

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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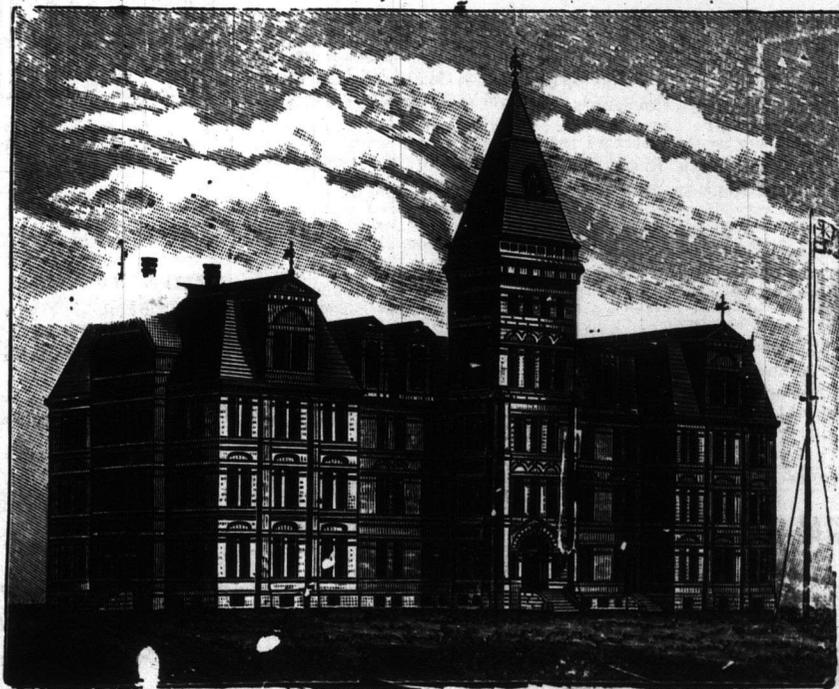
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EDUCATIONAL REVIEW,
St. John, N. B.

THE sketch and portrait of the late Prof. DeMille, with extracts from his works, which appeared in the August number of the *REVIEW*, have attracted considerable attention and led to inquiry where this author's books may be obtained. In answer to our correspondents, it may be said that the booksellers in Halifax, St. John and other places would probably be able to obtain them, and likewise the books of Judge Haliburton, the subject of the sketch in this month's *REVIEW*.

IN the resignation of Mr. G. W. Dill, principal of the Douglas Avenue school, St. John has lost one of its most faithful, scholarly and deserving teachers. The causes of Mr. Dill's resignation have been stated by him in a letter to the city newspapers. Some years ago, when a change was made in the schools of St. John, Mr. Dill was asked to accept a position at a lower salary, with the understanding that he was to be promoted on the first available opportunity. According to Mr. Dill's statement, the promises made to him have not been fulfilled, although the opportunities have occurred. Mr. Dill is a gentleman of integrity, high in the esteem of those citizens whom he has served so well for a period of more than ten years. It cannot be that the school authorities would permit an injustice to be done without some explanation of what seems to be an unreasonable course toward a worthy teacher.

BETWEEN Truro and Londonderry stations, N. S., there was noticed a few days ago growing on both sides of the railway track a weed, the dangerous character of which should lead to steps for its speedy extermination. This is a tall plant with heads of yellow flowers, and known as the Staggerwort (*Senecio Jacobaea*). It is a native of the old world, and is the same plant which for years past has caused such trouble to the farmers of Pictou County. It is now on its way westward, and unless checked will spread over the whole province. The yellow heads of one plant produce thousands of seeds, which, blown about by autumn winds in every direction, cling to railway trains and other means of conveyance, and are scattered far and wide. A few years ago the *REVIEW* called attention to the presence of this weed along the railway track near St. John and Newcastle, N. B. Since that time it has spread into adjoining fields at the latter place and threatens to become a nuisance to farmers. The schools can do a good work by leading a movement for the extermination of such dangerous plants.

Religion in Public Schools.

The discussion on secular education in its relation to morals and religion before the recent Educational Association at Truro was one of great interest. Instead of the one-sided treatment that this subject usually gets at synods and similar gatherings, there was the fullest measure of freedom in the discussion, which was participated in by leaders of different denominations and by at least one layman. There was no heated controversy; and the courtesy and breadth of view which marked the interchange of opinion might well serve as a model in the discussion of a subject which too often calls forth acrimony and ill-feeling. The brief extracts on another page recall but a few points in the addresses that were listened to with marked attention.

The statement made by Rev. Dr. Kierstead, that we need not be too much alarmed about religion in our schools, is one that will appeal strongly to those who believe that the state is doing the best possible for the education of the masses. Occasionally strong statements are made, showing that the students in our schools are unfamiliar with the literature of the Bible, with its quotations and allusions. But it does not follow that the term "Godless" should be applied to these schools. If religion were—what it is not—a matter of words and phrases, there might be some ground for the accusation. The vast majority of our teachers are Christian men and women, whose character and influence are a daily object-lesson, and whose teachings are for love, obedience, truth, honor, sobriety of life, with all that enters into the spirit of the teachings of the Great Teacher. Their work tells, as does that in the Christian home, in the pulpit, and in the Sabbath school.

The strongest religious teaching, and the most lasting, is that which is done at the mother's knee, without formality, and with a love and tenderness that passes understanding. And it will always be so.

The masterpieces of English literature are read in school with minute comment and textual criticism. Does this lead to an overmastering desire on the part of the student to read the best literature after leaving school? In nine cases out of ten, no. The study of phrases and textual criticism are not the chief things. There must be the willing contact on the part of the student with the thought and spirit of the author, a desire for good literature as well as

the ability to read it thoughtfully and with pleasure. And this ought to be true of the Bible if it were used as a text-book in schools.

A writer in the June REVIEW, in giving the impressions of a leading authority on religious teaching in German schools, says: "Religious teaching to be of any value must be taught by a man who believes what he is teaching, and it must carry conviction into the hearts and minds of his pupils. The great majority of teachers here do not believe as literally true the Old Testament stories, and as they inevitably show the pupils their own skepticism, an injustice is forced on the teachers, and a much deeper skepticism probably instilled into the child's mind." Our teachers are undoubtedly more orthodox than those in Germany; but the kind of teaching that the Bible requires in schools is that the one who teaches it shall have his mind made up on the vital points of religion. Without this there would be very poor teaching indeed; and if the teacher's mind is made up, it will certainly not be in agreement with the minds of all the parents of the children whom he teaches. Sectarian differences would be the result, and these should have no place in our schools.

The Bible may be taught at the mother's knee, in the family circle, from the pulpit by simple, clearly expressed truths fitted to impress children as well as adults, by the great army of Sabbath school teachers, and by the still greater army of public school teachers who practise its precepts.

Our present school system provides a Christian non-sectarian education, which is all we can reasonably hope for from a system framed and partially supported by the state. Is not this better than to have the Bible introduced shorn of its vitality by eliminating from it what will suit the denominational conscience?

"Even the reading of the Bible without comment is sectarian teaching," said Archbishop Magee (Anglican). "For I ask in the first place, what Bible is to be read in the schools? Is the Bible to be read from the authorized or Roman Catholic version? If from the former it is decidedly sectarian as regards the Roman Catholic, who will not accept that version; and if from the latter it is sectarian as regards the Protestant. Is it to be from the Old Testament and New Testament? Then it is sectarian as regards the Jew; and if from the Old Testament only, then it is sectarian as regards the Christian, who demands the New Testament also. You cannot read the Bible in the school without teaching certain opinions about the Bible as held by different sects, according to the nature of the Bible you use."

Current Thought on Secular Education.

Secular education is not helpful to morality. Such is the conclusion educationists are compelled to admit. The great teachers' convention in the United States gave that to be their opinion and that convention reached a turning point in the history of education. If moral training must be religious and if denominations alone can give that, then let us have denominational schools. Scholarship is not the first end of education. Character must rest on religion and a belief in the supernatural. Let our council of public instruction banish from its curriculum books on pedagogy that undermine authority, and let reading books be used which mention the name of God. Let human reason take its rightful place. Let the highest causes be first recognized, and character will have a foundation to rest upon. Secular education offers none.—*Archbishop O'Brien, Halifax.*

Every school exercise should make a better man, physically, mentally and morally, and if a better man then a better citizen. Feeling is at the basis of all successful teaching, and the chief incentive to noble deeds in public and private life. School premises should be well kept; in doors and out it should form a model. Good manners should be taught, proper respect for parents, the aged and unfortunate. Self-control is the grandest achievement, the greatest glory of an education.—*Dr. J. B. Hall, Truro.*

There is a difference between religion and the denominational expression of religion. Religion is a conscious recognition of the Divine Being. Prayer is its essence. Prayer is casting ones-self on God. Creeds are to be taught later in life than in primary schools. What is done in our schools in teaching religion? Religion comes through persons. Christ is a person. The biggest factor in our religious life is the person of the teachers. They carry their religion into the schools and the pupils receive through them. The vast majority of teachers are religious. Let them use their efforts to cultivate religious life. Our schools help the morals, for they train to seek truth. The Bible should be read in school for its religious value, without note or comment. It tells about Christ. To take Christ out of school is to take the source and spring of moral power. Prayer should be offered every morning, the Lord's Prayer, or some commendable form.—*Rev. Dr. Falconer, Pine Hill College, Halifax.*

Our education cannot be called secular as opposed to religious. We need not be too much alarmed about religion in our schools. We live under the shadow of Christianity. The state, the home and the church around us are always teaching us religion. Nature reminds us of God. Children do not come into our schools as pagans. Moreover, the teaching of the school is religious. Who can study botany without recognizing God? Mind is the basis of the flower and of the universe. There is a sequence in history, a providence in the rise of nations which tell us of God. Language itself reveals Him. The secular and religious must go together by necessity.—*Rev. Dr. Kierstead, Acadia College, Wolfville.*

The *status quo* at present is the only alternative for denominational schools, at least in communities financially unable to maintain the latter. Even against this present procedure, according to which religious exercises may be held in school, subject to withdrawal of those not conscientiously able to participate, some objections are urged; e. g., that the public funds thereby provide religious instruction and worship for the majority but not for the conscientious minority. In deference to this argument and in absolute justice to the minority, some school-sections have discontinued the Bible-reading and prayer permitted by law. Again, the "conscience" clause, wherever the exercises are held, involves the objectionable practice of marking differences of creed among pupils—objectionable not only to parents and pupils but even more so to teachers of wide sympathies, whose religious teaching would preferably be such as might tend to a disregard of differences and an emphasis of matters of faith common to all.

Insistence upon form of religious exercises in school even though these be limited to Bible-reading and the Lord's prayer, will excite disaffection, and perhaps precipitate a conflict; for history and living witness show the impossibility of people of diverse faith joining in acts of public worship.

To the teacher the situation has regrettable features. Still, the school whose individual personal elements are religious, whose vital principle is drawn from family altar and from church, and whose practice under both law and tradition is that of a religious teacher, cannot fail in this great duty; for it is fitting to expect that the school shall express in word and deed the highest principles of religion, practise the young in religious virtues, inculcate and encourage fidelity to the faith received of God, supplementing the discipline of the church and implementing its training.—*Principal Soloan, N. S. Normal School.*

"B. O. W. C."

To the Editor of the Educational Review:

DEAR SIR,—You have mistaken the meaning of the letters B. O. W. C. in DeMille's series of boys' books. The letters stand for BROTHERS OF THE ORDER OF THE WHITE CROSS. You will find an amusing account of the organization of this order, and of how Old Solomon, the colored cook, was elevated to the dignity of *Perpetual Grand Panjandrum* in the first chapter of the B. O. W. C.—the first book of the series.
J. L.

Halifax, August 29, 1903.

How would it do to follow the civil-service examination rule in testing the children in written spelling? The applicant is required to write a list of addresses correctly in a given time. Let so many minutes be allowed for the spelling of a selected list of words; then, let every slate or tablet be handed in. An exercise of this kind will teach speed as well as accuracy.

Educational Gatherings.—No. II.

Every portion of Nova Scotia from Yarmouth to Sydney was represented in the Educational Association which was held in Truro from the 26th to 28th of August. This town is becoming more and more an educational centre. The Normal school, with its spacious and beautiful grounds, the fine new academy building adjoining, and the foundations of the new agricultural college which are now being laid, with ample space for future educational needs, show a generous outlay by the province, seconded by a desire on the part of the people of Truro to do their full share in the development.

The fine programme of subjects which was discussed for three days was so skilfully arranged as to present nearly every phase of educational thought and activity, and was fittingly opened by Superintendent MacKay, who pointed to the fact that there were gathered to discuss live issues representatives of all classes of educational workers—more than three hundred in all—members of the council of public instruction, inspectors of schools, trustees and school commissioners, representatives of colleges, urban and rural teachers, and specialists in manual training and related subjects, to which so much attention is now being given throughout the province. No better evidence could be had of a quickening educational pulse than this noteworthy assemblage, which for three days discussed with spirit and intelligence the plan of work so ably outlined by Dr. MacKay in his opening address on Educational Tendencies. The volume containing the papers and discussions will be looked forward to with more than usual interest.

Only a brief reference can be made here to the papers and discussions. The paper by Dr. J. B. Hall, on School Life as a Training for Citizenship, was an admirable plea to teachers to exert a broader influence in school life. The paper by Archbishop O'Brien, and the discussion which followed, are referred to on another page. The tenderness with which the subject of religion in schools is usually treated—or rather avoided—on the public platform, led to the greatest eagerness to hear what the distinguished prelate, who opened the debate, would have to say, and what phase the discussion would assume. The courtesy with which each speaker accepted the views of an opponent, and the tenacity with which he upheld his own, were features of the debate that called for frequent applause.

Mr. G. W. T. Irving, of Halifax, read a paper on Reformatories for Truants and Incorrigibles, followed by a kindred paper on The Feeble Minded by Dr. G. L. Sinclair. Both gentlemen have made the subject one of special study, and their arguments, for a more considerate treatment of these unfortunates, were presented in a clear and convincing manner.

The papers on the Nature Study Movement by Percy J. Shaw, and School Gardens by Principal McGill, were especially interesting, as these teachers have had exceptional opportunities as leaders in the MacDonald rural school plans to study the latest phases of these questions.

Dr. Forrest, of Dalhousie College, Attorney-General Longley, Inspector MacIntosh, of Lunenburg, and others, discussed the question of rural schools and the low salaries of teachers; Principal Stewart, of Sydney, urged the consideration of teachers' pensions in a suggestive paper, and Principal Kennedy referred to the good work done by the N. S. Teachers' Union. Principal Creelman, of North Sydney, read a practical paper on Examinations, and the Consolidation of School Sections was treated in a very able way by Inspector Macdonald; Commercial Education in High Schools, by Chairman MacIlreith, of the Halifax School Board; Mechanic and Domestic Science, by Mr. T. B. Kidner and Miss McColl; Summer Schools by Professor Harlow, and the Home and School by J. A. Brathwaite, were papers that called forth much interesting discussion.

A series of resolutions was adopted, embodying suggestions made in the papers and discussions, approving of consolidation of rural schools; payment of more adequate salaries to teachers, condemning the practice of "underbidding" on the part of some teachers, and the practice of some trustees in requiring their teachers to make annual applications for their positions; favoring summer schools, and urging teachers to take advantage of them; approving of measures for the introduction of the decimal system of weights and measures; and urging a more generous and scientific education for incorrigibles and feeble minded children.

Accurate adding of small numbers is absolutely necessary in every school. Never mind large numbers, but be sure that you secure accuracy with small numbers. The same is true with regard to multiplying and dividing.

**Manual Training (Mech. Sc.) Teachers'
Association of Nova Scotia.**

At a meeting of the Manual Training teachers of Nova Scotia held on Thursday, August 27, a manual training association was formed, the object of which is to disseminate information and to promote the interests of manual training as a branch of education.

The following officers were elected for the ensuing year: President, T. B. Kidner, supervisor manual training for Nova Scotia; first vice president, Chas. J. McNab, Windsor; second vice-president, E. H. Blois, Halifax; secretary-treasurer, H. W. Hewitt, Dartmouth.

The executive of the association consists of the president and secretary *ex-officio*, and two elective members, Chas. J. McNab and N. L. Cook were elected to the positions.

The membership consists of three classes of members — ordinary, associate and honorary members. The association will meet in conjunction with the Provincial Educational Association as far as possible during the first week of the opening of the town schools after summer vacation.

After an adjourned meeting of the association, subjects of interest to the members were taken up. It was felt that a minimum salary should be fixed. It was decided to establish a circulating manuscript magazine among the teachers of manual training.

On motion, the EDUCATIONAL REVIEW was un-animously adopted as the organ of the association.

My Shadow.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me, from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an India-rubber
ball,
And he sometimes gets so little that there's none of him
at all.

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in
bed.
—Robert Louis Stevenson.

I HAVE found the Canadian History Readings
most interesting and helpful in my class work.
Albert Co., N. B. M. F. J. F.

Examination Papers.—No. II.

BY JAMES VROOM.

The many errors in spelling, the frequent misuse of words, the faults in syntax, and the looseness and obscurity noticed in the first number of this series, by the examiner in education and school management, have, of course, also been found in the papers read by other examiners. They are due to crudeness; and the remedy, as suggested, is in more attention to English composition in our schools and more frequent practice in written examinations.

There are certain other faults of expression which are not, as it would seem, due to ignorance, and in which applicants for the higher classes of license are often the most flagrant offenders. These seem to arise from inattention, flippancy, conceit, haste, confusion; or from acquired habits of expression that make the answers either ridiculous or obscure.

In the first class are the misreading of a question in an examination paper; the wrong numbering of an answer; the careless insertion of a word that destroys the intended meaning, or leaves the examiner in doubt as to what is really meant. To give an example of the latter,—“a figure bounded by one straight line,”—is an expression which occurred more than once in a recent examination.

The use of words that may suggest a meaning quite foreign to the subject is another and not uncommon fault. As a case in point, an applicant for grammar school license called the longer axis of an ellipse “the major chord.” The sudden turn of thought, carrying his mind from geometry to music, might indeed have been a pleasant diversion for a tired examiner; but the candidate was not called upon to be humorous. If no humor were intended, he should, of course, have avoided the expression, however apt he thought it, because of its being commonly used in another connection. Anything suggestive of a pun is objectionable; much more so anything of the nature of a rebus, and a Class I candidate at the same examination wrote “=2” for “equal to.” It is difficult to believe that there was no mischievous intent in either case; though most of the ridiculous answers given in the examinations are unintentionally ludicrous.

In the second class of faults, bad habits, perhaps the most annoying of all, unless it be bad penmanship, is the habit of using dots beneath a word as a sign of repetition wherever the word happens to

be needed again immediately below, instead of confining to tabular work their use for this purpose. An imitation by way of example will show what is meant:

The pupil is very liable to remember longer, and I think it may be safely said he will " " what he gets from observation and what he has found out for himself.

It may seem hardly credible that anything so utterly absurd should occur often enough to be worth mentioning. But it has in fact appeared in the manuscript of different candidates, year after year. Possibly some one teacher is to blame.

Too frequent, also, is the meaningless use of the word "now" at the beginning of a statement or an argument, especially in formal demonstrations in arithmetic.

Abbreviations quite proper in their place, to save time and space, are sometimes used by candidates where they are very much out of place. For instance:

From any pt. on the circumference of the lips the sum of the lines drawn to the foci is equal to the sum of the lines drawn from any other pt.

Here the word "lips," inadvertently written for "ellipse," which was properly spelled in the preceding sentence, would have been easily detected if the candidate, an applicant for grammar school license, had taken the trouble to read over what he had written. His curious blunder in spelling, together with the unnecessary abbreviation and the faulty arrangement of phrases, marred a good answer without really detracting from its value as an answer. The patient examiner deducts nothing for such faults, his work being rather to test knowledge; but perhaps he sometimes wonders why he should not give special credit for form and style, where excellent, as well as for neatness and legibility of writing.

Another fault, in comparison with which all the others mentioned are but trifling, is more prevalent than one would like to suppose. It is the more or less dishonest attempt to use words without knowing their meaning; and thus, if successful, to hide a want of knowledge. Of course, it often does succeed. The examiner is deceived, as is intended. Memory takes the place of knowledge; the words of some one who knows are given, and the answer is correct. But sometimes the attempt fails, and the fraud is detected.

Rarely, the unknown word is seen to be used at hazard, in some well remembered connection; as

in the case of the candidate who wrote, "Negotiable Note is a note written on Negotiable Paper."

More frequently it is found in some form of words imperfectly committed to memory. "I promise to pay, or order, John Smith one hundred dollars," is no unfamiliar rendering of the form for a promissory note. Text-book definitions are often twisted out of all meaning, revealing the fact that they have no meaning for the candidate. An example from a Class I paper will suffice, though others quite as nonsensical might be given:

An ellipse is a curve struck from two centres, called the foci, and the line suspended between the foci is always constant and equals the major axis.

The obvious remedy of this state of things is not simply to forbid pupils memorizing definitions without knowing what they mean, but to impress upon them the essential dishonesty of such a pretence of knowing. And, unless one object is to detect and punish rote work, examiners might do well to avoid as far as possible giving questions that can be answered by rote.

Grade I. Arithmetic.

BY PRINCIPAL P. O'HEARN.

The prescribed arithmetic for Grade I of the Nova Scotia Course of Study includes only the fundamental operations in which the results do not exceed twenty.

The first thing to be done in arithmetic in a Grade I class is to teach the pupils to count—not merely to be able to say one, two, three, etc., in their proper sequence, but to be able to associate one, or two, or any small number with a group of objects.

To begin, draw on the blackboard, on the left, one object. About six inches to the right, and at the same height on the board, draw two objects about an inch apart; six inches farther to the right three objects at the same distance apart from one another, and so on until you have six sets of objects—each set separated from the next by six inches, having one object in first, two in second, and six in the last, and all the sets in the same straight line and at the same height on the board.

Point to the one object on the left and call it one, to the next set and call it two, and so on, calling the last group six. After repeating this several times, point to one of the groups and ask its name. The correct answer would be a numeral corresponding

with the number of objects in the group. The question might be, "How many in this group?" This would call for the same answer. The objects should have a name. If the teacher is unable to draw a simple object such as a flat representation of an apple, vertical lines, all of the same length, may be used. If vertical lines be used, you might have them to represent soldiers, and ask the pupils such questions as "How many soldiers in this group?" "How many in that?"

After having exercised in this way for some time, and when the pupils are able to answer readily, "How many apples (or other objects) are in this group?" "How many in that?" put only one group on the board and ask how many in it, and vary the exercise by putting the different groups in irregular order and asking the same question. By repeating this exercise, varying in other ways that will suggest themselves, very young children can, in a short time, readily name the number in a group—that is, how many. When a pupil fails to tell how many in a group, the teacher should point at each object in the group, saying one when pointing out the first object in it, two when pointing out the second, and so on. This exercise is, to some extent, a training for the eye. The pupil learns to recognize the group as a whole. The teacher, however, should frequently count as above. At this stage, or earlier, the pupils should be asked to put a group of three, or any other number not greater than six, (apples, strokes, or other objects) on their slates, or on the board. The resourceful teacher will vary these exercises, and those suggested further on, in many ways.

After having got so far, put the groups on the board as first directed, and under each (or above) write the numeral corresponding to the number of objects in it. The children's training in script should at this time enable them to write the numerals from 1 to 6, or more, with some facility. If they are able to do so, put any one of the groups on the blackboard (without any numeral) and ask them to put the numeral, answering the question, "How many in this group?" on their slates. In a short time they ought to be able to do this with rapidity. When they are able to do so, they have a very good notion of what "How many?" means.

Put two sets of objects on the board about six inches apart, say one object in first and two in second set. Ask a pupil to erase the first object and put it close up with the two objects. (It would perhaps

be well that the teacher would do this several times before asking the pupils to do it, taking different groups). When the objects are so arranged, ask how many in the resulting group. Explain that one and two make three (apples or other objects). By this exercise addition is learned.

Having an idea of what "How many?" means, and knowing, and being able to write, the numerals from one to six, the following exercises in addition may be taken up: 1 plus 2, 1 plus 3, 1 plus 4, 1 plus 5, 2 plus 3, 2 plus 4, 3 plus 3, 1 plus 2 plus 3, 2 plus 2 plus 2, 3 plus 3, and others.

Here explain the sign +, so that when you put on the blackboard $2+3+1$, the pupil will understand that it is an exercise in addition. The answers to such questions should be given mentally. Give oral exercises. Say aloud, $2+3+1$? Vary the exercises.

Pupils should not be permitted to answer all together. When a question is asked, it should be understood that all who think they are able to give the correct answer should show hands. Then the teacher can call on the pupil that he desires to question. When it may be desirable that as many as can should answer together, the teacher can have the pupils do so by an understood signal, or by simply uttering the words, "Any one."

Not more than twenty minutes at one time should be spent in any one of the above exercises. The numbers as far as twenty can be taken up in the same way. Before advancing beyond the number six, subtraction, multiplication and division should be taken up, and their respective symbols explained. In some classes it may be advisable, at first, not to go as far as the number six; in others the teacher may go beyond it. Don't try to get over too much ground.

MISS ROBINSON'S article on Studies in English Literature is unavoidably held over until next number.

MR. VROOM'S criticism on Examinations will repay a careful study. Next month Dr. J. B. Hall, of Truro, will furnish the third paper of this series.

No investment will pay the teacher better than a year's subscription to the REVIEW. Examine this number for evidence of the fact.

He—I may be poor, but there was a time in my life when I rode in my carriage.

She—Yes; and your mother pushed it, too.

Nature Study in Common Schools.

No month of the year offers a better opportunity to study plant life than September. Many flowers are yet in bloom, and autumn is the time for maturing fruit. Field lessons may be undertaken for the observation and collection of entire plants, where the whole process, from the blossom to fruit, may be seen often on one plant. The constituents of the different kinds of edible fruits may be studied—apples, plums, berries, nuts and pods. The deprivations of insects and fungi upon leaves, fruits, flowers and twigs should be noticed, and the harmful and useful relations of animals to plants be drawn from many examples that will claim the attention of the observant teacher and pupil.

Have trees finished their growth for this season? How can you tell?

Is the same true of other plants that you know?

Have old trees grown as rapidly as young trees?

Name the trees that grow fastest. Can you tell how much a branch has grown this season?

Which are the most beautiful trees? In what respect are they beautiful?

What colors are most common among ripened fruits? Why?

In what way do fruits protect themselves in order that the seeds may become ripe?

Collect seeds and fruits of all kinds; dry and preserve them carefully in envelopes or bottles for future study.

STORY OF A NATURE WORD - PICTURE.

(Adapted from Alice Woodworth Cooley's "Language Lessons from Literature," published by Houghton, Mifflin & Co.)

An old English poet painted in words a picture he called "Autumn."

Then came the Autumn all in yellow clad,
As though he joyed in his plenteous store,
Laden with fruits that made him laugh, full glad
That he had banished hunger

Upon his head a wreath, that was enrolled
With ears of corn of every sort he bore;
And in his hand a sickle he did hold,
To reap the ripening fruits the earth had yold.

—Edmund Spenser.

Study the word-picture. Make your answer to each question tell, or express, an entire thought. Each answer will then be a complete statement, or sentence.

Why did Spenser paint autumn as clad, or clothed, in yellow? Name as many as you can of the flow-

ers, grains, fruits, grasses, weeds, shrubs and trees that clothe the earth in yellow in autumn. *Plenteous store* means a full supply for future use. Whittier speaks of

The plenteous horn
Of Autumn, filled and running o'er,
With fruit and flower and golden corn.

Whittier also speaks of the year as laughing out over his rich store. Spenser thinks autumn is happy and joyous as he pours out his gifts. In what words does he say so?

Is it a happy time for us as we gather in, or harvest, these gifts? Think of the hayfields, wheat-fields, cornfields, orchards, and the woods where nuts are dropping. Would you like to be harvesting in some of these places? In which of them do you think you would have most fun? Why?

The word *corn* is often used to mean grain of all kinds. It is so used here. What kinds of grain do you see enrolled in the wreath that autumn bore? *Yold*, the old word for yielded, means given up. What are some of the ripening fruits that the earth yields and autumn reaps?

Group in pairs the words of like meaning, and tell which of the six are used in the word-picture: plenteous, clothed, laden, clad, loaded, plentiful.

Let the pupils write the following words and their plurals, where possible, from dictation and spell them orally. (The number of lessons into which these words may be divided will depend on the ability of the class): Potato, Indian corn, maize, squash, pumpkin, cucumber, cranberry, strawberry, raspberry, lemon, onion, cabbage, beet, celery, radish, turnip, carrot, parsnip, banana, pine-cone, oats, wheat, buckwheat, barley, flax, rice, bean, cotton-boll, coffee-berry, pea, tomato, orange, apple, peach, grape, pear, melon, plum, huckleberry, peanut.

Which of the products named in the spelling-lesson are fruits? Which have the food supplies stored in the root or rootstock? In the stem? in the leaves? What grains are named? Make oral or written sentences about each product separately, using the word "seen," as, —I have seen—growing in the field. I am sure you have seen —hanging from vines. I had never seen —growing until I visited —. My cousins live in —, where they have seen —. We have all seen—.

Have sentences written from dictation with the following words: Ripened, drooping, vines, grain, sheaf, sheaves, fields, harvest, bending, golden, purple, flower, fruit, juicy.

The American Woodcock.

By R. R. McLEOD.

This is a bird worth considering. His body is not only capable of furnishing delicious food for our stomachs, but interesting and instructive nourishment for our brains. A fairly common bird belonging to the great Snipe community, and distributed over a wide range of North America, including the Maritime Provinces of Canada. Nearly as large as a pigeon, plump and stout of build, legs short, tail hidden by upper and lower coverts, bill about three inches in length, wings short and strong. Colors for all the upper parts a blending of black, brown, grey and russet; under parts pale warm brown. A dark stripe from eye to bill. Here we have a specialist among birds, not a generalized creature like a crow, or jay. He walks in a deliberate awkward fashion, as if he was fearful of falling over his bill that is only adapted for one kind of service, and that is to prod and probe in soft, boggy, or muddy ground to its full length, and therein find grubs, and beetles, and lower life of one sort and another. He goes to work with this implement in full confidence that something may be had for food by this, a most random search out of sight and smell. It seems like shooting up chimney expecting to get a wild goose that way any day. The bill is covered all over with a skin-like envelope that terminates at the tip in a thickened knob of great sensitiveness.

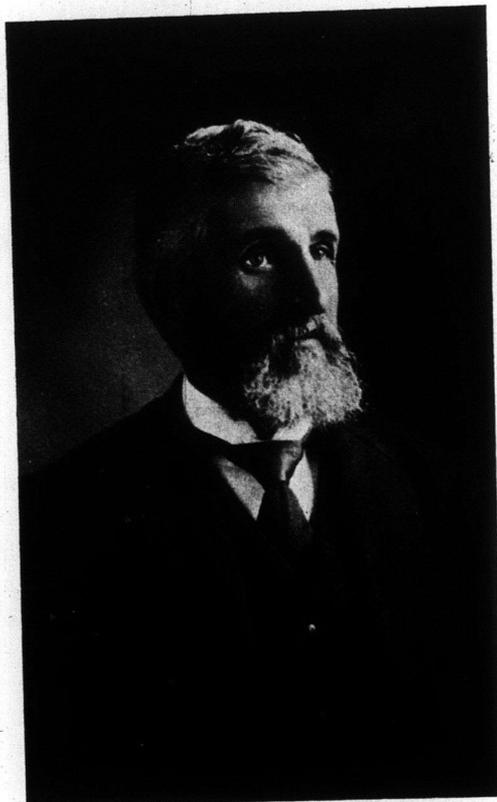
We know that all birds are descendants of reptiles. We have the fossil evidence for this belief; the family tree has its roots far back in the old reptilian world. Millions of years ago there were no woodcock, although there were feathered lizards, and lizard-like birds. Out of that old stock diverged the various families and species now to be seen in the world. The marks of the sharp struggle for existence is on every one of them. Our woodcock affords an exceptional example of this kind. In the very long ago his bill was much shorter, his tail was longer, his eyes were not so large and singularly placed, his brain was not half upset, his ears were not below his eyes, his color was of one kind, black, or brown, or drab. Hunger is the prime factor that keeps everything moving that has life in it. This ancestral woodcock by degrees took to the soft muddy places where insects and worms and larval life of one kind and another could be found. In the long run they became investigators not only of the surface, but also explored the depths for hidden

creatures. In that mode of life the best food fell to the birds with the longest and most sensitive bills, and there is always some variation from which nature may make a selection. If there had been no savage hawks and prowling foxes and wild-cats and weasels, the old primitive color would have remained. A woodcock with his bill up to his eyes in mud had no great opportunity to keep a sharp lookout for enemies. He worked almost always somewhat under cover of bushes and grass and rushes that measurably hid him, but any one of them that most resembled the ground and dead leaves of his haunts was surest to escape. The offspring of such individuals would inherit the peculiarities of the parents to a large degree, and the result in the long course of time is a bird that so closely mimics the surroundings that it is a difficult matter to detect him, although we are looking at the very spot where he is not ten feet distant. The eyes are large and prominent and set almost on the top head, insomuch that the ears are below and further forward than the eyes, contrary to the rule in birds. This is a commanding position for them, admirably adapted to his manner of life that demands most of his attention to investigate black mud and muck with his bill pushed up to the feathers as he works for his daily bread. The only objection to the size and position is the fact that they are a trifle too noticeable to vigilant enemies. We may read in Hudibras that

"Fools are known by looking wise
As men find woodcock by their eyes."

To have the eyes of less dimensions and not so prominent would doubtless result in greater fatalities than the present arrangement that has been the outcome of nice balancing of probabilities in the interest of life itself.

A strongly marked habit of the woodcock is to remain stock still in his haunt till almost trodden upon by man or beast. This peculiarity has arisen from the close mimicry of his plumage to his surroundings on the ground where there are always more or less dead leaves and twigs and grasses. The more difficult it became to see him the greater his security and the less demand for him to take to his wings. In fact the individuals that have held their ground to the last minute were but rarely seized by enemies which failed to notice them, and went on with their feeding with but slight interruption and prospered and multiplied over the nervous fearful members of the species that were too apprehensive to be healthy and strong.



Prof. L. W. Bailey, M. A., Ph. D., LL. D.

It has been the custom of the REVIEW to publish a sketch and portrait of the retiring president of the Summer School of Science. This year we present to our readers the well-known features of Professor Bailey, who has been president for the past two years, and has presided over its affairs with that dignity and courtesy so characteristic of the man. It has been a fortunate thing for the school to have associated with it for the past half dozen years a man having such an intimate acquaintance with the general science and more particularly with the geology and physiography of these provinces.

His name has been so long associated with scientific teaching and investigation in New Brunswick that a sketch of his career would be a history of the scientific progress of the province for more than a generation past. After forty-two years of constant service as professor of natural science in the University of New Brunswick, his native energy is not abated, and there is no one more enthusiastic and devoted to the interests of his students in the lecture room or in the field. His name is revered by a long line of students who have gone out from the University, many of whom to-day occupy high positions in the scientific world; and every year deepens the attachment and regard which is felt for one who

has so long and so worthily filled the leading position in scientific education in the province.

Loring W. Bailey was born at West Point, N. Y., September 28th, 1839. His father was J. W. Bailey, the first professor of chemistry and geology in the U. S. Military Academy, and was widely known as the author of many papers and memoirs upon microscopic subjects, as well as of important improvements in the microscope itself. He has indeed been called the father of microscopic enquiry in America. Sketches of his life and works will be found in Appleton's and other cyclopedias.

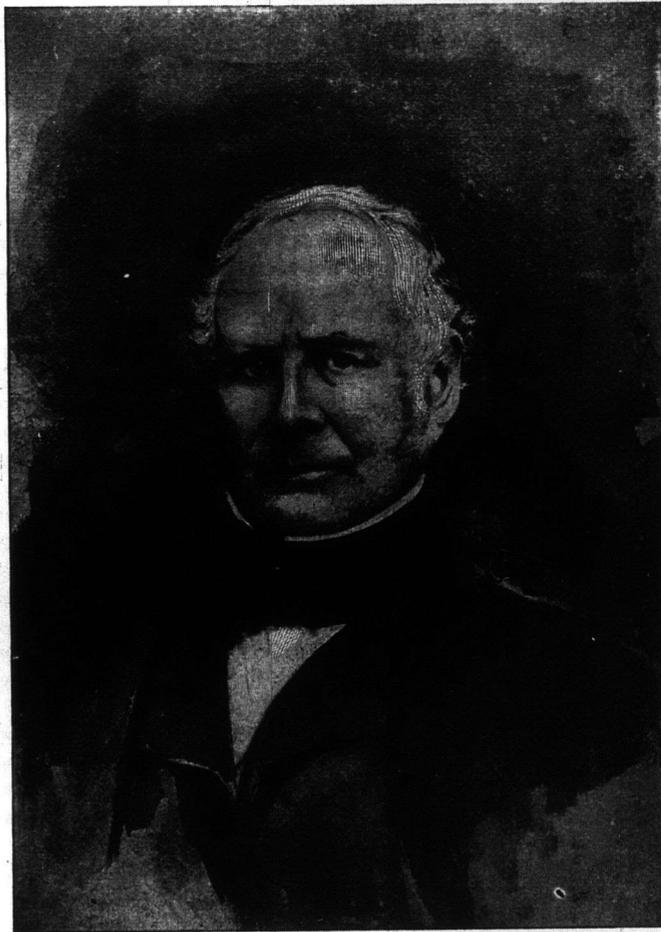
After leaving the primary school at West Point, Loring W. Bailey spent a year in the preparatory department of the College of St. James, near Hagerstown, Maryland, subsequently entering the University Grammar School at Providence, R. I. From this school he entered Harvard University in 1855, graduating with the degree of B. A. in July, 1859. During 1860 he was assistant to Professor J. P. Cooke in the chemical laboratory of Harvard University, from which, in July, 1861, he received the degree of M. A. In the same year he received the appointment of professor of chemistry and natural science in the University of New Brunswick, just after the re-organization of this institution. In August, 1863, he married Laurestine Marie, daughter of J. M. d'Avray, Professor of Modern Languages in the same university.

Professor Bailey has at various times been connected with many literary and scientific societies both in Canada and the United States, of most of which he is still a member. In June, 1873, he received from the University of New Brunswick the honorary degree of Ph. D., and in 1896, from Dalhousie University, Halifax, that of LL. D. (*honoris causa*).

Dr. Bailey has been employed upon the Geological Survey of Canada almost continuously since 1868, working mainly in New Brunswick, but also at times in Nova Scotia and Quebec. The results are contained in the official reports of the Survey. A list of them and other publications is contained in the Bibliography of the Royal Society of Canada, of which Dr. Bailey is a charter member.

He is at present a member of the Board of Management of the Marine Biological Station of Canada.

In the year 1868 Professor Bailey was offered, but declined, the position of Professor of Geology and Natural History in Vassar College, Poughkeepsie, N. Y., preferring to maintain his connection with an institution and with a community whose interests he has made his own, and whose progress he has helped to shape by his talents and influence,



Thomas Haliburton

Jurist, Statesman, Author. Born at Windsor, Nova Scotia, December 17th, 1796:
died at Isleworth, England, August 27th, 1865.

JUDGE HALIBURTON.

"The 'old times' had been noted for the presence of eloquent, versatile, accomplished men," said Sir John Bourinot, in his "Builders of Nova Scotia." Chief among these was good old Judge Haliburton, whose kindly face, beaming with good nature, is here presented to the readers of the REVIEW. Little more than half a century has passed since his books, illuminated by the quaint touches of his irresistible humour, were to be found everywhere in England and America. Now they are difficult to obtain and they have given place to others more modern. The sparkling humour and the keen ridicule that once made his fellow Nova Scotians wince, is illustrated in "The Clockmaker," which is still to be found in many homes throughout the province, though it is a question whether the younger generation of Nova Scotians read, as they should, this book, the inimitable creation of one of our own authors. It is hoped they will; and our teachers may help them to do so.

Thomas Chandler Haliburton was born at Windsor, N. S., and the quaint one-storied house in which he first saw the light of day was also the home of his father, Chief Justice William Hersey Otis Haliburton. "I and my father were born in the same house, but twenty miles apart," the son was wont to say; and it was a fact, for between the two births the building was floated down the river St. Croix to Windsor, from Douglas, twenty miles above. The future author of "Sam Slick" was educated at the Grammar School and Kings College, Windsor. The house in which the Haliburtons migrated was succeeded by another and more commodious one, and this in turn was deserted for the picturesque residence of Clifton, to the west of Windsor, which Judge Haliburton made his home for a quarter of a century. After graduation he was called to the bar and practised law at Annapolis Royal. He was elected to represent Annapolis County in the Nova Scotia Assembly. A historian of the period says of him: "He was then in the prime of life and vigour, both mental and physical. The healthy air of country life had given him a robust appearance, though his figure was yet slender and graceful. As an orator, his manner and attitude were extremely impressive, earnest and dignified; and although the strong propensity of his mind to wit and humour was often apparent, they seldom detracted from the seriousness of his language when the subject under discussion was important." But politics was not to his liking, as the readers of "The Clockmaker" well know. After his father's death he was offered and accepted the position of Chief Justice of the Court of Common Pleas, and when this court was abolished in 1841 he was transferred to the Supreme Court. In February, 1856, he resigned his judicial position, removed to England, and lived for the rest of his days at Isleworth, on the banks of the Thames. He was elected to the English House of Commons, but he found that body even less congenial than the Nova Scotian Assembly.

Judge Haliburton was twice married, first to Louisa, only daughter of Captain Laurence Neville, by whom he left two sons and five daughters. In 1856 he married Sarah Harriet Williams, of Shrewsbury, England, by whom he had no children.

Judge Haliburton was very fond of young people, to whom his humour and conversational powers were very attractive.

His earliest work, published in 1829, was a history of Nova Scotia, which has some literary merit, but is of little value as a history, since documents throwing light on many events were not in his time available. Over a dozen works have come from his pen, all of which are readable and full of spicy observations, but few are read at present except "The Clockmaker." The original design in writing the Clockmaker or the "Sayings and Doings of Sam Slick of Slickville," was, to quote his own words, "to awaken Nova Scotians to the vast resources and capabilities of their native land, to stimulate their energy and enterprise, to strengthen the bond of union between the colonies and the parent state, and by occasional reference to the institutions and government of other countries, to induce them to form a just estimate and place a proper value on their own." He afterwards had gratifying proof that he had succeeded in effecting much good in this direction.

Extracts from Judge Haliburton's Works.

SABLE ISLAND.

"Talking of the Isle of Sable," said Cutler, "Did you ever land there? I should like amazingly to visit it. I have seen it in the distance, but never could spare time to go on shore. What an interesting place it must be, from the melancholy accidents that have occurred there."

"Yes," said I, "I have been there, and it's just what you say, filled with solemnly interest. The cause and occasion of my going there was rather a droll story. Onct when I was to Halifax, the captain of the Cutler said to me,—

"'Mr. Slick,' said he, 'I'm off to Sable Island. What do you say to takin' a trip down there? We are to have a wild-hoss chase, and that's great sport. Come, what do you say?'"

"'Well,' said I, 'I'm most afeerd to go.'"

"'Afeered!' said he, 'I thought you was afeerd of nothin'? We always go to the leeward side of the island, and we will whisk you thro' the surf, without so much as sprinklin' of your jacket.'"

"'Oh,' said I, 'it ain't that. I am not afeerd of surfs or breakers, or anything of that kind. A man like me that has landed at Calcutta needn't fear anything. I rather guess I could teach you a dodge or two about surf you ain't up to, tho' you do go there so often.'"

* * * * *

"Well, off we went, and a real pleasant time we had of it, too. Oh! what fun we had chasin' of them wild hosses! There was a herd of three hundred of them, and we caught a lot of them for the Halifax market, for they overstock the island now and then, and have to be thinned off. You have no idea what nice eatin' wild hoss-meat is. It was the first time I ever tasted any. I felt kinder skittish at first, but I soon got used to it. It is somethin' between veal and beef. As for wild fowl, there is no end of them there."

"Did you see a storm there?" said Cutler.

"I guess I did," said I; "and that's the reason I staid there so long, for the captain had to get on board quick stick, up anchor, and off till it was over. It was splendid, you may depend—awful, perhaps, is the proper word. You fancy you hear drowning men's voices in it, while the screams of birds skuddin' home for shelter ain't unlike those of human bein's."

"What sort of a lookin' place is it?" said he.

"As desolate, wild, and lonely a place," said I, "as ever you see. It's sand just the colour of the water, and can't be seen at no distance on that account. In the hollows scooped out by the wind, whortle berry and cranberry bushes, in shallow places is bent grass, and on the shores wild peas; but there ain't a tree or shrub on the whole island. The sand drift in a gale 's like snow, and blows up into high cones. These dance about sometime, and change places; and when they do, they oncover dead bodies of poor critters that have been overtaken there, the Lord knows when or how. There is a large lake in it fifteen miles long."

"Why, what is the extent of the island?" said Cutler.

"About thirty miles," said I; "and from one and a half to two wide. It has the shape of a bow, and tapers off at both ends."—*Sam Slick's Wise Saws, Chapter xvi.*

SOME SAM SLICKISMS.

"I never shake the faith of an ignorant person," says Sam Slick. "Suppose they do believe too much; it is safer than believeing too little. You may make them give up their creed, but they ain't always willing to take yours. It is easier to make an infidel than a convert."

"And Squire," said he, "among the wrong notions the British have of us Yankees, one is about our eternal curiosity and axing questions about nothing a'most. Now, it happens to be just the reverse. We are not famous for axing questions, but for never answering them."

"A good temper must be kept cool; even sugar, when fermented, makes vinegar."

The judge does not hesitate to criticize sharply his own people through the remarks of his various characters.

"O, in the way of natural wealth and actual poverty," says Sam Slick, "Nova Scotia beats all nature. The land is chock full of coal, iron, copper, freestone, asphalt, slate, gypsum, grindstones and the Lord knows what, and the coast is chock full of harbours, and the water is chock full of fish. I say—if we only had it—wouldn't we make a country of it, that's all."

"Nova Scotians," says another character, "have every thing but enterprise, and that I do believe in my soul they expect to find a mine of and dig out of the earth as they do coal."

According to Mr. Slick they yield to laziness and procrastination without any loss of self-esteem. Like many other sluggards they had their conscientious reasons: "When the spring comes, and the fields are dry enough to be sowed, they have all to be ploughed, 'cause fall rains wash the lands too much for fall ploughin'. Well, the ploughs have to be mended and sharpened, 'cause what's the use of doin' that afore it's wanted. Well, the wheat gets in too late and there comes rust, but whose fault is that? Why, the climate, to be sure, for Nova Scotia ain't a bread country."

"The French thought building a fortress was colonization, and the English that blowing it up was the right way to settle a country."

Even England came in for her share of criticism, for, says Sam: "Perhaps there ain't no place in the world such nonsense is talked as in Parliament. They measure every one by themselves, as father did about his clothes. He always thought his ought to fit all his boys, and proper laughing stocks he made of us."

With all his shrewdness to discover, and his humours to ridicule the foibles of others, Mr. Slick was blind to the many defects of his own character; and while prescribing "a cure for conceit," exhibited in all he said and all he did the most overweening conceit himself. He never spoke of his own countrymen without calling them "the most free and enlightened citizenis on the face of the airth," or as "taking the shine off all creation." His country he boasted to be the "best atween the poles," "the greatest glory under heaven." The Yankees he considered (to use his own expression) as "actilly the class-leaders in knowledge among all the Americans," and boasted that they have not only "gone ahead of all others," but had lately arrived at that most enviable *ne plus ultra* point, "goin' ahead of themselves."

Old Time Songs.

(Continued.)

SONG—HOME, SWEET HOME.

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home!
A charm from the skies seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.

CHORUS—

Home! home! sweet, sweet home!
There's no place like home, there's no place like
home!

An exile from home, splendour dazzles in vain,
Oh, give me my lowly thatched cottage again!
The birds singing gaily that came at my call,
Give me them with the peace of mind, dearer than all.

CHORUS—

Home! home! sweet, sweet home!
There's no place like home, there's no place like
home!

The author of this touching and beautiful song was John Howard Payne, who, strange as it may seem, never had a home. He was born in New York, June 9, 1792, and died in Tunis, Africa, April 10, 1852. At the age of thirteen he began to edit a weekly newspaper. At the age of seventeen he made a successful *debut* as an actor at the Park Theatre, New York, in the character of Norval. He produced many new dramas, chiefly imitated from the French, for one of which, called *Clari*, or the *Maid of Milan*, he wrote the famous song, *Home, Sweet Home*, which was produced at Covent Garden theatre, London, in 1823. The air is said to have been composed by Sir Henry Bishop. Payne lived in London for twenty years (1812-1832). Returning to the United States he was appointed Consul at Tunis, in Africa, in 1841. While in London he wrote many dramas and plays, the best of which were *Virginius* and *Charles the Second*, and he enjoyed the friendship of Coleridge and Charles Lamb. His remains were removed from Tunis to Washington in 1883.

One of the most beautiful compliments ever paid a poet was bestowed upon John Howard Payne by Jenny Lind. It was in the great National Hall of the city of Washington, where the most distinguished audience that had ever been seen in the capital of the republic was assembled. The matchless singer entranced the vast throng with her most exquisite melodies, but the great feature of the occasion seemed to be an act of inspiration. The singer suddenly turned her face to the part of the auditorium where

Payne was sitting, and sang *Home, Sweet Home* with such pathos and power that a whirlwind of excitement and enthusiasm swept through the vast audience.

SONG—THE LAST ROSE OF SUMMER.

'Tis the last rose of summer,
Left blooming alone;
All her lovely companions
Are faded and gone;
No flower of her kindred,
No rose bud is nigh,
To reflect back her blushes,
Or give sigh for sigh.

I'll not leave thee, thou lone one,
To pine on the stem;
Since the lovely are sleeping,
Go, sleep thou with them;
Thus kindly I scatter
Thy leaves on the bed,
Where thy mates of the garden
Lie senseless and dead.

So soon may I follow,
When friendships decay,
And from love's shining circle
The gems drop away!
When true hearts lie withered,
And fond ones are flown,
Oh who would inhabit
This black world alone?

The words of this, the most popular of all Irish songs, are by Thomas Moore; the name of the tune is *The Groves of Blarney*. Moore was born in Dublin, May 28, 1779, and died February 25, 1852. His father was a respectable Dublin grocer and a staunch Catholic.

As a boy, Moore was most vivacious. Amateur theatricals was one of the favorite diversions of the day. Moore's schoolmaster was a leader in these entertainments. At a very early age Thomas was one of his show boys, ardently encouraged in all his efforts by a most affectionate mother. Before he had left school he had acquired fame as a song writer. In 1793 Moore entered Trinity College, where he acquired a classical education. In 1800 he went to London, where his fame had preceded him. He was a social leader of the most engaging manners, had brilliant powers of conversation, and was much sought after by London society.

In 1801 Moore published a volume of verse, under the assumed name of Thomas Little, referring to his diminutive stature. There was a vein of licen-

tiousness through this volume that Moore lived to regret. In 1803-04 he was in the civil service in the Bermudas, and made a tour of the United States and Canada. His Canadian Boat-Song will serve to recall his visit here. In 1807 appeared his Irish Melodies. This proved so successful that for the next twenty-seven years writing words for music was Moore's steadfast source of income, the publisher, Power, paying him £500 a year. Among Moore's most celebrated works are: Intercepted Letters, the Two-Penny Post Bag; The Fudge Family in Paris; The Fudges in England; Memoirs of Captain Rock; Lalla Rookh; Loves of Angels; Life of Sheridan; The Epicurean (a romance); Life of Bryon; A History of Ireland. In 1811 Moore was married to Bessy Dyke, an actress of admirable character.

Development of Taste in Children.

(Read before the Guysboro, N. S., Institute, by Miss Mary T. Kinley)

* * * The problem confronting the teacher is how to develop taste in the average pupil in the average schoolroom. For myself, I have faced the problem altogether in miscellaneous country schools, where many circumstances combined to make it a perplexing one. There is seldom any suggestion of beauty in the schoolrooms. Their very cleanliness depends upon the efforts of teachers and pupils, for the trustees cannot often be persuaded to employ anyone to do even the sweeping and dusting. This work can be done by the children, they say, and thus a janitor's wages may be saved. Aesthetic culture cannot be possible in a room so dusty that to work in it is scarcely consistent with self-respect.

The first step towards the development of taste in the children, then, is to make the schoolroom clean. The teacher must appeal to the housewifely instincts of the girls, to the chivalry of the boys, and then must work with the children. I am aware that teachers in towns and cities will scarcely appreciate this difficulty, but in the majority of country schools it is a very real one. After the overworked teacher has done all that he or she can, there will remain the smoky walls, the battered furniture, the rusty stove.

Then the country teacher, by the subtle influence of his own admiration, directs the attention of the children from their squalid surroundings to the blue sky, the green hills, and the living waters out-

side. The wild flowers that are brought in and laid upon the desk become objects of interest to the child when he sees that the teacher regards them with love. And all taste which is not rooted in love for the things which God has made must be false and superficial. A sonata of Beethoven can surely mean nothing to one who cannot catch the joy of the White-throat's song. One who cannot read what Keats called "the poetry of earth" cannot appreciate a great poem, and genuine love for the beauties of tree and bird and flower must preclude a taste for Raphael and Michael Angelo.

Almost all children love to look at pictures, and they play an important part in the child's development. A mother wondered why all her boys in growing up went to sea, while the true answer to the question lay in the fact that a picture of a ship had hung since their babyhood at the foot of their bed. . . . It might be better to awaken their interest by pictures of animals. "The Horse Fair" will inevitably delight the boys, and I have seen more than one childish face grow thoughtful while gazing at Landseer's noble picture, "The Highland Shepherd's Chief Mourner."

There is so much foolish and weak, and even vile reading matter extant at present, that salvation from it depends upon the early formation of a correct literary taste. I have noticed that children who, while very young show fondness for reading, are not always the ones who make the best intellectual development. They manifest a certain kind of precocity; in school they read with more fluency than others in their class; but their development ceases early. They poison their imagination with stories in cheap periodicals, or weaken it with the goody-goody books from Sabbath school libraries.

On the other hand, I have in mind a child of twelve who, in school, falls rather behind others of his age, who prefers playing ball to reading a story book, yet listened with delight to the reading of *Evangeline* and *Hiawatha*, and of his own accord read Tennyson's "Idyls of the King."

To develop in the pupil that nice perception which recognizes the true literary gem, and rejects the false imitation, requires great tact on the part of the teacher. Simple models must be kept before the children, but they must be of real worth. Let the imagination be nourished on old world tales. It is not always best to point the moral, for boys in particular have a horror of being preached at.

Let them learn in fable and in history of courage, of self-sacrifice, of noble deeds, and the lesson will come to them "in God and God-like men to put their trust."

I have not found it difficult to get children to take an interest in poetry. Kipling's swinging lines have an especial charm for them. Eugene Field's tenderness softens the rough, but sound, boy hearts. They will always listen to Longfellow, of whom it has been said that he has taught more people to love real poetry than any other poet.

Children should be encouraged to entertain the teacher and each other. It is a good plan to have a regularly organized literary society, and have it present a programme every alternate Friday. In one school where I followed this plan, we had a school paper which the young editor read to us every month, and to which pupils and teacher were enthusiastic contributors. If school entertainments are given, the teacher will do more for the taste of his pupils and for the community, if he throws the ordinary dialogue book aside, and substitutes dramatic scenes from Shakespeare or Scott. Their interest in what is really good will thus be stimulated.

In seeking to develop true taste in those under our charge, we must ever remember the words of the great Teacher, "For their sakes I sanctify myself." For the sake of the children, in our reading, our thought, and our action, we must "cleave to that which is good."

"He only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace."

A New History of New Brunswick.

(Sackville Post, Sept. 1.)

The *Post* has received from the publishers, W. J. Gage & Co., Toronto, a highly interesting little volume of 176 pages, entitled, "A History of New Brunswick." The author is Geo. U. Hay, of St. John, a gentleman well known to a large number of our readers as one of the leading educationists in the province. Dr. Hay is the editor of the *REVIEW*, a magazine published in the interests of the teaching profession of the Maritime Provinces. While the volume is said to be "for use in public schools," it is nevertheless a book that every student of provincial history should enjoy reading. Dr. Hay has

evidently aimed to make his history interesting to his young readers—so interesting that they will scarcely realize they are studying history when engaged in mastering the contents of the book. Chapter IX should be of particular interest to Westmorland County readers, as it deals with the history of Fort Cumberland.

Speaking of the early Acadians, the writer says: "The Acadians were ever a social people. They loved to be within hearing of the village Angelus, which sounded far over the marsh lands in the morning, calling them to prayers and to labor on their dyke-bordered farms, and in the quiet evening sounding the return to rest under the gabled roofs in their simple cottages. They loved to come together in groups at one another's houses and while away the holidays and evenings in song and dance, in good-natured jest, and in stories of far-off France. They cared little for the outside world with its wars and tumults and grave questions of state. They wished to be left alone, to live their own simple, peaceful lives. They were thrifty and industrious in their habits. Their wants were few. The distant forest and the streams and their farms supplied the necessities of life, and tradesmen brought to the village stores a few luxuries and trinkets from the busy world without, in exchange for the products of their land."

The last chapter but one deals briefly, but in a highly interesting way, with the industrial progress of the province, while the concluding chapter is devoted largely to the poets, historians and story writers of New Brunswick. In this list the names of Prof. DeMille, Chas. G. D. Roberts, Bliss Carman and Dr. James Hannay, and several others, appear. The name of Dr. Geo. R. Parkin is mentioned as one of New Brunswick's sons who, by "his spirit and eloquence, has aroused a stronger feeling in all parts of the empire for closer federation."

In concluding his well-written and highly-interesting little volume, Dr. Hay says: "Events in recent years have drawn New Brunswick closer to other provinces in Canada and to the British Empire. Volunteers from the province assisted to put down the rebellion in the Northwest, and later, when Great Britain was forced into war with the Boers of South Africa, loyal New Brunswickers mingled with other Canadians to fight the battles of the Motherland. On many hard-fought battlefields the coolness, courage and dash of the Canadian volunteers won the highest praise of veteran British commanders. Many Britons, Canadians, Australians, South Africans, sleep side by side in graves on the veldt; but common danger and a common death have drawn more tightly the bands which now hold together the different parts of the empire. And today, only a few short years after the strife is ended, New Brunswick teachers in South African schools are helping to teach lessons of peace and good-will to the children of Briton and Boer."

Uneducated Minds.

While in the mountains this summer two young ladies came to the boarding house, and I learned they were teachers. They were very intelligent young women; one wrote poetry somewhat. I became quite interested in them, and, though not a teacher, undertook to draw out some of their ideas. Your paper is often in my son's hands, and, knowing he values it, I read it myself each week. I had a copy and handed it to one or them, but she immediately laid it down and took up a fashion journal and buried herself in it.

It seemed to me that both of these ladies wanted to drown their minds every minute; this caught the attention of several and we wondered why this was so. They read light and trivial literature and disappointed us in general. One lady remarked, "That's the way with teachers I have met."

Now some persons have an educational bent, or power to influence. They draw out the good thing in all they come in contact with. I was so affected in this way by a teacher in our district school many years ago; I shall never forget him. What is it to have an educating mind?

In further intercourse with these teachers I found that they lacked interest in human beings as such. To the same boarding house came a young man, a teacher in an academy in the next county; he captivated all by giving us a larger scope of thought. He turned out to be the "star boarder;" he was so different from the young women that it led to questioning, "Why is it?" One evening he gave a talk on Froebel, another on Rousseau. He was declared to be a "born teacher." Certainly he had an educating mind.

But what I wanted particularly to speak about is to ask you, who seem to understand the matter, whether it is possible for persons to acquire this educating power? What a misfortune it is for a child to be penned up four or five hours a day with one who has no power to educate. There is no doubt but the influence of such persons is injurious rather than beneficial.—*E. P., in School Journal.*

Encourage the children to make scrap-books for geographical, historical and miscellaneous clippings. Show them how the books can be made of stiff wrapping-paper without any expense except labor.

I COULD not very well do without the REVIEW, as it is getting more and more helpful every year.
Kings Co., N. B. W. A. T.

Indifference.

As the years increase which measure the time a teacher has been instructing children, there grows into her life a numbing spirit of indifference, which increases in power as the teacher continues in the same line of work for years, and which does much to decrease the effectiveness and worth of the teacher. Every teacher has to war against the encroachments of this influence. Its insidious attack is almost imperceptible at first, but if undiscovered or unchecked grows firmly and assiduously, until it dominates over every other active spirit. Then comes the time when the teacher finds her work to be irksome, her duties onerous, her ambition moribund, and her life a failure. The charm that enthralled her at the inception of her work is dispelled, and the spirit that nerved her to noble efforts and lofty deeds lies dormant.

There can be no more direful state for a teacher to exist in than this. If it becomes chronic, and the teacher knows herself to be powerless to break its spirit, she should have courage to leave the ranks of teaching, and so emancipate herself. But it is too often the case that the teacher thus afflicted is unaware of the cause of her failure, and so she struggles against the octopus within her, and seeks for a reason of her ill-success in other causes.

A thorough self-examination would do much to disclose the true state of affairs, and if once the teacher finds that the dull routine of her work for years has destroyed the finer feelings with which she was equipped at the outset of her career, she is advanced on the first stage of her regeneration. There can be no more inspiring, no more elevating, no more delightful work than that which the teacher performs; and she must see to it that she ever finds it so.

Every faculty of her mind, every motion of her being must be enlisted in her work, and when the love which first inspired the active energies and hopeful spirit is again present, there is no room for the demon of indifference.—*Exchange.*

The Borelli comet, which about August 1st was visible near the Great Dipper, has since been lost to view while making a turn round the sun. About the middle of September it will be in the south, and as an early morning comet will be visible to the naked eye shortly before sunrise.

It is ever true that he who does nothing for others does nothing for himself.—*Goethe.*

Mottoes for the Blackboard.

There is nothing so kingly as kindness,
 And nothing so royal as truth.
 Work teaches us to be faithful.
 Method will teach you to win time.
 Set about whatever you intend to do; the beginning is half the battle.

The workman is known by his work.
 A work well begun is half done.
 Promise little and do much.
 Patience opens all doors.
 Deserve success and you will command it.
 Unfading are the gardens of kindness.
 Cross words are like ugly weeds.
 The wise man is not he who never makes a mistake; but he who never makes the same mistake twice.

The only real teaching I ever got in good English came at the end of my college course, and occupied less than ten minutes.

I was rehearsing my commencement oration to Prof. Mark Bailey. The first sentence was: "It is characteristic of the great masters of human thought, that their works are suggestive."

Professor Bailey stopped me. "I don't think you are saying that so as to express your meaning," he said. "Try it again."

I repeated it.

"No, I am sure that is not what you mean," he said. "Once more."

He kept me repeating that sentence over and over, until, as I analyzed it word by word, it flashed across me that I should either emphasize "great" or omit it. I omitted it and realized how I had strengthened the sentence. It took me ten minutes to work out for myself the principle that no adjective not important enough to be emphasized should be used; but I learned it, and it has cut out thousands of adjectives from what I have written since.—*C. W. Bardeen.*

Require each pupil to place, in a book provided for the purpose, a specimen of his handwriting at the close of each month. The degree of advancement made by each pupil during the month should be shown at the writing-hour.

A schoolgirl at Lee, England, has been awarded a medal for a seven years' perfect school attendance. All the members of the family — nine in number — attended the same school, and not one missed a single day.

CURRENT EVENTS.

Including Egypt and the Soudan, three-sevenths of the total colonial territory of the world belongs to Britain.

A contract has been signed for a direct steamship service between France and Canada, to commence in April next.

Though the English had claimed the territory a century and a half before, the final occupation of British Guiana took place in 1803. The centenary of the event is to be celebrated this month in Georgetown.

There are four regions in which the wild ostrich is now found,—in Arabia, where he has been little hunted; in the Soudan and the southern part of the Sahara; in the drier parts of East Africa, between the Indian Ocean and the Nile; and in the great dry districts of German West Africa, from the Atlantic ocean more than half way across the continent.

Menelik, Emperor of Abyssinia, is growing old and feeble. His death may be followed by civil war and European interference, for there is no recognized successor.

Dalny, the new city built by order of the Czar on Talien-Wan Bay, the eastern terminus of the Siberian railway, has already a population of fifty thousand. The docks for foreign vessels will extend two miles along the shore, and the port will be open to the trade of all the world.

The leading educational society in Japan will take steps to insure the teaching of our alphabet in the Japanese schools. This will not supersede the characters now in use, which are an adaptation of Chinese characters, and are syllabic rather than alphabetic.

The British government has offered for Jewish colonization an elevated tract of land extending two hundred miles along the Uganda railway.

The Marquis of Salisbury, whose failing health caused him to resign the premiership of the British government in July of last year, has died at the age of seventy-three. His death occurred on the fiftieth anniversary of his entrance into the House of Commons. He will be known in history for his great influence upon the foreign policy of the empire.

The Colombian Senate has refused to ratify in its present form the Panama Canal treaty with the United States.

There is now in operation in Ireland a railway on the mono-rail system. It is about fifteen miles in length, and is operated by steam. The engines and carriages are slung across a single rail, elevated about three feet from the ground. It is proposed to build an electric railway from Manchester to Liverpool of the same type; and the light carriages to be run upon it are expected to have a speed of one hundred miles an hour.

The present session of the Dominion parliament is the longest on record.

An opal valued at \$250,000 has been found in Australia. If successfully cut, it will make a jewel eight inches long by five broad.

Advices from the west coast of Newfoundland predict much hardship during the coming winter, owing to the failure of the fisheries, which has been the worst in the history of the colony. Nine hundred immigrants from Newfoundland came to Canada last month, and more will follow.

Nearly half of all the shipping in the world is owned by Great Britain and her colonies, including more than half of all the steam tonnage.

Marconi, who has recently returned from Europe, says that within three months the wireless telegraph will be in perfect working order between Cape Breton and England, ready to receive commercial messages.

The Congress of Chambers of Commerce, which has just concluded its meetings in Montreal, was composed of 548 delegates from all parts of the empire. Its great importance lies not so much in the discussions on matters of imperial interest, carried on with the greatest enthusiasm, as in the fact that such a gathering took place in Canada; and the desire for imperial unity was seen to be more ardent among Canadians, if possible, than among the delegates from the United Kingdom. Love for the empire was the ruling sentiment; and no one who was present will forget the intense fervor with which the great gathering, when other expression was too weak, joined in the song, "God Save the King." Among the events that are moving for the consolidation of the British Empire, this fifth congress of the boards of trade will have its place.

The Dominion government has sent an expedition to Hudson Bay to report upon the possibilities of shipping grain by that route to the United Kingdom. It is thought that with a railway to Fort Churchill, or Port Nelson, it would be possible to begin shipping wheat there at a date very little later than the opening of navigation at the head of Lake Superior. Modern steamships would have little to fear from the dangers of navigation in the straits; and the distance from Port Nelson to Great Britain would be about the same as from New York.

Eleven thousand men from the eastern provinces have gone to help in harvesting the grain in the Northwest.

I enjoy reading the REVIEW very much, as it seems to be every month a reminder and a guide. Its treatment of various subjects cannot fail to benefit the thoughtful and earnest teacher. Wishing it a wide circulation,

Queens County, N. B.

F. R. B.

SCHOOL AND COLLEGE.

Mr. Garnet G. Sedgewick, B. A., (Dal.) has been appointed principal of the Oxford, N. S., schools.

Miss Janet Ballantyne has been appointed principal of the Cape D'Or, Advocate, N. S., schools.

Mr. McCann has been appointed principal of the Elgin, N. B., Superior school.

Mr. H. A. Stramberg who holds the position of principal of schools in the town of New Westminster, B. C., was recently on a visit to his old friends and birthplace in Pictou County. Mr. Stramberg is regarded as one of the leading educationists of the western provinces.—*Pictou Standard*.

Mr. John W. McLeod has been appointed principal of the Stellarton, N. S., school.

Mr. Abram Cronkhite has taken charge of the Bristol, N. B., school, and Mr. Perry Hayward of the East Florenceville school.

The Sydney, C. B., schools opened August 24th, with 36 departments, and one for manual training. Mr. F. I. Stewart, B. A., (Lond.) is the principal. The enrolment for the past year was 2,289, with 126 high school pupils. It is expected that 40 departments will be in operation before the close of the current school year. The total cost of the schools for the present calendar year is \$19,000, an average of a little over eight dollars for each pupil. This is quite economical, when we consider the cost of education in other places. The average yearly expenditure, for each public school pupil in the United States is \$22.

Mr. B. H. Webb, late principal of the Shediac Superior School, has taken the school at St. Martins, and is succeeded by Mr. T. J. Allen of Port Elgin.

Mr. W. L. McDiarmid, late of St. Martins, has accepted the principalship of one of the St. John schools.

Mr. W. R. Slade, principal of the Oxford, N. S., schools, has resigned his position after a service of 28 years, 21 of which have been spent in Oxford, and will take a well earned rest.

Mr. J. Simpson Lord, of Deer Island, has been appointed principal of the Fairville, N. B., school.

Mr. Aaron Perry, M. A., (Acadia and Yale University) and Mr. A. Burton Logie, B. A., (U. N. B.) have been appointed to the staff of the Woodstock schools.

Mr. W. W. Herdman, who has been principal of the Trenton, Pictou Co., schools for the last two years, upon his leaving was presented with a gold watch and an address.

Last term Mr. Herdman was presented with a gold chain by the scholars of his department. These tokens show the esteem in which he has been held, and his popularity and merits as a teacher. Mr. McInnis of Yarmouth succeeds Mr. Herdman as principal of the Trenton schools, with Miss Mary McKay, Miss Cassie McKay, Miss Alexa Sutherland as associate teachers.

Miss Lillie M. Boak and Miss Ina Bentley have received appointments on the Halifax school staff.

Mr. John S. Smiley has been chosen principal of the Milford, N. B., schools on Mr. W. A. Nelson's resignation.

Mr. H. E. St. Clair of St. George, has been appointed on the staff of the Milltown, N. B., schools.

The Teachers' Institute for the counties of Victoria and Inverness, with the teachers of C. B. and Richmond, admitted on equal terms, will be held at Baddeck, Sept. 24th, 25th and 26th. After enrolment and a business meeting on Wednesday, 24th, a scientific excursion will be made to Marble Mountain. There will be a public meeting on the evening of the 25th, and the proceedings of the Institute, while in session, are looked forward to with interest. The president is Inspector MacKinnon, and the secretary, J. C. McDonald, principal of the Baddeck schools.

Mr. P. G. Morehouse has been appointed principal of the Pugwash, N. S., schools.

Mr. Peter McLean has taken charge of the Dalhousie, N. B., school in place of Mr. R. B. Masterton.

Mr. Frederic H. Sexton, a graduate of the Massachusetts Institute of Technology, has been appointed assistant professor of mining and metallurgy in the School of Mining, Dalhousie University.

King's College, Windsor, the oldest seat of learning in the Atlantic provinces, will open October 3rd, with much better prospects for usefulness in the future than in the near past. Improved sanitation in the buildings, an enlarged faculty, a modern course of study, a renewed interest in their old time college by the Church of England denomination, are some of the factors that will mark the life of Kings for 1904 and onward.

Mr. J. S. Leighton, of Truro, has been appointed principal of the Digby, N. S., Academy.

The Netherwood School for girls at Rothesay, N. B., will open on the 15th Sept., under the principalship of Mrs. J. Simeon Armstrong, Miss E. R. Pitcher and Miss S. B. Ganong. The delightful situation, the competent staff of instructors and the influence of the home life at Netherwood make it an ideal place for the education of girls.

Roy Fullerton, B. A., has charge of the Port Elgin Superior School, Westmorland County, this term.

Mr. Matthew G. Duffy has been appointed principal of the Petitcodiac, N. B., Superior school.

Mr. M. McCutcheon has been appointed principal of the Newman Street school, St. John.

The P. E. I. Teachers' Association will meet at Charlottetown, September 23rd, 24th and 25th.

Amherst News: A decided shortage of school teachers is reported in this county. There are practically no male teachers to be found to take charge of the graded schools of the district.

The New Brunswick Normal School opened on Wednesday, September 2nd, with an attendance of over 250, one of the largest in its history.

The Nova Scotia Normal School will open on the first Wednesday in October.

RECENT BOOKS.

Sir Walter Scott's QUENTIN DURWARD. Abridged Edition for Schools. Illustrated. Cloth. Price 1s. 6d. Macmillan & Company, London and New York.

This fine story is presented in an attractive form. Both type and illustrations are excellent, and the introduction and notes helpful to the reader.

A SCHOOL GEOMETRY. Part III. By H. S. Hall, M. A., and F. H. Stevens, M. A. Cloth. Price 1s. Macmillan & Company, London and New York.

This is the third instalment of a complete school geometry, founded on principles of a practical and experimental character. Part III deals with circles, containing the substance of Euclid's book III and part of book IV.

Longfellow's THE SONG OF HIAWATHA. Edited by H. B. Cotterill, M. A. Cloth. Price 1s. 6d. Macmillan & Company, London and New York.

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This is a sketch of German life, charmingly drawn by one of the foremost writers of the time. The notes and vocabulary are very full, and words and phrases, idioms and English passages for translation in German are given for the student.

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THE SPIRAL COURSE IN ENGLISH. By T. G. Harris, Principal of State Normal School at San Marcos, Texas. Book I. Boards. 174 pages. Illustrated. Price, 30 cents. Book II. Boards. 320 pages. Price 50 cents. D. C. Heath & Co., Boston.

The Spiral Course in English begins with the study of the sentence and emphasizes technical grammar from the first, presenting language and grammar in close connection throughout the course. The elements of the sentence—words, phrases and clauses—are treated as organs performing specific functions in the expression of thought, and are studied in the performance of these functions and not as separate, isolated structures.

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SEPTEMBER MAGAZINES.

Rev. Lyman Abbott opens the September *Atlantic* with an able and suggestive article on Why Women do not Wish the Suffrage, an attitude which he claims results not from any inferiority of woman to man, but from her essential difference, bodily and mentally. Herbert W. Horwill follows with a paper on the question of The

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Bible in Public Schools, and he discusses as pertaining thereto the increasing and generally acknowledged Biblical ignorance of the rising generation. Other valuable and readable papers are Indifferentism, An Educated Wage-Earner, Of Girls in a Canadian College, by A. Mac-Mechan. . . . The editor of *The Canadian Magazine* in the September number complains that Canadian writers are prone to be scholarly and dull. The accusation is perhaps true, as Canada has produced only one notable humorist. Aside from the particular merits of style and brightness, the chief article of the issue is Preferential Trade in Its Relation to Canada and the Empire, by the Hon. G. W.

Ross. Among the short stories-Duncan Campbell Scott's *The Winning of Marie-Louise*, stands first. Mr. Scott pays the French Canadian a high compliment in this tale. . . . The art of conversation is a most desirable acquisition. Although there are no rules by which one can become a brilliant talker, everyone can develop what talent he may possess. There are certain considerations to be kept in mind in cultivating conversational powers. The requisites for agreeable conversation are dwelt upon in a paper in *The Delinctor* for September, which will be a distinct aid to any one wishing to improve his accomplishments in this regard.

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THURSDAY, 10 a. m.—Enrolment. Routine. Paper: "Lights and Shades of a Teacher's Life," by P. Girdwood, North Head.

THURSDAY, 2 p. m.—Primary Lesson in Reading, by Ethel H. Jarvis, A.A., St. Stephen, with pupils of Grade I. Paper: "The Teaching of History," by J. F. Ryan, B. A., City Superintendent, Calais. Nature Lessons, by John Brittain Macdonald, teacher for Carleton County Rural Schools.

THURSDAY, 8 p. m.—Public Meeting; addressed by Chief Superintendent Inch, and others.

FRIDAY, 9 a. m.—Paper: "Accuracy," by H. E. Sinclair, Milltown. Practical Lessons on the Use of the Globe, by F. O. Sullivan, St. Stephen. Open Discussion: Teaching the Metric System.

FRIDAY, 2 p. m.—Paper: "Good English," by Mrs. McGibbon, St. Stephen. Discussion: "Home Study," with introductory papers by Annie L. Richardson, St. Andrews; Mary Caswell, Basswood Ridge, and P. S. Bailey, Moore's Mills. Election of Officers. Routine.

The usual travelling arrangements will be made. Street cars run every half-hour from Milltown to St. Stephen and Calais.