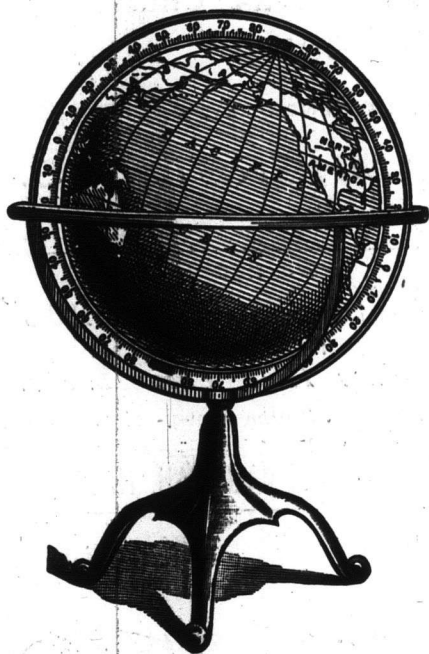


THE EDUCATIONAL REVIEW

VOL. XXI. Nos. 4.

ST. JOHN, N. B., SEPTEMBER, 1907.

WHOLE NUMBER, 244.



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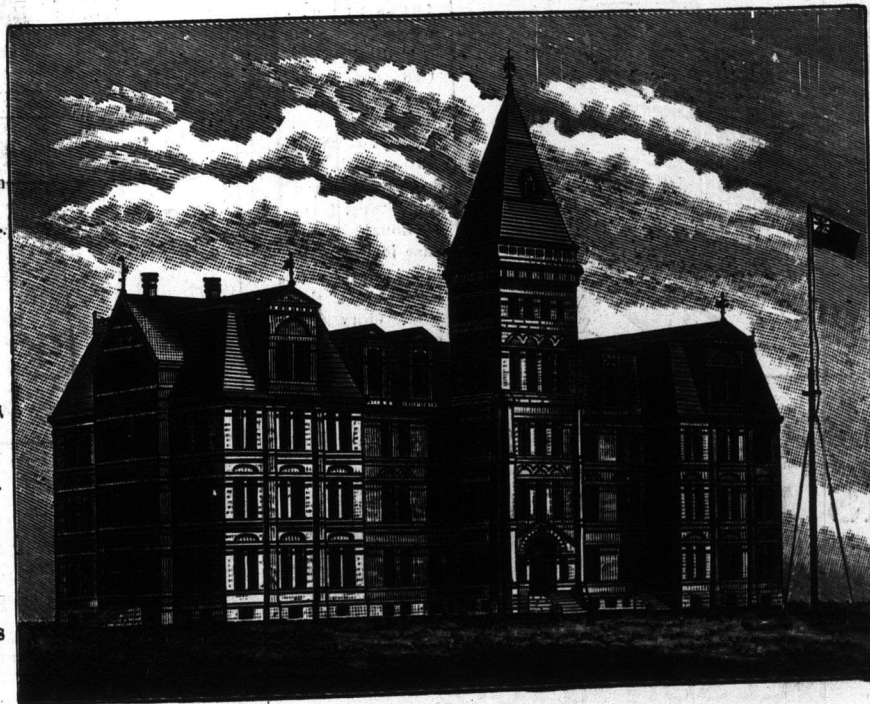
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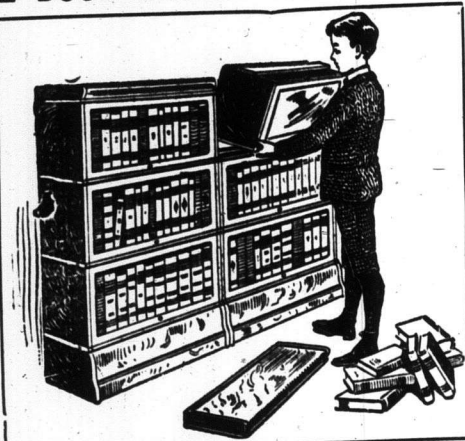
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"THE LADY IN THE MOON."

—From a Drawing by Miss Alice M. Hamilton.

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Editor for Nova Scotia.

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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

We have seen some teachers take up an educational paper, tear off the wrapper, glance listlessly over its pages, and then throw it down, perhaps not to be resumed again. Read this month's REVIEW. It is worthy of a better fate.

Have you enjoyed teaching during the few days or few weeks or few years you have been engaged in it? Have the possibilities of the child and its home and school life been uppermost in your mind, or have you thought chiefly of the subjects you teach? Perhaps if you think over this seriously it may make you a better teacher.

Thoughtfulness for others, kindness, politeness, should be a product of the teaching in our schools

as well as growth in knowledge. As the latter is of slow growth, in the case of most children, so is the former. Knowledge worth the having and manners worth the having are of slow growth. A child is infinitely blessed whose better nature has been awakened and put to work.

You can detect good training the moment you enter a school in the bearing of the scholars. Training like that cannot be put on for occasions; it is a growth; and while that training goes on in our schools there will be no lack of gentlemen or gentlewomen.

Two Canadians, while out walking in the vicinity of Stratford-on-Avon, England, one evening in early May, met a group of prettily dressed girls carrying baskets of cowslips, doubtless to grace some public entertainment. They paused to admire these dainty flowers, the "fairy favours" of Shakespeare, and then passed on. Scarcely a dozen yards had the travellers gone, when the patter of little feet was heard; a curtsy and a smile greeted them—a pretty English accent—never more beautiful than when heard from a child: "Will you please accept?" and a beautiful nosegay of cowslips was extended to them. The travellers will doubtless forget many English scenes and incidents, but not this.

In a school that the writer remembers, there was a colored lad. The other boys treated him exactly as one of themselves, and there was not a single instance of rudeness that marred the good fellowship of these classmates. It is a good thing to keep alive this fellowship among the young, where there is no "colour line," nor social grades. These will come soon enough when their happy school days are over.

Thus, it is never wise to ask the children of a school to make contributions of money for any purpose. Some children will feel humiliated because they are not able to do as well as others, and that will cause heart-burnings and irritation at home and

among themselves. A wise forethought on the part of the teacher will save the feelings of parents and pupils.

Public service officials have an annuity provided for them, and why not teachers? The latter receive smaller pay, and in many cases no provision for old age or retirement is possible, because their limited income has been absorbed in providing for helpless ones depending upon them.

The cost and trouble of making school grounds attractive are so very slight that every school in the country, both inside and out, should be a thing of beauty. The autumn is the time to lay out the grounds and prepare them for spring. The scholars will be only too glad to aid in this work, provided it be done intelligently and systematically. Some accounts have recently appeared in the newspapers of wanton destruction done to school gardens and shade trees in public places. Let the schools become interested in the preservation of beauty places, and the example will go far to check such vandalism.

At this time of year when many of our subscribers have changed places, it is difficult to ascertain the correct address of all. If each one would read, and act upon, the notice which always comes after the "table of contents" on the editorial page, it would save the REVIEW manager much valuable time. Most of our subscribers do this and earn our gratitude for their business-like habits. A few, chiefly new subscribers, need to be reminded.

In the death of the Rev. Dr. A. W. Sawyer, of Acadia University, at the ripe age of eighty years, the Baptist denomination of these provinces has lost its ablest teacher, a man singularly clear in his mental gifts, and of broad sympathies, which won for him the love and enthusiasm of his students.

A remarkable life is that of the distinguished physician, Dr. William Bayard, of St. John, who, on the completion of seventy years of practice, was given the honorary degree of Doctor of Laws by Edinburgh University, from which he received his diploma in 1837 at the age of twenty-three years.

The country schools of New Brunswick opened on Monday, 12th of August, and those of the towns a fortnight later. In Nova Scotia, by a recent amendment of the school law, all the schools opened on

the 19th of August, in order to place the country and towns on an equality in the distribution of grants. Towns that gave an extension of the holidays did so at their own expense.

Rev. Hunter Boyd, of Waweig, writes in reference to the origin of the name St. Croix: "It is singular that many people think that the name Saint Croix was given arbitrarily to the island, and to the river in which it is located, and are not aware of the cruciform aspect as seen from the island where the first settlers, under Champlain and DeMons, spent their terrible winter. As you are aware, the Schoodic (St. Croix) forms the left arm (of the cross), the Waweig the right, and what we know as Oak Bay (or 'head of the waters') the head of the cross; hence the island was originally called L'Isle de Sainte Croix."

At the recent meeting of the Maritime Board of Trade, Professor Andrews introduced a resolution favoring a plan to consolidate the work of technical education in the Maritime Provinces. This was carried, and a committee of two from each province was appointed to introduce the matter to the governments of New Brunswick, Nova Scotia and Prince Edward Island.

A speaker at the same meeting complained that as soon as our young men learn the mysteries of a trade, or get an education, they go west. Well, is it not to the credit of these provinces that our young men go out into the world thoroughly equipped? We hope the time is near, however, when our young men will find that there are greater inducements for their activity and talents at home than in any other place.

Mr. J. F. Herbin, of Wolfville, N. S., who is well known for the interest he has taken in Acadian history, is planning a memorial park at Grand Pré, the scene of Longfellow's "Evangeline." The plan embraces a park of fourteen acres in extent, with drives, walks, restoration of historic points, monuments, etc., on the edge of the famous Acadian dyked lands, and about a mile from the mouth of the Gaspereau river, whence the Acadians were removed in 1755. It is proposed to begin the work this year, the centenary of Longfellow's birth, and the probable cost, when completed, will be about \$50,000. It is a worthy object and deserving of success.

Visits to the English Schools—II.

By G. U. HAY.

There is much more rote work in English schools than in our own, and the teachers, so far as I observed, showed much less originality, or individuality, in conducting lessons than ours. I listened for half an hour to a nature lesson in a school in Devonshire. The subject was the hemp plant. A card hanging up near the teacher showed a picture of the whole plant, with sections of the stem, leaves, fibre, etc.,—too small to be seen by the majority of the pupils. The teacher did not attempt to draw out the scholars by asking questions about the uses, etc., of hemp. He simply gave them facts about the hemp plant and its allies—the banyan, the cow-tree, the india-rubber plant—referring frequently to a book beside him for inspiration. He told the pupils that the banyan tree was capable of sheltering an army of 7,000 soldiers, but said nothing of the habit of the tree which enables it to do so—the sending out new roots from its branches as they are extended outward from the stem almost indefinitely. No one was asked to tell why the cow-tree is so called, although the teacher said that the Indians of South America, where it grows, use its sweet milky juice as food. The stinging nettle, another member of the hemp family, was dismissed with "I suppose you know it," without any opportunity being given to test the accuracy of the pupils' observation by describing it, or to impart some literary flavour to the exercise by quoting, for example, some such references as

"Tender handed stroke a nettle," etc.

I should have liked to ask those young Britons to test the truth of that quotation. My own experience with the English stinging nettle leads me to doubt that it will prove "soft as silk" if firmly grasped.

At the end of the lesson the scholars were asked to give a synopsis of the lesson in their own words, which they did very well with a little prompting from the teacher. "Very dry subject," he said to me as he dismissed the class. I did not answer, but thought that it need not be so.

Let us return to the Brackenbury Road school in London, to which reference was made in last month's REVIEW. As my wife and I were ushered into each room, we were introduced as "a lady and gentleman from Canada." A look of interest, a pleasant nod and smile, as the children rose and

saluted, greeted us everywhere. Some of the teachers said that many of their older pupils, brothers and sisters of those present, had gone to Canada, and any remarks made about the country were listened to with eager attention. The excellent discipline and the good feeling everywhere throughout the school between teachers and pupils, more marked in some rooms than others, according to the personality of the teacher, were very admirable. In standard six, the highest in the school, the master was easy in manner, and evidently a superior scholar and teacher. A lesson on the geography of India was a model in its simplicity, and in the apt way in which comparisons were made of the physical features with those of England.

There is a department for boys and girls each in the Brackenbury Road school where backward pupils receive attention. There is also a manual training department for the boys and a domestic science department for the girls in this as in other large London schools. There were cabinets of natural history specimens—chiefly minerals and plants—in many rooms. The scholars are encouraged to make additions to these. Physical exercises are daily given in the rooms, and military drill on the playgrounds three times a week. Music is regularly taught in the London schools. The singing in this school was very good, and not confined to school songs and patriotic pieces. In one of the rooms the girls sang "The Richmond Lass," and in one of the boys' rooms a Scotch song was given with an accent that would have pleased a Scotsman.

Compulsory education is the universal practice in England, and every boy and girl has to attend until fourteen years of age. During recent years scholarships have been granted to pupils between the ages of eleven and fourteen. These scholarships admit the holders to a three years' free course in a high school, with £6 a year for incidental expenses. The effect has been very stimulating to the elementary schools, and hundreds of bright scholars every year secure the scholarships after passing a successful examination in arithmetic and composition, the former to test their reasoning powers, the latter their general ability, style, etc. Several compositions, written for these examinations, were given us to read. The penmanship, matter and expression were very creditable. These simple examinations, the teacher said, are very good tests of general scholarship and ability, and do away with the temptation to "cram," which would be the

inevitable result if an examination were given in every subject of the course.

The headmistress of the school, a Glasgow lady, appeared to be a general favorite, easy and sympathetic in her manner, and very womanly. She informed us that her husband was headmaster of another school. Their united salaries enable them to live comfortably, bring up a family, and spend some time in travel, frequently in summer. There appears to be no objection in England to a woman of a family teaching school if she can so arrange it. In a school in Devonshire the headmaster's wife and son were teaching in the same school with him.

Wherever we met the school children, whether in the city streets or country lanes, those whom we had seen in the schools recognized us with a pleasant smile and nod, the boys doffing their caps. In no case did we see any trace of rudeness, either among themselves or to strangers. Whatever may be the deficiencies of English schools, one thing is evident—good manners and respect for authority are thoroughly taught.

Nature's Te Deum.

Deep in the woods I hear an anthem ringing
Along the mossy aisles where shadows lie;
It is the matin hour, the choir is singing
Their sweet Te Deum to the King on high.

The stately trees seem quivering with emotion:
They thrill the ecstasy of music rare,
As if they felt the stirring of devotion,
Touched by the dainty fingers of the air.

The grasses grow enraptured as they listen
And join their verdant voices with the choir,
And tip their tiny blades that gleam and glisten,
As thrilled with fragrant fancies of desire.

The brooklet answers to the calling river,
And singing, slips away through arches dim
Its heart runs over, and it must deliver
Unto the King of kings its liquid hymn.

A shower of melody and then a flutter
Of many wings: the birds are praising, too;
And in a harmony of song they utter
Their thankfulness to Him, their Master true.

In tearfulness I listen, and admire
The great Te Deum Nature, kneeling, sings.
Ah! sweet indeed, is God's majestic choir,
When all the world in one great anthem rings.

—*Sacred Heart Review.*

The world gives heed to what you are doing—
not what you intend to do.

The Lady in the Moon.

The Boy and I who enjoyed "Nature in the Quiet Hours" during the early July evenings came together again a little later, when the moon was approaching the full. I had a small opera glass in my hand, and asked him to look through it and tell me what he saw in the moon. He gazed for some minutes, but could see nothing but "mist or clouds," he said. All at once he jumped up excitedly and cried out: "Why, I see a woman's face, and such a pretty face! What I thought was a cloud is her hair, and her nose is pushed up and seems lost in another cloud; and I see her neck and one ear and one eye. Her face is pointed upward. She seems to be looking at something farther up in the sky. Why, how funny!" and he laughed gleefully, as proud as if he had made a great discovery. And so he had.

Let one point an opera glass at the moon on any clear night between its first quarter and full moon and the profile, as pictured in the REVIEW for this month, may be plainly seen—at once or after a little patient looking. After that a clear eye can see it without the aid of a glass.

The Boy wanted to run home at once and show his mother and sister the "Lady in the moon," but I persuaded him to stay and talk about it a little while; and now came the difficulty. The Boy began to ask questions, as boys will do. "Of course," he said, "it is not the face of a real woman, but what makes it look so real?" I told him that the surface of the moon was broken and irregular, very like the land surface on the earth, only that the mountains were very much higher in proportion to its size than those on the earth. These mountains and hills were the light portions that he saw, and the spaces that looked like clouds to his eye were supposed to be dark plains. I asked him to look at the hills and fields around his home on sunshiny days, and at nights when the full moon was in the sky, to see if the hills were not brighter and the level places beneath and around them more shaded. He said that he had often noticed these shadows and those made by the passing clouds on a bright day, and he had often wondered at the curious changes of light and shade which he saw. He remembered reading Southey's lines on the moon:

She shone upon the hills and rocks, and cast
Upon their hollows and their hidden glens
A blacker depth of shade.

This showed me that the boy was not only observant and had begun to make good use of his eyes to see

some of the beauties in this fair world in which we live, but that he could remember and enjoy good literature.

But the face in the moon—what made it? The Boy began to see that it was merely a grouping of light and shade which formed the outlines of the face; and this, instead of lessening his interest, increased it. I told him that the moon in going round the earth always presents the same side to us, and this enables us to see the same face month after month, year after year, as that on which we were then looking.

Then as we watched the moon we talked about its appearance and probable history; that it is supposed by those who have studied the matter to be a "dead planet," that is, to have no living creatures upon it—although it may once have been inhabited; that it has no belt of air surrounding it, as our earth has, and is consequently without clouds or water; that telescopes show a great number of craters or mouths of volcanoes, some of which are from eighty to one hundred miles across, and very deep—in some regions crowded together so that they overlap each other. The Boy here suggested that the lady's "mouth" or "eye" may be formed by heaps of "craters," and we had a good laugh over his idea, which was not a bad one at all.

There are ranges of mountains also on the moon, the chief of which are named the Appenines, Alps, Caucasus, because astronomers see in their rugged outlines a resemblance to these mountains on our earth. The ranges are situated chiefly in the north and the craters toward the south of the moon's face. The Boy readily found the north in the moon to be that part towards the north star, and the south on the side opposite to this. The dark "plains" on the moon's surface were formerly supposed to be seas, and the old astronomers gave them names in harmony with their appearance—the Mare Imbrium, Mare Nubium, etc. The Boy, who is studying Latin, readily told me that *Mare* is pronounced in two syllables, and means the sea; that *Imbrium* is a word meaning a storm cloud; and *Nubium* a cloud. But these "seas" are now found to be nothing but dark grey plains made up of substances that reflect less light than do the mountain regions.

There was more about the moon that I could have told the Boy, and far more that I did not know, but he was getting sleepy. So I told him that the next REVIEW would contain a picture of the "Lady in the moon," and I would select some things for him to read which I thought would interest him.

Some of these extracts he might understand; others would be too difficult for him, but he could observe for himself, talk about them, try to explain them to other boys, read what wiser men had said about them, and think of them as he grew older. That was the only way he could get knowledge worth getting.

The New Moon with the Old One in Her Arms.

This may be seen when the moon is new. The sunlight reflected from the earth illuminates its dark side and gives what is known as *earth shine*, enabling us to see the moon's whole outline. At the time of new moon also it is full earth to the moon, and, if the latter had any inhabitants, their nights would have the glorious spectacle of a body shining in their sky, four or five times the size of the full moon to us, and giving from sixteen to twenty times the light that our full moon gives.

The Harvest Moon.

The September full moon rises at nearly the same time on two or three successive nights, just after sunset, giving light enough to get in the harvest, whence this is called the Harvest Moon. In this case the moon is full at the vernal equinox and the sun, which is exactly opposite, must be at the autumnal equinox, so that the Harvest Moon is that full moon which is nearest to September 22nd. In our country the harvest is usually over before that time, but in all northern countries the Harvest Moon is of some importance to the harvester, whose crops are gathered by hand when time is precious and moonlight often useful.

If the full moon occurs near the 22nd of September, and the nights are fine, the spectacle on several successive evenings is indeed a glorious one. If the full moon occurs earlier, but not too early, in September, a part of the honours must be divided with the October full moon, which is called the Hunter's Moon.

We should be on the alert to note the Harvest Moon on September 21st this year, and then to note what difference there is, if any, in the time of the rising of the Hunter's Moon each evening.

Other Facts About the Moon.

The moon's mean distance from the earth is 238,840 miles. When the moon is on an observer's meridian it is about 4,000 miles nearer to him than it is when it is on his horizon. But every one has

noticed that the moon looks larger when it is near the horizon than it does when it is high in the sky. Intervening objects, and probably the refraction of light, give one the impression of its larger size when seen near the horizon.

There is no perfectly exact meaning to such statements as that the full moon appears to be the size of a dinner plate, or that it is ten inches in diameter.

The moon reflects sunlight to the earth, and it produces the tides. These are the only influences that can be observed by the ordinary person. There are a great many popular ideas that a change of weather may be expected at the time of new moon, or that crops grow best when planted in certain of its phases. There is no scientific basis to such opinions, and it is unreasonable to suppose that the moon produces any change of climate whatever on our earth. Recorded observations for more than one hundred years fail to show any certain relation between the weather or storms and the phases of the moon. Storm centres move across the country from west to east at the rate of four or five hundred miles a day. If one passes over a certain locality with a resulting storm at the time the moon changes, it will pass over places where the moon does not change. For the first place the theory would be correct; for the others it would not. The moon is popularly supposed to "change" when it is new, full and at the quarters. As a matter of fact, it changes all the time. These superstitions, like many others, are hard to kill.

What Some Poets Have Said of the Moon.

Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth
Repeats the story of her birth.

ADDISON.—*The Spectator*.

The moon is at her full, and riding high,
Floods the calm fields with light,
The airs that hover in the summer sky
Are all asleep to-night.

BRYANT.—*The Tides*.

It is the harvest moon! On gilded vanes
And roofs of villages, on woodland crests
And their aerial neighborhoods of nests
Deserted, on the curtained window-panes
Of rooms where children sleep, on country lanes
And harvest fields, its mystic splendor rests.

LONGFELLOW.—*The Harvest Moon*.

..... Now glowed the firmament
With living sapphires; Hesperus, that led
The starry host, rode brightest, till the Moon,

Rising in clouded majesty, at length,
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw.

MILTON.—*Paradise Lost*.

Art thou pale for weariness
Of climbing the heaven, and gazing on the earth,
Wandering companionless
Among the stars that have a different birth,—
And ever changing, like a joyous eye,
That finds no objects worth its constancy?

SHELLEY.—*To the Moon*.

I with borrowed silver shine,
What you see is none of mine,
First I show you but a quarter,
Like the bow that guards the Tartar:
Then the half, and then the whole,
Ever dancing round the pole.

SWIFT.—*On the Moon*.

And suddenly the moon withdraws
Her sickle from the lightening skies,
And to her sombre cavern flies,
Wrapped in a veil of yellow gauze.

OSCAR WILDE.—*La Fuite de la Lune*.

Bristol, R. I., relatively a small town, is maintaining a safe and valuable teachers' retirement fund. Every teacher in the force contributes gladly, and the school board appropriates \$500 a year at present. As a matter of fact, this is more than is paid out to the only teacher who has retired. The fund is growing steadily and the citizens highly approve of appropriations thereto. If other and larger cities would make reasonable appropriations, the present retirement fund plans would be quite satisfactory. There is no reason why they should not, and every reason why they should.—*Primary Education*.

"Where were the Kings of England crowned?" was the question on an examination paper. "On their heads," wrote a boy, in the space left for the answer. (What answer did the examiner expect?)

Henry van Dyke: "I care not whether a man is called a tutor, an instructor, or a full professor; nor whether any academic degrees adorn his name; nor how many facts or symbols of facts he has stored away in his brain. If he has these four powers: clear sight, quick imagination, sound reason, and right, strong will, I call him an educated man, and fit to be a teacher." (And why not add to these "the greatest thing in the world"—love?)

Notable Days in September.

By ELEANOR ROBINSON.

A beautiful story is told of St. Giles, whose day falls on the first of September. He was a hermit, who, early in the eighth century, lived in a forest near the mouth of the Rhone. His dwelling was a cave, and his food consisted of wild fruits, herbs and the milk of a hind. One day the hind was pursued by a hunting party, led by the king of the Franks, or, as some legends say, the king of the Goths. The hind fled to the cave and took refuge in the arms of the hermit. A hunter sent an arrow after it, and, upon entering in pursuit, found the holy man wounded by the arrow, but still sheltering the hind. The hunters were deeply penitent, and sought the hermit's forgiveness; but he refused to be carried from the cave, where he soon afterwards died. The king built a magnificent monastery upon the spot; and a considerable town, bearing the name of St. Giles, grew up around it. Some stories say that the hermit lived to be the abbot of the monastery. He was the patron saint of cripples, as he is said to have been lame himself; and churches dedicated to him are often found at the original entrances to cities, where cripples were wont to congregate and beg of the passers-by. In the twelfth century Queen Matilda dedicated a hospital outside of London to St. Giles; and the name still belongs to a large parish. The most famous church in Edinburgh bears the name of this saint, and he is the patron saint of that city.

The fourteenth of September is known as Holy Cross, or Holy Rood Day. The event originally commemorated on this day is told in the story of the life of Constantine the Great, the first Christian emperor. While marching against his rival, Maxentius, in the campaign which was to make him sole emperor of the West, Constantine saw in the sky the vision of a flaming cross, and the words, "By this sign conquer." Influenced by this vision he became the protector of the Christians, and in the following year, 313, issued an edict securing their rights and the toleration of their religion. In some calendars the day is named "The exaltation of the Holy Cross," in reference to the supposed finding of the cross on which our Lord suffered, and its subsequent elevation in a church built at Jerusalem by the Empress Helena and her son. The cross was afterwards stolen away by the king of the Persians, but it was recovered by the Emperor Heraclius, who brought it back to Jerusalem

and lifted it up before all the people. This occurrence is said by some writers to give its name to the festival.

Browning's poem, "Holy Cross Day," is based on the fact that the Jews in Rome were once forced to attend a Christian sermon on the fourteenth of September. In a note at the end of the poem, the writer says that "Pope Gregory XVI abolished this bad business of the sermon."

St. Matthew the apostle and evangelist is remembered on the twenty-first of September. Though a Hebrew, he was a collector of Roman tolls and customs at the Sea of Galilee, but he forsook this occupation and followed Christ at His call. He is said to have written his gospel first in Hebrew for Jewish Christians. Tradition says that he taught in Chaldee, and gave up his life as a martyr.

September the twenty-ninth is known as Michaelmas, and is dedicated to St. Michael and All Angels. St. Michael the Archangel is mentioned four times in the Bible, twice in the book of Daniel, once in the epistle of St. Jude, and once in the Revelation, where we are told that it was he who expelled Satan and the rebel angels from heaven. He and the angel Gabriel are the only angels whose names are made known to us in the canonical books of the Bible, but Raphael and Uriel are named in the Apocryphal books.

The New Testament has many references to the holy angels, and we are clearly told that they minister to God's people. They attended upon the birth and resurrection of our Lord, and ministered to Him in His temptation and agony. An angel delivered St. Peter from prison, and one stood by St. Paul in the storm. Our Lord tells us that they rejoice over the penitence of a sinner, and that the angels of little children always behold God's face.

Perhaps it is not out of place here to give a warning against the grave mistake of thinking that we may become angels when we die. The writer remembers, as a child, hearing the hymn, "I want to be an angel," quite commonly sung, and also a reference to a little school fellow who had died as "now a bright angel in heaven." It should be remembered that the greatest saints have sinned, and are redeemed only by the atoning blood, and so must ever be a different order of beings from those who have never fallen from holiness.

The angels have furnished many subjects for artists and poets. St. Michael is always represented as a young and beautiful warrior; often, as the conqueror of evil, he is standing in armour, with his

foot upon the evil one, who is usually like a dragon. Sometimes the angel is about to chain him, or to transfix him with his lance.

Longfellow's "Golden Legend" begins with a scene where Lucifer and the powers of the air are striving to destroy the cathedral at Strasburg. Lucifer bids his servants to break the windows and sweep them away in fragments; but the voices answer:

Oh, we cannot!
The Archangel
Michael flames from every window,
With the sword of fire that drove us
Headlong, out of heaven, aghast!

One of Browning's most beautiful shorter poems, "The Guardian Angel," deals with a picture by Guercino, depicting an angel teaching a little child to pray. The child is kneeling on a tomb, and looking up to heaven, directed by the angel, who is holding the little hands clasped together.

The poet Spenser, in the "Faerie Queene," has the following beautiful lines about the ministry of angels:

And is there care in heaven? And is there love
In heavenly spirits to these creatures base,
That may compassion of their evils move?
There is: else much more wretched were the case
Of men than beasts. But O! th' exceeding grace
Of highest God that loves His creatures so,
And all His works with mercy doth embrace,
That blessed angels He sends to and fro,
To serve to wicked man, to serve His wicked foe.
How oft do they their heavenly bowers leave,
To come to succour us that succour want!
How oft do they with golden pinions cleave
The flitting skies, like flying Pursuivant,
Against foul fiends to aid us militant!
They for us fight, they watch and duly ward,
And their bright squadrons round about us plant
And all for love and nothing for reward,
O! why should Heavenly God to men have such regard?

The old English coin called an angel was so named because it had the figure of the archangel Michael stamped upon it. Churches dedicated to St. Michael are very often on elevated spots, as at the famous St. Michael's Mounts in Normandy and Cornwall.

Michaelmas is one of the four quarter days, and the general custom of eating a goose on that day is thought to have grown up from the tenants bringing a goose as a present to the landlord when they came to pay their rent, geese being in good condition at that season. We find it noted in the reign of Edward the Fourth, that a tenant in the county of Hereford was to pay "for a parcel of the demesne

lands" *one goose fit for the lord's dinner*, on the feast of St. Michael the Archangel. Queen Elizabeth is said to have been eating her Michaelmas goose when the news came of the defeat of the Spanish Armada. In the poems of George Gascoigne, 1575, is the following passage:

And when the tenants come to pay their quarter's rent,
They bring some fowl at midsummer, a dish of fish in
Lent,

At Christmas a capon, at Michaelmas a goose,
And somewhat else at New Year's tide, for fear their
lease fly loose.

There was also a belief that the eating of goose at Michaelmas would ensure prosperity through the year, borne witness to in these lines written in 1709:
Yet my wife would persuade me (as I am a sinner),
To have a fat goose on St. Michael for dinner;
And then all the year round, I pray you would mind it,
I shall not want money—oh, grant I may find it!

Another superstition is recorded in the words:
"So many days old the moon is on Michaelmas
Day, so many floods after."

The Worth of a Penny.

I'm only a battered penny
And have lost my golden shine,
But I'll venture there are not many
With a record better than mine.

I've paid for many a dainty,
For cakes and ginger snaps,
Candies and gum, a plenty,
(More than I ought, perhaps.)

Pencils and pens and paper,
Pins, marbles and ribbons red,
And more than once, for the hungry,
I've furnished a loaf of bread.

I've paid postage on many a letter,
I've travelled half over the earth,
And made it brighter and better
By many times my worth.

My life's been a busy work-day,
To accomplish all I've told,
For you see by the date of my birthday
I'm only ten years old.

If so small a piece of copper
Can find so much to do,
I think it only proper
For you to be useful, too.

—Ella Josephine Kraal.

In a table recently published which presents statistics of the British Empire, the total population is placed at 382,746,835, and the area at 11,423,283 square miles.

Rhyme and Reason.

By DONALD G. FRENCH,

(Home Correspondence School, Toronto).

Some poetry is rhymed and some is not. The difference is due, not to any whim of the poet, but to the inherent nature of the verse itself.

When the poet attempts to convey to us the emotions of his own mind, he employs all the arts of sound which go to produce musical effect. While we remain almost unconscious of the source of the vibration, he plays upon the inner chords of our natures and tunes us to the mood of his own thoughts. Thus lyric poetry is almost always rhymed.

But the poet may aim chiefly at telling a story. He may do this either by direct narrative, or he may create the characters and let them enact the plot. The emotional effect is produced, not so much by what he says as by what he suggests. He must convey to us information as to the words and actions of the personages of the story. Hence in epic and dramatic poetry is noted a general absence of rhyme.

The simplest and most common form of rhyme is monosyllabic.

On either side the river lie
Long fields of barley or of rye.

—Tennyson.

Although this is suitable for all types of lyrical poetry, it belongs more naturally to serious or reflective themes. Rhymes of two syllables give a lively, quickening effect to the line. A corresponding liveliness of thought is usually noticed.

Moon in heaven's garden, among the clouds that wander,
Crescent moon so young to see, above the April's ways,
Whiten, bloom not yet; not yet, within the twilight yonder,
All my spinning is not done, for all the loitering days.

—Peabody.

The movement of the line may also be quickened by the use of internal or sectional rhyme.

The splendour falls, on castle walls.

—Tennyson.

And ice mast-high came floating by.

—Coleridge.

This effect is made stronger by the use of dissyllabic rhyme.

That orbéd maiden, with white fire laden,
Whom mortals call the moon.

—Shelley.

He hums and he hankers, he frets and he cankers,
I never can please him, do a' that I can.

—Burns.

Trisyllabic rhyme is rarely found except in satirical or humorous verse. Rhymes of three syllables must necessarily be forced and artificial, and are mostly accounted for by the oddity or humour of the thought.

But oh! ye lords of ladies intellectual,
Inform us truly, have they not hen-pecked you all?

—Byron.

While treading down rose and ranunculus,
You Tommy-make-room-for-your-uncle-us!
Troop, all of you—man or homunculus.

—Browning.

Yet the trisyllabic rhyme is used very effectively with serious graceful movement by Hood in the "Bridge of Sighs."

Take her up tenderly,
Lift her with care,
Fashioned so tenderly,
Young and so fair.

Here, however, the alternate monosyllabic rhyme relieves any tendency to artificial effect.

Rhyme scheme, that is the arrangement of the rhymed lines in the stanza, is also influenced by the meaning of the poem. One example only will be noted here. The usual rhyme scheme for the quatrain or four line stanza is *a b a b*, as in

I come from haunts of coot and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down a valley.

—Tennyson, "The Brook."

Tennyson's "In Memoriam" shows this modified to *a b b a*.

Sweet after showers, ambrosial air,
That rollest from the gorgedus gloom
Of evening, over brake and bloom
And meadow, slowly breathing bare.

This change of rhyme scheme does away with any tendency to sing-song, it slows the movement of the stanza, and is quite in keeping with the general tenor of the poem—serious, full of deep thought, and at the same time deeply emotional.

Every variety of rhyme has its reason, it conforms in some way to the underlying thought of the poem.

In rose time or in berry time,
When ripe seeds fall or buds peep out
When green the grass or white the rime,
There's something to be glad about.

—Lucy Larcom.

Stories From Natural History.

A Lazy Young Cuckoo.

A bird-fancier had brought a number of birds to market to be sold: yellow-hammers, greenfinches, linnets and bulfinches. But in one cage was a cuckoo, and of him the man was particularly proud, because it is not easy to catch a cuckoo. All English boys and girls have heard him calling in the spring time, and have counted the number of his calls, but few have had a close look at him. It is a sad thing for a cuckoo to be caught and put into a cage, for he seldom endures it long, but dies after a short spell of confinement. For this particular cuckoo, however, it was an advantage to be caught by the bird-fancier, for he had been in a worse predicament, and all through the most disgraceful laziness.

The cuckoo mother is not as industrious as other birds, who build warm and pretty nests, and carry threads, grass blades, hair, and feathers from far and near, to weave them together into a round, hollow little bed, where they lay their eggs. For weeks they sit upon them, the cocks taking turns with the hens, and when the young birds are hatched both parents are busy from morning till night bringing flies and grubs to feed them. But Mrs. Cuckoo does not trouble herself with domestic cares. She does not build a nest, but prefers to fly about the wood, and only attends to the filling of her own beak. If she lays an egg, she picks it up and pops it into the nest of another bird, who is to hatch it for her.

So it came about that the mother of this cuckoo had put her egg into a nest built in a hole in a tree. The little bird had hatched the big egg as if it were their own, and were overjoyed when the young cuckoo crept out and piped with their own brood. They were not dismayed in their search for food to fill the yellow bills that were always opened wide as soon as the parents brought the wherewithal to fill them. But the young cuckoo screamed the loudest, pushed the others on one side, and consequently always got the most food. As he grew older he was not content with this, and at last went so far as to push his poor little foster-brothers right out of the nest. He found the empty nest all the cosier, and he lay inside, only putting his beak out to be fed, and watching other young birds fluttering from one branch to another, learning to fly and find their own living. But nothing would induce the lazy-bones to venture out himself. As time

passed, he noticed that many other birds in the wood were preparing to fly away to distant, warm countries, for the autumn had come, and food was getting scarce. He became alarmed, and wanted to come out of his nest likewise, to wander away with the others. Too late! He had sat too long in the nest, and had grown too big and fat to slip through the narrow hole in the tree trunk. He was walled up, and buried alive in the tree. Was ever cuckoo in such a sorry plight? He scratched and fluttered, but in vain, nor could his foster-parents help him. Out of pity for him they lingered near and brought him a fly or grub from time to time, that he might not die of hunger. But for them also it was all important that they should start on their wanderings if they were not to perish of want.

Just then the bird-fancier walked through the wood, and was surprised to hear the piping cries of a bird at this season, looked about him, and found the imprisoned cuckoo. He took his knife, enlarged the hole in the tree, and fetched the bird out. At home he put him into a cage in spite of his struggles and frantic attempts to escape.

"You should have learnt to use your wings a little sooner," he said, "if you had not depended on others, but had learnt to find your own food, you would now be free and with your fellows in a warm country; but as it is, you must be put into a cage, though you will not live there long."—*Richard Wagner.*

Water Spiders.

There are many kinds of spiders, who all have eight legs and eight eyes, generally four big and four small. They all breathe the air as we do, but they do so not with their mouths, but through paired openings that are set on each side of their bodies. Spiders living in flowers or bushes, in fields or in houses, have no difficulty in doing this, but there is one kind, the water spider, who lives in the water, and who has to lay up a store of air to breathe, for which purpose she builds a little air-castle.

Between a village and a wood lay a pond, overgrown with rushes, arrow-heads, water plantains, and king cups, and in the water there lived, besides fishes and frogs, hundreds of little beasts, gnat larvæ and beetles, young dragon-flies, and many others. But over them all ruled the water spider, just as the spider on dry land rules over the flies and gnats. She crawled down into the water along the stems of the rushes, and drew threads across to

the neighbouring reeds and back again, and the little water beasts that swam that way remained hanging in the threads till the spider came and ate them.

When the spider had climbed to the surface of the water she gave out a sticky juice, with which she covered the back part of her ball-like body, as if she were giving it a coat of varnish. This varnish dried hard in the shape of a bell which separated from the body. It filled with air, and then, fastened to a thread as to a rope, the spider pulled it into the depths of the pond. Having secured it tightly to the stem of a plant, she clambered up again to the surface, and fashioned a second bell, which, with its supply of air, she fastened on to the first. Gradually the air-holder was built to the size of a walnut, when the clever builder seated herself inside her air castle to watch the movements of her threads. After a time up came a second, similar spider, the male, who built another air-filled chamber beside that of his wife, and joined the two with a covered passage. The air stored in these little castles sufficed to keep the spiders breathing a long time, and the busy little mother spider built similar houses for her eggs and for the young spiders when they were hatched, which held air enough to keep them alive till they could look after themselves.—*Richard Wagner.*

About Flags.

A correspondent of the REVIEW, writing about the use (and abuse) of flags in public places, thinks that we are altogether too liberal in flying the stars and stripes—the flag of the United States. If used as a compliment to tourist guests, he thinks we should be equally complimentary to other foreigners, such as the French and German, and perhaps some others who are most likely to come here as visitors.

We entirely agree with our correspondent. If there is some public gathering in which representative people from the United States meet Canadians or British, it is quite proper to fly the flags of both countries; but on ordinary occasions, or at times when tourists come in great numbers to our maritime towns, it seems out of place to fly the United States flag. It looks like a striving on our part to please them for the sake of what we get from them; and this is not complimentary to ourselves.

But if variety is all that is wanted, our correspondent suggests, we have flags enough of our own. He says:

“First, there is the Union Jack, the national flag, which flies over every British fort, and which so

few of us use, though everybody has the right to do so. Second, the red ensign of the merchant service, with or without the Canadian arms in the fly, which we are more accustomed to use, because it has been easier to get—a sea flag brought ashore for decorative use. Third, the pilot jack, which has at least as much right on shore as the red ensign. Then, perhaps, we may add the white ensign, or St. George's Cross, which we frequently see put to such use; though I am not quite sure that it is strictly allowable. Since it belongs to battleships in commission, no one but a commissioned officer has a right to use it at sea, and he only when on duty, and on the ship under his command, or on some boat belonging to it. Its use on shore for decorative purpose is, therefore, open to question; yet few people hesitate to use it. The same remark applies to the blue ensign, with and without the Canadian arms in the fly, except that it rarely is used on shore because it is not so decorative as the white ensign. It is the flag of ships of the royal naval reserve and other vessels under government control; but, since the Royal Kennebecasis Yacht Club flies it by special license, it may have the same right on shore that the red ensign has, if any; and we might have less scruples about using it than about flying St. George's Cross. As for the Royal Standard, there are very strict rules governing its use; and, as a general thing, it is only raised where a member of the royal family is present. I think we have as much right to put up any of these flags for ornament, excepting the Royal Standard, as we have to raise any foreign flag; and I am very sure we have no right to fly any one foreign flag to the exclusion of others, least of all the only one that has ever been borne on Canadian soil by hostile forces since Canada was British.”

Professor D. P. Penhallow, of McGill University, Montreal, is superintending the building and equipment of the marine biological station of the Atlantic coast, which is to be established at St. Andrews, N. B., by the Canadian government. Another station is to be established on the coast of British Columbia, and a third, which is at Georgian Bay, is already in operation. The choice of St. Andrews is an excellent one, and was the result of several years' trial at that place, as well as at Canso, N. S., and on the coast of Prince Edward Island.

That the child talks easily; that he enjoys the language lesson; that he has thoughts of his own to express; that he does not labor to speak correctly; that right speaking is incidental; that he talks to say something that he wishes to say; that correct use of language is rhythmic, comes of itself; that he listens as well as he talks; that he cares more to have something to say than to say it.

Why Latin is Used by Physicians.

"I don't see," said the man who was leaning against the drug store counter, "why a doctor can't write his prescription in English instead of Latin."

The druggist said: "You think, I suppose, that the doctor writes his prescription in Latin so it can't be read so easily—so the layman can't steal his trade and learn what he is giving him. But that's all wrong. In the first place, Latin is a more exact and concise language than English, and, being a dead language, does not change, as all living languages do."

"Then, again, since a very large part of all the drugs in use are botanical, they have in the pharmacopœia the same names that they have in botany—the scientific names. Two-thirds of such drugs haven't any English names, and so couldn't be written in English."

"But suppose a doctor did write a prescription in English for an uneducated patient. The patient reads it, thinks he remembers it, and so tries to get it filled from memory the second time. Suppose, for instance, it calls for iodide of potassium and he gets it confused with cyanide of potassium. He could safely take ten grains of the first, but one grain of the second would kill him. Latin is a protection and a safeguard. Prescriptions in Latin he can't read; consequently doesn't try to remember."

"Now for a final reason. Latin is a language that is used by scientific men the world over, and no other language is. You can get Latin prescriptions filled in any country on the face of the earth where there is a drug store. We had a prescription come in here the other day which we had put up originally, and which had since been stamped by druggists in London, Paris, Berlin, Constantinople, Cairo and Calcutta. What good would an English prescription be in St. Petersburg?"—*N. Y. Herald.*

A navigator or an observant farmer will tell you that a rosy sunset presages fine weather; a sickly looking, greenish hue, wind and rain; a dark or Indian red, rain; a red sky in the morning, bad weather or much wind, perhaps rain; a gray sky in the morning, fine weather; a high dawn, wind; a low dawn, fair weather. Remarkable clearness of atmosphere near the horizon may be mentioned among signs of wet, if not wind.

Real interest taken in the task of instruction—kind words and kinder feelings—the very expression of the features, and the glance of the eye, are never lost upon children.—*Pestalozzi.*

For Friday Afternoons.**Recitations.**

A little boy was dreaming
Upon his mother's lap,
That the pins fell out of all the stars,
And the stars fell into his cap.
So when his dream was over,
What did that little boy do?
He went and looked inside his cap,
And found it was not true.

A Little Dunce.

They taught her—oh, a hundred things!
The names of all the queens and kings,
And where they lived and what they said,
And what they did ere they were dead.
All, all forgot—unless it were
The way her teacher smiled at her.

They tried so hard to make her know
About the land of Eskimo
The temperate and the torrid zone,
And all the rest of it; alone
She perfectly remembered this:
The sweetness of a playmate's kiss.

Oh yes, she quite forgot it all,
Except—the pretty asters tall
She picked along the way to school;
The water plashing sweet and cool
When all the children stopped to drink
Beside the old well's mossy brink.

And then, when she came home at night,
Her mother's eyes so sweet and bright!
And father's hug—the games he played
At tea-time with his little maid.
A little dunce? Nay, sweetest wit!
To keep for aye the best of it.

—*Youth's Companion.*

Listeners Never Hear Any Good of Themselves.

Three little crickets sleek and black,
Whose eyes with mischief glistened,
Climbed up on one another's back
And at a keyhole listened.

The topmost one cried out, "Oho!
I hear two people speaking!
I can't quite see them yet, and so—
I'll just continue peeking."

Soon Dot and Grandma he could see—
Tea-party they were playing;
And as he listened closely, he
Distinctly heard Dot saying:

"This pretty little table here
Will do to spread the treat on
And I will get a cricket, dear,
For you to put your feet on."

The cricket tumbled down with fright;
 "Run for your life, my brothers!
 Fly, fly!" He scudded out of sight;
 And so did both the others. —*St. Nicholas.*

What the Birdies Do.

(A Finger Play.)

Birdies in their little nests,
 Hidden safe from sight,
 Are sleeping, sleeping, sleeping,
 Through the quiet night.

Birdies in the morning,
 Wakened from their sleep,
 Go pecking, pecking, pecking,
 Finding food to eat.

Birdies in the sunshine,
 With little friends are seen
 Hopping, hopping, hopping,
 On the grassy green.

Birdies all the daytime
 Darting here and there,
 Flying, flying, flying,
 See them everywhere.

Birdies when the sun has set,
 Perched on tree tops high,
 Are singing, singing, singing,
 Their evening lullaby.

MOTIONS FOR THIRD LINE IN EACH VERSE.

1. Birds sleeping. Fingers of each hand folded over thumbs inside.
2. Birds pecking. Make pecking motion with thumb and forefinger.
3. Birds hopping. Hopping hands, on first and second fingers.
4. Birds flying. Flying motion with hands.
5. Birds singing. Hands closed tightly—thumbs held up against and on top of curved first finger. Move hands to and fro gently.—*Selected.*

Stories or Anecdotes.

The art of telling a good story or anecdote is no mean accomplishment, and if apt and well told it promotes social intercourse, especially at meals. Anything that will help people to eat slowly will help digestion, and incidentally help them to be happy. Anything that will help us to keep from thinking of the food we are eating or talking about it, will promote good manners at table. If pupils go home with pleasant incidents to tell about their school and its work, with an occasional anecdote, they will very likely forget the fiction, "Teacher was cross to-day." Aim to promote pleasant, healthy intercourse between school and home. Fewer complaints will be carried; and refinement, sociability and a better understanding will be the result.

Scrap Book and Picture Book Making.

A little time should be devoted on occasional Friday afternoons to scrap-book and picture-book making. Advanced pupils may make scrap-books for themselves. An old ledger or account book will serve the purpose very well. The pupils may cut out suitable extracts during the week from old newspapers and magazines and keep them in an envelope. When they have quite a collection on hand of historical or geographical sketches, biographies of eminent men, notes on travel, descriptions of natural curiosities, anecdotes, etc., they may be pasted in the scrap-book—not at random; but all articles should be placed in their proper departments and blank pages left for future use, so that sketches and extracts brought in later can be put under their correct heads. An index neatly written on first page aids in finding the subjects.

So few schools in the country are supplied with any kinds of reference books, that a book of this kind should prove very useful, and pupils would take more interest in it and refer to it more frequently than to a printed book or encyclopedia. An orderly arrangement of topics and neatness of labeling and pasting in may make the exercise of keeping a scrap-book an exceedingly useful one.

The teacher should have both a scrap-book and picture-book for the younger pupils to aid her in selecting material for language and other work.

For the Blackboard.

A GOOD SWARM OF "BEES."

- | | | |
|----------------|--------------|---------------|
| Be neat. | Be true. | Be honest. |
| Be prompt. | Be true. | Be patient. |
| Be polite. | | Be cheerful. |
| Be busy. | Be firm. | Be kind. |
| | Be accurate. | Be diligent. |
| Be thoughtful. | | Be temperate. |
| Be faithful. | | Be careful. |
| Be modest. | | Be quiet. |

In each of the following sentences a word is concealed. When the words are rightly guessed, and read in the order given here, they will form a familiar proverb:

1. A naughty cat ran away.
2. They found a closely written roll in gathering up the rubbish.
3. It is the best one that I have ever seen.
4. The rug at her stairway is not a valuable one.
5. He is an old acquaintance of mine.
6. Amos soon saw through the stratagem.

CURRENT EVENTS.

A press despatch says that one-third of the six thousand people who attended a recent picnic at Calgary were former residents of the Maritime Provinces.

Seventeen United States battleships are to sail for the Pacific coast in December, by way of Magellan Straits.

All European residents are leaving Fez, the capital of Morocco, where the situation is becoming more alarming.

It is believed that the Newfoundland fisheries question will be referred to the Hague tribunal for arbitration. The Newfoundland people object to Sunday fishing by United States schooners while they are barred from it by law, and to any privileges which their own laws deny to them being granted to foreigners under the guise of treaty rights. They do not like to see others getting more from their fisheries than they get themselves; and the Hague court may uphold them.

The Hague Peace Conference is still in session, and has not yet reached any decision that seems of great importance. Its president, an eminent Russian statesman, is reported to have said that it is easier to make peace with one enemy than with forty-seven neutrals.

The nearness of the planet Mars has given astronomers a favorable opportunity of photographing its southern hemisphere, for which they have been waiting for many years. It is believed that the photographs will reveal much of interest, especially in regard to the so-called canals that are to be seen on its surface; for the photographs, by showing the effect of the light that falls through a long continued exposure, may be trusted to tell the truth where our eyes or our optical instruments deceive us.

In recent years astronomers have told us that the fixed stars, including our sun, are not motionless bodies, but have each a proper motion and a definite path. Now Sir David Gill makes the wonderful announcement that a great part of space, so far as we have visible knowledge of it, is occupied by two majestic streams of stars travelling in opposite directions, both streams alike in chemical construction and alike in process of development.

A mummy factory has been discovered in Paris. Mummies are made there and then sent to Egypt and sent back to France to be sold as the real thing.

Gypsies, so called because they were supposed to have come from Egypt, are now known by their language to have come from northern India. They first appeared in southwestern Europe about six hundred years ago; and are quite numerous in Hungary, where they have always been well treated, though banished from some other countries on pain of death. Now, however, because of a series of crimes attributed to them, the Hungarian government has ordered that the gypsies in that country must give up their nomadic life.

Raisuli, the Moroccan outlaw chief, has been visited by a special correspondent of the London *Daily Mail*, to whom he says that he has seized Sir Harry MacLean only to draw the attention of the Christian nations to the ill treatment he has received from the government, hoping that Europe will investigate and see that justice is done. It would seem, therefore, that the prisoner's life is in no immediate danger. Casablanca, the chief town on the Atlantic coast of Morocco, is now occupied by French and Spanish forces, and besieged by insurgents.

The announcement that the Dowager Empress of China, who is growing old and infirm, will soon retire from the control of affairs in the great eastern empire, and hand over the affairs of state to the Emperor, is a cause of much foreboding of evil. Her strong hand has held together the semi-independent provinces of which the Empire is composed. The change of government at this time, when the new education and popular unrest are combined with the old hatred of Manchu rule, may be fraught with danger. With a strong central government, the great events that have happened in Japan may reasonably be expected to be repeated in China: with a weak one, no one can tell what to expect.

A movement in Germany to have the study of English made compulsory in German schools meets with the approval of the German Emperor.

An Esperanto congress has just closed its sessions in England. By special permission of the Bishop of London, a service in Esperanto was held in one of the best known churches of the city.

The so-called Salton Sea, that vast lake formed by the overflow of the Colorado River, since the river has returned to its former course, must gradually disappear. According to one opinion it will dry up in about eight years.

Negotiations between Great Britain and Russia, begun by the Russian government, have resulted in amicably adjusting all differences on the Indian frontier and in Persia, and the delimitation of their respective spheres of influence in these regions.

The Congo Free State has ceased to exist, and the territory is now under the government of Belgium, or will do so as soon as the arrangements for the transfer of authority can be completed.

The negroes in Cuba, who, as a race, have taken an important part in Cuban insurrections, now claim more recognition in the government of the country and appointment to public offices.

With appropriate ceremonies, the people of Bath, Me., have been celebrating the three-hundredth anniversary of the landing of the Popham colony, and the building of the "Virginia," the first ship built by Englishmen on the American continent.

It is probable that a new nickel coin, worth two cents, will be minted at Ottawa, as soon as the branch of the royal mint is established there, in November or December next.

Earl Grey, the Governor-General, believes that before the close of the present century Ottawa will be the capital city of a nation of 80,000,000.

Sir Edouard Girouard, the distinguished Canadian officer, is to supervise the building of a railway for the British government in Northern Nigeria. Its object is to develop the colony, and especially the cotton growing industry.

Thomas A. Edison, the famous electrician, has telegraphed to Amherst, N. S., his congratulations on the inauguration there of the first plant on the American continent for the generation of electricity at the mouth of a coal mine, and the distribution of the same to distant commercial centres. "It is a bold attempt," he says, "and I never thought it would be first accomplished in Nova Scotia, where my father was born over one hundred years ago."

Someone has discovered that the Japanese think the chief characteristics of the Christian nations are dirt, laziness and superstition.

Among the remarkable discoveries in Egypt is the fact that some of the greatest monuments of antiquity have been falsified, the names of their builders having been erased or covered up to give place to those of later kings. One explorer announces that Rameses the Great, heretofore regarded as one of the greatest Egyptian rulers, was not great in any way; but, with deliberate fraud, had caused his name to be carved on every statue and monument that he thought would stand the test of time. Another finds in the ruins of a great temple at the foot of the third cataract of the Nile, when false stucco work is cleared away, that it was erected by Ikhnaton, greatest of the Pharaohs, none of whose monuments elsewhere have escaped destruction.

Some Egyptologists now believe that the Egyptians not only knew the art of tempering copper and of making malleable glass, but that they used steam as a motive power, and possibly were acquainted with electricity. They had public schools and free public libraries, a sound banking system and a well developed postal service. It seems wonderful indeed that all these things should have existed in ancient times, and more wonderful, if true, that they should have been lost and forgotten; and yet we know that this is true of the hardened copper and malleable glass, and may therefore well be ready even to believe that there were other things lost which are not within the range of our present knowledge, and would be hard for us to understand.

SCHOOL AND COLLEGE.

Mr. David L. Mitchell, formerly principal of the grammar schools of Chatham and Gagetown, and more recently engaged in the insurance business, has been appointed principal of the Bathurst grammar school.

The Provincial Normal School of New Brunswick will open for the coming year on Wednesday, September 4th. The indications are that there will not be quite as many students as there were last year.

The Mt. Allison Ladies' College will open September 5th, with the prospect of a very large attendance of pupils.

Woodstock *Press*: "If the success of its pupils at entrance to normal school and other examinations may be taken as an evidence of efficiency in the consolidated school at Florenceville, of which Mr. F. C. Squires, B. A., is principal, this school may properly stand in a very enviable position. Out of seventeen trying the entrance examinations to normal school, one failure has been reported, five passing for first class, ten for second, and one making required average on the subjects for second, but losing on spelling."

Mr. C. M. Chisholm, recently the efficient director of music in the North Sydney schools, has been appointed head of the department of music in the Alberta college.

Mr. H. Harris Biggar has resigned the principalship of the Sussex Corner, N. B., school, and will enter for a course in Mt. Allison University this month.

Professor Raymond C. Archibald, M. A., of Mt. Allison University, Sackville, has been appointed professor of mathematics at Acadia, in place of Professor E. K. Morse,

resigned. Professor Archibald has had a distinguished university career, having done post-graduate work at Harvard and in Germany, where he took his Ph. D. degree.

Mr. Herbert C. Atkinson has been appointed principal of the Hillsboro, N. B., superior school, and associated with him are Miss Alice M. R. Thistle, intermediate department, and Miss Winifred V. Keith of the primary department.

Mr. Horace G. Perry, recently principal of the Charlotte street school, Fredericton, has been appointed principal of the consolidated school at Hampton, N. B. Associated with him are five teachers, among whom are Miss Phebe W. Robertson, B. A., and Miss M. A. Stewart.

Mr. T. Arnold Jewett, B. A., has been appointed principal of the Macdonald consolidated school at Kingston, N. B., in place of Dr. D. W. Hamilton. Dr. Hamilton has been appointed instructor of mathematics at the N. B. Normal school, and superintendent of school gardens in New Brunswick. The announcement in last month's REVIEW that he would accept a position at Ottawa was premature.

Professor D. A. Murray, who has filled the important chair of mathematics in Dalhousie University, and has closely identified himself with the public school education of Nova Scotia for several years, has been appointed professor of applied mathematics in McGill University. Mr. Murray Macneil, M. A., a graduate of Dalhousie, and recently assistant professor of mathematics in Cornell University, has been appointed to fill Professor Murray's place.

Professor E. Brydone Jack, of Dalhousie University, has accepted the chair of civil engineering at Manitoba University. He is succeeded by Prof. E. Stone.

Mr. W. W. Herdman, recently principal of the Guysboro, N. S., academy, is to begin the study of medicine in Dalhousie University next term.

Principal Isaac Draper, of the Broadway school, Woodstock, N. B., has decided to retain his position, which it was stated in last month's REVIEW he had resigned, and Mr. R. Ernest Estabrooks remains on the staff of the Woodstock grammar school.

Mr. Thos. Gallant has been appointed to the principalship of Baddeck Academy, C. B.

Mr. D. H. Webb is the principal of the Fairville, N. B., school.

Sackville *Post*: Mr. C. H. Lane, B. A., a native of Bayfield, has recently been appointed assistant professor in astronomy and chemistry in the state agricultural experimental station of the university of Tennessee. Mr. Lane is a graduate of Mt. Allison University, and taught in the academy for two years.

Several changes have taken place among the principals of the St. John schools. Mr. W. L. McDiarmid, principal of the Leinster street school, has been appointed principal of the Albert school, in place of Mr. A. E. G. McKenzie, who is now practising law at Campbellton; Mr. Rex A. Cormier, of Hampton, succeeds Mr. McDiarmid as principal of the Leinster street school; and Mr. Enoch Thompson, late of the Albert school staff, has been appointed principal of the LaTour school.

Mr. J. Robinson Belyea has taken charge of the superior school, Apohaqui, N. B., for the present term.

Mr. Fred. McLean has entered upon his duties of principal of the superior school, Harcourt, N. B.

Congratulations to Dr. Thos. C. McKay, son of Supervisor McKay, of Halifax, on his marriage to Miss Celia Van Alstine, of New York. The REVIEW wishes Dr. and Mrs. McKay many years of happiness in their new home in Berkeley, Cal., where Dr. McKay has a chair in the university.

Mr. Joseph E. Howe, M. A., of Acadia University, has been appointed principal of the Sussex, N. B., high school.

The Victoria County, N. B., Teachers' Institute will meet at Grand Falls on the 12th and 13th September.

Mr. W. R. Shanklin, recently principal of the LaTour school, St. John, N. B., has resigned, and will become a teacher in the Mt. Allison Academy.

Mr. G. Hudson Stewart, of Richibucto, is principal of the school at Hopewell Hill, and Mr. Jas. F. Alexander is the principal of the school at Harvey, Albert Co., N. B.

Walter Daley, a student of the Elgin, Albert Co., N. B., superior school, led the province in the recent normal school entrance examination for first class.

Mr. Josiah Barnett has been appointed principal of the superior school at Hartland, N. B.

Mr. J. E. Barteaux, M. A., has been appointed principal of Truro, N. S., Academy. Associated with him are Miss L. A. Richardson, B. A., L. A. DeWolfe, M. Sc., D. G. Davis, B. A., A. A. McKimmie, B. A., W. A. Creelman, B. A., and Miss Hattie Dickson.

Miss J. A. Hamilton has been appointed principal of the Domestic Science school, Truro, N. S.

Mr. John McKinnon, school inspector of Inverness Co., N. S., died at his home in Whycoomagh on the 14th of August. He was seventy-five years of age, but up to a few months ago had been active in the duties of his inspectorate. He was a man of sterling worth and respected by all who knew him.

The death took place at Toronto recently of Dr. James Alexander McLellan, formerly principal of the Ontario Normal College of Hamilton, and a colleague of Dr. Egerton Ryerson. He was a native of Shubenacadie, N. S., and was seventy-five years of age.

The following candidates in their order of merit passed in the first division in the recent matriculation and high school examinations in the province of New Brunswick: Isabel F. A. Thomas, Fredericton high school; Harry D. Maccauley, W. M. H. Hoyt, Edith D. Wallace, St. John high school; Olive Allen Wilson, New Westminster, B. C.; Amy Napier, Hazen Howard, St. John high school; Wm. H. Irving, Moncton grammar school; Margaret McD. Wilson, New Westminster, B. C.; C. Perley Steeves, Fredericton high school.

Mr. Robert L. Simms has resigned the principalship of the South Knowlesville, N. B., school to take a course at the University of New Brunswick.

Mr. George E. F. Sherwood, A. B., lately principal of the St. Andrews, N. B., high school, intends to pursue his studies in mathematics at Harvard University.

Mr. M. R. Tuttle, recently principal of the school at Penobsquis, N. B., has taken charge of the superior school at North Head, Grand Manan.

Principal O'Keefe has assumed the principalship of the St. George, N. B., superior school, in place of Mr. Louis Baldwin, who has become principal of the school at Centreville, Carleton County.

Charles H. Rogers, who is now living in the parish of Woodstock, N. B., is one of the oldest school teachers in the province. He is in his eighty-first year, and began teaching school fifty-nine years ago at Bristol. —*Despatch*.

Miss Gena Smith, the lady principal of Edgehill School for Girls, Windsor, N. S., has been very successful in completing her staff in England, and several experienced teachers with excellent testimonials are on their way to Windsor. The school re-opens Wednesday, September 11th.

Mr. Fenwick Shaw has taken charge of the school at Stewiacke, N. S., and Mr. W. J. Tibert of the Londonderry, N. S., school.

The lectures of the Law School of Dalhousie University, Halifax, will commence September 3rd.

Lectures begin at the University of New Brunswick September 30th.

Charlotte County Teachers' Institute meets September 26th and 27th.

Mr. S. A. Worrell, St. Andrews, has been appointed teacher of the new grade nine department in the St. John high school.

At the annual teachers' examination held in British Columbia in July, academic certificates were granted to the following teachers from the Maritime provinces: Chas. J. Davis, B. A., William R. Fraser, B. A., Josephine M. Heales, B. A., Francis P. H. Layton, B. A., Allan F. Matthews, B. A., Edna P. Sinnott, B. A., Burton J. Wood, B. Sc., Dalhousie University, Halifax; Isaac Crombie, B. A., Gordon H. Gower, B. A., Maie I. Messenger, B. A., Florence A. MacKinley, B. A., Elsie McNeil, B. A., Jessie M. Shamber, B. A., Acadia University, Wolfville; Fred R. Anderson, B. A., and Roy D. Fullerton, B. A., Mount Allison University, Sackville.

RECENT BOOKS.

A BRIEF HISTORY OF CANADA, pages 148; A BRIEF HISTORY OF GREAT BRITAIN, pages 235. Cloth. By J. B. Calkin, M. A. Thomas Nelson & Sons, Edinburgh. A. & W. MacKinlay, Ltd. Halifax.

These two volumes are neatly printed in large type and very fully illustrated. The author, Mr. J. B. Calkin, late principal of the Nova Scotia Normal School, has done his part of the work well, giving in a compact form two excellent text-books.

FIRST STEPS IN ENGLISH; For Canadian Schools. Cloth. Pages 172. W. J. Gage & Co., Toronto.

This is a very attractive book in its contents and illustrations. It is intended as an introduction to the study of the English language, chiefly through the medium of composition, and incidentally it is an introduction to grammar and literature. Its topics are well arranged, and the treatment is evidently by one who knows how to present the subject to children.

CHEMISTRY FOR SCHOOLS. By G. K. Mills, B. A. Edited by W. Lash Miller, F. B. Kenrick and F. B. Allen, Toronto University. Cloth. Pages 222. W. J. Gage & Co., Toronto.

This is a simple introduction to the study of chemistry, with an attempt to exclude the atomic or molecular hypotheses, or at least to relegate them to an appendix. Younger students will not suffer from the exclusion of such matter.

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 Pages 202. Price 3s. Adam & Charles Black, London.

This history, of which there are three parts, is intended
 for the higher forms of scholars in the English schools.
 The narrative is based on the results of recent scholarship
 and the light which archaeological discoveries have thrown
 upon the history of the Bible. The book is attractively
 printed and illustrated, and has several maps.

RECENT MAGAZINES.

Distinguished as ever is the list of contributors to the
 August *Atlantic Monthly*. The Rt. Hon. James Bryce leads
 with his address on What Do We Mean by Progress?
 It is particularly interesting, both because of the subject
 and the international fame of the writer. Other contribu-
 tors are John Burroughs, on Nature and Animal Life; and
 there are instalments of interesting reviews, fiction and
 poetry.

The *Living Age* for August 24th and 31st reproduces the
 whole of *The Quarterly Review's* important article upon
 President Roosevelt and the Trusts, a very instructive re-
 view for those who would arrive at a correct understanding
 of this important subject. The peculiarly senseless and
 sanguinary manner in which the Americans celebrate the
 Fourth of July is sharply treated in a recent article re-
 printed by *The Living Age* from the *Nineteenth Century*.

The August number of *The Canadian Magazine* contains
 a good supply of short stories and excellently illustrated
 travel articles. The art features are exceedingly good.
 An article entitled Party Government, by Professor Gold-
 win Smith, and some others, furnished the more solid
 reading for the month.

The August *Chautauquan* is called the "Niagara Preser-
 vation Number." It is illustrated, and contains several
 interesting articles showing why this great scenic attrac-
 tion should be preserved.

In the *Delimitator* for September is an article on Saving
 the Child, a story of life as it passes in the children's court,
 which is a striking commentary on child life in the slums
 of a city.

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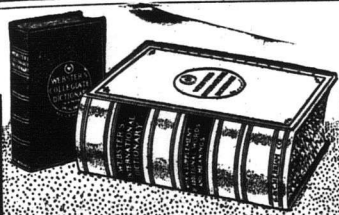
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 ment it is to be able to use a dictionary with ease
 and certainty, so that in the hurry of daily life,
 whether in the school or in the home, it may be
 consulted without loss of time or studied with
 pleasure and profit in moments of leisure.

Most teachers fully recognize the value of the
 dictionary, but how many regularly teach the use
 of the dictionary? The publishers of Webster's
 International Dictionary have just issued a hand-
 some thirty-two page booklet on the use of the
 dictionary, "The Dictionary Habit." Sherwin
 Cody, well known as a writer and authority on
 English grammar and composition, is the author.
 The booklet contains seven lessons for systematical-
 ly acquiring the dictionary habit. A copy will be
 sent, gratis, to anyone who addresses the firm, G. &
 C. Merriam Company, Springfield, Mass. Should
 you not own a copy? Write to-day.

A very good essay was that written by a lad of
 ten years in a New England school in competition
 for a prize on "How to Overcome a Bad Habit:"

Habit is hard to overcome. If you take off the first letter
 it doesn't change a-bit. Take off another letter and still
 you have a bit left. Take off another letter, and the
 whole of it remains. If you take off another, it is not
 all used up; all of which goes to show that if you want
 to get rid of habit you must throw it off altogether.

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 bered amongst the useful arts. The coating is
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Charlotte County Teachers Institute.

A meeting of the Charlotte County Teachers Institute will be held in the Marks Street School, St. Stephen, on Thursday and Friday, September 26th and 27th. The usual arrangements will be made for reduced rates of travel. Copies of programme will be sent to all who apply.

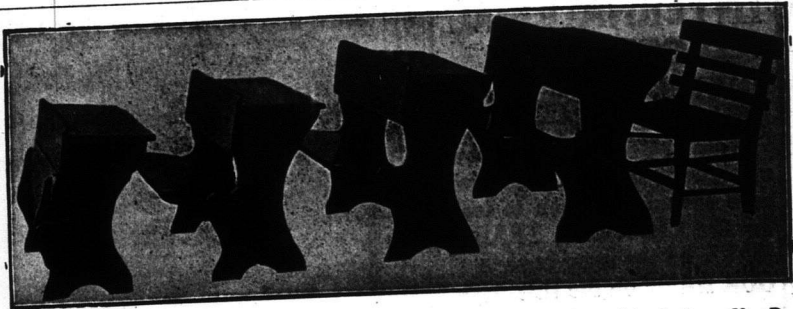
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