

# THE EDUCATIONAL REVIEW.

VOL. XIX. No. 4.

ST. JOHN, N. B., SEPTEMBER, 1905.

WHOLE NUMBER, 220.

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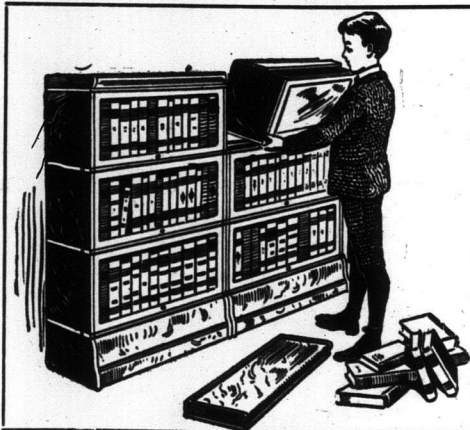
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## THE EDUCATIONAL REVIEW.

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THE TEACHERS' PENSION SCHEME, as well as other matters brought before the Truro educational convention, will receive attention next month. The chief points discussed at this important meeting will be found on another page.

If teachers intend to observe Arbor Day next spring, it would be well to take notice this fall in what situations and soils certain trees grow best. Notice what a western school superintendent has said: "Teachers take pine trees from the hills where they grow beautifully and set them out where they die speedily."

THE October number of the REVIEW, to be published on the first of the month, will contain material to assist schools in observing the centenary of Nelson's death. As this is to be celebrated in a fitting way all over the British world, our schools should take part in it, especially because of its great historic significance.

THE many friends of Professor W. F. P. Stockley will learn with regret of his intention to leave Canada and take up his permanent residence in his native country, Ireland, where his only daughter is residing. Professor Stockley's scholarly attainments, especially in the field of English literature, and his genial disposition has won for him many admirers and warm personal friends during the score of years that he has spent as teacher in three of the educational institutions of Canada — the University of New Brunswick, University of Ottawa, and St. Mary's College, Halifax.

ON the 21st of October of this year the British Empire will celebrate the centenary of the death of Admiral Nelson and Britain's great naval victory, the battle of Trafalgar. The "Victory," Nelson's flagship, on which he breathed his last in the hour of his triumph, has been preserved by the order of King Edward, and will remain as a floating monument of Nelson and Trafalgar. Damaged portions of this celebrated ship have been removed, and from this material souvenirs are being made and sold, the proceeds to be expended in establishing a Nelson's Memorial Fund, one purpose of which is to build a Sailors' Rest at King's Lynn, the great admiral's birthplace. Those who contribute one dollar and upwards will receive a suitably inscribed medal or brooch, made of the copper of the "Victory." Contributions may be sent to Edward W. Matthews, Limehouse, London, E. Any school contributing £5 5s. secures a shield, which becomes the property of the school, and may be offered in competition for the best essay on "England's Indebtedness to Her Ships and Sailors," or other patriotic or naval topic to be chosen by the school; the successful pupil to retain the shield for one year.

THERE are over five thousand teachers in the Maritime Provinces. While the REVIEW is read by the great majority of these, there are some to whom its pages are unknown. A gentleman occupying a high educational position, and a supporter of the REVIEW for many years, said, in speaking of its excellent character and its valuable contributions every month: How is it possible that a teacher can do without it?

"THE school is a little state," said one of the speakers at the educational convention at Truro the other day, and there are ways in which this may be realized to the benefit of the child and the state. In several cities of the United States a form of self-government of schools has been tried in the past few years, and the plan has been so successful that President Roosevelt, President Eliot of Harvard and other eminent men have given it their approval.

The children of a school city organize, elect a mayor and council, make laws, have a regular city's charter, which may be revoked by the teachers if necessary. The children become responsible for the discipline of the school, and the responsibility may extend to the play grounds, and even to the streets. The teachers are of course the ultimate source of authority, but by the exercise of tact and good sense they may not have to exercise it. The plan has been adopted by twenty-three schools of Philadelphia. A disorderly school of a thousand pupils in New York, that required the presence of policemen every day, became orderly and law-abiding within a week after a school city was organized. Other instances are cited to show that in cities where it has been tried disorderly conduct ceased, and neater dress, better manners, improved scholarship followed. The pupils have manifested a surprising aptitude for practices of courts of justice, and some of their decisions and punishments have been found to be remarkably appropriate. And why not?

Will not some of our enterprising teachers consider the plan and try it in their schools?

#### Teachers' Salaries.

St. John City has just lost two excellent teachers from its high school staff: and this is the result of a higher appreciation of these ladies' services elsewhere, as will be seen in the paragraph in our "School and College" page. It is to be regretted that the school board could not have yielded to the request for a more adequate salary. It is presumable, however, that school boards and college boards

have their difficulties in such cases. Some time ago the REVIEW quoted the instance of Professor Jeffrey, of Toronto University, who had made a considerable reputation on account of his research work in botany. Harvard University wanted him, and having offered double the salary that his own university gave, secured him.

Similar instances occur by the score every year. To retain the services of specially gifted teachers and pay them an increased salary would strain the financial resources of most of our school and college boards. That is not all. There are the other teachers on the staff to be considered; and these would smart at the injustice of an increase in a special case without considering their own years of honest, faithful service. To pass over such services thus would discourage many worthy men and women, and result in a real educational loss — the loss of a teacher's independence and spirit.

The question of a proper remuneration for teachers is beset with difficulties. To pay by results, when time only, and perhaps eternity, can determine these results, is not possible. Certainly the "results" of an examination are but slender tests of the real qualifications of a teacher. The only feasible scheme seems to be to raise the salaries of teachers all along the line, from the primary teacher to the professor in the university; and, in order to safeguard educational interests, insist on a wider experience, higher qualifications, and a more liberal culture for all teachers.

#### Death of Prof. Davidson.

News of the death, in the 36th year of his age, of Professor John Davidson, lately of the University of New Brunswick, was heard with a sincere and widespread feeling of regret. He died on the 31st July in Scotland, whither ill-health had compelled him to remove, with Mrs. Davidson, three years ago, on his retirement from his duties as professor. His ten years of able work in the university, the zeal and industry with which he devoted himself to public and philanthropic movements, and the sympathy for him in his brave struggle with disease won many warm friends. He came to New Brunswick when twenty-three years of age after a brilliant school and university career at Edinburg, the city of his birth. His strong personality and his gifts as a teacher and author made him a prominent figure in educational circles. He entered into his work at the university with enthusiasm, inspiring his students with his original methods and

his earnest convictions in whatever cause he championed. His work was by no means confined to the university. The social, financial and industrial problems of Canada were studied with a breadth of outlook and a mastery of detail that gave promise of greater fulfilment with maturer years. His contributions to British and American periodicals and his books on economic subjects won for him the reputation of a keen and thoughtful observer and an indefatigable worker. His heroic spirit fighting almost to the last hour with that dread disease, consumption, is well shown in the paragraph quoted from the *Edinburg Despatch*:

"During the months of his enforced seclusion from the duties of his chair, Dr. Davidson was by no means idle. Articles on subjects relating to the branch of science in which he was a specialized student appeared steadily in British and American journals and periodicals; he did a large amount of work upon the Nelson-Harmsworth Encyclopædia; and he week by week contributed valuable political and economic articles to the columns of the *Week's Survey*, since it changed hands in December last. Only on Tuesday last he insisted upon sitting up in bed to complete an article for the *Week's Survey*, saying that he had never failed anybody yet. But this time the task was beyond his power, and he had to lay down his pen for the last time. Death ensued on Friday."

#### A Long and Well-Spent Life.

Hon. David Wark, LL. D., Senator, died at Fredericton, N. B., on the 20th of August, in the one hundred and second year of his age. His life was simple, serene, honest, substantial, and without ostentation; his end was peaceful and painless. Born near Londonderry, Ireland, February 19th, 1804, he came to New Brunswick in 1825. He taught school for ten years, chiefly at Richibucto, where he afterwards engaged in mercantile business. In 1842 he was elected to represent the people of Kent in the Provincial Assembly, and up to the time of his death was identified closely with the industrial and political interests of the province. His legislative career extended over sixty years, and he was the oldest active legislator in the world. He took part in the lengthy session of parliament at Ottawa in 1904. He was then in his 101st year, with his mind clear and his judgment good. His career was a useful and happy one. Service and duty were his watchwords, and faithfully did he discharge every obligation.

#### Mutual Improvement Associations.

Every town, village and hamlet should have its Mutual Improvement Association, which may be active both in summer and winter. During the latter season the association may meet from house to house for social and literary improvement. A library is necessary. If there is none in the village, a travelling library may be secured at a mere trifle of an outlay. During a recent visit to the McGill University library the writer was shown choice assortments of books which are loaned, on application, to country schools, reading clubs, and communities possessing no free public library. These books have been carefully selected and grouped according to the wants of those using them: (1) for general reading; (2) for young people; (3) for students of special subjects. Each travelling library, consisting of twenty-five books, is loaned for a term of three months, on conditions which are sent on application to the librarian of McGill University.

Framed pictures suitable for hanging in a school-room may be sent with the travelling libraries, but not more than two at a time, and these may be changed as often as the library is changed.

This is an opportunity—and there are others—of which schools and communities may avail themselves for mutual improvement. As the REVIEW has frequently urged in the past, teachers should take the lead in this improvement in communities in which they are living.

During the winter also plans may be formed, to be carried out in the summer season, to make the town or district more attractive. An appeal may be issued by the Improvement Association, which should have as many members as possible, and embrace representatives from all classes in the community, urging all to carry out some such programme as the following:

1. Burn all rubbish possible, and bury that which cannot be burned.
2. Do not throw paper or other litter on the streets. (When streets are once free from unsightly rubbish, people will be anxious to keep them so).
3. Persuade people who must smoke not to do so on the streets, or in public places in the presence of ladies.
4. Do not spit on the sidewalk or on the floor of any public place or conveyance. (The public spitting nuisance is fast becoming obsolete in every civilized and well ordered community).
5. Persuade owners of property to destroy and keep down the weeds just starting, especially those

on their grounds or along the streets or in vacant lots.

6. The example of well kept, orderly arrangement of lawns and houses is quickly followed; therefore let the members of the Improvement Society have their lawns and gardens neat, flowers and shrubbery planted in them; houses and out-houses painted, fences and gates repaired, and everything about their premises kept neat, attractive and orderly.

#### Japan's Naval Record.

Since the first of February, 1904, the newly created navy of Japan, with some co-operation of the army at Port Arthur, has sunk or captured sixty-five Russian vessels, including fourteen battle-ships of the first class, twelve armored or protected cruisers, four auxiliary cruisers, three coast-defense iron-clads, eleven gun-boats, and twenty-one torpedo-boats and destroyers. It has also killed or captured eleven Russian admirals, and has taken as prisoners about ten thousand men of the naval rank and file. It has not suffered a single defeat, and although twelve of its vessels have been destroyed by accidental collisions and percussion mines, it has not lost in action, a single ship larger than a torpedo-boat, and it is probably stronger and more efficient than it was a year ago. Such a record as this is not only extraordinary, but absolutely unparalleled; and when we consider the fact that these results have been attained, not by accident or luck, but by organization, practice, good judgment and consummate skill, we must give Japan credit for producing not only good seamen and gunners, but naval commanders worthy to take rank with the first in the world.

Saigo was the teacher of Togo, the illustrious Japanese admiral, and among the precepts of the teacher that seem to have influenced the pupil throughout his career are the following: "Where you see faults, take the blame of them yourself; where there is merit, attribute it to others. Act resolutely and the very gods and devils shall flee before you."—*George Kennan, in the Outlook.*

#### September Calendar.

September 4th is Labor Day—a public holiday.

September 29th is Michaelmas Day.

September 30th, the first day of the Jewish New Year, begins the year 5666 of the Jewish era.

#### Nature Study.

Children hunting a lost ball in a meadow adjoining the play-yard discover a ground-bird's nest with four blotched eggs. Their interest is aroused. They describe the nest to the teachers and inquire to what bird it belongs. Unfortunate for them, if he is scientist enough and unpedagogical enough to say at once: "It is a bob-o-link's nest." Better were he a good teacher and no ornithologist, for then he would use their interest to lead to some educational activity which would be far more useful to them than the mere information they seek. But best of all if the teacher knows well both children and birds. In that case he can guide them to discover the answer to their question in an educative way, and in doing so excite them to ask and answer by research many other related questions. He engages their interest at the favorable moment to train them to observe, think, investigate and enjoy. This is Nature study.—*From Dearness's "Nature Study Course," by permission of Copp, Clark and Company, Publishers.*

Eliza and Sarah Flower were gifted English sisters whose earthly lives began and ended between the opening and the close of the first half of the last century; and yet in that brief period both left their impress on their generation; and the younger, Sarah, achieved undying fame by composing the beautiful hymn, "Nearer, My God, to Thee." It was suggested by the story of Jacob's vision at Bethel, as found in Genesis xxviii, 10-22. The hymn was first published in 1841, and although it met with some favor, it was not until 1860 that Dr. Lowell Mason's beautiful and sympathetic music "quicken'd it into glorious life" and gave it a permanent abiding-place in the hearts of the people.—*The Delineator for September.*

Sumatra grows the largest flower in the world. It measures a yard and three inches across, and its cup will hold six quarts of water. *Rafflesia Arnoldii* is its name.—*Philadelphia Bulletin.*

The smallest and simplest flowers in the world, consisting of a minute stamen and pistil, are probably the species of *Wolffia*, which grow near the surface of stagnant water as little grains, attached to rootless leaves which float. They are found in Canada near Lake Ontario.

"I found your August number full of helpful suggestions."—M. A. H.



**Chipmunk and Red Squirrel.**

Beneath the grassy lawn of our home in the country a chipmunk has made its abode for several years. It is quite tame, and seems to delight every time it goes into or comes out of the narrow hole to sit for some moments in a variety of pretty positions very interesting to watch. Every small fruit tree in the neighborhood is visited in turn by the industrious "chippy," and by the end of autumn its snug little winter home underground must be well provided with good things. In the bright warm days of June last the mother chipmunk brought her alert little family of two groundlings to sun themselves on the lawn and play a variety of cunning tricks—for our benefit, we might suppose, but really to make them acquainted with the ways of a naughty world. On the slightest hint of danger, the youngsters vanished into their holes like a flash. Always they were the first to go, obeying instantly the warning signal of the mother, whatever it was, while she stood guard over the hole, into which she, too, quickly retreated if we showed a desire to make a closer acquaintance.

After a week or so the little ones were no longer seen. They have now probably built homes of their own, and are storing them with food for the winter. They were beautiful little creatures, the image of the mother, dainty in form, and graceful in movement. Their sleek coats were softer in color than the mother's brownish-grey on the back, which warms into a reddish brown on the forehead and hind quarters. The black stripes on the sides formed a pretty contrast to the pure white of the throat and under parts.

A lady-visitor to the lawn the other day made a "snap-shot" of our little friend, the chipmunk, which is here re-produced. Its bright eyes stared



in timid wonder on the camera. It recoiled for a moment at the "click," but soon promptly returned to "position." This posture, which it assumes on coming out of its hole, is evidently one of reconnaissance, its keen little eyes scanning every nook

wherein an enemy may lurk, its delicate nostrils scenting every danger. When it is assured of safety, it scampers off by a succession of jumps to the tree from which it is obtaining its stores, and always by the one path, which it seems to have marked out for itself. For the past week or so its favorite hunting ground has been a red cherry tree, at the foot of which is an arm-chair. While we were all gathered round this a few days ago listening to the reading of Roberts' "Scourge of the Forest," in which is described the fleeing of terrified animals big and little—before the swift forest fire, the chipmunk went its usual way, climbing up the chair over the sleeve of the reader, and into the tree, not conscious of our presence, as long as we betrayed no consciousness. Filling its cheek pockets with cherries, it returns by a different way, but always the same for its homeward journey; it pauses at the mouth of the hole, assumes its upright posture, and then with its front paws proceeds to arrange the food in its distended cheeks as compactly as possible, so that it may not "stick" in passing through the narrow hole. For chipmunks have enemies who would like to follow the little storekeeper, if they could squeeze through the long narrow portal which leads to its treasures.

One wishes that other people were as tidy about lawns as the chipmunk. He never leaves any stray bits of food or refuse, like banana peels, about. Whatever he does with the earth that he digs out to form the tunnel-like home under ground, no one knows, for not a trace of it can be seen. He probably carries it away in his pocket-like cheeks, and hides it. He does his work secretly and effectively, like a Japanese soldier, and is very successful in concealing his whereabouts from an enemy.

He is an independent little chap, too. We have tried to help him in his work by placing peanuts near his hole; he refused to take any notice of them. Perhaps he found them not to his taste; but we would rather believe that he scorns to enjoy what he has not earned.

A little five-year-old son of our neighbor was observed to be very busy gathering fireflies during an evening walk. On his return to the lawn, he pushed these into the chipmunk's hole, saying with a satisfied air: "There! now you can see to go to bed."

**THE RED SQUIRREL.**

Some time ago—a tall spruce tree interrupted our view of the St. John river. It was decided one day about mid-summer to cut off the top; but the young

man who climbed the tree to do this met near the top with that tangled mass known as "witch's broom," which completely barred his way. He sawed the trunk below this, and when the top tumbled to the ground the "broom" was found to contain a red squirrel's nest, out of which scrambled two feeble young ones, just able to crawl. What to do with the helpless family was a problem. The parents were nowhere in sight. The plaintive squeals of the little ones made us anxious to repair the mischief we had inadvertently done in breaking up a happy home. The sawed-off top containing the nest was propped up against another tree, and preparations were made to make the homeless orphans comfortable for the night.

In doing this the nest was carefully examined. It was a fine piece of natural work, and no one would have guessed what this round mass of twigs and small branches could possibly hold. It had no doubt been a squirrel's nest for years, and there were evidences of broods of children, and perhaps grand-children, having been reared in this family tree. There were two entrances, one above and the other below, leading to the inside, which was a compact room or series of rooms woven round with sticks, grass, leaves and moss, so as to make it completely storm proof. It was as comfortable and safe a little home as the ingenuity of a squirrel could invent.

There was no food in the house. The red squirrel's habits lead it to store up its winter stores of nuts, acorns, cones, grain, etc., in the fall, not in its nest, but in crevices, holes and various nooks near the tree in which it lodges. These it visits even in winter, going straight to its hidden stores and digging them out from under the snow. What a memory it must have! The chipmunk or ground squirrel's habits are different. It stores in different channels or rooms in its burrow food for the winter. Late in autumn we have seen it carrying in its distended pouch dried leaves, which it evidently uses to make a comfortable bed, and to strew the approaches to it, to prevent the entrance of frost and snow.

While we were engaged in an awkward attempt to make the baby squirrels comfortable for the night, the mother appeared with an angry chattering and eyes that fairly danced with rage and maternal anxiety. We stood aside and watched. Pouncing upon one of her offspring she turned it over on its back, drew it close under her, patting it all the while with her paws, gathering the little one's

tail about her neck, its hindpaws close to her body back of the shoulders, and its forepaws close up to the body under her own hind quarters. This occupied fully five minutes, while we stood only a few feet distant gazing on with breathless interest. Finally when the little squirrel had been so closely packed to its mother that the two seemed to be one, the mother ran up a tall spruce near by, and, leaping fearlessly from branch to branch, was soon lost sight of in the woods. She came back in about ten minutes and went through exactly the same process with the other, scurrying over the trees to the new home she had evidently prepared in her need.

For days after if any of our household appeared on the scene of the outrage the mother treated us to a volley of squirrel abuse, leaping from branch to branch within a few feet of where we stood, and eager to wreak its spite on those who had despoiled her home. In its rage it reminded us of the squirrel of the Indian legend: The mythical Glooscap once brought all the wild animals before him, and asked each what he would do if he met a man. The squirrel was at that time as big as a man, and when it came his turn to answer, he flew at a stump and tore it with his teeth and claws. Then Glooscap thought him too dangerous an animal, and reduced him to his present size.

#### INGLESIDE.

At a banquet given in England during the recent visit of the Canadian Manufacturers' Association, the following story was told to illustrate the importance of union for trading purposes: "A school boy was asked by an inspector:

"'Would you rather have half an orange, or eight-sixteenths?'

"'Half,' said the boy.

"'Why,' asked the inspector, scenting a weakness in fractions.

"'Because,' said the scholar, with the sixteenths you lose such a lot of the juice.'"

The celebrated grape vine in the conservatory at Hampton Court, England, planted in 1769, had in 1830 a stem 13 inches in girth and a principal branch 114 feet in length, the whole vine occupying more than 160 square yards; and in one year it produced 2,200 bunches of fruit weighing on an average a pound—in all, about a ton of fruit.—*Scientific American*.

"Your paper is a source of inspiration to me, and I enjoy reading it each month."—J. M. D.

**September Talks.**

The following topics are suggested for talks and observations during the month of September. They are such as occur to the editor. Some are selected from working plans in other places. Many other kindred topics will present themselves during the month to the thoughtful teacher.

What is the name of the month? Is it the seventh month as its derivation (Latin, *septem*, seven) suggests?

Which was formerly the first month of the year? (March).

How many days has September?

Name the other months that have the same number of days? Those that have 31 days?

What season does September usher in?

How many months in each season?

Are the days growing longer or shorter? How can you tell?

Which are longer, the days or nights, during the first part of September?

During the latter part of the month?

When are days and nights about equal during the month?

At what other time of the year are they equal?

Are the days and nights growing warmer or cooler? Why?

Which is the harvest month of the year? When does the "harvest moon" occur? Why is it so called? What is its peculiarity?

Make a list of crops harvested in September? In August?

Are September days usually fine or stormy?

What advantage is that to the farmer?

From what direction does the wind usually blow on a fine day?

Is the green color as fresh in the fields and on trees as in June or July?

What colors are taking its place? Why?

What wild flowers are most common this month?

What colors are most common in the flowers?

What wild flowers that bloomed earlier in the season have now gone to seed? Collect some of the seeds and study them as to use, form, color and covering.

Are there many flowers now in the school garden? In the home garden?

Can you name them?

Are the leaves of the trees still green?

What other colors do you notice in leaves?

Are plants growing as actively now as during the summer?

[The gradually lessening green color shows that plants are not now as active. In fact the active period of growth is over early in September in most plants, except the second growth of grass, clover and some other plants. (Can you think why?) The plant food remaining in leaves and young twigs will be drawn into stems and roots to be stored for the winter.]

What birds are seen now?

Do they sing as much as in May or June? Why not? (Early in the season they are mating. Now they are getting food for their young, teaching them, and preparing for the flight to the south).

Ask the boys and girls where they went during the summer vacation. If in the country, get them to tell what the farmers were doing, and make these observations the subject of lesson-talks.

**The Empty Crayon Box.**

A little thinking will enable a teacher to make some profitable use of the empty crayon box. By measurement the cubical contents may be computed and it may thus become a convenient measuring unit. Cutting off an end at the right length the dry quart, liquid quart and liter may be readily made. A sharp pen-knife and a few small brads are all that are needed in this. Ends and sides, holding as they do by mortise and tenon, may be set to show various angles. Sides, ends, tops, bottoms, can all be used in making models of various surface forms, rectangles, triangles, etc. The ingenious teacher will put some forms together for drawing models. Six-inch rulers and decimeter rulers may be in the hands of each pupil by using materials from the crayon box. Even the physiology class may get an idea of the real capacity of the lungs, stomach, etc., by knowing the cubic inches represented by the crayon box.

The uses of the ordinary shade stick may be extended into the school-room. No teacher need to be without a yard stick showing feet and inches. Also the meter with its divisions can readily be made from a shade stick. Nearly all arithmetics have the decimeter measure shown. A piece of paper cut the length of this measure and laid ten times on a shade stick gives the meter. It would be well if pupils could see these measuring units commonly in use and in comparison.

The wide-awake teacher is continually making use of common materials and finds her funds never fully exhausted.—*Sel.*

**August and September in Canadian History.**

August witnessed some of the most stirring events of the war of 1812; in September (1755) the Acadians were driven from their homes in Nova Scotia, and it was during that month (1759) the great battle was fought at Quebec which won Canada for the British.

August 5, 1689. Massacre at Lachine by the Iroquois.

August 7, 1900. Hon. A. G. Jones became Governor of Nova Scotia.

August 9, 1842. Settlement of the boundary line between Canada and the United States by the Ashburton Treaty.

On the 10th of August, 1535, Cartier cast anchor in a small bay on the Labrador coast, which he named St. Lawrence in honor of the festival of that saint; and this name was afterwards given to the great bay and river of that name.

August 16, 1812. Detroit surrendered to a British and Canadian force under General Brock.

August 16, 1785. New Brunswick formed into a separate province.

August 18, 1833. The steamer "Royal William," the first vessel to cross the Atlantic with the motive power of steam, left Pictou for London.

August 23, 1898. Joint High Commission met at Quebec.

August 25, 1860. Opening of Victoria Bridge, Montreal, by the Prince of Wales (now King Edward VII).

September 1, 1880. All British possessions on the North American continent, except Newfoundland, declared annexed to Canada, together with the Arctic Archipelago.

September 1, 1905. Alberta and Saskatchewan become provinces of Canada.

September 1, 1860. Laying of corner stone of parliament building at Ottawa by Prince of Wales (now Edward VII.)

September 1, 1864. Confederation conference at Charlottetown.

September 1, 1904. Earl Grey appointed Governor-General of Canada.

September 3, 1783. Treaty of Versailles. Independence of the United States acknowledged.

September 8, 1760. Montreal surrendered to the British.

September 13, 1759. Battle of the plains of Abraham, and surrender of Quebec on the 18th September following.

September 11, 1814. Defeat of a British fleet on Lake Champlain.

September 13, 1902. Death of Sir John Bourinot.

September 13, 1813. Defeat of British fleet on Lake Erie.

September 16, 1901. Duke and Duchess of York enter Quebec on their visit to Canada.

September 17, 1792. First meeting of the parliament of Upper Canada at Newark (Niagara).

September 19, 1889. Landslide from Citadel Rock, Quebec; 45 persons killed.

September 28, 1892. Legislative Council of New Brunswick abolished.

**How to Teach Addition.**

BY INSPECTOR AMOS O'BLINES, MONCTON, N. B.

The almost universal habit of counting in the lower grades, instead of using the tables for adding, may be prevented by the following method.

Develop ideas of numbers to 10.

Teach the Arabic numerals.

Teach counting to 100.

Teach the reading and writing of numbers to 100.

In teaching children to read and write numbers the following device will save time: Place a number, say 75 on the board. Print the letter *t* between the 7 and 5, thus 7*t*5. The teacher points to the 7, the *t* and the 5, while the pupil reads seven-ty-five. Ask him to repeat quickly, and he has seventy-five. With numbers between 20 and 30, 30 and 40, 50 and 60, a change in the pronunciation will be needed. The *t* may soon be omitted, while the pupil reads as though it were used. In writing numbers, use the *t* at first. Pupils who can count may be taught to read and write numbers to 100 in two or three short lessons.

As a preparation for adding, the following drill should be given: Write all the numbers from 10 to 100 on the board, and drill the pupils until all can tell the last (right hand or units) figure of any number without using the board. Then ask such questions as the following: What is the first number after 10 whose last (right hand or units) figure is 4? after 14 whose last figure is 7? etc., until the answers can be given quickly even with the numbers erased.

Next teach the tables of ones and twos, that is, add one to each digit, then two to each digit.

The pupil should be able to answer any question on these tables without hesitation or counting before he is asked to add a column of figures.

Next place on the board a long column of figures, as in the example appended, using only ones and twos, except for the bottom figure.

Add in the following way:

QUESTION. Nine and two are?

ANSWER. Eleven.

Write the 11 to the right of the column.

Add the last figure of the 11 to the next figure in the column, using the pointer.

Q. One and One are?

A. Two.

Q. What is the first number after 11 whose last figure is 2?

A. Twelve.

Q. Two and two are?

A. Four.

Q. What is the first number after 12 whose last figure is 4?

A. Fourteen.

Proceed in the same way to the top of the column, placing the results to the right.

After a few columns have been added in this way the pupil sees how the knowledge he has acquired may be used in adding. He should be allowed to use the column of results to the right for some time until all other difficulties are overcome.

The repetition (refer to example) of nine and two are eleven; one and one are two, twelve; two and two are four, fourteen; four and two are six, sixteen, etc., should be continued until all danger of counting is gone, or until considerable speed has been acquired. Then the adding may be done by simply giving the results, thus (refer to example) nine, eleven, twelve, fourteen, sixteen, etc. When the tables of threes have been learned, threes may be used with the ones and twos, and so on with the other digits. By the time all the tables have been learned the pupil should be able to add accurately and with considerable speed.

The success of the work will depend largely upon the amount of drill given. Teachers who cannot find time to examine all the work will find that pupils can soon be taught to make questions for themselves and prove them by adding each question until the same result is obtained three or four times.

The interest in the work may be sustained by frequent test in rapid adding among groups of about the same ability. I have frequently met with pupils in grade one, taught by the above method, who could add as rapidly and accurately as old accountants. Give it a trial.

### The Aim of Good Teaching.

It is vain for a teacher to attempt to work up an appearance when the reality is not there; girls and boys readily see through all such thin disguises. No word is needed; the feeling of the teacher is known at once, and the pupil takes a sympathetic attitude, believing that the teacher is right, and that following her cannot lead him far astray. The same holds good in regard to the moral and religious character of the teacher. No spoken words are needed to put the pupil in accord with her in this higher domain. The instructor of character goes about among her pupils shedding upon them the light of her beneficent example, leading them to appreciate and enjoy what is grand and true instinctively. In fact, it is better that the ordinary teacher should not endeavor to give too much direct religious instruction, for religion can no more be taught than any other virtue can. Virtues are lived, and the strong imitative faculty of the child leads to the cultivation of traits that are admired. The true teacher aims to train the pupil to be strong enough to live her individual life without the help that some teachers think necessary to give their pupils. Pupil and teacher are inevitably destined to part at some time, and the teacher who encourages her charge to be dependent upon her trains to weakness and to sure failure when the parting time comes.—*Arthur Gilman, in the August Atlantic.*

"Don't tell me," said a teacher who has to deal with this motley crowd, "that 'All men are born equal,' for that is positively false."

"No; but the correct quotation, 'All men are created equal,' is true, and we are trying to lead upward those who have fallen, to the heights others have gained," was the happy answer.—*Selected.*

An old crab said to a young one, "Why do you not walk straight, my child?" "Mother," said the young one, "show me the way, will you? When I see you walking straight, I will follow you."

When V and I together meet,  
They make the number *six* complete,  
When I with V doth meet once more,  
Then 'tis they two can make up *four*,  
And when that V from I is gone,  
Alas! poor I can make but *one*.

"I take much pleasure in the reading of your interesting and valuable paper."—F. H. K.

### N. S. Provincial Teachers' Association.

A large number of teachers from all parts of the province came together at Truro on Tuesday, August 22nd, for a three days' conference. The programme was a good one and the discussions spirited.

In the opening address, Dr. A. H. MacKay spoke of the use and abuse of the course of study. It should be used as a guide, not as a law to be slavishly carried out. Dr. Jones, of Acadia College, advocated thorough drill in elementary mathematics. Principal Smith, of Port Hood, would encourage private study by allowing students to write on as few subjects as they chose at the Provincial examinations, and having certificates of standing granted by the Council of Public Instruction.

Mrs. May Sexton, S. B., Halifax, in a very interesting address called attention to the value of the study of science in developing the power of correct observation, the ability to draw conclusions, and to give expression to one's thoughts. A study of the natural sciences fosters a spirit of truthfulness, a respect for law and order, a love of the beautiful, and a certain resourcefulness in every day affairs.

Dr. Ira MacKay, Halifax, thought that it was better to inflict corporal punishment than to say sharp things, or to allow pupils to form bad habits. Teachers have the authority to do so, if it is for the best interests of the school. Whether the punishment is excessive or not must be decided by the judge.

Judge Chesley wished teachers to bear in mind that character building was of far more importance than giving information. This, in fact, was the keynote of the whole convention. "Give us men of upright Christian character" is the demand of the day; and "How shall we meet that demand?" is the problem of the teacher. Judge Russell would have more attention paid to the study of hygiene. He would also rule out intercollegiate sports. Judge Longley would have more attention paid to the study of civics.

On Tuesday afternoon an excursion to the Government Farm and Agricultural College was enjoyed by the members of the Association.

On Wednesday Rev. Father Sullivan, of St. Bernard's, Digby, opened the session with a talk on How to Teach Children to Think. He would stimulate curiosity, encourage close observation and endeavor to strengthen the power of attention.

Miss Lavinia Hockin, B. A., Amherst, in an admirable paper, treated of the Public School as an Agent for the Development of Moral Character. She would, like the Great Teacher, lead her pupils to love God and their neighbors. The teacher must do this herself, however; for no matter what she might teach, her own life would be taken as

the standard. All acts of meanness referred to in the lessons should be condemned, and noble acts commended. Habits of punctuality, order, neatness, self-restraint, should be developed by continued watchfulness on the part of the teacher. See that the children have the right kind of reading matter, and that they have noted the good qualities in the characters depicted there.

S. A. Morton, M. A., Halifax Academy, brought forward a scheme for pensioning teachers, part of the expense to be borne by the teachers themselves and part by the Provincial Government. A committee was appointed to further consider the matter.

Principal Crombie, Bridgewater, wanted the teachers to organize, and make an effort to secure higher salaries.

Miss Estella A. Cook, B. A., read a paper on the value of music in the schoolroom as an aid to discipline; for short periods of recreation so necessary during long sessions in order that the child's mind may be kept at its best; for securing deep breathing so necessary to the health of the pupils; for the patriotism and purity imbibed by the pupils as they try to express feelingly the spirit of the song.

Rev. Father O'Sullivan, St. Mary's Cathedral, followed this with an explanation of how singing might be successfully taught beginners by the tonic sol-fa method of notation. The reverend gentleman admirably illustrated his method by putting a class of boys he had trained through a number of exercises.

Miss Anna B. Juniper spoke of the importance of teaching household science in our schools, and outlined a course of study that might be carried out with advantage.

Rev. Henry D. deBlois, M. A., Annapolis, a veteran on educational matters, thought that the great fault of our present system of education was that we attempted to teach too many subjects, and our work was, therefore, superficial. He would have more drill on a few subjects. He also thought that better results would be obtained if the old method of spelling by syllables was again brought into use.

Judge Chesley suggested that the teachers take advantage of the interest aroused at the time of elections to fix upon the children's minds the duties of our public officials and the heinousness of political corruption. When teaching history, the horrors of war, and the advantages of settling disputes by arbitration should be dwelt upon.

Dr. Eliza Ritchie, Halifax, urged the teachers to lead their pupils to admire the beautiful in the world about them, in sea and in sky, in the flight of the swallow, and the curve of the waving grain. She would also have them know something of the history of the fine arts, and of the lives of the masters. She would have the school-room ornamented with a few good pictures, and much attention given to drawing and modelling. The address was illustrated by stereopticon views, which added very much to the interest.

At the Thursday morning session Loran A. DeWolfe, B. Sc., Truro, spoke of the advantages of Nature Study. The study broadens a child's interests, and opens up vast opportunities for pleasure as well as profit. Here the child traces the relation between cause and effect, and this shows the fallacy of his superstitions, leads him to discover the best way of doing his work, and induces him to search for the connection between disease and its cause and remedy. He advised that as far as possible the study be correlated with other subjects, and also that frequent outdoor excursions be made.

Major B. R. Ward, R. E., Halifax, spoke of the work of the Parents' National Educational Union of London, and suggested that branches be established in Nova Scotia. It claims as a child's rights a disciplined body, a nourished mind, an instructed conscience, a trained will, and a quickened soul. Teacher and parents would come together in their union meetings and the home and school training be harmonized.

Justice Longley thought that since the state had taken the education of the children out of the parents' hands, the parents do not have as keen a sense of their responsibility in educational matters as they should have. He hoped that the establishment of these unions would awaken in them a sense of their duties in this respect.

Prof. E. W. Sawyer, M. A., Wolfville, thought that the subjects of the high school course and that of the colleges did not harmonize, and that much time was lost. He would have a committee appointed to look into the matter and suggest improvements.

Dr. DeWitt, Wolfville, said that health was a child's greatest blessing, and that the study of hygiene should be given a foremost place in his studies. He would have the pupils inspected periodically by a medical doctor, and weak ones relieved of heavy duties. Pupils should be taught the germ theory of disease, and know that the growth of these germs was favored by dampness, darkness and dirt. The spread of the germs of consumption, the "white man's plague," is due to the sputum, and if all sputum were burned the disease would be stamped out. He recommended that damp cloths be used to clean blackboards, and these cloths burned. The dust raised by the use of brushes is injurious to the lungs, and often contains germs of disease.

J. E. MacVicar, B. A., Amherst, criticised the present method of teaching penmanship, book-keeping, drawing and music rather unfavorably.

The scheme for pensioning teachers was adopted by the Association, and a committee appointed to bring the matter before the legislature. M.

#### IMPRESSIONS OF THE CONVENTION.

Probably the most important results to the average teacher of such a convention as that held at Truro are the general impressions which he carries

away with him and the inspiration which he receives. I am such an average teacher, and on request of the editor record such impressions as I have received without having hampered myself by taking notes.

In his paper on the School Course of Study, the superintendent showed us how much more flexible the course was than might be inferred from current criticisms upon it, there being a full course for each grade of larger schools, and contracted courses for smaller graded schools and miscellaneous schools; and furthermore, that over-pressure was due in most cases to local conditions.

Dr. Jones, in his paper on the Teaching of Mathematics, and Dr. D. A. Murray in discussing it, emphasized the importance of being concrete in teaching elementary mathematics, urging the use of graphical representation and numerical calculation wherever possible. The time-honored use of Euclid's Elements for a beginner in geometry was attacked severely, and mathematical drawing commended.

Principal Smith, of Port Hood, pointed out the success of correspondence schools, urged the use of academies and high schools as centres of what might be termed "secondary education extension." The discussion brought out the desirability of extending the system of "partials" to the D, C and B grades.

Scientific training in the public schools has been often urged and defended, but never, I think, with more earnestness and literary grace and expression than by Mrs. May Sexton. The very fact of a cultured lady ranging herself upon its side is a victory indeed. Briefly, scientific training rightly taught gave children the power of observation and of inference from observations made, the text-book being the authority to which to turn only when in perplexity or doubt. Such training has the merit of connecting itself with the out-of-school life of the child. Such teaching of science, however, must not be made the subject-matter of examinations.

In order to appreciate Dr. Ira MacKay's address on Corporal Punishment, its Moral and Legal Aspects, one needs to hear it delivered. Given orally, it was marked by eloquence, moral earnestness and deep knowledge of the subject. The teacher is both artist and artisan, his duty is to produce characters of moral beauty and of utility to society. This he does as the agent and representative of the state. The school is a little state, and its laws and regulations are no more conventions

than those of the state, and are as sacred. The teacher, therefore, has undoubtedly the power of corporal punishment. He has—

1. Full jurisdiction during school hours and on school grounds.
2. Concurrent jurisdiction with parent over child on his way to and from school.
3. Limited jurisdiction after school hours.

He is subject to limitations of excessive punishment and permanent injury to health, which are matters of fact and can be decided only by a jury.

In its moral aspect, the use of the rod is more impersonal and less liable to cause ill-feeling than sarcasm or scolding. But it should only be used for such offences as lying, stealing, impurity, blasphemy, etc.

The aim of corporal punishment is not retributive or reformatory, and so forth, but a combination of all these. In short, it is moral.

—AVERAGE TEACHER.

#### President Eliot on Art Education.

President Eliot, of Harvard, said some very pertinent things regarding education at the recent dedication of the Albright Art Gallery at Buffalo. After calling attention to the point that the main object in every school should be to show the children how to live a happy and worthy life, he added in part:

"It is monstrous that the common school should give much time to compound numbers, bank discount and stenography, and little time to drawing. It is monstrous that the school which prepares for college should give four or five hours a week for two years to Greek and no time at all to drawing.

"All children should learn how lines, straight and curved, and lights and shades, form pictures and may be made to express symmetry and beauty. All children should acquire by use of pencil and brush power of observation and exactness in copying, and should learn through their own work what are the elements of beauty. After reading, spelling, writing and ciphering, with small numbers and in simple operations, drawing should be the most important common-school subject.

"There is great value in the sense of beauty. The enjoyment of it is unselfish. During the last twenty years philanthropists and educators have made wonderful progress in implanting and developing the sense of beauty in the minds of the people. This is shown in the establishment of public parks, cultivation of flowers and shrubs, and in the erection of beautiful buildings."

"To go to school," President Eliot continued, "in a house well designed and well decorated gives a pleasure to the pupils, which is an important part of their training. To live in a pretty cottage surrounded by a pleasing garden is a great privilege for the country-bred child. The boy who was brought up in a New England farmhouse, overhung by stately elms, approached through an avenue of maples or limes, and having a dooryard hedged about with lilacs, will carry that fair picture in his mind through a long exile, and in his old age re-visit it with delight. When a just and kindly rich man builds a handsome place for himself and family, his lavish expenditure does no harm to the community, but, on the contrary, provides it with a beautiful and appropriate object of sympathetic contemplation."—*N. Y. School Journal*.

A correspondent at Tipton, Iowa, sends us two characteristic anecdotes told by Booker T. Washington in a recent lecture in that town: "When I first started teaching," he said, "I taught my pupils in a hen-house. I went to an old darkey one day and said, 'Jake, I want you to come over and help me clean out that chicken-house across the way.' Jake answered with a twinkle in his eye, 'Why, boss, I daresn't go there 'n the daytime. We niggers do that kind of work at night.'"

"It costs \$1.89 a head to educate a negro boy in the south, while in the State of New York it costs \$20.55 to educate a white boy. Now, the way I look at it," said Booker Washington, "is this,—the white boy must be awfully stupid since it takes that much to educate him, and the black boy must be very smart."

"And what did my little darling do in school today?" a Chicago mother asked of her young son—a "second grader."

"We had nature study, and it was my turn to bring a specimen," said Evan.

"That was nice. What did you do?"

"I brought a cockroach in a bottle, and I told teacher we had lots more, and if she wanted I could bring one every day."

This, too, should be taught to every child, that it is wicked to shoot any harmless animal—of the field, forest, or air—except for necessary food. It is recognized that all animals which are a danger to human life should be destroyed. In the days to come, the wanton destruction of animal life for sport will be considered a savage custom, out of harmony with Christian principles.—*Western School Journal*.



### Sympathy for Children.

"I wish I had felt toward humanity in my early life as I do now," said a thoughtful, middle-aged lady. "Particularly do I feel this concerning the years I was a teacher. I should have looked upon my work and the children from a different point of view."

Two or three primary teachers were near by and heard this very unusual remark.

"Do tell us just what you mean?" said a merry looking girl, evidently puzzled at the thought that pity for humanity had anything to do with teaching.

"Why, I mean just this," was the reply. "Here we are, a world of human beings, here from no wish or will of our own, compelled to bear all the ills of heredity, circumstances, and temperament, for which we are in no way responsible, in the beginning. I think a child burdened with the mistakes and shortcomings of his ancestry, handicapped at every point by conditions for which he is no way responsible, is a pitiable object—enough to make the angels weep. Little children are not conscious of this, I know, but we who know life find this to be true, and it should stir all the compassion in our hearts. We have lived long enough to know what it means to long for things that are just and right in themselves, and be denied them at every step by circumstances made for us before we existed. To look upon a school-room of poor children, or even middle class children, and know the life struggle that is before them, is enough to stir our profoundest pity. But why do I except the rich children? Opportunity stands at their door beckoning them on to the best things, but because necessity is absent they are blind to the beckoning hand, and settle into an inertness that is worse for character than the hardest struggle. So here they are on every hand. Add to this the common lot of sorrow and disappointment, and mankind deserves and calls for the tenderest sympathy from each other."

"But what about the application of this to the teacher's work? That part of it appeals to me. We can't spend all our time with individual cases, and since we must consider them in a lot, so to speak, how can we do differently from what we do? I'm sure I try to be conscientious and make them do right as well as I can."

"Make them do right?" "Yes, that is just the trouble. What is 'right'?" We set up a standard of right for these little mortals in our care, and try to bend every one to it according to our idea—

and we never doubt we are right. How I used to rebel and feel injured when I was a teacher because these poor little ignorant beings didn't recognize and act up to my standards of duty and right! Bless their hearts, they didn't know what I was talking about. We were in different worlds. And I dared to call their indifference to what I was saying, stolidity or depravity. What self-righteous people teachers are in their condemnation of their children! Why, as I look back, I think many of my children were too "born-tired," too half-sick, and perhaps too hungry to be able to understand my fine ethical distinctions. How many of them had come from homes where they had heard only cross words and fault-finding from the moment they opened their eyes in the morning? How many of their parents had married wrong and saturated the home atmosphere with discomfort. Many of those poor little sensitive, defrauded tots may have known nothing in their home life but discord. Why should I have expected them to be keyed up to understand the moral harmonies I prescribed for them? We grown people would not stand the jangle one hour that hosts of children are obliged to live in all the while; and then we wonder that they come to school "out of tune." And we proceed to put them *in* tune by giving them talks on morals, bunching them all up in a lot, when no two of them need the same treatment. We may call this doing our "duty"—what a stumbling block that word duty may be!"

"But there is a general code of morals accepted by everybody that must be taught, no matter what sort of children we have. You wouldn't condone a lie because a child came from a bad home, would you?"

"Condone it? Oh, no! But such a child is not to be weighed in the same balance as the well-born, well-trained child. The conditions back of the lie of the unfortunate child are to be considered before he is accused of committing an unpardonable sin. The sidelights need to be thrown on every case before a teacher can decide justly or punish justly. But how can she get *at* the sidelights? you are going to ask. Yes, there is the difficulty we must all acknowledge. But a great deal can be known from daily association with each child, if we looked closer, thought more about it, and *pitied* more. But at the best, teachers must grope in the darkness as regards the inner life of their children. But does not everybody move slowly and cautiously in the dark? And does not 'everybody' include teachers in the school-room?"—*Primary Education.*

**Lines in Season.**

A man of words and not of deeds  
Is like a garden full of weeds.

Good words without deeds are rushes and reeds.

He that would live in peace and rest,  
Must hear and see and say the best.

In hope a king doth go to war;

In hope a lover lives full long;

In hope a merchant sails full far;

In hope just men do suffer wrong.

In hope the ploughman sows his seed;

Thus hope helps thousands at their need;

Then faint not, heart, among the rest;

Whatever chance, hope thou the best.

And now, when comes the calm, mild day, as still such  
days *tell* come,

To call the squirrel and the bee from out their winter  
home;

When the sound of dropping nuts is heard, though all the  
trees are still,

And twinkle in the smoky light the waters of the mill,

The south wind searches for the flowers whose fragrance  
late he bore,

And sighs to find them in the wood and by the stream no  
more.

—W. C. BRYANT.

Oh, many a shaft, at random sent,  
Finds mark, the archer little meant,  
And many a word at random spoken,  
May soothe, or wound, a heart that's broken!

—SIR WALTER SCOTT.

I love to wander through the woodlands hoary

In the soft light of an autumnal day,

When summer gathers up her robes of glory,

And like a dream of beauty glides away.

—SARAH HELEN WHITMAN.

O sweet September, thy first breezes bring  
The dry leaf's rustle and the squirrel's laughter,  
The cool fresh air whence health and vigor spring,  
And promise of exceeding joy hereafter.

—GEORGE ARNOLD.

The morrow was a bright September morn;  
The earth was beautiful as if new-born;  
There was that nameless splendour everywhere,  
That wild exhilaration in the air,  
Which makes the passers in the city street  
Congratulate each other as they meet.

—LONGFELLOW.

Let each man think himself an act of God,  
His mind a thought, his life a breath of God.

—BAILEY.

When wealth is lost, nothing is lost;

When health is lost, something is lost;

When character is lost, all is lost!

—Motto over the Walls of a School in Germany

When honour comes to you, be ready to take it;  
But reach not to seize it before it is near.

—JOHN BOYLE O'REILLY.

Our greatest glory is, not in never falling, but in rising  
every time we fall.

Success in most things depends on knowing how long  
it takes to succeed.

Perseverance is falling nineteen times and succeeding  
the twentieth.

Do your best, your very best,  
And do it every day.

I'll help you, you help me,  
Then what a helping world 'twill be.

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

'Tis the golden gleam of an autumn day  
With the soft rain raining as if in play,  
And the tender touch on everything  
As if autumn remembered the days of spring.

The buds may blow and the fruit may grow,  
And the autumn leaves drop crisp and sere;

But whether the sun, or the rain, or the snow,  
There is ever a song somewhere, my dear.

—RILEY.

**The Review's Question Box.**

J. M. D.—Where can I get the best book treating on  
Reading and How to teach Reading? What is the cost of  
the books?

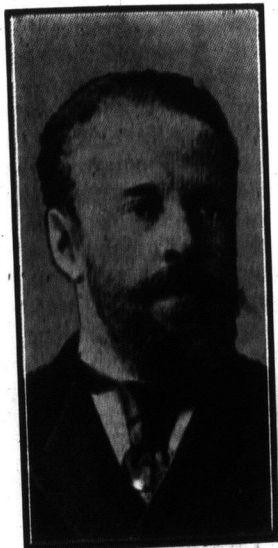
There are many excellent treatises on the subject.  
If you write to Messrs. Ginn & Company, publish-  
ers, Boston, they may put you into the way of get-  
ting what you desire.

M. A. H.—Would you kindly explain why the westerly  
winds blow from west to east. The geography gives no  
explanation?

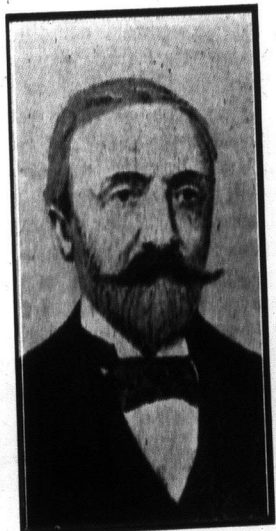
It is difficult to give an answer to your question  
without entering into a discussion of the causes and  
directions of winds, climatic conditions, etc. This  
we have not space for in this number. A good  
book on physical geography, or Ferrel's "Popular  
Treatise on Winds," would supply the information.  
If you have not a book at hand, we would be glad  
to loan you one for a time.

**Exercise in Spelling.**

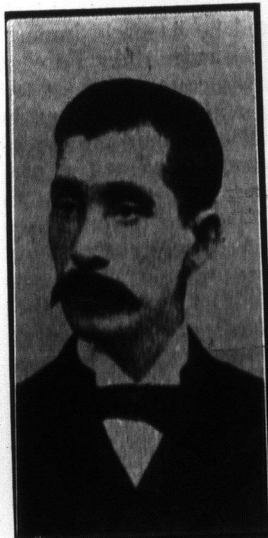
Fundamental, arrogance, conferred, combatant,  
strategy, citadel, ventilation, extravagant, menace,  
magazine, surgeon, aggressor, conspiracy, martyr,  
acquittal, penitentiary, achievement, compelling,  
crystallization, notable, parliamentary, flippant, em-  
anate, alleged, paralyzing, adherence, management,  
liquefy, appellation, Calendar, musician, concert,  
fraudulent, acquiesce, wrapped, eccentric, laziness,  
prejudice, twenty-six, ostensible, regrettable, main-  
tenance, warrant, equivalent, contagious, service-  
able, predecessor, lieutenant, nugget, typical.



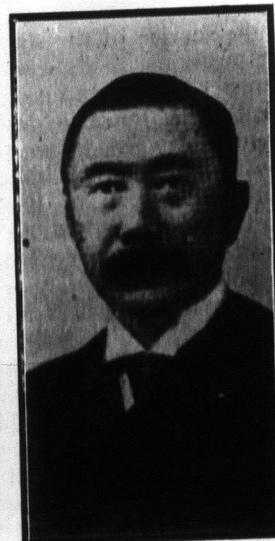
SERGIUS DE WITTE



BARON ROSEN



BARON KOMURA



KOGORO TAKAHIMA

## PEACE ENVOYS OF RUSSIA AND JAPAN.

## CURRENT EVENTS.

The bloody war between Japan and Russia, which began February 8th, 1904, has been ended by what will be called the "Peace of Portsmouth," the terms being practically agreed upon August 29th, 1905, after a conference which threatened at any time to be broken up by the stubbornness of Russia. Fortunately the intercession of President Roosevelt and the humane disposition of victorious Japan has produced a reconciliation, in which the latter country has yielded some of her most important demands. These are: She withdraws her claim to all indemnity or re-imbusement for the expenses of the war; also her claim to the surrender of interned war vessels, and the limitation of Russia's naval power in the Pacific; the island of Saghalien to be divided between the two countries, Japan having the southern and Russia the northern half. Thus a war is ended in which Russia has lost much of her military prestige, 200,000 soldiers, \$1,000,000,000, her fleet, and her so-called rights in the rich province of Manchuria.

The peace conference at Portsmouth, N. H., has been an event of such interest as to deserve a place in the history of three nations—Russia and Japan, whose commissioners have there striven to bring into harmony the demands of their respective governments, and the United States, within whose territory this remarkable conference has taken place. The envoys were there at the invitation of the President of the United States, and were treated as guests of the federal government. The negotiations, which began on the 9th of August, seemed to have reached a deadlock on the 17th, when the Russian envoys refused the Japanese demand for an indemnity, and declined to give up the warships interned in neutral ports. In other matters an agreement was reached, Russia consenting to

acknowledge Japan's influence in Korea, to make over to Japan her lease of Port Arthur and the surrounding territory, to evacuate Manchuria and give up the larger part of the Chinese Eastern Railway, and, in short, to yield everything asked for by Japan before the outbreak of the war. At the conclusion of the ten days, ending August 28th, during which President Roosevelt was in frequent communication with the courts of St. Petersburg and Tokio, the announcement was made that an agreement has been reached as given above. The task of framing the "Treaty of Portsmouth" is now going on, the representatives of both countries apparently acting in an amicable spirit, and rejoicing at the prospects of peace.

Each of the combatants has sent a great statesman as its plenipotentiary to the peace conference. Count Witte, the senior member of the Russian commission, is a big, muscular and handsome man, whose light hair and fair skin make him look like a typical Norseman; while his name betrays the fact that he is of Dutch descent. Though of humble birth, he has risen to eminence by merit, and has held the offices of Finance Minister and President of the Council of the Empire, a Russian deliberative council which somewhat resembles our senate. He has great influence with the populace, and is said to be the coming leader of the government, if popular government is to be established in his native land. As a peace commissioner, his appointment was an assurance that the Russian government was sincerely desirous of peace, for he advised a friendly solution of the difficulties before the war began. The chief representative of Japan, Baron Komura, is a very small man, dark and silent and keen. He was one of the first of the young Japanese students who came to America to study, and was the first of his race to graduate from the Harvard Law School. His life has been spent

in the service of the state, and he has held important positions in his country's service. As Foreign Minister, he was accused by his countrymen of too great forbearance in dealing with the questions in dispute between Japan and Russia, but his critics now recognize that his coolness prevented a premature outbreak of hostilities, and are ready to trust him in negotiations for peace. Baron Rosen has an imperturbable face. A closely cropped set of whiskers hides his play of expression. He seems less troubled by his responsibilities than any other of the big four. Takahira looks more like a man of ability than any of the other Japanese. He is broad of build and has a massive head for a Japanese. The striking feature of his face is his eyes, which are like the searchlights of a battleship, maintaining a steady glare, which confuses the most expert questioner. He rarely smiles and appears always to be in deep thought.

The members of the Zeigler Arctic expedition which reached Franz Josef Land two years ago, have returned in the steamer sent to their relief; their own vessel, the "America," having been crushed in the ice. Though they did not reach the Pole, their leader, Anthony Fialia, claims that they have been successful in surveying the archipelago north of Asia and discovering four new channels.

The total eclipse of the sun, on August 30th, will have been observed, if conditions were favorable, in Labrador, Spain, Tunis and Egypt. It is hoped that photographs of the sun's corona, taken at Labrador and in Egypt, with an interval of two hours between the exposures, will be of great value in determining the nature of that mysterious phenomenon.

The four Russian battleships and two cruisers sunk at Port Arthur are found to be uninjured. They were sunk by the Russians pending the expected recovery of the command of the sea; and are now, under new names, to be added to the Japanese fleet.

The visit of the French fleet to Portsmouth, which has recently brought together the war ships of France and Great Britain in token of international friendship, following a similar visit of a British fleet to Brest, may have an important bearing upon world politics—for a navy is not useless in times of peace. A great British fleet and a great French fleet lying side by side, or, as in this case, with the ships intermingled, shows not only to their own people, but to other nations, that their united force may be called into action should occasion require. Two other movements of British ships may be looked upon as peaceful demonstrations of naval power. The channel fleet is now on a visit to the Baltic; while a powerful squadron under Prince Louis, of Battenburg, is now in Canadian waters, and will visit the United States.

The new provinces of Alberta and Saskatchewan will be inaugurated on the first and fourth of this month, respectively. Hon. A. E. Forget, the pre-

sent governor of the Northwest Territories, becomes the first governor of Saskatchewan, and Hon. G. H. V. Bulyea first governor of Alberta.

The area of the two new provinces which enter the Dominion in September: Alberta is the larger, having an area of 253,500 square miles, while Saskatchewan has 251,100 square miles. There are three provinces which contain greater areas: British Columbia, the largest, with an area of 372,620 square miles; Quebec, 351,873 square miles; Ontario, 260,862 square miles. For the sake of comparison we give the area in square miles of the other provinces: Manitoba, 73,732; New Brunswick, 27,985; Nova Scotia, 21,428; Prince Edward Island, 2,184.

## AN APPARITION.



THE TSAR—Oh, William, William, our little game is up! see who's coming round the corner!—*Weekly Irish Times.*

Each of the new provinces is nearly six times the size of New York or Pennsylvania, five times as large as the State of Illinois, seven times as large as Indiana. The only state that exceeds them in size is Texas (268,242 square miles). Each is twice as large as England, Wales, Scotland, Ireland put together with their population of 42,000,000 people; each exceeds the German Empire with its population of nearly 57,000,000, and its area 208,738 square miles, or France with 39,000,000 people, and an area (Corsica included) of 204,092 square miles.

There are said to be ninety-six steamships in the world of more than ten thousand tons burthen. Of these, Great Britain owns just one-half, Germany about one-fourth, the United States one-eighth, and the others belong to Holland, France, Denmark and Belgium, in the order named.

Kairn Island, twenty-five miles south of Port Simpson, is said to have been definitely chosen as the site of Laurier City, the future western terminus of the Transcontinental railway.

The arbitration court which has been considering the amount of compensation to be given to France fishermen for the loss of their former treaty rights on the shore of Newfoundland has fixed that amount at \$275,000.

The government has selected the site for a new battery, to be erected on the shore of the St. Lawrence, below Quebec. The fortification will be about five miles below the city, and its guns will be of sufficient range to command the stream at that point.

Sable Island is now connected with the mainland by the Marconi wireless telegraph.

Official figures for the year ending the 30th of June last show an increase of sixteen thousand in the immigration to Canada as compared with the preceding year. The total for the year was nearly one hundred and fifty thousand.

The residents on both sides of the boundary line have recently been celebrating the fiftieth anniversary of the opening of the "Soo" Canal, which connects Lake Superior with Lake Michigan, and is now the busiest canal in the world. The old canal, originally made by the people of Michigan, and the newer canal on the Canadian side of the Sault Ste. Marie, together carry nearly three times as much tonnage as the Suez Canal.

Wonderfully rich mines of silver and cobalt have been discovered in the Temiskaming region, and a large part of the territory on the south of Hudson Bay is believed to be rich in minerals.

A congress of delegates from the Russian Zemstvos, or provincial representative assemblies, met at Moscow in the last week of July; and later a congress of peasants from many different parts of the empire met in the same city. Both these gatherings expressed in strongest terms the dissatisfaction of the Russian people with the existing state of affairs, calling for the promised reforms in the system of government. An imperial manifesto has since been issued, giving a definite plan and date for the election of a national assembly; and Russia is at length to have representative government for the empire, as a whole, as it now has in the provinces of European Russia. This, as might be expected, is for the present merely in the form of a consultative assembly, the emperor reserving large powers to himself and his successors. The members of this parliament will be elected by representative assemblies, much as the United States senators are elected by the state legislatures; and the body may meet at times in secret session, as does the United States senate, instead of being open to the public like a British parliament. Elections will take place without delay, so that the first session may be held in January.

Harvesting has begun in the Northwest, and this year's crop is expected to yield nearly a hundred million bushels of wheat.

The Japanese language is now to be added to the regular courses of study in German foreign language schools; and numbers of students are said to be going from India to Japan to enter the universities.

The British Association for the Advancement of Science is now in South Africa, where it will hold sessions at Victoria Falls and other points of interest.

The Zionist congress has declined the offer of the British government of a tract of land in East Africa for colonization. The members of the congress were divided on the question, but most of them hope to establish a colony in Palestine.

The negroes in the public schools of Cape Colony outnumber the whites. They have well trained native teachers, and make rapid progress in their studies.

The boundary between Abyssinia and British Somaliland, over which there was a long-standing dispute, has been settled by a joint commission.

Germany's little war in Southwest Africa still continues, though there is less apprehension of danger of its spreading beyond the bounds of German territory.

Several navigators report the warm waters of the Gulf Stream to be nearer our coast than usual; and the unusual dampness of our summer weather is by some attributed to this cause.

Some of us who are no longer young may remember that it was the fashion years ago to speak of the electric fluid. Now again electricity is likened to water. An eminent authority teaches that it is not a form of energy, like heat, but may be a vehicle of energy, like water. Electricity under strain constitutes a current and magnetism; electricity in vibration constitutes light.

The growing revolt in Arabia is causing some uneasiness to the statesmen of the nations most interested, including Great Britain, France and Germany. The threatened deposition of the Sultan of Turkey from his place as the acknowledged leader of the Moslem world change the centre of Moslem power, and affect other interests besides those of the Ottoman Empire.

An irreconcilable difference with Lord Kitchener in respect to the military forces and plans of defence, has caused the resignation of Lord Curzon, Governor-General of India. He is succeeded by Lord Minto, late Governor-General of Canada.

A statue of Jacques Cartier has been unveiled at St. Malo, France, with imposing ceremonies, the government of Canada being represented on the occasion by the presence of the solicitor-general. The money required for the erection of this statue of the famous navigator was collected in Canada.

The Maritime Board of Trade, at its recent session in Yarmouth, by a unanimous resolution declared itself in favor of the union of the provinces of Nova Scotia, New Brunswick and Prince Edward Island. The board also favors the admission of the British West Indies to the Dominion of Canada, and the building of a tunnel beneath the Northumberland Strait to connect Prince Edward Island with the mainland.

By a vote almost unanimous, the people of Norway have demanded the separation of that kingdom from Sweden. Either Prince Charles of Sweden or Prince Charles of Denmark will probably be chosen as King of Norway. The latter is a son-in-law of King Edward, and his selection would seem to bring England, Denmark and Norway into closer relations than have existed since the days of the sons of Cnut.

### SCHOOL AND COLLEGE.

Dr. W. H. Magee, recently principal of the Parrsboro, N. S., schools has been appointed principal of the Annapolis Royal Academy.

The Golden Jubilee of the founding of St. Xavier College, Antigonish, N. S., will be celebrated on Wednesday and Thursday, the 6th and 7th of September.

The united institutes of the teachers of St. John and Charlotte counties will be held in St. John on the 12th and 13th of October. A programme will be given in the next month's REVIEW.

Miss Isabella J. Caie has been appointed principal of the Milford, St. John County school. Miss Caie has had a large experience in teaching, having had charge of schools in Kent, Charlotte and St. John counties.

Mr. Chas. L. Gesner, who has had charge of the school at Belleisle, Annapolis County, has been appointed principal of the Canning, N. S., school. He has been succeeded at Belleisle by Miss Hattie M. Clarke, recently of Bridgetown, N. S.

Mr. G. W. Dill, recently principal of the Lockeport, N. S., schools, has been appointed to a position in the St. John High School.

Mr. Percy A. Fitzpatrick, A. B., of Westmorland County has been appointed principal of the Surrey Albert County Superior School.

The Mount Allison institutions at Sackville open in September. The excellent opportunities afforded by the Ladies' Academy are given in another page.

The annual meeting of the Kent County Teachers' Institute will take place at Rexton, September 14th and 15th. An excellent programme has been arranged.

The Cape Breton Normal Institute will meet during the last week of September. Several days will be spent in teaching illustrative lessons by classes, and in practical addresses and discussions, as at Port Hawkesbury last September. The meeting will be held at North Sydney.

Geo. Shephardson, recently principal of the River Hebert, N. S., schools, has resigned to take charge of the Maitland, Hants County, schools.

Miss Bessie M. Fraser, of Grand Falls, N. B., has been appointed teacher of grade seven in the grammar school, Chatham.

The series of Royal readers used in the public schools of Nova Scotia since 1877 has been superseded by new books published in part by the Nelsons of Edinburg, and partly by G. N. Morang & Company, Toronto. They are now ready for use in the schools. The selection and editing of the material which forms the series was begun two years ago by the following committee: Supt. of Education Dr. A. H. MacKay (chairman), Supervisor A. McKay, Principal of Normal School D. Soloan, Inspector A. G. McDonald, Principals Lay, Kempton and Butler, Professor Walter C. Murray, Rev. E. F. McCarthy. A series of readers in French is now being prepared, to be modelled after the English texts. These will not be ready until some time next year.

P. R. McLean has resigned his position of principal of the Richibucto grammar school, and has been appointed principal of the Sussex grammar school. George D. Steele, of Sackville, will succeed Mr. McLean in Richibucto. Mr. Steele is a graduate of Mount Allison University.

The summer vacation school of manual training conducted by Supervisor T. B. Kidner at Fredericton had an attendance of thirty-four students, and the results give promise of an increased interest in that important branch of education.

The leader in the University of New Brunswick matriculation examinations this year was W. C. Abercrombie, a pupil of the New Westminster, B. C., high school, of which Mr. H. A. Stramberg, B. A., formerly of New Brunswick, is the efficient principal. Frank A. McDonald, of the St. John high school, led all the other students of New Brunswick, and is the winner of the St. John corporation gold medal awarded to the student making the highest average. One hundred and two candidates took the examination. Of these, ten passed in the first division, thirty-six in the second, twenty-three in the third, and twenty-three in the third conditionally, while ten failed. Those who passed in the first division were: W. C. Abercrombie, New Westminster, B. C.; Frank A. McDonald, St. John grammar school; J. J. Hayes Doone, Fredericton grammar school; Jean B. Barr, St. John grammar school; Beatrice Welling, Andover grammar school; Raymond L. Duark, New Westminster, B. C.; Frank E. Dickie, Moncton grammar school; Annie M. Henderson, St. John grammar school; Frank L. Orchard, Fredericton grammar school; Maud K. Smith, Woodstock grammar school.

Miss Carrie E. Small, M. A., has been appointed vice-principal of Acadia Seminary. She comes to her position with warm testimonials of her Christian character, advanced attainments and high culture. Her course through Wellesley College and Brown University was marked by the achievement of high honors, which have been supplemented by extensive travel, and a short, but distinguished, career in teaching.

Professor Samuel W. Perrott has been appointed professor of civil engineering and dean of the engineering school in the University of New Brunswick, recently held by Professor Brydone-Jack. He is a graduate of distinction in arts and engineering of Trinity College, Dublin, and has had six years' experience in teaching and practical engineering work. Professor Perrott comes with many strong recommendations of efficiency, and the appointment is regarded as an excellent one.

Sir William MacDonald, Canada's educational benefactor, has given the sum of \$20,000 to provide means for enlarging Prince of Wales College, Charlottetown, P. E. I., and for teaching pedagogy, manual training, nature study, etc.

In the Nova Scotia provincial examinations, Miss Elsie Porter and Miss Jessie McDougall of the Colchester County Academy made a record for the province in the "B" Class, the former with a mark of 1077, the latter with 1047. The one thousand mark, says the *Truro Sun*, has been passed but once before, and that in the case of Mr. Gilbert Stairs of Halifax who made 1011 five years ago. Miss Porter has thus the credit of leading the province.

Dr. John Brittain, who has had such a marked and successful career as teacher of science in New Brunswick, will again take up his work in the University of New Brunswick as teacher of chemistry. The excellence of his teaching and laboratory instruction there last year won the most favorable opinions from faculty and students, and the university showed its appreciation of his success by bestowing on him the degree of doctor of science.

Several changes have taken place in the staff of the St. John high school this year. Miss Katharine R. Bartlett, who has been an exceptionally successful and earnest teacher in the higher educational work for many years, has retired to take a course in nature study at the Guelph Institute, Ontario. Miss Mary E. Knowlton, whose genius in interpreting the masters of English literature has given her more than a local reputation, has resigned after an unusually successful career as teacher of literature in the St. John high school. Miss Knowlton has been appointed a lecturer in the Brooklyn Institute of Arts and Sciences, where she will deliver a six months' course of lectures during the coming winter.

Miss Bessie H. Wilson, teacher of grade eight in the St. John high school, has been appointed to fill the place of Wm. Brodie, A. M., resigned, as teacher of mathematics and Latin in grade eleven. Miss Wilson is to be congratulated on an appointment won by her own merit and skill in teaching.

The Kings County, N. B., Teachers' Institute will be held at Kingston, in the assembly hall of the consolidated school, on Thursday and Friday, September 7th and 8th. A large attendance is expected.

It is expected that the new consolidated school at Riverside, Albert County, N. B., will be opened September 11th. Mr. Geo. J. Trueman will be the principal, with a staff of eight associate teachers.

Miss Yerxa, a former St. John teacher, now in South Africa, spent her holidays in making a vacation trip to the celebrated Victoria Falls, on the upper waters of the Nile, regarded as the greatest cataract in the world.

Mr. John DeLong, A. B., has been appointed principal of the Milltown, N. B., schools.

Miss Susie E. Archibald, Truro, has been appointed teacher of domestic science in the Yarmouth schools, in place of Miss Starritt, who resigned to take a post-graduate course.

Mr. Jas. O. Steeves, of Albert County, has been appointed principal of the Centreville, Carleton County, superior school, with Miss Orchard as the primary teacher.

## RECENT BOOKS.

[In a review last month of the "Artistic Crafts Series of Technical Handbooks" the name of the publisher, Mr. John Hogg, 13 Paternoster Row, London, E. C., was inadvertently omitted.]

**PRACTICAL MATHEMATICS.** By Daniel A. Murray, Ph. D., Professor of Mathematics in Dalhousie College, Halifax, N. S. Cloth. Pages 113. T. C. Allen & Co., Halifax.

This is a compact neatly printed volume designed to bring practical problems early within the reach of young pupils. The work includes the solution of triangles, measurement of areas, heights and distances, the use of logarithms, plotting of graphs, and finding the slopes of curves; with a dozen pages devoted to four-place tables of logarithms. The book brings within the range of high school and college students and those who leave school before completing their course a great variety of practical problems which will widen their interests and increase their mathematical ability.

**HIGH SCHOOL PHYSICAL SCIENCE.** Part I. Revised Edition. By F. W. Merchant, M. A., D. Paed., Principal London, Ont., Normal School and C. Fessenden, M. A., Principal Collegiate Institute, Peterboro, Ont. Cloth. Pages 339. The Copp, Clark Company, Toronto.

The revision of this elementary treatise on physical science has added to its practical value by introducing several new features, among which are manual training exercises on the construction of apparatus required in the text. The book is very fully illustrated, the directions for laboratory practice definite, the experiments simple and such as can be performed by the pupils themselves with inexpensive apparatus. The authors have succeeded in giving an excellent practical treatise in which the fundamental principles of physical science are very clearly explained.

**BROTHERS OF PERIL: A Story of Old Newfoundland.** By Theodore Roberts, author of "Hemming the Adventurer." Cloth. Pages 327. Price \$1.50. Copp, Clark Company, Toronto.

The "brothers in peril" are an English hero and a young Boethic Indian of Newfoundland, whose race is now extinct. The scene is laid in the early days of that colony when it was merely a fishing station. The English hero with his Indian protegee have many exciting adventures—fights with savages and pirates; hairbreadth escapes; and there are love passages intermingled. The descriptions are vivid, the action of the story strong and life-like, and the interest well sustained throughout.

**INTRODUCTORY PHYSIOLOGY AND HYGIENE.** By A. P. Knight, M. A., M. D., Professor of Physiology in Queen's University, Kingston, Ont. Cloth. Pages xiv+198. Copp, Clark Company, Toronto.

This is a series of simple lessons in physiology, the subject being considered as a part of nature study, and developed accordingly by demonstration and experiment. The lessons were prepared and taught to the first four forms of the Kingston public schools, and are published as taught. They constitute an easy graded method of presenting the elements of physiology to a class of children, and the means of preserving the health of the body. The ill effects of stimulants and narcotics are taught in a com-

mon sense way, without lurid diagrams or repulsive language.

**THE NATURE STUDY COURSE.** By John Dearness, M. A., Vice-principal, London, Ont., Normal School. Cloth. Pages 206. Price 60 cents. The Copp, Clark Co., Toronto.

This book is admirable for its suggestiveness and the manner of leading up to the many varieties of topics connected with nature study. The teacher who will give it a careful study and adapt its methods to his own needs cannot fail to be successful and produce a large measure of interest in the school. The plans of nature work in the schools of Nova Scotia, Ontario and Manitoba are quite fully drawn upon for material and illustrations, and the strong features of each course are fully emphasized. The author has appreciated the many difficulties in the path of the nature study teacher, and has given practical aid towards surmounting them.

**MID THE THICK ARROWS.** By Max Pemberton. Cloth. Pages 395. Price \$1.50. Copp, Clark Co., Toronto.

A story in which there is plenty of action, no lack of intrigue, and a plot that is very skilfully woven.

Geo. N. Morang & Company, Toronto, are the Canadian agents of a series of beautiful little pocket editions of English and American classics published by the Macmillan Company, New York. These are octavo volumes, prettily bound in red cloth, with the titles in white on the back and on the front cover. They are sold at the low rate of twenty-five cents each. We have received three volumes—Andersen's Fairy Tales, Longfellow's Hiawatha, and Hawthorne's House of the Seven Gables. The two latter are adorned with neat vignette portraits of the authors, and all are edited for use in elementary and secondary schools, with introductions and notes.

From the same publishers, Morang & Co., Toronto, a copy of Chancellor's Graded City Speller has been received, price 12 cents. It is adapted for seventh grade students, and is a useful little work, combining derivation, word-building and quotations of literary value and interest in a very admirable way.

**NATURE LESSONS FOR PRIMARY GRADES.** By Miss Lida B. McMurry. Cloth. Pages 191. Price 60 cents. New York: the Macmillan Company; London, Macmillan Company; Toronto, Geo. N. Morang & Company.

This book leads easily and naturally into the study of animal and plant life from objects, most of which are easily accessible to the children of every locality in Canada and the United States. About three-fourths of the book is taken up with subjects of the animal kingdom, many of which are household pets. The author's treatment of these will not only prove of great interest to young children, but lead them to be definite in observation, and kind and considerate to animals. The plentiful sprinkling of explanatory parenthetical notes throughout the text is suggestive, if not too liberal in the way of "helps."

From the same publishers (the Macmillans and Morang) there have been received A Special Method in Language, (cloth, pages 192, price 70 cents), covering the first eight grades of school work, designed to link closely with language all other exercises of the school to form a broad and simple treatment of the subject; and A Special Method in Arithmetic (cloth, pages 225, price 75 cents), the plan of which is to outline to elementary teachers the

purpose of teaching arithmetic, and to show its relation to other subjects in the course. The author of both works is Chas. A. McMurry, Ph. D.

**OBJECT LESSONS IN ELEMENTARY SCIENCE. Stage VI.** By Vincent T. Murché. Cloth. Pages 325. Price 2s. Macmillan & Co., London.

This book is divided into four parts, the first treating, in a simple illustrative way, of the mechanical powers; the second of the ordinary chemical processes; the third of the structure and functions of the chief organs of the human body; and the fourth of the geographical distribution of certain plants and animals, their use to man, and the trade and commerce arising from them. The arrangement in this stage, as in the previous ones, is clear and methodical, no step being left unexplained.

**PRACTICAL EXPERIMENTAL SCIENCE.** By W. Mayhew Heller, B. Sc. (Lond.), and Edwin G. Ingold. Cloth. Pages 220. Price 2s. 6d. Blackie & Son, London.

In this book we have the principles of scientific teaching very carefully illustrated; and the author places special stress on the importance of laying a foundation of real knowledge on which future progress may be securely built. To this end he weighs carefully the results of observation and experiment, the sifting of information from many sources, and the gathering of experience by skilfully directed methods. The measurement of length, area, volume, mass; of the weight and pressure of air; of temperature, expansion and kindred topics, are very fully treated, with abundant illustrations.

In "Blackie's English School Texts," edited by W. A. D. Rouse, Litt. D., there have been issued Charles Lamb's "Adventures of Ulysses" and "Sinbad the Sailor." Each is accompanied with a brief introduction, the pages are clear and in large type, which is a pleasure to the eye. Price 8d. each. Published by Blackie & Son, London.

In "Blackie's Little French Classic Series," Blackie & Son, London, there are two neat little pocket volumes, containing an introduction, notes and vocabulary, price 6d. each, Alexander Dumas's "*Jacomo ou le Brigand*," one of the rare short stories of that gifted author; and *Mateo Falcone*, which Walter Pater pronounces "the cruellest story ever written," by Prosper Mérimée.

In "Blackie's Latin Texts" there is begun a new series designed for students in the first two or three years study of Latin. Each volume, the first being *Eutropius*, price 8d., has a short introduction dealing with the author's life and works. A useful feature in the text is the marking of all vowels long by nature.

Other texts from Blackie & Son are Longfellow's "Hiawatha," with copious notes and vocabulary, price 1s.; "Story Book Readers," fourth series, price 4d., containing Miss Cuthell's interesting story of a seaman's little boy and his adventures; "School Recitations," for senior pupils, price 1d., with standard poems by the best authors.

**PRIMARY READERS.** By Katharine E. Sloan. No. 1, pages 151, price 25 cents; No. 2, pages 174, price 30 cents. The Macmillan Company, New York; Geo. N. Morang & Co., Toronto.

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method may take its place, or be used simultaneously with it. The subject matter is well selected, the colored plates and other engravings are for the most part natural and attractive.

**STUDIES IN MODERN GERMAN LITERATURE.** By Otto Heller, Professor of the German Language and Literature in Washington University. Cloth. 301 pages. Mailing price, \$1.35. Ginn & Company, Boston.

The author has confined his *Studies* to Sudermann, Hauptmann, and to the German women writers of the century. It is a timely contribution to present day literature. The author limits his choice of subjects with the avowed object of directing attention to certain aspects of modern German thought, rather than to make the volume a "guide-book to German literature." His chapter on women-writers is especially interesting to English readers. Although Germany has produced no woman writer comparable to England's George Eliot, or George Sand, of France, the author concludes a highly appreciative discussion of four women writers—Isolde Kurz, Clara Viebig, Helene Böhlau, and Ricarda Huch—with the frank admission that one cannot name the foremost living writers of Germany without including several women.

In the "Belles-Lettres Series," published by D. C. Heath & Company, Boston, reference to which has been made in other numbers of the REVIEW, we have three volumes lately issued. One of these is *Selected Poems*, by Algernon Charles Swinburne, edited with introduction and notes by William Morton Payne, LL.D. The selections have been made with excellent judgment, and embrace perhaps the best productions of the one great poet left to the English

race, whose contemporaries have passed away. The two greatest of Swinburne's odes, "Athens" and "The Armada," are to be found in the "Selections." Two volumes belong to the English drama—*Bussy D'Ambois* and *The Revenge of Bussy D'Ambois*, by George Chapman, edited by Frederick S. Boas; and *Society and Caste*, by T. W. Robertson, edited by T. Edgar Pemberton. The attention of book lovers and librarians is directed to this great work published by Messrs. Heath & Co. The general motto of the series, which will include, when completed, some two hundred volumes, is "Literature for Literature's Sake." They should meet the approval and appreciation of scholars. They are to embrace the best products from the dawn of English literature down to the present time.

**AGRICULTURE THROUGH THE LABORATORY AND SCHOOL GARDEN.** By C. R. Jackson and Mrs. L. S. Daugherty, State Normal School, Kirksville, Mo. Illustrated. 402 pages. Cloth. Price \$1.50 net. Orange Judd Company, New York.

This book is designed to prepare teachers to give practical and definite agricultural instruction in public schools. The plan of presentation is original, and any energetic teacher, by working out the theories and experiments, may do creditable classwork. It will aid the teacher in the nature work of schools. Although primarily intended for use in schools, it is equally valuable to any one desiring to obtain, in an easy and pleasing manner, a general knowledge of elementary agriculture. It contains a large number of engravings, and is printed in large, clear type on handsome heavy paper, and is bound in cloth.

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MAGNETISM AND ELECTRICITY FOR STUDENTS. By H. E. Hadley, B. Sc. (Lond.) Cloth. Pages 575. Price 6s. Macmillan & Co., London.

This is intended to meet the requirements of students who have worked through the author's elementary book on the same subject. With that as a preliminary, the present advanced treatise furnishes a complete text-book in magnetism and electricity.

THE PRINCIPLES OF ARGUMENTATION. Revised and Enlarged. By George P. Baker, Assistant Professor of English, Harvard University, and H. B. Huntington, Assistant Professor of English, Brown University. Cloth. 677 pages. Mailing price, \$1.40. Ginn & Co., Boston.

The favor with which the Principles of Argumentation has been received during the nine years that have elapsed since its publication has made a more comprehensive treatment desirable. The authors have made numerous additions and improvements, especially in the chapters on debate, refutation, analysis and persuasion. The treatment of the latter subject is fresh to text-books, and is so presented as to have a bearing for courses not only in written argument, but also in oratory and debate. Exercises are given at the end of each chapter, and much illustrative material has been added throughout the book to secure a full and simple course on argumentation.

In the "English Literature for Secondary Schools" series, Macmillan and Company, London, have published three additional volumes in linen binding, on good paper, with clear type. These will be found very excellent for classroom use, each volume being provided with introduction and a few suggestive notes. The extracts from the different authors have been made with care and judgment. The volumes are: Longfellow's Shorter Poems, edited by H. B. Cotterill, M. A., price 1s.; Essays from Addison, by J. W. Fowler, M. A., price 1s.; The Tale of Troy, re-told in English by Aubrey Stewart, M. A., price 1s. 6d.

### RECENT MAGAZINES.

The August *Atlantic Monthly* (Boston) is a fiction number of great interest, and the essays are upon timely topics and have all the readableness of stories. Although the number is largely devoted to fiction, it contains an exceptionally important and timely paper upon The Literature

of Exposure, by George W. Alger, whose terse discussions of important contemporary issues have found so much favor with *Atlantic* readers.

The *Atlantic* for September has three very readable articles on Education, which with the discussion of other timely topics, several good stories, poems and literary essays make up a number excellent in its variety, ability and brightness.

The colored illustrations in the *Canadian Magazine* (Toronto) for August are especially good, as are the reproductions of Turner's pictures. The fiction is exceptionally good, and every story is by a native writer. The whole number is full of interesting features.

The *Canadian Magazine* for September opens with an article from the pen of Mr. Justice Longley entitled Moral Heroism. There are several stories in the number, written by Canadians one of the best of which is *The Other Miss Robbins*, by Isabel E. Mackay.

The most notable review article on Sweden and Norway is Scandinavia in the Scales of the Future found in the *Living Age* (Boston) for August 5th. *British Foreign Policy*, and *Birds and Beauties of an Old Orchard* are articles which will interest the reader in the number for August 12th, and in the number for August 19th we have the inspiration of a good example in the sketch entitled *My First Success*.

The *Chautauquan* for August is principally taken with studies of questions in the Far East, and there are articles of great interest to the student and general reader on Korea, the Russo-Japanese War, and *Highways and Byways*, which take in the current events of the world.

The *Chautauquan* for September has a series of articles on the Russo-Japanese situation, in addition to discussions of other Oriental questions and contributions of current interest.

The earliest creations of autumn are attractively set forth in the September *Delineator*, along with fashion comment and prophecies, and there is much in the number of interest from other than the standpoint of fashion. Mrs. Mary Hinman Abel contributes an article on the pure food question. The hymn, *Nearer, My God, to Thee*, is the subject of a paper by Allan Sutherland, and there is an enjoyable travel sketch, describing and picturing the beautiful lake district in England. In the way of fiction the number contains some readable stories, and there are also entertaining pastimes for children, including an animal fairy tale by L. Frank Baum.

The newspapers and lecturers are still busy setting forth to children and youth the money value of an education. To this there is no objection, if the dollars-and-cents phase is not made too prominent. Education must be commended to children for its own sake and not for the money it may bring to its possessor. It is to be sought first, not because it will fill the pocketbook, but because it enriches and ennobles the life.—*Western School Journal*.

A typographical error occurred in the advertisement of The Copp Clark Co., Ltd., in the last number of the REVIEW. It should read: "Reduction in price, CONCISE IMPERIAL DICTIONARY, by Charles Annandale, M.A., LL.D.; new enlarged edition, with supplement of additional words; 848 pages: cloth; price, \$1.00; half morocco, \$2.00.

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