulness and attractiveness. This in season. In the schoolroom there may be kept a garden all the year round—pitcher-plants, violets (which will bloom in winter), ferns, dwarf evergreen trees (which are very ornamental), the red berries of the Canadian Holly (*Ilex*), etc.—all these may be kept in shallow plates surrounded with moss.

Can teachers resist the temptation to have gardens like these?

An Experiment in Musical Education.

There is being tried in North Sydney, N. S., an experiment which, as Superintendent MacKay says, is an object lesson to all the provinces. Every pupil from grade two upward in the schools of that town receives instruction in vocal music as a part of public education. The total cost to each pupil, including music, is fifty cents a year. The only equipment in the line of instruments is a twenty-five cent tuning fork; but behind it is a teacher of wide experience, undoubted capacity, and with the best training.

In October last, Mr. C. L. Chisholm was engaged by the school board of North Sydney to give instruction in the system known as the "Educational Music Course," used in the public schools of New York, Boston, Philadelphia, and elsewhere throughout the United States. At the outset all voices were tested, the bad voices recorded, their owners put by themselves, and allowed to take part in the theory work, but not in the singing. Later, these were tested again, when many were found to have unconsciously discovered their ears and their voices through hearing the good voices under training. Three-fifths of the "bad voices" were recovered during the year, and of the remainder, tests will be made during this year as long as there is any hope of making a singer of the owner of the voice.

Not only are the eleven hundred school children of the town and their parents enthusiastic over this new experiment in musical education, but Principal Creelman, with his staff of teachers and the Sisters of St. Joseph's school, are giving it their cordial support, and are being trained by Mr. Chisholm to carry on the work in the future. The examination

that was held at the close of the year was a striking proof of what can be done in a short time in the theory and practice of vocal music by a trained and accomplished teacher.

Mr. Chisholm has had nine years' training in the best schools of Boston and Europe, and the experience of eleven years of private teaching in three different conservatories. He is a firm believer in the benefits of the proper cultivation of children's voices, the pleasure and refinement that this will bring to thousands of homes, and the laying a good foundation for a further musical course. "What this country requires to-day in musical education," he pointedly declares, "is more tuning forks and fewer pianos."

What is being done for the North Sydney school children should be done for every child in these provinces.

Comments on Things Seen and Heard.

BY THE EDITOR.

Some one was talking the other day at an institute about genius as if it was an inborn quality. Perhaps it is. But it has been defined as the capacity to do hard work. To do inspiring work there must be occasional perspiring.

A teacher said at an institute in my hearing: "There is too much talking 'over the heads' of the common school teacher. We want to know how to do things." It is the great object of the county or district institutes to make things clearer to the young teacher. To do this there should be fewer papers and more teaching and discussion. Many fine things are said about nature-study, but what the average teacher wants is to see how this subject may be best presented to a class of children. We want more of the manual training idea in the institutes: to stand up before classes of children and *teach* history, literature, spelling, reading, *writing*. Grammar, arithmetic and geography might take a rest for a while; as these are the favorite subjects of class-work before an institute. Another word: Let the executives of our institutes secure for this work the teachers who have had marked success in teaching certain subjects.

It has always been an unfailing source of entertainment to me while travelling through remote districts to note what different ideas people have of distance and of common wayside objects; and—

what is not entertaining—to ask questions about past local events or the meaning of names of places and have a blank "I dunno" returned, or what is worse, a wrong or misleading answer. How may accurate knowledge take the place of vague uncertainty or ignorance? Do teachers realize how fascinating it would be for their pupils to measure the distances along the roads which they walk over every day, to know the common wild flowers, trees, birds, small animals, by the wayside? To know something of the past history of their native place, the oldest families and buildings, the meaning of place-names? To know the heights of the hills, the length of streams, the areas of fields and lakes near by? What an interest this investigation would give to their daily life, and how much more they would think of their home surroundings! Children are eager to communicate; and conversation will be stimulated at the fireside or at meal-time with every fresh accession to their knowledge. What a cure for meaningless gossip or moody silence!

Is there a decay of sociability in families in the rural homes to-day? How many of us remember the old-fashioned fireplace, with its blazing logs, far more inviting than outside attractions? The genial blaze brought out the story, and jokes and laughter enlivened the fireside circle. Close stoves and furnace-heated houses have done more than we dream of to make people moody and young people discontented with their homes.

A speaker at the public educational meeting at Sussex a few evenings ago commented on the fact that few people read anything but newspapers. This done, they sit round, or walk aimlessly about, talk *ad nauseam* about the weather, whittle and expectorate (if they are men or boys), but they do not read, even though the best books may be had for little more than the asking. Why is this? Ah, why?

While at Baddeck the other day, that beautiful little town on the Bras d'Or Lakes, I dropped into the public library. The building had an unpainted weather-beaten exterior, but how cosy and inviting inside! The books were daintily arranged as they would be in a cultured home. There were alcoves and recesses curtained off, into which one might retire to read a favorite author. How tempting to sit down by a window and read Frank Bolles' "From Blomidon to Smoky" with many of the scenes before you which this lover of nature has so charm-

ingly described. And when I could not finish the book for want of time (my third reading of it, I think), the librarian bade me bring it home and return it at my leisure. But I made a point of finishing the book before leaving town. I have always been so well treated by librarians and other book people that I dread the slightest approach to imposing on their good nature.

The point I intended to make in the last few paragraphs is (will the reader pardon my explaining it?) that books and homes (and schools) are not made inviting enough. Our boys and girls need to be taught the companionship that is to be found in good books and in natural scenery; they need the wholesome social element which is rarely found in country places. They seek the city with its attractions, or they find their way to other countries. The enchanting scenery around the Bras d'Or Lakes may draw many tourists thither, but it is not sufficient to keep the Cape Breton youth at home. The scanty husbandry, poorly tilled farms and sparsely settled country, are not attractive to the youth; and this may be said of many other sections of these provinces.

I was not prepared for the statements I heard about the unproductiveness and backward state of agriculture in the island of Cape Breton. The products of the farm, garden and dairy are supplied to such large manufacturing and mining centres as the Sydneys from outside—chiefly from Prince Edward Island. The milk which supplies the town of Sydney, so a fellow traveller assured me, is brought daily from Colchester County—260 miles away. And yet much of the island of Cape Breton is fertile and should supply the needs of its inhabitants, with something left over for the outside world. But other places and other pursuits afford more remunerative employment and greater advantages than the hillsides of Cape Breton; and the fortunes that await the skilled agriculturist are still hidden in the soil.

The song birds leave us at the summer's close,
Only the empty nests are left behind.

—H. W. Longfellow.

"Yes," said the student of digestive economics, "there is one part of the doughnut that wouldn't give you dyspepsia."

"And what part is that?" we ask in astonishment.

"The hole in the middle."—*Baltimore American*.

English Literature in the Lower Grades.

BY ELEANOR ROBINSON.

I drew attention in my last paper to the mistake of thinking that children cannot enjoy, or be interested in what they do not fully understand. Sir Walter Scott, in his *Autobiography* says: "I derived a great deal of curious information from George Constable, both at this early period (his eighth year) and afterwards. He was the first person who told me about Falstaff and Hotspur, and other characters in Shakespeare. What idea I annexed to them, I know not; but I must have annexed some, for I remember quite well being interested on the subject. Indeed, I rather suspect that children derive impulses of a powerful and important kind in hearing things which they cannot entirely comprehend; and therefore, to write down to children's understanding is a mistake; set them on the scent, and let them puzzle it out."

It is plain that Scott is speaking here of really great literature; and it is great literature that we can trust to take its hold upon the child's mind, without too much interference from us. But among the selections in our school reading books, there are many that cannot be classed as literature at all. There are prose extracts, for example, that have been chosen, not to give pleasure by their beauty, for they have no beauty, but to convey certain useful information, or moral lesson. In relation to a piece of literature, we may compare them to maps, or diagrams in relation to a great picture. They have their uses, just as a map has; we may even admire their fitness for their use, as we admire the accuracy and neatness of a map. But when we have received the information they have to give us, they are exhausted; we have no further use for them; whereas, as I said before, a bit of true literature is inexhaustible. It would be an encouragement to inattention and carelessness to let such an extract as "The Stolen Peaches," or "A Far Distant Country," in N. B. Reader No. 3, or "Ax Grinding," or "The Soldier's Reprieve," in No. 4, be left without thorough understanding, because there is nothing in them beyond the easy comprehension of an ordinary child. But take "The Death of Nelson," from Southey. Here we have a narrative written with such force and beauty as to raise it into the rank of literature. We can read it for the tenth time with greater pleasure than we feel on a first reading. The teacher should know the book from which the extract comes, (one of the really great biographies in our language) and

should be able to analyze the effect it produces on the reader, and to trace it to the causes. Note the great simplicity of language, the short direct sentences, the use of contrast, e.g. in "From this ship, which he had thus twice spared, he received his death." "Had he but concealed those badges of honour from the enemy." The children should tell what characteristics of Nelson are brought out, and how, and an interesting comparison may be made with Parkman's "Wolfe and Montcalm."

A curious example of what Scott condemns, the "writing down" to children, which also serves to show how a beautiful narrative may have most of its beauty extracted from it, is found in the "History of Joseph," in N. B. Reader, No. 3. I should like to experiment with a class of the youngest children that could read this piece, by setting them to read it, and then to read the story from the Old Testament, (and by the way, the second reading should be done, not "verse about," but in paragraphs); then I should ask them which they liked best, and I should be tolerably sure of the answer. The same amount of information is given us in the reader as in the book of Genesis, but, except where direct quotation is used, the literary quality has disappeared. The *History* says: "He then, giving full vent to his emotions, weeps aloud, saying as soon as he can find utterance, "I am Joseph: doth my father yet live?"

Confounded at this declaration they can make no answer. He bids them draw near to him, and then, in a tone of the kindest affection, tells them that he is indeed Joseph, whom they sold into Egypt." Compare the original: "And he wept aloud: and the Egyptians and the house of Pharaoh heard. And Joseph said unto his brethren, I am Joseph, doth my father yet live? And his brethren could not answer him; for they were troubled at his presence. And Joseph said unto his brethren, come near to me, I pray you. And they came near. And he said, I am Joseph your brother, whom ye sold into Egypt." Truly, there are more reasons than one for deep regret over the ignorance of the Bible among the present generation.

A fitting poem to study at this time of year is Bryant's *To the Fringed Gentian*.

"Thou blossom, bright with autumn dew,
And coloured with the heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night:

Thou comest not, when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare, and birds are flown,
And frosts and shortening days portend
The aged year is near his end;

Then doth thy sweet and quiet eye
Look through its fringes to the sky;
Blue—blue, as that sky let fall
A flower from its cerulean wall.

William Cullen Bryant (1794-1878) grew up among the hills in Western Massachusetts; there he learned that love of nature that breathes through many of his verses. This is one of the nature poems that simply aims, by a vivid description of natural scenes to share the poet's pleasure in them with his readers. The scene is described for its own sake; there is no human action to which it forms a background; and no reflections rising from it or moral suggested by it are recorded. Wordsworth's "Daffodils" is another poem of the same sort.

The second verse will give opportunity for comparing descriptions from the children's own observations. The likening of the blue of the flower to that of the sky, is a favourite comparison with the poet's. Lowell, in his lines to a violet, says:

"Thy little heart, that hath with love
Grown coloured like the sky above,
On which thou lookest ever."

And Tennyson has,

"Over sheets of hyacinth
That seemed the heavens upbreking through the earth."

Note that while Tennyson and Bryant simply compare the colours, Lowell attaches a fanciful reason to it. Emerson, speaking of New England flowers, called the gentian "blue-eyed pet of blue-eyed lover."

What other adjectives besides "cerulean" are used by poets to describe the color of the sky? Tennyson and Lowell are writing of spring flowers. Does the comparison with the sky hold good in autumn as well? When do our skies have their brightest blue? When do most of our blue flowers blossom?

Notes on the metre and thought of *Lady Clare* (N. B. Reader, No. 3, p. 149) were asked for months ago, but the request was overlooked.

This poem is modelled on the old ballads in (a) dramatic narration; (b) simplicity of language; (c) directness of the story; (d) irregularity of metre.

(a) After two verses of introduction the story is told almost entirely by the actors. (Compare a narrative altogether in the third person, as, *Helvel-*

lyn, p. 99, and another where the writer does not speak in his own person at all, like *The May Queen*).

(b) and (c) Note what strong feeling is expressed in the most direct and simple way, and how distinctly the characters stand out, though they are only sketched; the different ideas of honor; the purity of the lover's affection.

(d) The correctness of an absolutely regular metre would not fit this simplicity of expression. Hence the regular eight syllable line with four accents is varied, the syllables running from six to ten, and the accents sometimes only three in a line. The only normal verses are the third and the last two.

"He does not love me for my birth
"Nor for my lands so broad and fair."

The technical name for this metre is "octosyllabic quatrain, with alternate rimes." Interesting lines to examine for number of syllables and position of accents are the following:

"In there came old Alice the nurse."
"Are ye out of your mind, my nurse, my nurse."
"The lily-white doe, Lord Ronald had brought."
"Play me no trieks," said Lord Ronald."
"O and proudly stood she up!"
"So strange it seems to me."

Answers to questions:

BOOK IV. TO THE QUEEN. PAGE 1.

Then while a sweeter music wakes,
And thro' wild March the throstle calls,
Where all about your palace walls,
The sun-lit almond-blossom shakes."

"Sweeter music;" literal music? Sweeter than his verse? Where? What is the connection? Almond blossoms; is it literal? The poem was written in March, 1851, after Tennyson had accepted the Laureateship as successor to Wordsworth, "him that uttered nothing base." He says, "Since the Queen has given him the Laureateship, then, take, madam, this poor book of song." The sweeter music is the song of the throstle, which is sweeter than the poet's song. Compare his poem, "The Throstle." The palace spoken of is probably Osborne, in the Isle of Wight. Perhaps some wiser person can tell us whether or no the almond trees would bloom there in early spring. Tennyson is famed for the accuracy of his references to nature, and I have always accepted this on this authority.

Some notes on this poem were given in the REVIEW for November, 1901.

Notes on the Lady of Shalott will be given later.

Autumn Lessons—Trees and Shrubs.

BY JOHN BRITAIN.

THE USE OF THE SIDE-BUDS (AXILLARY BUDS).

The common or speckled alder is as good as any to begin with. It retains its leaves quite late, and may be found in every district. Cut off about two feet from the tops of the larger branches—each top bearing several small branches which have grown out from the sides of the larger branches within a year or two. Get a sufficient number to supply each pupil with a specimen. After observing the shape and arrangement of the leaves, attention will be called to the *buds*; and the question of their use will arise. Let the children reason this out with a little judicious guidance. They will find a leaf close below each bud. If they pull a leaf off they will find a scar left where the leaf-stalk was severed. Note the shape of the fresh leaf-scar.

How long have these leaves been on the alder branch? What became of last year's leaves? Find the scars *they* left when, last autumn, they dropped from the branches. You can know them, though their color may have changed, by their shape. Some of these old brown leaf-scars may be seen close below the base of the little branches, on the main branch. Look whether there is a leaf-scar below every little branch. What do these old scars mean? They mean that last year, or the year before, a leaf grew where each scar is now. But since this year's leaves have buds above them, what follows? "It follows that last year's leaves must have had buds close above them." But what have we now close above the places where those leaves grew? "We see branches there now, but no buds." How do you explain that? "Last year's buds must have grown out (or developed) into branches." And what would the result have been if no buds had formed above the leaves, or if these buds had been destroyed after they had formed? "Then there would have been no branches."

Teachers will find among the children a widespread tradition that buds become *leaves*. How this tradition arose is not clear. Perhaps the name *leaf-buds* is responsible for it. However, care should be taken to make it plain that each side-bud (axillary bud) becomes a *branch* bearing several leaves. Let the children measure the length of a branch from one of last year's buds, and count the leaves on it.

THE USE OF THE END-BUDS (TERMINAL BUDS).

But the end-buds, what do they become? Let us reason that out. The side-buds become branches. The end-buds resemble the side-buds very much. So one would suppose that the end-buds would develop into something very like a branch.

The argument may now proceed thus: There is a bud on the end of the main branch this autumn, so there must have been a bud where the branch ended last autumn. But where did it end last autumn? This may be found by observing that the bark near the end of the branch is fresher and lighter in color than it is lower down on the branch; and where the newer-looking bark meets the older bark, a little above the last small branch on the main branch, a ring more or less distinct will mark the position of the terminal bud of last autumn. But there is no terminal bud there now, but in its stead a continuation of the stem bearing leaves just as do the little branches from last year's side-buds. This prolongation of the main branch has, probably, increased its length by several inches. Buds will also be found at the ends of the branches of the main branch. These buds would, next year, have grown out and made these branches longer. What would the result be, then, if the terminal buds were broken off from the main stem and the branches of a tree, or of a smaller plant?

RELATIVE ARRANGEMENT OF LEAVES, BUDS AND BRANCHES.

A branch bearing opposite leaves — a maple branch, for example—may be studied next. The children will notice that the side-buds are also in pairs, and will infer that since side-buds become branches, the branches should also be in pairs. Often, however, a branch will be found with no opposite one. How is this explained? One of the buds did not develop, or else the branch died or was broken off. Thus we learn that trees with alternate leaves will have alternate buds and branches, while those with opposite leaves should have opposite buds and also opposite branches, except where a bud has failed to produce a branch.

ON WHAT PARTS OF THE BRANCHES THE LEAVES ARE FOUND.

Get the children to find to what parts of the branches this year's leaves are attached. This is most easily seen in trees, such as the mountain maple, in which there is a marked contrast in color

between the bark on the parts of the branches which grew out this year and that of last year's growth. The young searchers will soon find that the leaves are all on the branches or parts of branches which grew out this year, and will see that, in all trees and shrubs whose leaves fall in autumn, the outgrowth of last year, and of previous years, will never bear leaves again. Ask them to observe the effect of this habit upon the foliage of a tree.

WHY THE LEAVES FALL.

Another tradition, very common among children and grown-up people, is that the leaves are pushed off the trees in the autumn by the buds. The fallacy of this notion may be found by a close examination of the parts. It will be noticed how easily the leaves of the alder are pulled off at this season, and that they part along a plane which crosses the leaf-stalk near its base. Here the leaf-stalk, it will be found on trial, has become very brittle, as if in preparation for the fall of the leaf. Late in autumn a gentle wind will cause large numbers of leaves to break off at this place; but you will find the leaf-stalk quite tough elsewhere throughout its length.

THE AUTUMNAL COLORS OF LEAVES.

Still another tradition which deserves investigation is the commonly accepted one that the frosts of autumn cause the leaves to assume their various autumnal colors. —No teacher should let October pass without directing the attention of the children to the autumnal glory of our Acadian woods. If any of the grander aspects of nature will appeal to them, this surely will. A walk with a group of children—not too many at one time—through a near-by wood will be enjoyed by all. Let the children gather the different kinds of leaves from the ground, and find the tree from which each fell. Note its size, mode of branching, general form, the autumnal colors of the leaves, and other obvious features. See that each child gets its name, and set each to find other trees of the same species. By such a method much may be learned about the trees in a few short excursions. The leaves collected may be taken to school and kept in books as material for drawing exercises.

Professor.—“Too bad! One of my pupils, to whom I have given two courses of instruction in the cultivation of the memory, has forgotten to pay me, and the worst of it is, I can't remember his name.”

Examination Papers.—No. III.

BY J. B. HALL, PH. D.

The examination paper No. 1, in the August number of the EDUCATIONAL REVIEW, is worthy of a careful reading by all candidates for provincial examination. The faults, pointed out in that article, are the inability of the candidates to express themselves in clear and vigorous English, the use of improper words and expressions, and the frequent occurrence of misspelled words. These faults are common to many examination papers, and are due in part to the excitement attending the examination exercises, and in part, to a lack of definite knowledge of the subject. Frequent preparatory written-examinations and more exact knowledge of the subject examined are needed to improve the subject-matter and the mechanical and literary work of the provincial examination papers.

The papers on education indicate pretty conclusively that many of the candidates have failed to read the questions over carefully, or at least, the whole of each question. Such cases are frequently marked by answers that are lengthy, vague, and therefore difficult of correct valuation by the examiner. The papers on education and method appear to offer a wide field to many candidates for speculation, and not infrequently for guessing.

While there are educational views that are common to many different educators, there are salient points in which their views differ widely. Therefore, when a definite question is asked in order to ascertain the knowledge of a candidate concerning the views of an educator on some definite subject, and a general answer is given that may apply equally well to any one of a half-dozen educators, the answer is certainly disappointing and unsatisfactory. After reading several papers of this character the impression gradually grows on one that the candidate has prepared the work hastily for examination, and is therefore not prepared to do himself full justice.

It has not infrequently occurred to me, that a candidate would stand a better examination and derive more benefit from the study of the history of education, if he should study some one educator or system of education thoroughly, and compare the other educators with the one studied. Each educator would doubtless present the various phases of his subject more or less fully and satisfactorily in comparison with the system studied, and there would be by this method the advantage of comparison.

This comparing of system with system will give an increased value to the study of education and aid the student in fixing the facts more firmly in his memory.

Many of the candidates are the graduates of our best schools—those that exemplify the best tradition of the schoolroom. A careful study of a system or an educator that is worthy of being regarded as a model will prove a constant incentive to the teacher; it will improve and enrich the work of the school and will finally tend to raise the work of the teacher from the level of the artisan to the higher level of the artist.

The papers on school law and management are improving slowly year by year. The changes that are taking place in the school law of Nova Scotia each year, and which are in the April and October numbers of the Journal of Education, are usually fairly well understood by many of the candidates. Indeed, one cannot well believe that anyone would apply for the position of teacher, at the present day, without a fair knowledge of the laws under which his school must be conducted.

The questions relating to school discipline are usually answered with much intelligence, and with a true appreciation of the spirit of the age.

A proper appreciation of the importance and value of the work which the candidates are looking forward to in these examinations will, we feel assured, give us a class of students in the future that will be forced by a sense of duty to seek the best possible qualification for the noble and responsible position of a teacher.

A Word to Boys,

You are made to be kind, boys, generous, magnanimous.

If there is a boy in school who has a clubfoot, don't let him know you ever saw it.

If there is a poor boy with ragged clothes, don't talk about rags in his hearing.

If there is a lame boy, assign him some part in the game that doesn't require running.

If there is a hungry one, give him part of your dinner.

If there is a dull one, help him learn his lesson.

If there is a bright one, be not envious of him; for if one boy is proud of his talents and another is envious of them, there are two great wrongs and no more talent than before.

If a larger or stronger boy has injured you and is sorry for it, forgive him. All the school will show by their countenances how much better it is than to have a great fuss.—*Horace Mann.*

Old Time Songs—No. III.

SONG—AFTON WATER.

Flow gently, sweet Afton, among thy green braes,
Flow gently, I'll sing thee a song in thy praise;
My Mary's asleep by thy murmuring stream,
Flow gently, sweet Afton, disturb not her dream.

Thou stock-dove whose echo resounds thro' the glen,
Ye wild-whistling blackbirds in yon thorny den,
Thou green-crested lapwing, thy screaming forbear;
I charge you disturb not my slumbering fair.

How lofty, sweet Afton, thy neighboring hills,
Far mark'd with the courses of clear, winding rills;
There daily I wander as noon rises high,
My flocks and my Mary's sweet cot in my eye. 7

How pleasant thy banks and green valleys below,
Where wild in the woodlands the primroses blow;
There oft, as mild ev'ning weeps over the lea,
The sweet-scented birk shades my Mary and me.

Thy crystal stream, Afton, how lovely it glides,
And winds by the cot where my Mary resides;
How wan on thy waters her snowy feet lave,
As gathering sweet flow'rets she stems thy clear wave.

Flow gently, sweet Afton, among thy green braes,
Flow gently, sweet river, the theme of my lays;
My Mary's asleep by thy murmuring stream,
Flow gently, sweet Afton, disturb not her dream.

The author of the above, and many of the sweetest Scottish songs, including Highland Mary, Auld Lang Syne, John Anderson My Joe, was Robert Burns, born near the town of Ayr, Scotland, January 25, 1759 (the year of Wolfe's conquest of Canada); died July 21, 1796. His father, though very poor, contrived to give his son a good education; and when not able to send his children to school, taught them himself in the evening when his day's work was ended. The poet had a robust frame and active body, and at fifteen years of age could do the work of a man. In the case of Burns, as in that of Sappho, it was love that taught him song. A "bonnie sweet sonsie lassie" was associated with him in the labors of the harvest field, and the sweet verses she sang inspired him with the idea of writing songs. Burns continued to write verses, and finally collected all he had written into a little volume of poems which he sold by subscription. This book made him famous. He went to Edinburgh, where he was received in the highest society the city afforded. Here he was feted and petted, and made much of, which ended in his ruin. While he continued to write beautiful poems, he fell into the habit of drink. This weakness ruined his life, and left his wife

and children penniless. Yet every true Scotsman loves the memory of Robert Burns, and so long as Scotland endures his songs will be sung, and his Cotter's Saturday Night will be read around the firesides.

SONG—DARLING NELLIE GRAY.

There's a low green valley on the old Kentucky shore,
There I've whiled many happy hours away,
A sitting and a singing by the little cottage door,
Where lived my darling Nellie Gray.

CHORUS,—

Oh! my poor Nellie Gray, they have taken you away,
And I'll never see my darling any more,
I'm sitting by the river and I'm weeping all the day,
For you've gone from the old Kentucky shore.

When the moon had climbed the mountain, and the stars
were shining too,

Then I'd take my darling Nellie Gray,
And we'd float down the river in my little red canoe,
While my banjo sweetly I would play. *Chorus.*

One night I went to see her, but "she's gone!" the neigh-
bours say,

The white man bound her with his chain;
They have taken her to Georgia for to wear her life away,
As she toils in the cotton and the cane. *Chorus.*

My canoe is under water, and my banjo is unstrung,
I'm tired of living any more,
My eyes shall look downward, and my song shall be un-
sung,
While I stay on the old Kentucky shore. *Chorus.*

My eyes are getting blinded, and I cannot see my way;
Hark! there's somebody knocking at the door—
Oh! I hear the angels calling, and I see my Nellie Gray,
While I stay on the old Kentucky shore.

CHORUS, to the last verse,—

Oh! my darling Nellie Gray, up in heaven there they say,
That they'll never take you from me any more,
I'm a coming—coming—coming, as the angels clear the way
Farewell to the old Kentucky shore.

How this song came to be written, recalls another incident in the times of slavery. Benjamin R. Hamby lived in Cincinnati, Ohio. At the period of his life in which the song was written, he was a teacher in a little academy in Seven Mile, Butler Co., Ohio. On his way from Cincinnati to Seven Mile he read an account of a beautiful quadroon girl who had been torn away from her slave lover and carried to the Southern markets to be sold. The quadroon's name was Nelly Gray. The account so impressed Mr. Hamby that he utilized the incident as the subject of the song, the words of which were almost

completed by the time he reached his destination. After a slight remodelling, it was sent to a Chicago publishing firm for their approval. He never received any returns for it, and the first knowledge that he received that the words had become in the least popular, or ever been used, was while on a visit soon after to Columbus, Ohio. On calling on a young lady friend in the city, he requested her to sing for him. She complied by saying she would sing him a sweet little song she had just received, and she remarked the strange coincidence that the name of the author was the same as his. She thereupon, to his great amazement, sang "Nelly Gray." The song was famous, and it is said the publishers received \$30,000 from its sale, while the obscure author received nothing but six printed copies of the song. Hamby died in obscurity and poverty. His remains lie today in an unmarked grave in the little village cemetery at Westerville, Ohio, the place that gave him birth.—*Adapted from N. E. Journal of Education.*

There are few books that are known so well as Webster's Dictionary. Its low price, accuracy, completeness, and its great practical value have made it the popular court of appeal. The latest edition keeps the dictionary abreast of the times. New plates add to the attractiveness of its pages, and incorporate necessary changes and additions; the gazetteer and biographical dictionary have been revised and corrected to date; and to the weight of fulness and authority there is added new up-to-date matter that greatly enhances it as a work of reference.

The British Colonial Office is urging the South African authorities to prevent the indiscriminate slaughter of elephants. Unless prompt action is taken, it is said, the elephant will soon be as scarce in Africa as the bison now is in America.

A recent report says that the remains of working elephants have been found in the ruins of a burned city in Mexico. It certainly needs confirmation to make it creditable.

The ice in Greenland is melting more rapidly than it is formed. The edge of one glacier is said to have retreated eight miles in the last fifty years.

There is absolutely no ground for the belief that radium emits energy without loss or waste of any kind, and without renewing the supply. Lord Kelvin believes that waves of ether may supply the loss, the radium changing some unknown form of radiation into the forms which we recognize.

Helen Keller's Address.

One of the greatest triumphs of human art over bodily defects is manifest in the power to speak imparted to Helen Keller. At the dedication of the Eye and Ear Infirmary she addressed a large audience, although early in childhood rendered deaf, dumb, and blind through severe illness. Her utterance was not as distinct as the speech of those possessing natural powers, but is improving, and it would not be strange if she became a popular orator.

This must in a sense be regarded as an educational triumph. She has been educated in spite of all her disadvantages. It shows that education is of the supremest value. The entire genius of those understanding such a case has been employed to educate her. Bear in mind it has not been simply to teach her to speak, but to educate her so that when she did speak she possessed ideas and comprehended the words.

This cannot but interest educators everywhere. What an effort to know! What pains to understand herself!

How many, with complete powers, make no similar effort? What joy she has in acquiring knowledge! She tells us, in her history, that when she comprehended that the three wooden letters, *d, o, g*, represented the animal she held in her lap, it gave her a joyful shock she has never forgotten. And, again, when she found that the letters could be put in other positions and represent other things, she was surprised and delighted.

She says in her address: "I am studying economics this year." If we should propound the question to many a teacher, Are you pursuing some study to further educate yourself? we should be met with a negative. In Miss Keller's place it is not needful she should study to fit her to incite study in others; she does it to meet the desire for light implanted by the Almighty. She declares she rises each morning with the hope she may learn something new during the day. Like the Roman emperor, she counts that day a lost one in which she has learned nothing new.

Again, she said in her address: "The welfare and happiness of others is essential to our own." Is not this the key to the reason we teachers engage in teaching? Is not this the distinction between the profession and business? Is not that the noblest profession that makes the happiness of others the first object of its prosecution?—*Teachers' Institute.*

Through the efforts of the Gaelic League, great progress is being made in the revival of the Irish language. At one place a meeting of teachers transacted all its business in Irish. An another a sermon is preached in Irish every Sunday, and Irish is taught in all the schools. In many places travelling teachers are appointed; and in Wexford a thousand pupils are in regular attendance at the Irish classes,



JOSEPH HOWE,
Journalist, Author, Statesman. Born December 13th, 1804. Died June 1st, 1873.

HON. JOSEPH HOWE.

"During the old times of persecution four brothers, bearing my name, left the southern counties of England and settled in four of the old New England states. Their descendants number thousands, and are scattered from Maine to California. My father was the only descendant of that stock who, at the revolution, adhered to the side of England. His bones rest in the Halifax churchyard. I am his only surviving son; and whatever the future may have in store, I want, when I stand beside his grave, to feel that I have done my best to preserve the connection he valued, that the British flag may wave above the soil in which he sleeps."

Mr. Howe gave this account of his ancestry in the course of a brilliant and eloquent address, delivered at Southampton, England, on the 14th of January, 1851. The tenderness and respect with which he speaks of his father, in many of his writings, is an attribute of the character of the gifted man that our young readers will delight to dwell upon.

Joseph Howe was born in a pleasantly situated cottage overlooking the North West Arm, near Halifax, December 13th, 1804. As the nearest school was in Halifax, two miles distant, he was only able to attend during the summer, and then not regularly. But the instruction received from his father and the society of good books, quotations from which enrich his writings and speeches, made up for the lack of schooling. He was fond of nature and out-door life. The rugged scenery around his home appealed to his youthful imagination and fed his poetic fancy. Vigorous exercise trained his body and made it capable of withstanding the incessant labors of his future active life.

Like his father, he became a printer, entering his brother's office at the age of thirteen. He continued his reading and wrote numerous poems, which were published in the newspapers. In 1827 he began the newspaper business and the following year purchased the *Nova Scotian*, which by his native ability and unremitting industry he made the leading paper of the province.

In 1828 he married Catherine Susan Ann, only daughter of Captain John McNab, of the Nova Scotia Fencibles. Ten children were the offspring of this marriage. Mrs. Howe was a woman of great intelligence, sound judgment, and proved an excellent help-meat to her husband.

Mr. Howe travelled over his native province in the interests of his journal, and by his fine conversational powers, humour and tact, made himself popular with all classes, and laid the foundation for that political life which he was shortly to enter upon. As a friend of responsible government he attacked the abuses of the times with an unsparing pen. In 1835 he was indicted for libel on account of a bold and sweeping attack that had appeared in his paper condemning official mismanagement and extortion. He conducted his own case and was triumphantly acquitted. Thenceforth he became the champion of popular rights, and as a member of the Provincial Assembly aided largely in bringing about responsible government. In this struggle, which was carried on with great bitterness in Nova Scotia, Howe's fearless conduct won him hosts of friends and many bitter enemies. He was twice challenged to fight a duel. The first challenge he accepted, discharging his pistol into the air after he had received unscathed his opponent's fire. The second challenge he wisely declined.

It is not the purpose here to enter into the details of the political life of Mr. Howe. That is familiar to every student of the history of the province. Tired of the turmoils of political life, Mr. Howe removed in 1844 to the headwaters of the Musquodoboit River. Referring to his sojourn there he says: "They were two of the happiest years of my life. . . . Constant exercise in the open air made me as hard as iron. My head was clear and my spirits buoyant. My girls learned to do everything that daughters of our farmers learn. . . . My boys got an insight into what goes on in their own country, which should be of service to them all their lives."

After Confederation Mr. Howe represented Hants in the Dominion Parliament, and was Secretary of State and Superintendent of Indian affairs. In May, 1873, he was appointed Lieutenant Governor of Nova Scotia, but his health had long been failing, and he died on the first day of June following.

The story is told that on the morning after Howe's death a merchant of Halifax entering his place of business saw a farmer sitting on a box outside the door, leaning his head on his hand. "Well, Stephen, what is the matter?" "Oh, nauthin'," was the dull response. "Is it Howe?" was the next question, and in a softer tone. "Yes, it's Howe." The words came with a gulp, and then followed tears, dropping on the pavement, large and fast. He did not weep alone. In every hamlet and corner of Nova Scotia Joseph Howe had the same tribute of tears.

**Extracts from the Works of
Hon. Joseph Howe.**

TO THE MAYFLOWER.

Lovely flow'ret, sweetly blooming
'Neath our drear ungentle sky,
Shrinking, coy, and unassuming
From the gaze of mortal eye.

On thy bed of moss reposing,
Fearless of the drifting snow,
Modestly thy charms disclosing,
Storms, but make them brighter glow.

Spring's mild, fragrant, fair attendant,
Blooming near the greenwood tree,
While the dew-drop, sparkling, pendant,
Makes thee smile bewitchingly.

Oh! I love to look upon thee,
Peeping from thy close retreat,
While the sun is shining on thee,
And thy balmy fragrance greet.

View exotics, proudly growing
On the sheltered, mild parterre,
But, if placed where thou art blowing,
Would they bloom and blossom there?

April's breeze would quickly banish
All the sweets by them displayed,
Soon each boasted charm would vanish,
Every cherished beauty fade.

Scotia's offspring—first and fairest,
Nurst in snows, by storms caress'd,
Oh! how lovely thou appearest
When in all thy beauty dress'd.

Red and white, so sweetly blending,
O'er thy fragrance throw a flush
While beneath the dew-drop bending,
Rivall'd but by beauty's blush.

Welcome little crimson favour
To our glades and valleys wild,
Scotia ask'd, and Flora gave her,
Precious boon, her fairest child.

MR. HOWE'S DETROIT SPEECH.

[The blood of every Canadian will move more swiftly as he reads the brief extracts here given of Mr. Howe's greatest speech. The Great International Commercial Convention, consisting of five thousand of the leading business men and politicians of the United States and British Provinces, met at Detroit, July 14th, 1865. Mr. Howe spoke for the Canadian delegates.]

I see before me merchants who think in millions, and whose daily transactions would sweep the harvest of a Greek island or of a Russian principality. I see before me the men who whiten the ocean and great lakes with the

sails of commerce—who own the railroads, canals, and telegraphs, which spread life and civilization through this great country, making the waste plains fertile and the wilderness to blossom as the rose. . . . The great question which brings us together is worthy of the audience and challenges their grave consideration. What is that question? Sir, we are here to determine how best we can draw together, in the bonds of peace, friendship and commercial prosperity, the three great branches of the British family. (Cheers.) . . . Why should not these three great branches flourish, under different systems of government, it may be, but forming one grand whole, proud of a common origin and of their advanced civilization? . . . For nearly two thousand years we were one family. Our fathers fought side by side at Hastings, and heard the Curfew toll. They fought in the same ranks for the sepulchre of our Saviour. . . . Our common ancestors won the great Charter and the Bill of Rights, established free parliaments, the Habeas Corpus and Trial by Jury. . . . From Chaucer to Shakespeare our literature is a common inheritance. Tennyson and Longfellow, write in one language, which is enriched by the genius developed on either side of the Atlantic. In the great navigators from Cortereal to Hudson, and in all their "moving accidents by flood and field," we have a common interest. . . . But it may be said we have been divided by two wars. What then? The noble St. Lawrence is split in two places—by Goat Island and by Anticosti,—but it comes down to us from the same springs in the same mountain sides; its waters sweep together past the Pictured Rocks of Lake Superior, and encircle in their loving embrace the shores of Huron and Michigan. They are divided at Niagara Falls as we were at the revolutionary war, but they come together again on the peaceful bosom of Ontario. Again they are divided on their passage to the sea, but who thinks of divisions when they lift the keels of commerce or when, drawn up to heaven, they form the rainbow or the cloud? . . . I see around the door the flags of the two countries. United as they are there, I would ever have them draped together, fold within fold—and let "their varying tints unite, and form in heaven's light, one arch of peace." (Applause.) . . .

The most important question to be considered at this great meeting of the commercial men of North America involves the relations which are to subsist between the inhabitants of the British Empire and the citizens of the United States. Now, in what spirit has the British Government, controlling this great empire, dealt in commercial matters with the United States? . . . Great Britain, with a liberality that would do honour to any government, has thrown open her whole trade without any restriction. She says to us, if not in so many words, "You are all children of mine, and are dear to me. You are all on the other side of the Atlantic, possessing a common heritage; make the best of it." (Hear, hear.) Your vessels are permitted to run to Halifax, from Halifax to St. John, from St. John to British Columbia, and from British Columbia to England, Scotland or Ireland. They are allowed to go coasting round the British Empire until they rot. But you do not give us the privilege of coasting anywhere from one end of your Atlantic coast to the other. . . .

. . . I have five boys and one of them took it into his

head to enter your army. . . . He was in both the great battles under Sheridan, in which Early's forces were scattered and the Shenandoah valley cleared. (Loud and long continued applause.) All the personal benefit that I have derived from the Reciprocity Treaty, or hope to derive from its renewal, will never compensate me or that boy's mother for the anxiety we have had with regard to him; but when he produced the certificates of his commanding officers showing that he had conducted himself like a gentleman, and had been faithful and brave, it was some consolation for all our anguish to know that he had performed his duty. (Enthusiastic applause, during which the speaker's feelings nearly overcame him; as this subsided, a gentleman proposed "three cheers for the boy," which were given with great heartiness.)

Memory Gems for the Little Ones.

"Politeness is to do and say
The kindest thing in the kindest way."

Hearts, like doors, will ope with ease
To two very little keys;
But don't forget the two are these,
"I thank you, sir," and "if you please."

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.

There's nothing so kindly as kindness,
And nothing so royal as truth.

When good temper flies away,
Haste to call it back, sir;
For 'tis that which sweetens play,
Helps work and covers lack, sir.

Before you speak an angry word, count ten;
Then, if still you angry be, count again.

Kind words are little sunbeams,
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.

Cross words are like ugly weeds,
Pleasant words are like fair flowers.
Let us sow sweet thoughts for seeds,
In these garden hearts of ours.

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can.

Be kind and be gentle
To those who are old,
For dearer is kindness
Than silver or gold.

Mineralogy and Geology in Schools—No. 1.

By L. A. DEWOLFE.

The advantages arising from a course of study in mineralogy and geology warrant its adoption in all grades of all schools. To name only a few of these, it is,—

First, an aid to other studies. It aids geography inasmuch as geology explains the origin and form of our mountains, river-valleys, islands and harbors; the life-history of our bogs and swamps; the history of shore lines. Why have the continents of the southern hemisphere regular coasts, while those of the north are irregular? Its aids history; for a nation's prosperity depends upon its physiography and its industries, the former of which is wholly regulated by geologic forces, while the latter depends upon mining more than upon anything else. It aids geometry, for a child gets very concrete ideas of solid geometry from a study of mineral crystals. It furnishes problems in mathematical drawing, in the measurement of angles of crystals, or the dip of strata.

Second, The subject is valuable on account of its economic importance. Our country is rich in minerals. A knowledge of their value, mode of occurrence and method of working is surely required, and if not obtained by our own boys, others will come in and reap the reward. Farming depends on mineralogy as much as on botany, zoology or chemistry, for the soil is the primary source of the farmer's gain.

Thirdly. Such a course affords as good training in observation as does any other science. The shades of color in flame tests, beads, and precipitates, and the various lustres of different minerals furnish excellent training for the eye. To recognize differences in rocks of the same general color and texture requires as close observation as the study of minute parts of some flower or insect. The opportunities for comparison of facts with theories do much to encourage the boy towards individual observation on his way to school or on a vacation trip.

The idea of great periods of time, and of the magnitude of geologic forces that have acted in nature, develops the reason and the imagination. These and other considerations should urge the conscientious up-to-date teacher to greater effort in presenting to the boy the great truths of nature which are to make him a more intelligent and more useful man by and by.

In order to teach this work the teacher must first qualify herself. To those who have never studied the subject, I hope to give a few suggestive notes in this and the following papers.

There are different places at which one might begin the study of mineralogy. Let us, however, begin with granite, both because it is common everywhere, and because the origin of our other rocks can be traced back to it. Give each student pieces of granite—both gray and red—as well as pieces of quartz, mica and feldspar of different colors. Give each one also pieces of window glass upon which to try the hardness of their specimens. Fragments of gypsum or some other soft mineral should also be provided, that the pupil may learn the great range of hardness, which he now sees is an important property. Without dwelling upon the detail of the lesson here, the teacher will have little difficulty in leading the child to discover that the granite is made up of different parts—each part resembling one of the accompanying minerals given above—quartz, feldspar, or mica. He discovers, too, that some granite has no mica; and that red granite has red feldspar, but not red quartz. Then the color of granite is regulated by what mineral? Explain to children old enough to understand the cause of these colors in feldspar,—red and green being stained by iron salts; black by carbon; pure feldspar is white. How could you tell it from white gypsum?

Having studied the granite, question the child about its uses. Does it take a good polish? The child will look for different colors and kinds in tomb-stones and buildings. He will watch granite cutters at their work, and will know why their chisels get dull more quickly than those of marble cutters. Do granite monuments last longer than marble ones? Why? Grades VII and VIII will understand the reasons, but I shall leave them until after we have studied limestone.

The study of this one rock (granite) will open the child's eyes to the other rocks he meets. He will look at them, compare them, will bring all sorts of pebbles to school to be named. If the teacher cannot name them, she can study them, and watch for a chance to learn the name later on. A written description of all rocks studied furnishes good exercise in English. These exercises should be examined and corrected. The teacher who uses any elementary text-book on mineralogy and geology will have no difficulty in finding out necessary names to give the pupils for properties of minerals *after those*

properties have been discovered. Hardness, lustre, color and streak are always important, as well as texture, crystalline structure, etc.

Next month I shall consider the origin of some of our common rocks.

Notes on Geometry.

BY R. G. D. RICHARDSON, B. A.

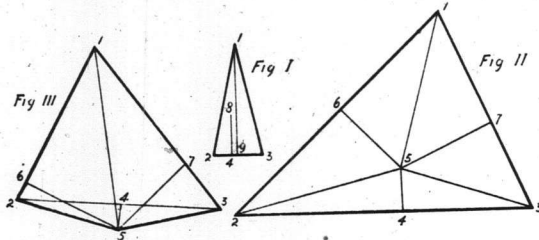
The Maritime Provinces are well to the front in the course in mathematics. The High schools carry pupils farther in most branches of this subject than do the corresponding schools of New England. But in the teaching of Geometry, especially, there is great room for improvement. Many a teacher goes through the subject simply because it is in the curriculum, not for love of it. When we consider that it is the first—we may say the only—bit of pure reasoning that the child gets, it is a blunder to treat it as a subject to be got rid of as soon as possible. In my humble opinion, there is no course, save English literature, that is as stimulating and helpful to the young mind.

In the teaching of Euclid, the instructor will too often neglect the most important thing, the development of the conceptions of the different terms. When a second year pupil confuses the size of an angle with the length of its arms, or thinks that perimeter and area have the same signification, there is something radically wrong. But a case of this kind came under my personal observation in a school of good reputation. Would it be too much to spend one-fourth of the year on the definitions and axioms and the first five propositions with some exercises on these?

Another very evident fault is that teachers *carry* the pupils too much, instead of making them do their own walking. If the boy can be taught to spend two hours on an exercise, two hours of hard, successful work, it is more of an education than the memorization of all that Euclid ever knew. Inverting every diagram, using figures instead of letters, doing anything to make the pupil reason, should be the aim of the teacher.

How easily the enthusiasm of the class can be aroused! The old Greeks taught Geometry by giving examples that prove ridiculous theorems, and letting them puzzle out the fallacies. Might we not get some wrinkles from teachers who could produce a Plato or a Euclid?

Below I will give a problem that will interest the boys and girls. Give it to Grades X and XI, and later in the year to Grade IX. Let them ruminat on it and find the fallacy. Then perhaps some of them will be able to prove *geometrically* that there is an error. Let them try it anyway. If they work at odd times for a week or two, give them a hint, but do not deprive them of the pleasure of doing the work.



We want to prove that a triangle 1 2 3 all the sides are equal. We will first prove $1 2 = 1 3$. Bisect angle 1 3 2. Bisect 2 3 in 4, and draw a line perpendicular to 2 3 through 4. Now these lines will be parallel (Fig.), or will meet either inside the triangle (Fig. 2), or outside (Fig. 3). It will readily follow in Fig. 1 that 1 9 and 8 4 are coincident and $1 2 = 1 3$.

In Figs. 2 and 3 the lines meet in 5. We draw 5 6 and 5 7 perpendicular to 1 2 and 1 3. Join 2 5 and 3 5.

Then in the triangles 1 6 5 and 1 7 5 we have $1 5 = 1 5$, angle 6 1 5 = 7 1 5, angle 1 6 5 = 1 7 5. Hence $1 6 = 1 7$ and $6 5 = 7 5$.

Also in 5 2 4 and 5 4 3, $4 5 = 4 5$, $4 3 = 4 2$, angle 5 4 2 = 5 4 3. Hence $5 3 = 5 2$.

Now in triangles 6 5 2, 7 5 3, $6 5 = 7 5$, $5 3 = 5 2$, angle 5 6 2 = 5 7 3, and these right angled triangles are equal.

Hence $7 3 = 6 2$.

But $1 6 = 1 7$. Adding, $1 2 = 1 3$.

All lines are equal, all circles are equal in area because all radii are equal, etc.

Also, it readily follows that any two lines 1 5, 5 4, making an angle with one another, are in a straight line, since angles $1 5 6 + 6 5 2 + 2 5 4 = 1 5 7 + 7 5 3 + 3 5 4$. And all lines are straight.

Yale University, September, 1903.

Full fast the leaves are dropping
Before that wandering breath.

—Bryant.

Grade I Arithmetic.—No. II.

BY PRINCIPAL O'HEARN.

Subtraction.—In the exercises suggested in last number and in the following a ball-frame may be used. The frame should be about four feet long and three feet high, and the balls or spheres should be nearly two inches in diameter. On such a frame the objects can be arranged in groups, having a sufficient space between them (the groups) to distinctly separate each group from a neighboring one.

Put six strokes on board as previously directed. See that *all* your pupils understand that there are six strokes, or objects, on the board. Tell them to observe attentively what you are about to do. Erase two of the six objects. Ask the question, "What have I done?" You will receive various answers, none of which I shall pretend to anticipate. The answer you desire to get is, "You have taken two from six." One of the answers you would be likely to get would be, "You have rubbed out two strokes." After receiving several answers, put six objects on your desk in such away that they can be distinctly seen by all. Take two from desk. Question as before. Ask how many are left. By similar exercises develop the idea of subtraction.

Oral.—John had 5 apples and gave 3 to his sister. How many had he left? William had 6 cents and bought an orange for 4 cents. How many cents had he left? James had a 5-cent piece and bought an orange for 2 cents. How many cents' worth of pears could he buy with what was left (the remainder)?

If I take 4 from 6, what is the *remainder*?

Vary the arrangement of words in your questions. When necessary, introduce words new to the vocabulary of your pupils. It is not very difficult to make children understand the application of a new word if it is correctly used; and new words should be introduced not only when necessary, but as often as occasion serves, in order to make the lesson (whether one in arithmetic, or any other subject) a lesson in language. It must be understood that children, and adults as well, may apply a word correctly and yet may not be able to define its meaning. You may ask for the "meaning" of words easily explained, but do not insist on too much in this direction.

The incidental introduction of language into a lesson should be done in such a way that the pupils

would not lose sight of the subject in hand in this instance—subtraction. The interest awakened in the one should not be allowed to obscure the ideas formed about the other.

At this stage exercises like the following may be taken up:

John had 6 apples. He gave 4 to James and got one from Tom. How many had he then?

After *eliciting* answers, the exercise may be put on the board in this form:

$$6 - 4 + 1 = ?$$

Vary the exercises.

It must be borne in mind that all the foregoing is a meagre outline of work in Grade I arithmetic, and is merely suggestive. The suggested exercises may be varied in many ways, and, without doubt, better ones may occur to some.

TEACHERS' CONVENTIONS.

KINGS COUNTY, N. B., TEACHERS' INSTITUTE.

The Kings County, N. B., Teachers' Institute met at Sussex on Thursday and Friday, September 17th and 18th. There was a large attendance. The first session was very profitably spent in discussing the many excellent points brought out in the address of the president, D. P. Kirkpatrick. The observance of arbor day, better methods of nature-study, a more earnest preparation for their work on the part of teachers were dwelt upon in the discussion that followed by Inspector Steeves, R. R. Cormier, D. W. Hamilton, G. U. Hay and J. March.

A stimulating paper on Literature was read by G. P. McCrea, principal of the Apohaqui schools; and D. W. Hamilton, principal of the MacDonald Consolidated School, Kingston, dealt in a very suggestive and comprehensive manner with the nature-study movement. Both papers were fully discussed. Miss Ella Seely (Hampton) gave a lesson to a Grade III class on local geography, taking Sussex as a centre, and bringing out in a very interesting way the pupils' ideas on natural features, resources, industries, modes of travel, exports, imports and other topics.

Inspector Steeves presided at the evening meeting, which was enlivened by the music of the Sussex orchestra, and by the presence of many red-coated volunteers from the military camp above Sussex. Addresses were given by the Inspector, by Messrs. D. W. Hamilton, Principal A. B. Maggs, of the Sussex Grammar School, G. U. Hay, editor of the REVIEW, and by John March.

On Friday morning a nature-study excursion to the Bluffs a few miles above Sussex, had to be abandoned on account of threatening weather. The

question box gave material for many helpful suggestions. Mr. W. N. Biggar read a paper on Discipline, drawing a fine distinction between instruction and discipline. This was followed by two short papers on Correlation, extracts from which are given on another page, and Mr. Hamilton gave an outline of nature-work and books thereon for schools.

A Teachers' Union for Kings County was formed with the following officers: N. W. Biggar, President; Mrs. M. S. Cox, Vice-president; A. B. Maggs, Secretary-treasurer; D. P. Kirkpatrick, R. R. Cormier, Frances Pritchard, Helen S. Raymond, additional members of the managing committee.

Thirty seven members joined the Union, which will soon no doubt be largely increased. The union has not yet committed itself to any action in regard to salaries further than an understanding among its members not to underbid.

At the close of the Institute on Friday afternoon the lady teachers of Sussex entertained the visitors with a generous repast in one of the rooms of the grammar school.

The following officers were elected for the ensuing year: President, W. C. Jonah; Vice-president, Miss Helen S. Raymond; Secretary-treasurer, W. N. Biggar; additional members of the Executive, A. B. Maggs, M. A., and Miss Eugenia Keith.

P. E. I. TEACHERS' ASSOCIATION.

The annual convention of the P. E. I. Teachers' Association was held in the Y. M. C. A. hall at Charlottetown, September 23rd, 24th and 25th. The enrolment was large, upwards of two hundred teachers being in attendance. President McMillan presided at the several sessions of the convention, and conducted the meetings to the entire satisfaction of the Association.

The presence and assistance of Inspector Carter, of St. John, N. B., added much to the interest of the meetings. His paper on Some Modern Tendencies of Education was especially helpful. He dealt principally with the movement towards consolidation, pointing out the benefits that might reasonably be expected to follow consolidation, also the objections urged against the movement. In his address at the public meeting, Inspector Carter dealt with the profession of teaching, what it involved, what should be expected of the teacher, and the remuneration received, drawing some comparisons between the paying of teachers on P. E. Island and New Brunswick.

Mr. Musick's paper on the Teaching of English was a helpful and suggestive one.

The principal feature of this year's convention was the resolution of the teachers to form a federation for the purpose of further promoting the interests of education in the province, and the securing to the teachers better pay. The minimum supplementary allowance to be accepted by any teacher is \$25. This

makes the following scale of minimum salaries: Female teachers of the third or lowest class, \$155; of the second class, \$205; of the first class, \$255; male teachers of the third class, \$205; of the second class, \$250; of the first class, \$325. It is also designed to conduct a campaign for the still further increase of the salaries of the common school teacher.

Resolutions of thanks to Sir Wm. MacDonald and Prof. J. W. Robertson for their work in connection with manual training and consolidated schools in the province were passed. Also of thanks to the Provincial Government for recognition given to the Summer School of Science. A resolution commending the text-book on Canadian History was passed.

The following officers were elected for the ensuing year: President, Inspector G. J. McCormac; Vice-presidents, W. V. Newson, P. W. Grant, J. A. Ready; Secretary-treasurer, Jas. Landrigan.

J. D. S.

CAPE BRETON ISLAND TEACHERS' INSTITUTE.

The teachers of Cape Breton Island met Wednesday, Thursday and Friday, Septemehr 23rd-25th. Last year the combined Institute was held at Sydney, in Inspector Macneill's district, which embraces the counties of Richmond and Cape Breton. This year the meeting took place at the far-famed Baddeck, in Inspector MacKinnon's district, which includes the counties of Inverness and Victoria. The proper work of the Institute began on Thursday morning, September 24th, after the arrival from Sydney and adjacent places of those who had spent Wednesday in coming through the beautiful Great Bras d'Or Lake.

Inspector MacKinnon conducted the Institute in a prompt and business-like manner. As many of the subjects discussed are referred to in other pages of the REVIEW, we can only give here a brief summary of the proceedings, which opened in a lesson in mental arithmetic by Mr. F. H. Spinney to a bright class from the Baddeck academy. Mr. Chisholm, director of vocal music in the North Sydney schools, outlined his system, and was followed by Principal F. I. Stewart, of Sydney and others, who spoke of the value of Mr. Chisholm's work and the importance of music in schools. Mr. L. A. DeWolfe, science teacher in the North Sydney academy, read an excellent paper on the Study of Minerals. Mr. DeWolfe will write up the material given in his paper in a series of six helpful lessons for the REVIEW. Papers and addresses followed by Professor H. W. Smith, of Truro, on School Gardens; Principal Thos. Gallant, of Margaree Harbor, on Civics; Mr. J. C. Dawson, director of manual training at Sydney, on Drawing; Principal J. A. MacKeigan, of Whitney Pier, Sydney, on Geography;

Inspector Macneil, on the Metric System; and by Mr. T. B. Kidner on Cardboard Work. The latter, illustrated by beautiful specimens and color charts, was an excellent presentation of the principles that Mr. Kidner has already outlined in the REVIEW, and showed what may be done by the rural schools in manual work with inexpensive material. The discussions arising from this fine display of papers and addresses were direct and useful.

Thursday afternoon was spent at Ben Breagh, on the fine grounds of Dr. Graham Bell, of Bell telephone fame. Here the laboratories of this distinguished inventor were thrown open to the inspection of the hundred visiting teachers, and the construction and sailing of kites illustrated, by which Dr. Bell hopes to solve the problem of aerial navigation. When the rain drove the visitors indoors, his hospitable mansion was open for the reception of the guests until far into the evening. The visit to Ben Breagh will not soon be forgotten, nor the attentions received from the kind-hearted host and hostess.

The public meeting on Friday evening, presided over by Dr. Bethune, was addressed by Supt. MacKay, T. B. Kidner, G. U. Hay, Rev. Mr. Miller and Inspector MacKinnon. The address of Dr. MacKay was an earnest plea to the citizens of Baddeck to provide for the youth a more modern academy building.

CHARLOTTE COUNTY TEACHERS' INSTITUTE.

The Charlotte County Teachers' Institute met at Milltown on Thursday and Friday, October 1st and 2nd. The attendance was a little over one hundred. The teachers of Charlotte are alert, and readily take part in institutes. The arrangement of programmes is well thought out beforehand, and one usually hears practical educational problems discussed.

The president, Mrs. Irving R. Todd, of Milltown, gave a brief but earnest address to the teachers assembled. Principal Girdwood, of Grand Manan, read a paper on the Lights and Shades of the Teacher's Life, characterized by a broad sympathy with the life both of teacher and student. Miss Ethel H. Jarvis, of the King Street school, St. Stephen, gave a lesson in primary reading to a class of children who had been in the school only for a month. The teacher was bright, had her work well planned, and held the interest of the pupils throughout. The address of Mr. J. F. Ryan, superintendent of city schools, Calais, Me., on What May be Gained by the Study of History, was a fine interpretation of the value of history as a disciplinary study. The discussion on the metric system conducted by Mr. Chas. A. Richardson, was taken part in by a large number of teachers.

The public educational meeting on Thursday evening was held in the schoolroom of the Congregational church, and was presided over by Mr. H. E.

Sinclair, Vice-president of the Institute. Addresses were given by the Secretary of School Trustees, Mr. Balkam, Chief Supt. Dr. Inch, and by G. U. Hay. Music, and refreshments served at the close by the ladies of the congregation, formed a pleasant feature of the evening.

At the Friday morning session, Mr. H. E. Sinclair read a paper on Accuracy, which led to a profitable discussion; and an illustrative lesson on the use of the globe was given by Mr. F. O. Sullivan, followed by some valuable hints upon the care of globes and maps. A discussion on Home Study, introduced by short papers on the subject from Mr. J. M. Clindinin, Fredericton Junction, Miss Annie L. Richardson, St. Andrews, Miss Mary E. Caswell, Basswood Ridge, and Mr. P. S. Bailey, Moore's Mills, brought out the fact that the teachers generally approved of home lessons, while willing to admit that great care should be used in assigning them, so that they may not do more harm than good.

Mr. E. E. McCready, who is inspecting the manual training departments of the Charlotte County schools, gave a short address, in which he spoke of making schoolrooms attractive by pictures and other decorations, and closed with an appeal to teachers to increase their salaries by taking advantage of the additional government allowance to qualified teachers who add manual training to their other work.

A paper on Good English in the School, by Mrs. McGibbon, of St. Stephen school board, opened the afternoon session. Among those taking part in the discussion that followed was Mr. J. A. Allen, of Charlotte County Grammar School, who very strongly condemned carelessness in the every-day language of teachers, especially when in the presence of their pupils.

A paper by Inspector Carter on Co-operation Among Teachers, completed the work of the session, taking the place of a nature lesson which had been announced in the programme. Mr. Carter pointed out in a most convincing way the advantages that might come to teachers from mutual help and sympathy; and advocated the formation of social and literary clubs, and the establishment of funds for old age pensions, and for payment of teachers during illness. He also urged that teachers acting together could have more influence upon legislation, in respect to factory laws, compulsory education and other matters that affect the welfare of children of school age; and that a teachers' library and meeting room might make the public school the educational centre of the district, to which winter lectures and other attractions would bring the grown people of the community, for pleasure and profit, and where the antagonism too often existing between teacher and parent would disappear. He approved of professional courtesy among teachers, and of associations that would promote this, increasing the interest

of teachers through a mutual understanding and a common course of action; but did not approve of a union to oppose others and compel submission to its terms.

The time and place of next meeting of the Institute were left to the Executive Committee. The officers elect are Miss Annie L. Richardson, St. Andrews, President; Mr. Chas. J. Callaghan, St. George, Vice-president; Mr. J. Vroom, St. Stephen, Secretary; Mr. J. Aubrey Allen, St. Andrews, Miss Laura E. Boyd, Mace's Bay, and Mr. P. Girdwood, Grand Manan, members of Executive Committee.

Gleanings from County Institutes.

CORRELATION OF STUDIES.

The history of England and Canada between the same covers, suggests correlation at once, but of course the real connecting of the two is left to the teacher. If, when teaching an event in Canadian history, we ask such questions as: "Who was reigning in England at this time?" or "Who was at the head of British affairs now?" the pupils may be led to see how the history of one country affects the history of the other. A few questions asked to connect the two histories will be profitable as a review and serve to make each more interesting.

In country schools, where the one teacher has under his or her control six or seven classes in reading, as many in arithmetic, and three, four or five classes in other subjects, there will not be time for a separate lesson in literature (which, although not mentioned in the course, is very desirable), or perhaps composition. Every recitation may be made a lesson in oral composition, at least, and little direction when correcting exercises will aid greatly in written composition. By calling attention to particularly beautiful and striking passages in the reading (and perhaps having them re-read), by always finding out, when possible, about the writer of each piece, and something about his work and life, we may without any separate lesson acquire some knowledge of literature and authors.—*Arthur E. Floyd, Barnesville, N. B.*

Suppose you wish to correlate geography and language. Let the lesson be, "The Imports of Canada." You have asked the class to find out for the next lesson from which country each of the things found on the dinner table came. This lesson has been finished. What better exercise in spelling than the list of, say, twelve articles which have been mentioned? What better exercise in language than to describe the dinner table, mentioning each of the twelve imported articles and stating the country from which they came?

Science and literature may also be correlated with each other. Suppose you are teaching about plants, and the lesson the violet. After you have had the class tell you of the "green and shady dell" from

which they plucked the little gem, after you have admired the "modest flower," after the pupils have noticed the "bent-stalk," the "drooping head," the glowing and beautiful colors, could you suggest a more suitable time to teach:

Down in a green and shady bed -
A modest violet grew;
Its stalk was bent; it hung its head,
As if to hide from view.

—*Wilhelmina Toole, Tooleton, N. B.*

PRIMARY GEOGRAPHY.

Few pupils have a clear, definite knowledge of the locality in which they live. Definite knowledge of the home surroundings, of its hills, streams, landscapes, agriculture, manufacturing, commerce, changing seasons, storms, etc., are necessary to understand similar things in the world abroad.

The study of geography should begin in the first grade, by stimulating the powers of observation, of investigation, and language; by observing color, form, motion and direction. In modern well-equipped schools where there are facilities for the use of sand or clay, ample scope will be found for the boundless activities of the child in early years. Who does not remember with delight when we made our first sand or mud house, using our hand or foot for a mold? But all teaching should have a definite aim. The sand is a good illustrator, but care must be taken it does not become the end. Lead the pupils to see beyond the sand.

Much variety of knowledge may be gained by stepping out of the schoolroom into the world without where they may get a view of the workman at his work and the country from the hill-tops. Such excursions as these may be made to the woods, streams, gardens, factories, wharves or mills. A single excursion of an hour will furnish matter for discussion for several lessons. Here interesting material for language lessons may be found.

An excursion should be as well planned as a lesson. The teacher should visit the place beforehand and lay out a scheme for observation. The playful dispositions of the children must be carefully watched and prompt measures taken in case of disorder. To compensate for this greater freedom the teacher will be brought into closer sympathy with the children and obtain a better insight into their individualities.

The spring season with its innumerable streamlets, miniature lakes, islands and mountains, is an opportune time to begin a topographical study. The snow during the winter has been studied, its beautiful crystals observed. It has kept the ground warm, for did we not find the leaves of plants fresh and green, the Mayflower "blooming amid the snow?" We saw how the woodsman used it to haul his logs. But now it is all gone. A writer in the *EDUCA-*

TIONAL REVIEW (April, 1902), has described the first spring expedition thus:

One day early in April the children of a primary room, guided by the teacher, set forth to explore. At the school gate they crossed the gutter on a plank. Conversation began at once; the plank was called a bridge; the water was a river, its direction was noticed, its source found to be a broad pool, which after it had been described, was called a lake, named, perhaps, School Lake, from its location. Into this lake farther up flowed another stream, described as inlet; with very little help, the idea of outlet was developed and name given. A little debating brought out the fact that water flows down hill, hence we say up stream, down stream.

Many other lakes and rivers were found, a smooth bottom showing slow current, a pebbly bottom rapid current. Even small Niagaras were there. How easy to get a description of a mountain, island, lake or river, when the object itself, fresh formed by Nature, was before the eyes. How pleased each explorer was to give a name to his own discoveries, after having described their characteristics and location. One very dark stream was called Black river. Too soon the half-hour was gone. This lesson would fail in its object if too much were attempted, and it would not be complete without the subsequent talks, sand work and drawings, which serve to impress the facts learned.

Talks on the people of other countries, their habits, customs, manner of living, of dressing, their houses, the products of their country, wild animals, legends concerning them, and pictures illustrating some phase of their life, will never fail to interest children.

Proceeding in this way through the first three grades, by the time the fourth grade is reached the pupil is in a position to take up the systematic study of geography on wider lines; such as observation of accessible natural features, description of teachers, from observation or from books, of features not accessible to class, nature and products of familiar and general occupations, detailed studies of rivers, their nature, cause and effects.—*J. A. MacKeigan, Sydney, C. B.*

WE hope that the portraits, sketches and extracts from the works of the foremost literary men of these provinces, now being published in the *REVIEW*, will be made use of in the schools to the fullest extent. There is too little knowledge among our young people of the men who have added to the world's literature and helped to make these provinces known.

Mr. Kidner illustrated at Baddeck how these portraits may be framed in neat cardboard and hung up in the schoolrooms, where they will constantly speak to the rising generation. The size of these frames should be a full page of the *REVIEW*, so that sketches on the reverse side may be referred to when necessary.

'ROUND TABLE TALKS.

M. L.—I have tried to mount some sea-weed, but feel that my work has not been a success. I thought I followed your instructions for mounting very carefully. Will it be troubling you too much to ask you why the paper wrinkles so badly?

A smoother and stiffer quality of notepaper with greater pressure applied would probably produce better results. The specimen you send, however, is very good.

1. SUBSCRIBER.—A ditch 100 rods long is to be dug by two men. Each man is to get \$50; but the man who digs the deepest part of the ditch gets 25 cents more per rod than the other. How many rods does each dig?

Let x = num. of rods dug by man that digs deepest.

y = num. of rods dug by other.

$$\frac{50}{x} = \frac{50}{y} + \frac{1}{4}$$

$$x + y = 100.$$

The value of x from above is 43.85, and of y , 46.15.

The values are, of course, approximate.

2. To S. D.—Please send a copy of question requiring solution, as we have not a copy of Todhunter & Loney.

M. C. F.—Solutions of all your questions, to be of any use to you, would take up too much space. Send us not more than three of those you wish to have solved and we shall print solutions in next issue.

CURRENT EVENTS.

The fifteenth of October is Thanksgiving Day, and a public holiday.

The twenty-fourth of May will in future be observed as a public holiday throughout Cape Colony under the name of Queen Victoria Day, and in New Zealand under the name of Empire Day.

An agent of the British government is visiting the Atlantic cable terminals in Newfoundland and Nova Scotia, to study the problem of protecting the cables in time of war.

The whole British navy is to be equipped with Marconi wireless telegraph apparatus.

An international conference at Berlin has decided to treat all wireless telegraph companies as common carriers, and compel all coast stations to receive and transmit telegrams going or returning from ships, without distinction as to the system of wireless telegraphy employed by the ships. The British delegates at the conference refused to support this

decision, our government having granted special privileges to the Marconi company. As a name for messages sent by wireless telegraph, the conference adopted the word radiograms.

Great Britain has addressed to the King of Belgium, who is head of the Congo Free State, a protest against the alleged cruel treatment of natives by the commercial companies in the Congo region. It is said, however, that the reports of cruelties are very much exaggerated, and that the country is, on the whole, well governed.

In Germany, telephoning without wires has been successfully tried at a distance of seven miles. The invention, it is said, will probably be controlled by the government for use in the army.

The British Foreign Office has called the attention of the United States government to two recent seizures of islands off the coast of British North Borneo by United States war vessels, first near the mouth of Sandakan Harbor, on which the capital of the territory is situated, and later in Darvel Bay, farther south. If the Washington government sustains the action of its naval officers, there will be another boundary dispute.

Whether Canada shall have access to the sea, by way of the Lynn Canal and other narrow inlets, or shall be completely closed in for some hundreds of miles by the strip of United States territory, is the most important point now before the Alaska Boundary Commissioners in London. The Canadian contention is that the mountains which Vancouver saw from his ship are those referred to in the treaty as forming the boundary line, where they are not more than ten leagues distant from the coast; and that the line connecting the tops of these mountains should be a direct line from peak to peak, crossing any inlets less than six miles wide. The argument of counsel for the United States is that no mountains exist which come within the wording of the treaty; and that the line must be placed thirty miles inland from all arms of the sea, as the intention was, they claim, to shut out all access to the ocean from what was then known as the Hudson Bay territory. Another point in dispute is whether the Portland Channel of the treaty is the Portland Channel of to-day, or, as the United States claim makes it, another channel farther south. This involves the possession of two islands which command the entrance into Port Simpson, the proposed terminus of the new railway across the continent. Such a compromise as that of the Ashburton treaty, which fixed the boundary between Maine and New Brunswick, is impossible, for the Alaska Commissioners have no authority to make a compromise. If the joint commission cannot reach an agreement, the matter may possibly go before the Hague Tribunal.

Under the act which has passed the House of Commons, and is now before the Senate, the new transcontinental railway will be built from Winnipeg to Port Simpson by the Grand Trunk Pacific

Railway Company, and from Winnipeg to Quebec and thence to Moncton by the government.

In the Lake Abitibi region, through which it is proposed to run the government portion of the new Grand Trunk Pacific railway, the land is reported to be extremely level. The forests are chiefly of spruce, and their value is yet to be determined.

Owing to the bad financial management, or something worse, the extensive works established by United States capitalists at Sault Ste. Marie have been suddenly closed, and hundreds of men are left idle and unpaid. The government will protect the interests of the workmen by withholding subsidies until all claims for wages are settled. In the meantime, there is plenty of work for the men in other parts of Canada.

The unexpected retirement of Hon. Mr. Blair, Minister of Railways and Canals, because he could not support the railway policy of the Canadian Government, was an illustration of our principles of responsible government. There must be no dissension in the cabinet. A further illustration, equally unexpected and of more importance to the Empire at large, is the more recent resignation of Right Hon. Joseph Chamberlain, Secretary of State for the Colonies, and several other members of the Imperial Cabinet. Mr. Chamberlain resigns to advocate a policy of preferential trade throughout the Empire, thus leaving his former colleagues free from responsibility for his words and actions, and placing himself under less restraint than if he had remained in the ministry.

Finland formerly belonged to Sweden, and is still closely related to that country in language and customs. It was conquered by Russia about a hundred years ago. The recent changes in the government of the grand-duchy, to bring it more into unity with the rest of the Russian empire, though they may have seemed to us wholly a matter of local concern, are viewed with alarm in Northern Europe as possibly a step towards the conquest of the whole of Scandinavia. Russia is supposed to be still as eager as ever for winter ports on the Atlantic.

The most horrible accounts of outrages in Macedonia, in which Turkish rulers and Bulgarian insurgents seem to be equally guilty, have as yet failed to bring about the intervention of the European powers. Bulgaria has been notified that if it should interfere for the relief of the Bulgarian population of the Turkish provinces, it cannot expect the help of other nations. This attitude of the powers is more readily understood if we remember that the Bulgars are the outlanders of Macedonia, and are separated by strong religious differences from the Greek Christians, who form a majority of the population, as well as from the Jews and the Mohammedans. Both Jews and Greeks prefer the rule of the Turk to that of the Bulgarian minority, and no nation of Europe outside of the Balkan States will

wish to support either the Turks or the brigands. The atrocities must go on, unless a third party comes in to subdue both, which is not to be expected.

The insurrection in Morocco is not suppressed; but one of its avowed objects seems to have been attained. The Sultan has dismissed his foreign advisers, or given them leave of absence. It has been reported and denied that France, with the approval of Great Britain, would take possession of Morocco.

The Panama Canal treaty between the United States and Colombia is of no effect, because the Colombian Congress has refused its assent.

The newest and safest of explosives is ammonal, a certain mixture of powdered aluminum and nitrate of ammonia.

A recent improvement in railway headlights is to send a beam of light vertically from the locomotive, as well as straight ahead. This vertical light can be seen from a great distance, even though a hill should intervene.

The apple crop in the Annapolis Valley is larger and the quality of the fruit better than for many years past. The fruit crops in Ontario are also much better than usual.

Esperanto, the proposed new international language, continues to make wonderful progress. It is founded upon words which resemble each other in the different languages of Europe; and is said to combine the simplicity of English grammar with the German arrangement of sentences and the soft rhythmic flow of the Italian. An English-Esperanto dictionary will shortly be published.

The desert regions of the United States west of the Mississippi are to be reclaimed by irrigation. This opens up, it is said, a new era of prosperity for sixteen states and territories of the neighboring republic. The arid and semi-arid zones includes about one-third of the area of the United States, and it is estimated that there may be water enough available under the storage system to irrigate about one-sixteenth of this area.

Sir Michael Herbert, the British ambassador to the United States, is dead.

The trans-Siberian railway is now open for international postal traffic. Letters forwarded by this route from Central Europe to Northern or Central China, Corea or Japan, will be three or four weeks in transit.

Women are eligible for seats in the parliament of the Commonwealth of Australia.

To organize a kilted regiment in Cape Breton, and to preserve the ruins of Louisburg, are two suggestions of Lord Dundonald which will probably be carried out.

The Chinese government will make a claim against the United States on account of injuries inflicted upon Chinese residents in Nevada,

The British delegates to the Montreal meeting of the Chambers of Commerce of the Empire have returned deeply impressed with the natural resources of Canada. To go to sleep at night with the train rushing through wheat fields, and to awake the next morning with wheat fields still in view, is, as one of the leading newspapers expresses it, a more telling exhibition of fact than the mere statement that the wheat belt is so many miles long and so many miles broad. The depth of the soil, and the economy practised in handling the crop and getting it to market, were also matters of surprise. The cattle ranges of the west, the mining regions, the railway facilities, and the extent of inland navigation, were better things much better appreciated after they were seen. That a railway journey of thousands of miles could be a pleasure trip in itself was to many of them not the least of the surprises that awaited them. Their trip to the Pacific coast, however, was not a mere pleasure trip, but a tour of investigation; and their realization of the great resources of British America will enable them the better to place the real facts of the case before the people of Great Britain, and awaken a new interest in the development of Canada by British capital and by British people.

N. S. Manual Training Association.

During the past month a large portion of the mechanic science teachers who did not have the opportunity to join the association on its formation at Truro on August 27th, have made application for membership in the association. From present indications it would seem that all the mechanic science teachers in the province will soon be members of the Manual Training Teachers' Association of Nova Scotia.

The prospects for manual training in Nova Scotia continue favorable. Every teacher of manual training available is now under engagement for the ensuing term.

The subject is more than holding its own. Dartmouth has this term established a twenty bench manual training school. Annapolis has placed an order for twelve benches, and will start as soon as these arrive. One or more adjacent towns will probably join with Annapolis very soon. With the projected manual training school at Middleton, the Valley bids fair to lead Nova Scotia in manual training schools.

It has been a matter for regret that towns wishing to start manual training have had to send to Boston for the benches. Through the efforts of Prof. Robertson and others a Canadian firm, W. C.

Edwards & Co., of Ottawa, were persuaded to manufacture the benches. All the towns starting manual training schools this term have secured Canadian benches through the agents, Cragg Bros. & Co., Halifax. They are the equal of the American benches, and the towns have saved from \$40 to \$80 in buying the home manufactured article. In fact, the money saved is almost sufficient to buy the general equipment for the school.

Manual training exhibits occupied more space in the Provincial Exhibition at Halifax than ever before. The exhibits were attractive, but, like most of the educational exhibits, represented the work of Halifax schools only. It is understood that in future the city schools will not exhibit, thus allowing outside schools, not able to compete with Halifax schools for obvious reasons, to have a fair chance in competing with one another. If this is done, a manual training exhibit never equalled in the Dominion should be the result next year.

To come back to the exhibit this year. Mr. C. L. Fultz, a graduate of the MacDonald Training School at Truro, had an excellent exhibit, both in drawing and woodwork. The Halifax Public Manual Training School made a good showing. St. Patrick's Home had the greatest assortment of models, but the crowded appearance and superfluity of varnish spoiled, to a great extent, the effect of the display. The prize winner was the Industrial School. For neatness of work and arrangement it was much admired. All the work, as before mentioned, was excellent, and favorably commented upon by all who inspected it.

Several of the town schools exhibited at the local exhibitions, of which more will be said later.

The Halifax school board, at a meeting held September 24th, passed a motion that manual training shall be taken by Grades VI and VII, in addition to Grade VIII, as at present, as soon as the necessary extension is found practicable.

It is the intention of the association to devote a portion of their page in the REVIEW to a "Question Department." Answers to questions of general interest will be given, as space permits. Questions should be sent to the secretary of the association. It is desired that the page may be made interesting to teachers in general, and we hope to make it more fully so from month to month.

Address all communications intended for this page to H. W. Hewitt, Secretary M. T. T. A. of N. S., Dartmouth, N. S.

DO YOU TEACH Bookkeeping?

Then You Should Send for
**Canadian Standard
Bookkeeping.**

PRICE, POST PAID, \$1.50.

KAULBACH & SCHURMAN,
CHARTERED ACCOUNTANTS.

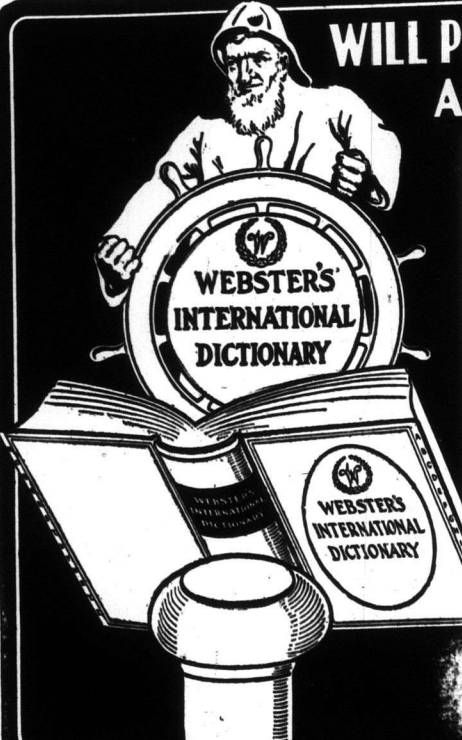
MARITIME BUSINESS COLLEGE,
HALIFAX, N. S.

CANADIAN HISTORY READINGS

May be used as supplementary to readings in Canadian History. Over 350 pages from interesting and important topics. Price, \$1.00. To subscribers of the Review, 75 cents.

SEND TO

Educational Review, St. John, N. B.



WILL PILOT YOU THROUGH ALL DIFFICULTIES

EVERY SCHOOL AND TEACHER

Should own the New and Enlarged Edition of the **International**. That it can be relied upon as the best and most accurate guide to the many subjects of which it treats is shown by its more universal use in schools than any other dictionary, and by its selection in every instance where State purchases have been made for the supply of schools. It has been warmly commended by all the State Superintendents of Schools now in office, by nearly all the College Presidents, City and County Superintendents, the Principals of Normal Schools, and a host of teachers. The New Edition of English, Biography, Geography, Fiction, etc., contains

25,000 NEW WORDS, Etc.

New Gazetteer of the World with over 25,000 entries based on the latest census.

New Biographical Dictionary giving brief facts about 10,000 noted persons.

Edited by W. T. HARRIS, Ph.D., LL.D.,
United States Commissioner of Education.

New Plates. 2380 Quarto Pages.
Rich Bindings. 6000 Illustrations.

We also publish

Webster's Collegiate Dictionary with Glossary of Scottish Words and Phrases. 1100 Pages. 1400 Illustrations. Size 7x10x2 5/8 in.

LET US SEND YOU FREE
"A Test in Pronunciation" instructive and entertaining. Illustrated pamphlets also free.

G. & C. MERRIAM CO.,
Publishers, Springfield, Mass.

SCHOOL AND COLLEGE.

Acadia College opened on Wednesday, October 6th, with a large attendance of students.

The Mt. Allison institutions, Sackville, are enlarging the scientific course this year. Mr. Wm. J. Sweetser has been appointed professor of manual training and engineering. He is to organize the manual training work for the High School and Academy, and to take charge of the special engineering courses in the University. Mr. Geo. J. Trueman, lately returned from a two years' course at the German universities, will deliver a course of lectures to the special students in agriculture on history and methods of German forestry.

The Provincial Association of Protestant Teachers of the Province of Quebec, will hold its next convention in Montreal, Oct. 15th to 17th.

John T. McLeod, Principal of the New Glasgow High School, has passed the London University matriculation examination in the first division.

The University of New Brunswick opened on the 5th October with 43 new students in attendance, and a total enrolment of 128. Others are expected to join the freshman class in a few days.

Alex. Robison, B.A., (Dal.), a native of Sussex, N. B.,

and now Superintendent of Education for British Columbia, has been visiting many of the educational institutions of these provinces during the past month.

BOOK REVIEWS.

LANGUAGE LESSONS FROM LITERATURE. Book II. By Alice Cooley Woodworth and W. F. Webster. Cloth. Illustrated. Houghton, Mifflin & Company, Boston.

This book bears out the high character of the series as given in the review of the first book last month. It proceeds on the notion that all children have something to say of persons, incidents, books, and of the beautiful world about them. To keep close to the heart of the child and to encourage the expression of his own vital thoughts and feelings in connection with the above is real language teaching.

AN INTRODUCTION TO NATURE-STUDY. By Ernest Stenhouse. B. Sc., (Lond.) Cloth. Pages 422. Price 3s. 6d. Macmillan & Company, London. New York, The Macmillan Company.

This book is interesting, as showing the development of the nature-study idea in England. It is exceedingly well arranged and filled with abundant illustrations. It goes more minutely into the types of animal and plant life than the average American work on the subject, combining some of the more evident features of the ordinary text-books on biology. This is perhaps an advantage to the teacher who

If you are a total abstainer this company will offer you advantages which no other man can get and which no other company can offer: We know that we can show you how to make money out of your abstinence.

Send us a card stating your age next birthday and we will send you some information which we are sure will interest you.

The **Manufacturers' Life Insurance Company, Toronto.**
Business in Force, over \$30,000,000.

The **E. R. MACHUM CO., Ltd., ST. JOHN, N. B.**

Managers for Maritime Provinces.

AGENTS WANTED.

Know the Maritime Provinces

Your Own Line

— THE — **Intercolonial Railway's** PUBLICATION

Contains valuable information for teachers and students regarding the country traversed by its rails.

Write to—

JNO. M. LYONS,
General Passenger and Ticket Agent,
Moncton.

has few reference books. Certainly the large number of types of both domestic and wild animals and plants dealt with in this book gives the student a wide range, and the attention paid to the development of the observing faculties is in line with the best nature-teaching of today. The attention of those who wish for a moderately full yet concise treatment of this important subject is directed to this excellent work.

ELEMENTARY COMPOSITION. By W. F. Webster, Principal of the East High School, Minneapolis, Minn. Cloth. Illustrated. Pages 323. Houghton, Mifflin & Company, Boston.

This book is an adjunct of the two books of the Webster-Coolley series, and the fundamental idea is the same. It combines admirably and systematically the study of composition with literature, and is intended for the use of advanced pupils.

RAMUNTCHO. Par Pierre Loti. Abridged and edited with notes by C. Fontaine, L. D. Cloth. Pages 145. D. C. Heath & Co., Boston.

"Pierre Loti," or Julien Viaud, is one of the most charming of modern French writers, one who loves the physical world and make us see it through his eyes. Ramuntcho (pronounced *Rah-moon-tscho*) a diminutive form of Raymond, is a picturesque story of the Basque country.

LAMB'S TALES FROM SHAKESPEARE. Edited with introduction and notes by C. D. PUNCHARD, B. A. Cloth. Pages 160. Price 1s. 6d. Macmillan & Company, London.

In this day of too much ephemeral light literature it is refreshing to turn the minds of children to that easy introduction to the study of Shakespeare which Charles and Mary Lamb provided in their simple and interesting stories. The editor has selected four comedies and four tragedies as the most suitable narratives for young readers. The notes are only intended to clear up a few points in the language, and to point out a few prominent features in the principal characters of the plays.

MASTERPIECES OF LATIN LITERATURE. Edited by Gordon J. Laing, Chicago University. Cloth. Houghton, Mifflin & Company, Boston.

This is a companion volume to Masterpieces of Greek Literature, published a year ago. Its selections are from the most notable translations by scholars and poets of the most famous and typical works of Latin authors. The editor has contributed a general introduction and individual biographical and historical sketches.

THE JONES READERS, Books I-V. Edited by L. H. Jones, President of the Michigan State Normal College. Cloth. Illustrated. Ginn & Company, Boston.

This is an attractive series of books in binding, illustrations, type and paper. The reading material is new, interesting, and of standard quality. The high moral tone that prevails throughout is one of the strongest features of the books, which are worthy of careful scrutiny by those who wish to provide supplementary school reading of a high class.

OCTOBER MAGAZINES.

Booker T. Washington contributes an article to the *Atlantic Monthly* on The Future of Industrial Training, in which he describes the evolution through which the South and the negro have been passing since the rebellion, believing, as he always has, that there is *no color-line in commerce*, and that in industrial training lies the solution of our national race-problem and the salvation of his race. . . . With the October number *The Canadian Magazine* closes its 21st volume. It has been published just ten and a half years, each half year making a large volume. No other Canadian magazine has had such a successful record, and it speaks well for the patriotism and culture of the people of Canada. The current number contains a splendid account of the famous Battle of Lundy's Lane by Dr. Hannay, with illustrations; a fine article by Professor Milner, dealing with the ancient and modern conceptions of Liberty, and other attractive features. . . . Conspicuous among

A New History of New Brunswick

By G. U. HAY.

For Use in Public Schools. Price, 40 Cents.

THE CLAIMS.

The book is a credit to the book-maker's art. Replete with illustrations which illuminate the text. Instructive, interesting and accurate. The language used is simple and natural, and the narrative one of absorbing interest.

This Text Book
fills a gap in the
sequence of History
Teaching in Pub-
lic Schools. • • •

OUR CLAIMS ESTABLISHED.

THE ST. JOHN GLOBE—A presentation in simple and natural language—Matters are presented early, succinctly, tersely—Never tedious—We commend Dr. Hay's interesting little volume to general consideration.

ST. JOHN DAILY SUN—A short, graphic story—suited to the taste and capacity of the common schools—neglecting nothing that it is important for the learner to know—profusely illustrated.

THE CARLETON SENTINEL—A well-written and attractive volume. We should like to see its use prescribed by the Board of Education.

D. W. HAMILTON, Principal Macdonald Consolidated Schools for N. B.—Certainly well adapted for class work in the Schools of New Brunswick. In this respect it meets a long felt want.

W. J. GAGE & CO., LIMITED, - - PUBLISHERS.
TORONTO, - - ONTARIO.

MAPS, GLOBES
AND SCHOOL
SUPPLIES.

Our New Catalogue may be had for the
Asking.

We now have the ENTIRELY NEW EDITION of the
HOWARD VINCENT

MAP OF THE BRITISH EMPIRE.

Send for small fac-simile reproduction of same.

KINDERGARTEN MATERIAL Send for Special Catalogue.

THE STEINBERGER, HENDRY CO.,
37 RICHMOND STREET, WEST. - - TORONTO, ONT.

the October fashion magazines is *The Delineator*. It presents charming and up-to-date Autumn styles, valuable illustrated articles on topics of fashion, as well as literary contents of a high standard. The Children's Department includes a Firelight Story; an amusing tale by Jean M. Thompson, called The Sentence of the Brown Owl; the continuation of The Hanging Gardens of Babylon, by Lina Beard; and the helpful Sewing Lesson, by Lucy Bartram. . . . Peveril Joliffe's is one of the names at which readers give an anticipatory chuckle, and his article entitled Slipping Backward, in the current number of *Macmillan's Magazine*, is an extremely clever skit aimed at the auto-

mobile habit. It is reprinted in *The Living Age* for October 3. An earlier contribution of his, called The New Volapuk, will be remembered as a sharp satire on the dialect craze. . . . The *Chautauquan* is publishing a series of nine articles on The Arts and Crafts in American Education which should awaken the widest interest in schools. The second of the series is on Public School Art Societies, and ends with this suggestive sentence from Edwin D. Mead, "If we can once give beauty its rights in the school, we shall have done the greatest thing which we can do towards securing for our people a more beautiful public life."

IMPORTANT ANNOUNCEMENT

NEW TEXT BOOK FOR PUBLIC SCHOOLS.

HISTORY OF THE MARITIME PROVINCES

BY JAMES HANNAY.

George N. Morang & Company, Limited, beg to announce to the Teachers of the Maritime Provinces that they have on the press a **HISTORY OF THE MARITIME PROVINCES, FOR PUBLIC SCHOOLS**, by Mr. James Hannay, of Fredericton.

It is not necessary to say anything about Mr. Hannay's exactness as an historian or the quality of his literary style. The book has been thoroughly revised by leading educationists, and will, when published, take its place among the best text-books yet issued on the subject of history.

The publishers are sparing no pains on the mechanical side. The book will be superbly illustrated and tastefully bound. A further announcement will be made later.

IN PREPARATION.

A GEOGRAPHY OF THE MARITIME PROVINCES.

This book will be the second of the Provincial Geographies issued by the publishers. Others are in preparation. Send for pamphlet—"The Study of Geography," which gives full information.

GEORGE N. MORANG & COMPANY, LIMITED, 90 WELLINGTON STREET, W. TORONTO, ONT.

<p>CANADIAN PACIFIC</p>	<p>CANADIAN PACIFIC</p>	<p>CANADIAN PACIFIC</p>
<p>Publications.</p> <ul style="list-style-type: none"> "The New Highway to the Orient." "Westward to the Far East." "Fishing and Shooting in Canada." "Time Table with Notes." "Around the World." "Climates of Canada." "Quebec - Summer and Winter." "Montreal—The Canadian Metropolis." "Houseboating on the Kootenay." "Across Canada to Australia." "Banff and the Lakes in the Clouds." "The Yoho Valley and Great Glacier." "The Challenge of the Rockies." "Western Canada." "British Columbia." "Tourist Cars." 	<p>TOURIST CARS</p> <p>EVERY THURSDAY</p> <p>FROM MONTREAL.</p> <p>Every TUESDAY and SATURDAY from NORTH BAY.</p> <p>NO CHANGE OF CARS</p> <p>MONTREAL TO VANCOUVER.</p> <p>TRAVERSING THE GREAT CANADIAN NORTH WEST</p> <p>The Finest Mountain Scenery on the Continent</p> <p>LOWEST RATES APPLY</p> <p>THE CANADIAN PACIFIC SERVICE IS UP-TO-DATE</p>	<p>SHORT LINE TO MONTREAL Through Fast Express from Halifax and St. John. Daily except Sunday. First and second-class Coaches and Sleepers Halifax to Montreal. Dining Car Truro to Mattawamkeag.</p> <p>TORONTO, NIACARA DETROIT, CHICAGO Day Express from Montreal every Morning except Sunday. Night Express from Montreal Every ev'g, Sunday inclu.</p> <p>PACIFIC EXPRESS TO THE COAST Leaves Montreal Daily, carrying first and second-class Coaches, Dining Car, Palace Sleepers, and on Thursday carries Tourist Sleepers Montreal to Vancouver without change.</p> <p>EMPRESS STEAMSHIPS From Vancouver every two weeks for Japan, China and around the world.</p> <p>CAN.-AUS. STEAMSHIPS From Vancouver every four weeks for Honolulu and Australia.</p>
<p>For Time Tables, Descriptive Pamphlets, Rates, Sleeping Car Reservations, see nearest Canadian Pacific Ticket Agent, or write to C. B. FOSTER, District Passenger Agent, C. P. R., St. John, N. B.</p>		

DOMINION ATLANTIC RAILWAY.

Royal Mail Steamship "PRINCE RUPERT, 1,260 H.P., 3,000 Gross Tonnage. ST. JOHN AND DIGBY.

Leaves ST. JOHN, daily, at 7.45 a. m., arriving in Digby at 10.45 a. m., making close connection with Express Trains for Halifax and Yarmouth. Returning, leaves Digby daily at 2 p. m. Arrives at St. John 5.00 p. m.

Royal and U. S. Mail Steamship "BOSTON" leaves Yarmouth Wed., Sat., on arrival of Express Train from Halifax, arriving in Boston early next morning. Returning, leaves Lewis Wharf, Boston, Tues., Fri., at 2 p. m.

The S. S. "PERCY CANN" will make daily trips between Kingsport and Parrsboro.

Parlor Cars are attached to Express Trains running between Halifax and Yarmouth, where connection is made with the Halifax and Yarmouth Railway.

For all information, folders, plans of stateroom accommodation, exquisitely illustrated guide books, tourist pamphlets, etc., gratis and post free, apply to Dominion Atlantic Railway Office, 14 Prince William Street, or New Pier, Reed's Point, St. John.

P. GIFKINS,
Gen'l Manager.
Kentville, N. S.

THE ENGAGEMENT Ring.

Diamonds imported direct and mounted in our own factory means a large saving in the cost of our rings. Every diamond we sell is of first quality, and mounted in 18 carat gold. We are now showing a beautiful lot of Single Stone, Twin Stone and Three Stone Diamond Rings at prices ranging from \$12.00 upwards.

We guarantee the quality and value of every ring we sell.

Write for cuts and prices.

M. S. BROWN & CO.,
Wholesale and Retail Jewelers,
Halifax, - Nova Scotia.

CHEMICALS ... AND ... CHEMICAL APPARATUS

SUPPLIED TO SCHOOLS AND TEACHERS ON FAVORABLE TERMS.

BROWN & WEBB
Wholesale Druggists. HALIFAX, N. S.

SLATE BLACKBOARDS.

CHALK CRAYONS, SCHOOL SLATES,
SLATE PENCILS, LEAD PENCILS,
SCHOLARS' COMPANIONS.

W. H. THORNE & CO., Limited

HARDWARE MERCHANTS,
Market Square, SAINT JOHN, N. B.

The Standard of the World

IN the manufacture of School furniture we are many laps ahead of our competitors. For durability, honesty of construction, and superior points of merit, our goods EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE.

Our New Patent "Ball Bearing" School Desks lead all others. They are absolutely the ONLY School Desks ever made having a Permanently Noiseless Ball Bearing Seat Hinge.

This device is NOT an experiment, but has been thoroughly tested, and its practicability proved.

Our Combination "Ball Bearing" Adjustable School Desk is the greatest success ever achieved in School Desk construction.

The time has passed when students must adjust themselves to fit the desks. Health and comfort demand that the desks should adjust themselves to fit the students.

That is why our Adjustable Desk should be in every school room in the land.

Write for Catalogue.

Canadian Office and School Furniture Co., Ltd.
PRESTON, ONTARIO, CANADA.

CANADIAN HISTORY READINGS

Price, One Dollar.

published by the EDUCATIONAL REVIEW should be in the hands of every teacher. The volume of 350 pages contains *Supplementary Readings and sketches* of the most important events in Canadian history from the discovery of Canada to the present time. They are admirably adapted to supply supplementary matter to the brief Canadian History now in use in the schools.

All subscribers to the REVIEW can obtain it for 75c., sent post-paid, by addressing

EDUCATIONAL REVIEW, St. John, N. B.