

THE EDUCATIONAL REVIEW

VOL. XX. No. 6.

ST. JOHN, N. B., NOVEMBER, 1906.

WHOLE NUMBER, 234.

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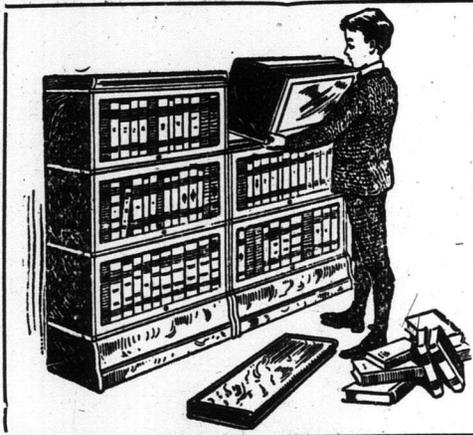
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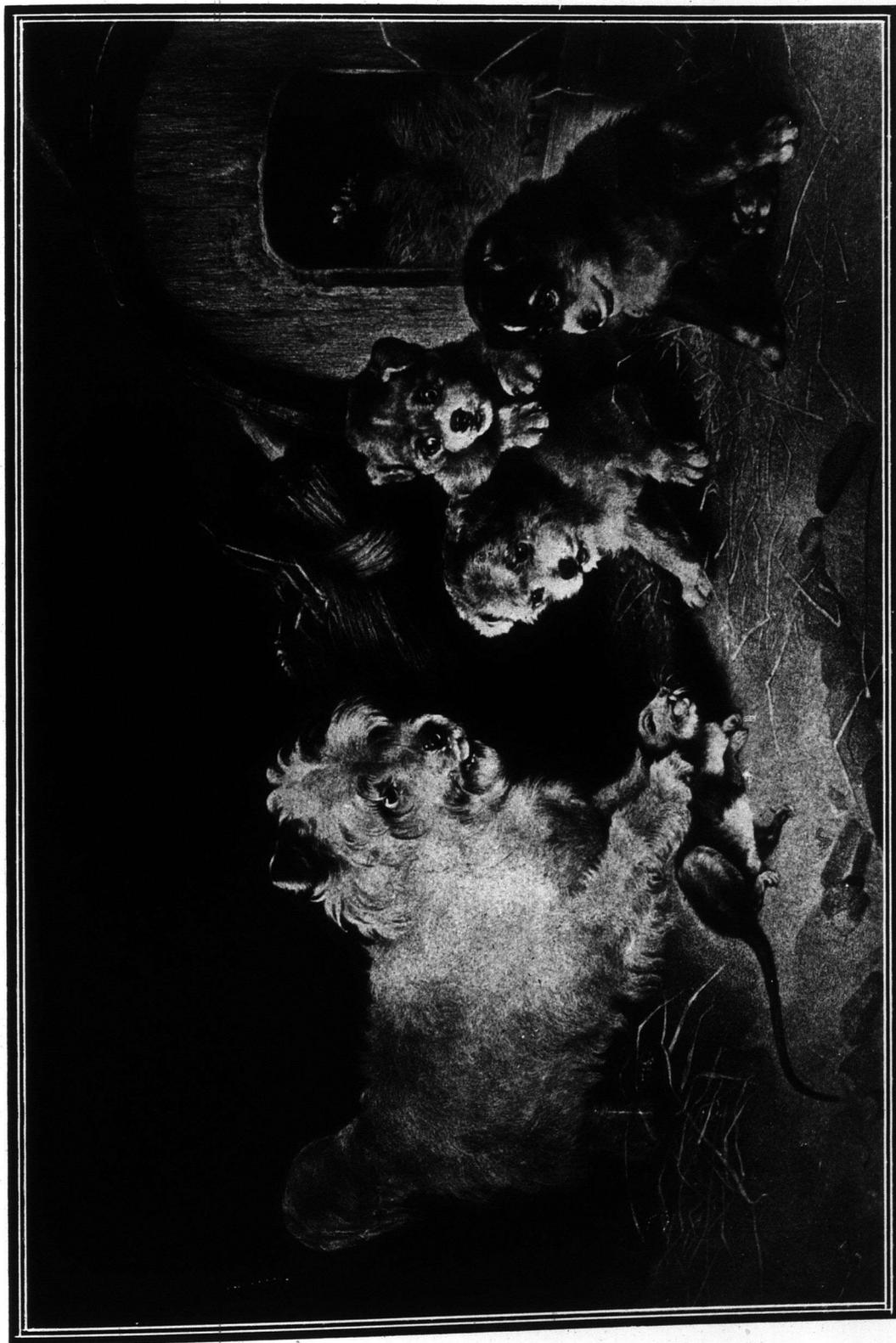
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CONTENTS:

Editorial Notes.....	117
The Contact with Nature.....	117
Our Waterfalls.....	118
The Teacher as Director of Play.....	121
The Misuse of Window Shades.....	122
The Voice of the Wind.....	122
The Song of the Pine Forest.....	123
The Wayside Inn.....	124
Feeding Birds in Winter.....	124
Plans in Geography and Nature Study.....	125
The Arrow and the Song.....	126
Lines in Season.....	127
A Psalm of Praise.....	127
For the Little Folks.....	128
The Old Mill.....	128
The Snow Flowers.....	129
Teachers' Institutes.....	132
N. B. Teachers' Association.....	132
Current Events.....	133
School and College.....	133
Recent Books.....	133
Recent Magazines.....	136

NEW ADVERTISEMENTS.

L'Academie de Brisay, p. 114; Frances & Vaughan, p. 114; Wm. Thomson & Co. p. 134; Home Correspondence School of Canada p. 134; Kaulbach & Schurman 136.

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THE EDUCATIONAL REVIEW,
St. John, N. B.

ASIDE from the scientific value of Dr. Bailey's article on Waterfalls in this number, the easy and simple style of the writer and the graceful diction which he has ever at his command, will make it a delight to readers.

HON. L. J. TWEEDIE, Premier of New Brunswick, stated at the N. B. Provincial Teachers' Institute at Chatham in June last, that he hoped before he retired from office, to increase the salaries of teachers and establish a fund for the superannuation of teachers who have served the public faithfully. Mr. Tweedie now sees the prospect of accomplishing this at an early day in view of the increase of the subsidy from the Dominion, which amounts to about \$130,000.

A BEAUTIFUL little missive came to the REVIEW office the other day enclosing an advance subscription, and with a kindly expressed wish for the prosperity of the REVIEW for the coming year. Not that we do not receive many such letters, but this attracted by its simplicity and neatness. Written on delicately tinted note paper (not scented), the front page was surmounted by a single initial in gold, of choice design—that of the lady's surname, and the handwriting was easy and not too formal. The material-cost of producing such a letter is not great, but it makes a pleasant impression on the mind of the receiver.

The Contact with Nature.

"It is good for a man perplexed and lost among many thoughts to come into closer intercourse with Nature, and to learn her ways and catch her spirit. It is no fancy to believe that if the children of this generation are taught a great deal more than we used to be taught of Nature, they will be provided with the material for far healthier, happier, and less perplexed and anxious lives than most of us are living."—Phillips Brooks.

People go to the country in summer, but comparatively few of them come into a close intercourse with Nature or "catch her spirit." They know little of Nature because they have never been taught to appreciate what is in the earth and sky around them.

Children are taught too frequently facts about Nature instead of being brought into contact with Nature herself. The dead plant, or insect, or bird, does not appeal to them. They are living and working creatures themselves, and it is only a living and working nature that appeals to them.

Children and grown people do not respect sufficiently the life that is in animals and plants. A canoeing party of young people, as we read in one of our papers, surprised "a sweet little fawn" taking its bath in a lake. In attempting to capture it alive one of its pursuers struck it too hard with his paddle and ended its days. Now of all the beautiful woodland things, a fawn is the most beautiful; and if these young people had been trained to respect wild life they would have been content to watch this

pretty little animal enjoying its life and liberty without attempting to kill or make it a prisoner.

Opposite a station on one of the railways leading out of St. John stood a small bilberry tree on a path leading into one of the prettiest little rural cemeteries to be found in the country. In June, when the white blossoms of this beautiful tree enlivened the fresh green of the foliage, it was attacked by a horde of young people and literally torn limb from limb. Thus, to gratify a destructive instinct, and win a few flowers that would soon fade, a tree was destroyed that was a picture on the landscape and that must have proved a source of pleasure to hundreds of railway passengers every day.

Instances might be multiplied of this thoughtless tendency to disregard the rights of others. Teachers can do much to check it by impressing on the children that harmless wild animals are as interesting to watch at their play, and have as much right to live, as the tame ones about their homes; and that in picking flowers, those that others are accustomed to see and enjoy daily should be spared.

The *Winnipeg Free Press*, whose editorials on educational subjects are always thoughtful and well written, closes an article on the need of good English with the following excellent suggestions:

"The remedy, if there is one for loose talking and worse writing, exists in the public schools. If the language in its purity is a precious thing, and if ability to make concise, intelligent written statements is worth striving for, then more attention must be paid to the study and use of language by those who are educating the young. One in a million, perhaps, might, like Abraham Lincoln, become a master of diction in its sublimest forms after a youth of scholastic neglect, but the average person can achieve good honest every-day English only after careful training in the plastic stages of youth. Thorough training in oral and written composition is an urgent need in our educational system. At the same time these are difficult subjects to teach, because many of those whose duty it is to instruct the children in these subjects are by no means free from the prevailing inability to speak and write good English."

The schoolmaster asked the pupils: "Supposing in a family there are five children, and a mother has only four potatoes between them. Now, she wants to give every child an equal share. What is she going to do?" Silence reigned in the room. Everybody calculated very hard, till a little boy stood up, and gave the unexpected answer: "Mash the potatoes, sir."—*Christian Register*.

Our Waterfalls.

BY L. W. BAILEY, LL.D.

Who does not enjoy the sight of a waterfall? What boy or girl but will choose a waterfall as the objective point of his afternoon walk if there be one within reasonable distance, and especially if this be only an occasional pleasure, as determined by the melting of the snow in spring? Why, finally, does Niagara attract probably more tourists the year round than any other single locality, in America at least.

The interest in waterfalls may arise from various causes; partly, and no doubt largely, from their beauty, appealing in ever-varying aspects to our æsthetic sense, as hardly any other natural phenomenon can; partly, it may be, because they are beloved of the finny tribes as they are by us, and at their feet are often found admirable fishing grounds; partly, perhaps, because, having only an eye to the practical side of things, we become interested in them as possible means for the generation of power; but chiefly, I fancy, because they represent the energy of Nature in action, appealing to our imagination much as does any living thing in comparison with what is inert and lifeless.

Quite apart, however, from any or all of the above considerations there are other points connected with cataracts which, to the student of Nature, make them well worthy of careful study. Thus waterfalls are of many different types, and the causes which determine these differences are well worth investigation. Waterfalls, again, like the streams with which they are connected or of which they form a part, have well defined histories, never exactly repeated. They are factors, not only in determining the limit of human navigation, but in affecting the geographical distribution of many forms of water-life, such as fish, cray-fish, etc. Drenched by their spray are to be found many beautiful forms of ferns, mosses, liverworts, etc., to be sought in vain among other surroundings. Some of these points may now be illustrated by more particular references.

Waterfalls, as regards their origin, are usually due to some obstruction to the continuous easy flow of a stream, and may therefore be found in any part of the latter, though most common in its upper courses, where, owing to the "youth" of this portion of the stream, there has not yet been time enough to wear the obstruction away. In fact waterfalls, as explained in the last chapter, are one of the indi-

cations of the youth of a stream. As the latter begins to carve its way it meets with different degrees of resistance in the rock material over which it flows, and the more resisting beds, less rapidly removed than others, naturally play the part of dams, holding the waters back only to descend at a much steeper angle when the barrier is overcome. Such rocks as granite, trap, freestone, slate and limestone are quite unlike in their hardness and resisting power, and where there is a passage from the one to the other, and especially from slate to granite, or from limestone or slate to trap, falls are very apt to result. Thus at the Grand Falls of the St. John bands or "dykes" of black volcanic rock are seen at many points traversing the much lighter and softer calcareous slates, and have had much to do in determining the features if not the existence of the gorge and cataract; and similar conditions are repeated at the falls of the Aroostook, near Aroostook Junction, while the so-called Meductic Falls on the St. John, now artificially reduced to a rapid, the falls of the Miramichi and those known as the Pabineau falls on the Nepisiquit, and the Rough Waters near Bathurst, are the result of the existence at these points of hard granitic bands. In Nova Scotia a good illustration of a similar relation is to be seen in the falls of Bear River, three miles above the village of that name. But other factors may contribute to the result. Some rocks, like granite, are "massive"; others, like conglomerates, sandstones, slates and limestones, are stratified, *i. e.*, arranged in layers or beds. These latter, moreover, may have their strata either horizontal, inclined or folded, often in a most complex way. Finally, all rocks, whether stratified or not, are marked by the occurrence of divisional planes, known as "joints" and "cleavage planes," which, by affording access for the eroding waters, hasten the process of removal as well as determine in large measure the character of the result.

Perhaps the simplest type of fall is that occurring in unaltered horizontal beds. Good illustrations are furnished in the falls of the Nashwaaksis and in Skoodewapkoosis, near Fredericton, both in nearly flat beds of the coal formation. In the Grand Falls of the St. John, on the other hand, and in the tidal falls at the mouth of the same river, the highly tilted, and in the former case greatly contorted character of the rocks, are conspicuous features, readily noticed by all visitors. The influence of joint planes is best seen in connection with granite rocks, as witness the Pabineau Falls on the Nepisiquit and

the Pokiok Falls in York county. In the former instance the rock is divided by two sets of joints into rectangular blocks, suggesting Cyclopean masonry, and from the edges of these one may look vertically downward into the deep channels to see perhaps three or four large salmon resting quietly, but beyond the reach of any but the privileged sportsmen. In the case of the Pokiok a similar structure has led to the production of a deep gorge, of which the

sides, though arranged in zigzag fashion, are still accurately parallel. This parallelism led our first geologist, Dr. Gesner, to suppose that the two sides of the chasm had been violently rent asunder, but in this, and all similar cases, the continuity of the rock across the bottom of the gorge and the fact that the



POKIOK GORGE, YORK CO., N. B.

sides show no downward convergence, as they would were the chasm due to an earthquake rent, show clearly that the result is due solely to the wearing action of water guided by the natural fissure planes in the rocks.

The effects produced by the varying nature and attitude of the rocks is well shown in the case of the Gordon Falls on the Pollet River in Albert county; just above the falls, named after a former governor of the province, the rocks are slates in a nearly vertical position, and here the stream occupies a deep gash so narrow as to be easily spanned by a highway bridge, while at and below the falls proper the rock is a coarse conglomerate, the wear of which, made more easy by the grinding action of loosened pebbles, at once leads to a considerable widening as also to another result characteristic of many waterfalls, the formation of "pot holes." These are quite conspicuous at the Gordon Falls, and may be seen in the accompanying cut, but are even more striking at the Pabineau Falls of the Nepisiquit and in the gorge of the Grand Falls of the St. John. Here every stage of their production may be witnessed from slight circular depressions containing one or more pebbles, the movement of which by the whirling

waters is the cause of the phenomenon, to great pits or "wells" perhaps twenty feet deep and ten wide,



GORDON FALLS, POLLET RIVER, ALBERT CO.

and which may or may not be connected with other similar holes by subterranean channels.

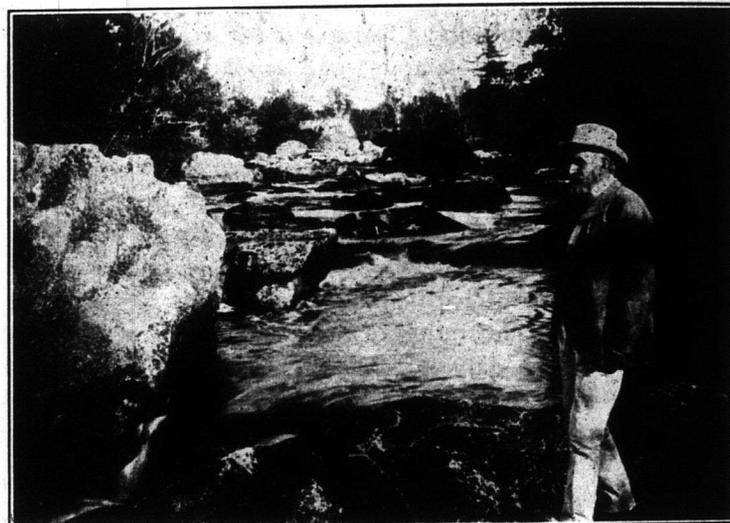
As regards magnitude the Grand Falls of the St. John and the reversible falls at the mouth of the river stand pre-eminent for breadth and volume of water, while in the former instance considerable height (74 feet in the main pitch, or 117 feet between the upper and lower basins) makes it a source of power likely soon to be availed of for the generation of electric energy. For mere height Hay's Fall, a few miles below Woodstock, and the fall on Fall Brook, a small tributary of the Southwest Miramichi, are the most noticeable, each having a vertical descent of about 90 feet, but having little water except in times of freshet, when each is well worth a visit. Among the most picturesque falls in addition to those already mentioned are the Grand Falls of the Nepisiquit, the falls of the Tete-a-gouche and Nigadoo near Bathurst, the Magagavadavic Falls at St. George, and the falls of the Salmon River in eastern St. John county. Minor falls in New Brunswick are numerous and often interesting, but do not require special notice here.

In Nova Scotia, where the streams are mostly small, waterfalls are comparatively few and of no great size, but those of the Sisseboo, near Weymouth, and those of Bear River are noteworthy, as is that which constitutes one of the scenic features in the park at Truro.

One other feature of our water-falls deserves notice. They all have a history. As their formation, explained above, is the result of *wear*, it is evident that both their position and their character are subject to change. Like the streams of which they form a part they have a beginning, and a life which may be a very prolonged one, while sooner or later, by the removal of the conditions which originate them, they must come to an end. The Meductic Falls, so called, has been reduced to the condition of a rapid;

the Narrows of the Tobique mark the site of what must once have been a cataract; the gorge of the Grand Falls is the result of the slow backward recession of the latter for a mile or more. In the case of the Niagara it is well known that the Falls have worked their way backward for a distance of *seven miles*, and a period of at least 10,000 years is believed, on good grounds, to have been required for the process. Probably a period equally long may have been needed for the formation of the gorge of the St. John at the Grand Falls and again for that of the Narrows above Indiantown, but in neither of these cases have exact calculations been made.

One remark more. Reference has been made to the fact that in the not distant future our grandest



FALLS OF BEAR RIVER, N. S.

cataract, the Grand Falls of the St. John, is likely to be employed as a means for the development of electric energy. This would necessarily mean the destruction of its scenic beauty. And possibly a similar fate awaits other waterfalls as well. Is it to be the case that the most interesting of the natural features of our country are, as in the case of Niagara, to be sacrificed to the utilitarian spirit of the age?

Professor David E. Cloyd, principal of the Spokane high school, has given out a statement that the percentage of boys registered in his school is greater than that of any other school in the United States. Four hundred and forty-six boys and seven hundred and twenty-nine girls are enrolled, this making a percentage of little more than 37.6 boys in the school, against thirty-one per cent, the highest known percentage in other schools.

The Teacher as Director of Play.

BY MRS. CATHERINE M. CONDON.

The importance of play as a factor in education is now so generally admitted that the question naturally arises: Why have we not availed ourselves of it as a working force in our public schools? It will be said: We have done so, by providing spacious playgrounds, and, even in some favored localities, play-rooms under cover, for stormy days. But is this the only thing necessary to make a practical and efficient application of a well ascertained law of childhood? If play is so powerful a means of development, is it wise to simply send children into the playground at stated times, not only without direction, but even without any supervision?

The children are of different ages, and of very diverse physical conditions; some strong of body, often rough and overbearing, perhaps even disposed to cruelty; others, small and weak and so easily cowed that, although they may sometimes suffer severely from ill-treatment, they never dare utter a complaint, or bring an accusation against the offender. The teacher therefore remains ignorant of this state of affairs, which produces effects so demoralizing to character; the bully grows a still more insolent tyrant, while his victims, cringing and subservient, display all the mean vices of a nature warped by fear and the constant dread of ill-treatment. Nor is this all. The unbridled license of speech and manners, unchecked, because unobserved by the vigilance of those in authority, is such that parents have been heard to declare that they so dreaded the corrupting influence of the playground for their children that they had delayed sending them to school on that account. All these evils may be successfully dealt with by the simple expedient of the teacher going out on the playground with his scholars, not as a restraint on youthful fun and frolic, but as a genial guide in the art of bright and intelligent play.

The mere presence of such a one would protect the weak and timid and help them to bring out their value on the playground, by starting games, in which the weak and most timid would soon take an active part, and add to the interest of the play. By thus proving the usefulness of even the smallest child in adding to the interest of a game, a milder spirit and gentler manner would be induced towards the weak, for we are not apt to despise and injure those who add to our pleasures.

The petty tyrant would be taught that his method was not the best one to ensure compliance with his wishes, and that he who would rule others, must first learn to rule himself. He would also learn that to appeal to reason and self-interest, to the social instinct, and to the natural sense of pleasure that arises from well-concerted action *en masse*, throws mere brute force quite into the shade.

The aptitude for social games is not strong in children not yet well on in their teens, yet the social instinct is implicit in the youngest; but it needs cultivation or the child may grow up narrow and self-absorbed and incapable of harmonious action with his fellows.

Insight into character will be gained by the teacher far more surely on the playground than in the schoolroom alone, where the hand of discipline is, necessarily, somewhat repressive of natural impulses. But let no teacher flatter himself that he can be a power for good by simply sitting in a secluded corner, reading the morning paper, from the shadow of which he from time to time emerges to give a swift detective glance, or an admonitory shake of the head, or to point an uplifted warning finger at some mischievous urchin; for no mere spy will secure influence.

The teacher who would help his scholars to get the best results from play must be himself a real "Master of the Revels" and bring the joyous spirit of a true comrade. His advent should be the signal that something a little extra clever in the way of play is to be achieved.

Teacher and pupils would alike be refreshed and return to a room which, in their absence, has been wind-swept with fresh air through open doors and windows. No one should interfere with this health-giving process by remaining in the schoolroom during recess, except when the weather is inclement.

Too often the teacher is associated with the incidents of hard lessons, confinement in a room poorly lighted, insufficiently ventilated and warmed, and with rebukes, which, no matter how well deserved, are none the less unpleasant. Why not offset all this by establishing the sympathetic relations of happy play?

The great schoolmasters have been noted for their keen interest in their scholars' sports, and have won respect and influence from them by the traditions of their own skill and prowess on field and river, and in all manly exercises.

Children will not resent wise supervision on the playground, for they appreciate order and arrange-

ment, and if the teacher has not left the spirit of childhood behind him, his help and suggestions will be eagerly accepted. A new proverb might well read: "Let me play with the children, who will may *teach* them."

Many a class might just as well, and, indeed far better, be taught out of doors—a happy reversion to an ancient custom. The three great Fathers of Greek philosophy,—Socrates, Plato and Aristotle,—did much of their teaching in the open air. And the Great Teacher far more often taught on the seashore and from the boat, the mountain and the desert than in the temple and the synagogues.

One of the most interesting lessons I ever saw was given in elementary surveying, the extensive grounds being measured and plotted, all the appliances being at hand, and the whole instruction given and received so clearly and so pleasantly, that, like all the *best work*, it was done so joyously that it was really play.

The Misuse of Window Shades or Roller Blinds.

(From an Inspector's Note-Book.)

The New Brunswick Board of Education, in common with most educational authorities throughout the world, is endeavouring to improve the character of the schoolhouses in the province. Especially is this necessary in the rural districts where it is not easy to command the services of an architect skilled in school planning.

One of the points insisted upon in designing modern schools is that the windows shall be placed as near to the ceiling as possible. There are several reasons for this, but the chief is that the effective width of a room, as regards lighting, is $1\frac{1}{2}$ (one and a half) times the height of the windows. But in too many cases where the windows have been placed properly, the value of their height is wholly lost owing to the blinds being kept down about half way. Considerable questioning of teachers appears to show that this is due sometimes to inattention or ignorance on the teacher's part. In other cases it is from a regard for the outward appearance of the buildings, the housewife's general rule of keeping the lower edge of the blinds on a level with the meeting rails of the sashes being adopted by the teacher. Still more give as the reason the legitimate use of the blinds, namely, protection from the sun. In fact, this was the reason given the writer by a teacher in a *north* room quite recently.

But whatever the reason may be, teachers should know that unless the sunlight be streaming in directly upon the faces or books of the pupils, *too much light cannot be admitted* into a schoolroom. At the present advanced state of the knowledge of school hygiene, the reasons for this need not be enlarged upon here, but it must always be remembered that sunlight is the best preventive of disease. Also that working in a poor light tends to weaken and destroy the eye-sight and working in a good light to preserve it.

Therefore, either keep your blinds right to the top of the windows whenever possible; or, better still, have the blinds fixed to the sill of the window frame and raise them when necessary to shade the pupils. By this means the top of your windows will be free for the admission of light and, if necessary, for purposes of ventilation.

From an Examiner's Note Book.

This is taken from the Kingston (Ont.) *Whig*, but it has the flavor of being a nearer-at-hand home-product: On the uses of food information was given as follows: "Food is a necessity and all who do not eat enough food will gradually become weak and feeble and in many cases take the fever and die. It helps to keep up the body and it is digested and goes to different parts of the body to build it up. Why, if it wasn't for food I wouldn't be here writing these exams, today. Food needs to be well digested and when you take a quarter of a pound of meat in one bite, it will do you no good except lay on your stomach and give you a stomach-ache."

The Voice of the Wind.

The wind, when first he rose and went abroad
Through the vast region, felt himself at fault,
Wanting a voice; and suddenly to earth
Descended with a wafture and a swoop,
Where, wandering volatile from kind to kind,
He wooed the several trees to give him one.

First he besought the ash; the voice she lent
Fitfully with a free and lashing change
Flung here and there its sad uncertainties:
The aspen next; a fluttered, frivolous twitter
Was her sole tribute: from the willow came
So long as dainty summer dressed her out,
A whispering sweetness, but her winter note
Was hissing, dry and reedy; lastly the pine
Did he solicit; and from her he drew
A voice so constant, soft, and lowly deep,
That there he rested, welcoming in her
A mild memorial of the ocean cave
Where he was born.

—Henry Taylor.

The Song of the Pine Forest.

The pine forest is a wonderful place. The pine trees stand in rank like the soldiers of some vast army, side by side, mile after mile, in companies and regiments and battalions, all clothed in a sober uniform of green and gray. But they are unlike soldiers in this, that they are of all ages and sizes; some so small that the rabbits easily jump over them in their play, and some so tall and stately that the fall of them is like the falling of a high tower.

The pine trees are put to many different uses. They are made into masts for the gallant ships that sail out and away to distant ports across the great ocean. Others are sawn into planks and used for the building of sheds; for the rafters and flooring and clapboards and other woodwork of our houses; for railway sleepers, scaffoldings, and hoardings. Others are polished and fashioned into articles of furniture.

Turpentine comes from them, which the artist uses with his colors and the doctor in his medicines, which is used too in the cleaning of stuffs and in a hundred different ways; while the pine cones and broken branches and waste wood makes bright crackling fires by which to warm ourselves on a winter's day.

But there is something more than just this I should like you to think about in connection with the pine forest; for it, like everything else that is fair and noble in nature, has a strange and precious secret of its own.

You may learn the many uses of the trees in books, when men have cut them down or grubbed them up, or poked holes in their poor sides to let the turpentine run out; but you can learn the secret of the forest itself only by listening humbly and reverently for it to speak to you.

Nature is grander and more magnificent than all the queens who have lived in sumptuous palaces and reigned over famous kingdoms since the world began; and though she will be very kind and gracious to children who come and ask her questions modestly, and will show them the most lovely sights and tell them the most delicious fairy tales that ever were seen or heard, she makes very short work with conceited persons.

She covers their eyes and stops their ears, so that they can never see her wonderful treasures or hear her charming stories, but live, all their lives long, shut up in their own ignorance, thinking they know all about everything as well as if they had made it

themselves, when they do not really know anything at all. And because you and I want to know anything and everything that Nature is condescending enough to teach us, we will listen, to begin with, to what the pine forest has to tell.

When the rough winds are up and at play, and the pine trees shout and sing together in a mighty chorus, while the hoarse voice of them is like the roar of the sea upon a rocky coast, then you may learn the secret of the forest. It sings first of the winged seed, then of the birth of the tiny tree; of sunrise and sunset, and the tranquil warmth of noon-day; of the soft, refreshing rain, and the kindly, nourishing earth; of the white moonlight, and pale, moist garments of the mist, all helping the tree to grow up tall and straight, to strike root deep and spread wide its green branches.

The voice sings, too, of the biting frost, and the still, dumb snow, and the hurrying storm, all trying and testing the tree, to prove if it can stand firm and show a brave face in time of danger and trouble. Then it sings of the happy springtime, when the forest is girdled about with a band of flowers; while the birds build and call to each other among the high branches; and the squirrel helps his wife to make her snug nest for the little brown squirrel babies that are to be; and the dormice wake from their long winter sleep, and sit in the sunshine and comb their whiskers with their dainty little paws.

And then the forest sings of man—how he comes with an ax and saw, and hammer and iron wedges, and lays low the tallest of its children, and binds them with ropes and chains, and hauls them away to be his bond servants and slaves.

And, last of all, it sings slowly and very gently of old age and decay and death; of the seed that falls on hard, dry places and never springs up; of the tree that is broken by the tempest or scathed by the lightning flash, and stands bare and barren and unsightly; sings how, in the end, all things shrink and crumble, and how the dust of them returns and is mingled with the fruitful soil from which at first they came.

This is the song of the pine forest, and from it you may learn this lesson: that the life of the tree and of beast and bird are subject to the same three great laws as the life of man,—the law of growth, of obedience, and of self-sacrifice. And perhaps, when you are older, you may come to see that these three laws are after all but one, bound forever together by the golden cord of love.—*Selected.*

The Wayside Inn.

I halted at a pleasant inn,
 As I my way was wending—
 A golden apple was the sign,
 From knotty bough depending.
 Mine host—it was an apple tree—
 He smilingly received me,
 And spread his sweetest, choicest fruit
 To strengthen and relieve me.
 Full many a little feathered guest
 Came through his branches springing;
 They hopped and flew from spray to spray,
 Their notes of gladness singing.
 Beneath his shade I laid me down,
 And slumber sweet possessed me;
 The soft wind blowing through the leaves
 With whispers low caressed me.
 And when I rose and would have paid
 My host so open-hearted,
 He only shook his lofty head—
 I blessed him and departed.

—Johann Ludwig Uhland (translation).

Feeding Birds in Winter.

Under the subject of "Feeding Birds in Winter" come two other subjects of even greater interest to the bird lovers, namely, "The Taming of Birds" and "The Changing of Both their Habits and Food."

The winter of 1903-1904, was an exceptionally hard winter for the birds; for this reason I thought it my duty to set a lunch-counter for the feathered tribe. I tacked suet to the trunk of a big black walnut tree that grew fifteen feet from my window, and it was not long before the birds began to patronize it. They seemed to tell all the birds in the neighborhood of their happy discovery, for many birds appeared that I had never seen around the house before this time.

Every day the downy and hairy woodpeckers, red and white-breasted nuthatches, chickadees, brown creepers; and blue jays came to eat the suet, while the juncos and an occasional English sparrow ate crumbs I scattered on the ground. The birds were not the only ones to enjoy the suet; several gray and red squirrels came daily and carried away so much suet that I had to devise a new method for feeding the birds. I put out bread crumbs upon my window-sill, and the chickadees and nuthatches soon learned to come there for them. At first they were afraid of the open window, but they soon learned to eat without fear, while I stood near with the window open.

One cold morning I put some crumbs in my hand, and held it out of the window. A little chickadee

came along, flew nearer and nearer; then came to a wire close to my hand; looked at the crumbs, then at me. After picking my fingers to make sure they were harmless, he hopped into my hand, ate some crumbs, and flew away to tell his mate what a darling little chickadee he was. After this he came daily to my hand, and before long other chickadees and a red-breasted nuthatch followed his example. One day I succeeded in photographing my feathered friend, while eating crumbs from my hand. The nuthatches had a good deal of difficulty in getting to the window-sills. They could not grasp the smooth boards with their claws, neither could they keep their balance on the wire just beyond the sill. I took pity on them and made what I call a moving restaurant for them. I nailed boards together, which I suspended in mid-air by means of a wire. With a string and pulley I can move this from my window to the tree. Here I placed crumbs and water. The nuthatches soon learned to come here very gracefully, and before long they could stand up on their legs as well as any other bird. My nuthatch is now as much a perching bird as a creeping bird.

The next year the brown creepers, juncos, an English sparrow and a downy woodpecker followed the example of the nuthatches and chickadees and came to the restaurant for food. I took several photographs of them.

The woodpeckers eat nothing but suet, while the juncos eat nothing but crumbs and seeds. The birds have a decided preference for doughnut crumbs, although they are very fond of bread crumbs. The brown creeper likes crumbs and suet, while the chickadees and nuthatches, although they will eat everything I give them, like nuts and squash seeds best. I crack the nuts for them and give them shells and all, while I simply break the squash seeds in two.

I shall continue my study of feeding and taming the birds this winter, and hope to discover many other new facts about them.

I advise the reader of *Bird-Lore* to set a table for the birds this coming winter, and to watch their habits closely. It is surprising how the birds will appear in a neighborhood where there were no birds, when they find food and protection there.

I begin to feed the birds the last of October, and keep it up regularly until the middle of April. The birds will not come to any artificial lunch-counter when they can get their natural food.—Samuel D. Robbins, Belmont, Mass., in *Bird-Lore*.

Plans in Geography and Nature Study.

"Every man's chimney is his golden milestone," says Longfellow. That is true, and in the child's case it is the milestone from which all his measurements are taken. The geography of the neighborhood in an ever-increasing circle must be his starting-point—from the school itself, with its entrances, hall and classrooms, on to the playground, thence to the country beyond. The child's classroom is the place from which he starts on his tour of geographical discovery. Its length, breadth, height—all measured by himself or his classmates and drawn by him to scale on his paper—these form his first memoranda. And until he understands in this way the meaning of a plan, by making one of a place he actually knows, he can never be expected to have the most elementary notion of the meaning of a map. Then the school buildings—measured and drawn in the same way—each step being actually done by the children themselves before anything is put on paper, before any definitions are attempted. And one word as to the much-abused definition. Do relegate it to its proper place, and that is—the end of a lesson. Let it be formulated by the children themselves and be the outcome of their own experience. If your lesson has been clear, and given in an interesting, intelligent way, there will be no difficulty in getting definitions.

Now as to the geography of the immediate neighborhood. If you happen to be so fortunate as to live in a mountainous district near the sea, lessons on geographical terms will present no difficulty. Mountain, valley, river, lake, cape, bay—all can be exactly illustrated from the child's environment. But this is the exceptional case and not the normal, and it is the latter with which we have to deal.

But although only a few of us are provided with such rich material close at hand, let us not think that our own neighborhood is devoid of apt illustrations. The gutter of a steep street on a rainy day is an excellent illustration of the mountain stream from which the river grows. Its tumultuous, headlong race, as it dashes down the slope; the way in which it carries all light material down with it; its conduct when it meets a large stone or similar object in its course—all are truly illustrative of the characteristics of a river. And for further illustration there are few districts in "Merrie England" that cannot boast a stream of some sort. An excursion to a piece of rising ground near, noting exactly the difference between the view from the bottom

and that from the top, will form the starting-point for lessons on the horizon, hills, mountains, valleys, and plains. Lessons on the points of the compass should first be taken out of doors, where the children can make their own personal observations. In these outdoor lessons it is a good plan to provide the children with paper and pencil so that they can make rough sketches. No doubt these will be very crude, but the making of them will be invaluable in impressing the main facts upon the children's minds. We all know that the child often forgets what he sees, still more often what he hears, but rarely what he makes. The very co-operation of the muscles in reproducing on paper his ideas of what he sees will doubly insure him being able to remember those ideas. Our children have made at one time and another very creditable seaside sketches. Certainly there was some disproportion between the size of the islands and the ships sailing past them. The room taken up by the captain's telescope and the man at the wheel might slightly inconvenience any passengers on deck; the lighthouses bore a strong resemblance to the famous tower of Pisa; and the fish were first cousins to the whale of Jonah's acquaintance. But *que voulez-vous?* The pictures represented truly to them what they had seen, and that is of even more importance than an accurate sense of perspective and proportion.—From "Child Life in Our Schools." (Geo. Philip and Son, London).

Chat About Plans Between Uncle Tom and His Two Nephews.

"We will first fix upon a scale," said Uncle Tom. "Suppose we say our new scale is to be one foot to a quarter of a mile."

"And can you really make a foot stand for a quarter of a mile?" asked Dick.

"Yes, that's easy," said his uncle, as he spread the paper on the table.

"But what things can you show in a plan like that, uncle?" asked Harry.

"You shall see," he replied, and he wrote the letters N. S. E. W. on the four edges of the paper, to show the four cardinal points.

"Now," he said, "you know Buttercup Farm, where we live, stands at the corner of the road.

"You know too that, when you stand at the gate, and look down the road at twelve o'clock, the sun is straight in front of you. Can you tell me from this which way the road runs?"

"South," cried both the boys at once.

"And you know that, if you turn your back to the sun at noon, you are looking towards the north," he added.

"Oh yes, uncle," said Dick. "So the other end of the road runs north."

"That's right," said his uncle. "Now think of the road, which crosses this one, at the corner of the farm."

"That must run from east to west, for it goes straight across," said Harry.

"Right again, boys," said Uncle Tom. "Now let us start with our plan. We will begin at this point in the middle of the paper. I will draw two lines, side by side, from north to south, and two others crossing them from east to west."

"I suppose those lines stand for the road, uncle," said Dick. "And the farm must be just here, where the roads cross."

"Good," said his uncle, "and I want to put in our house and the rest of the farm buildings next. They won't be very large, of course, on this paper, but our plan will show us where they stand."

"Now," he added, "I know it is just a quarter of a mile from our house to the church at the end of the village. So if I measure one foot along the road towards the south, I shall know where the church is to come. The Rectory stands facing it, you know, on the other side of the street. And the school is just half-way between us and the church. So we can put these in our plan now."

"A quarter of a mile along the road to the north is the chapel. The Park Farm is on the other side of the road, about half that distance from us. And behind it is the Manor House, where the Squire lives. We will put them in next, with the wood lying behind the Squire's House."

"And now I must go," he added. "But you may mark in other places for yourselves, such as the smithy, the butcher's shop, the baker's shop, the post-office, the Slade farm, Beck's farm, and so on."

"This, you see, is a plan of all the places for a quarter of a mile round us. We may call a plan of this sort a map."—*MacMillan's Globe Geography Reader, London.*

The little boy's father had come home from his office early and was lying down for a nap before dinner. The little lad's mother sent him upstairs to see if his father was asleep. He returned with this answer: "Yes, mamma, papa is all asleep but his nose!"

The Arrow and the Song.

HENRY WADSWORTH LONGFELLOW.

I.

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

II.

I breathed a song into the air;
It fell to earth, I know not where;
For who has sight so keen and strong,
That it can follow the flight of song?

III.

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

NOTES.

This very dainty, beautiful poem is so simple it needs little talk or explanation. It needs to be quietly read, to be memorized, and not only recited in class, but to one's self alone, also. The teaching of the poem is very true, and told in various ways.

Mr. Longfellow uses a *figure* of speech—that is a form or way of speaking—that we call a *simile*. Look up this word in the dictionary. It comes from a Latin word, meaning *like*; we get our word *similar* from the same word. Read the first stanza, then the second; the first two lines of the third stanza, then the second two. Do you see the likeness or simile? In which stanza and pair of lines do we find Longfellow's meaning?

What does he mean by "a song" here? How did he breathe it—aloud? carefully?—how? Why didn't he know where it fell? What made him breathe it into the air?

There is an old song that says—

"Kind words can never die;
Cherished and blest
God knows how deep they lie
Hid in the breast."

May the same be true of beautiful words? noble words? One doesn't need to watch where such words fall. If his mind is full of them, he may keep speaking them and be sure he will find them again; only when one is most truly kind he thinks least of whether or not his kindness will be returned. It will be with them as with the "blessed of the Father" in what Jesus once told. (Read Matthew 31-40.)—*School News and Practical Educator.*

Signs of Rain.

The hollow winds begin to blow;
 The clouds look black, the glass is low.
 Last night the sun went pale to bed,
 The moon in halos hid her head.
 Loud quacks the duck, the peacocks cry,
 The distant hills are seeming nigh.
 Low o'er the grass the swallow wings,
 The cricket, too, how sharp he sings.
 Through the clear streams the fishes rise,
 And nimbly catch the incautious flies.
 At dusk the squalid toad was seen
 Hopping and crawling o'er the green.
 The whirling dust the wind obeys,
 And in the rapid eddy plays;
 The frog has changed his yellow vest,
 And in a russet coat is dressed.

'Twill surely rain; I see with sorrow,
 Our jaunt must be put off to-morrow.—*Anonymous.*

Lines in Season.

A teacher, Miss Evelyn R. Bennett, Hopewell Cape, N. B., sends a few quotations and the way she uses them, which may be a benefit to others.

The quotations are placed on the blackboard. They are memorized by repeating in concert or singly, or by silent study. They are explained, and the good thoughts placed before the children.

Let your heart feel for the afflictions and distresses of everyone.—*Washington.*

Associate with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.—*Washington.*

Character consists in little acts well and honorably performed; daily life being the quarry from which we build it up, and rough-hew the habits which form it.

A friend called on Michael Angelo, who was finishing a statue; some time afterwards he called again; the sculptor was still at his work. His friend, looking at the figure, exclaimed "Have you been idle since I saw you last?" "By no means," replied the sculptor; "I have re-touched this part and finished that; I have softened this feature and brought out this muscle; I have given more expression to this lip, and more energy to this limb." "Well, well," said the friend, "all these are trifles." "It may be so," replied Angelo; "but recollect that trifles make perfection, and that perfection is no trifle."

The tendency to persevere, to persist in spite of hindrances and impossibilities, it is this that in all things distinguishes the strong soul from the weak.—*Carlyle.*

The men who try to do something and fail, are infinitely better than those who try to do nothing and succeed.—*Lloyd Jones.*

Failure after long perseverance is much grander than never to have a striving good enough to be called a failure.—*George Eliot.*

Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life purpose; he has found it and will follow it.—*Carlyle.*

A Psalm of Praise.

1. Make a joyful noise unto the Lord, all ye lands.
2. Serve the Lord with gladness: come before his presence with singing.
3. Know ye the Lord he is God: *it is he that* hath made us, and not we ourselves; *we are* his people, and the sheep of his pasture.
4. Enter into his gate with thanksgiving, *and* into his courts with praise: be thankful unto him, *and* bless his name.
5. For the Lord *is* good; his mercy *is* everlasting; and his truth *endureth* to all generations.

NOTES.

What is a Psalm? This 100th Psalm does not look like poetry; but it is, as you doubtless will feel it to be as you read. Psalms were written to be sung, and sung responsively. If you will notice the Psalm above, you will see that each verse except the first has at least two parts, and, if more, they are arranged in pairs, for the most part. This was so that in the great temple the choir of priests might sing the leading part and the people respond by singing the second, thus (verse four):

Enter into His gates with thanksgiving
 And into His courts with praise:
 Be thankful unto Him,
 And bless His name.

All nations believed in a god. The Jews taught the world of the "one living and true God." They wrote many Psalms, and those so beautiful that the world keeps singing them. The One-hundredth Psalm is one of the most notable for simple dignity and beauty. To appreciate it you must think of it as sung in Solomon's wonderful temple, when hundreds of priests were about the altar and tens-of-thousands of people were attending the worship. In Psalm c1. you will find a list of instruments in the orchestra. Read also Psalms cxlviii. and cxlix.

Thankfulness is one of the most noble feelings; and praise a most becoming form of expression. We should learn the Song of Praise by heart. Verse three gives the reason for verses one and two; verse five the reason for verse four. The Psalms are full of beautiful expressions like those of this one.—*Selected.*

A mother being asked if she had any trouble with her boys said: "No, I keep them busy and I have their confidence." Do you know of a better receipt for the teacher?

For the Little Folks.

FRIDAY.

It's heaps of fun to be a boy
When Friday comes along;
That day a boy don't mind a bit,
No matter what goes wrong.

Sometimes on Fridays we are good,
A reg'lar model class.
The teacher smiles at three, and says,
"The first line rise and pass."

We get our hats; our books we strap;
And whistling a tune,
We hurry out. There's nothing like
A Friday afternoon.

You say it's odd that Friday should
A part so noted play?
Just ask a boy. He'll tell you why:
The next is Saturday.

—Arthur H. Folwell, in *The Youth's Companion*.

FIRST LESSONS.

Priscilla went to school this week
She's only five, you know,
And for a very little girl,
She has not much to show.
The teacher gave her picture-books,
With cats and mice and birds;
She thought she knew them all by heart,
But oh, those horrid words!
She saw a big red cube
Along with yellow blocks;
She spelled out cube, but said it was
"A little baby box."
A frisky lamb was a speckled calf,
The hammer was a hatchet.
Whenever she was in much doubt,
She took a word to match it.
The spade she knew was a little hoe,
The brook looked like a sea,
And every coloured picture there
Was as queer as queer could be.
Next day she would not go at all,
And I heard Priscilla say,
"School may be nice for grown-up folks,
But I'd much rather play."

—M. S. Humphreyville, in *The Youth's Companion*.

AUTUMN LEAVES.

"Come, little leaves," said the wind one day,
"Come over the meadows with me and play;
Put on your dresses of red and gold;
Summer is gone and the days grow old."

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

"Cricket, good-bye, we've been friends so long;
Little brook, sing us your farewell song—

Say you're sorry to see us go;
Ah! you are sorry, right well we know.

"Dear little lambs, in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade;
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went,
Winter had called them and they were content—
Soon fast asleep in the earthy beds,
The snow laid a soft mantle over their heads.

The Old Mill.

Stream that hastens from the hill,
Tarry here to turn the mill.
Rainbow drops the seedlings knew
In the shower and the dew,
Once again your magic lend,
Life into the mill wheel send.
Nature, the all-bounteous mother,
Beast and bird, and man their brother,
Through the spring and summer weather
Steadily have worked together.
E'en the earthworms in the soil
Give their share of patient toil.
Sturdy oxen drew the plow
Where the stubble standeth now.
Horse and farmer reaped the grain
From the sunned and watered plain.
Now upon the old mill's floor
Lies the yellow harvest store,
Till the all-transforming wheel
Turns the kernels into meal.
All have helped to give the bread
Over which the grace is said.

—Laura Winington.

The Snow Flowers.

When birds to sun-land southward wing,
And chilly winds begin to blow,
The babies that were born in spring
Think all delights are ended so;
But Jack Frost laughs aloud, "Ho! ho!
There's joy ahead they little know,
They have not seen the snow!"

Then he begins to call his sprites
From the bleak, trackless north afar,
Where each one in the frozen nights
Has made from ice a crystal star.
And Jack Frost laughs in glee, "Ha! ha!
These shine like bits of glittering spar,
What flowers fairer are?"

And from the clouds he rains them down
Upon the cheerless earth below;
So thick they cover field and town,
So fair the brooks forget to flow,
And Jack Frost laughs, well pleased, "Ho! ho!
Could summer whiter blossoms blow?
What think you of my snow?"

—Arlo Bates, in *St. Nicholas*.

TEACHERS' INSTITUTES.**P. E. ISLAND ASSOCIATION.**

The P. E. Island Teachers' Association met at Charlottetown, October 10th and 11th. Among the many excellent papers read was that by Mr. C. J. McMillan, B.A., of Prince of Wales College, on The Teaching of English. Mr. McMillan contended that there ought to be a reformation in the order of teaching in the schools, and that at every stage the English language and literature should lead all others. English is the instrument of instruction. The reform should, he maintained, begin at the bottom, not at the top. The work of teaching good English ought to and must be continuous through all classes and grades. That of the primary years is the more important because it is the deepest and most lasting. In teaching English, poetry should precede prose. Begin with nursery rhymes and poems. Children are by nature imitative and they soon begin to appreciate the beauty and smoothness of good poetry. The teacher should be careful about manner of expression, for the teacher is the chief guide. But a taste for the study of the best literature in prose and poetry should be developed. Utilitarian methods are too much in evidence nowadays. There should be impressed upon the youthful mind more of hope, faith and love, together with earnestness, sincerity and refinement,—finding expression in thought, action and language.

Mr. A. E. Winship, of Boston, gave a fine address on Boys as an Asset, and Mr. Theodore Ross another on The New Education.

The officers for the ensuing year are: President, Walter Jones, Pownal; Vice-president for Queens County, James Profit, New London; Vice-president for Kings County, J. L. Kennedy, Souris; Vice-president for Prince County, D. J. Mullin, Cape Traverse; Secretary-treasurer, R. H. Campbell, Charlottetown; Recording secretary, Charles McDuff, Wiltshire.

Additional members of executive, Mr. Landrigan, Miss Noonan, Mr. Seaman, Mr. Allison Cameron and Miss Clarke.

Resolutions recommending the shortening of the school sessions to five hours all the year round, and asking an advance in teachers' salaries, were passed.

WESTMORLAND COUNTY INSTITUTE.

The twenty-ninth annual session of the Westmorland County Teachers' Institute was held at Shediac, September 27 and 28. Inspectors O'Blenus and Hebert were present, and over eighty teachers were enrolled. Much regret was expressed because of the absence through illness of Principal Oulton of Moncton, and a letter of sympathy was forwarded to him. President A. D. Jonah delivered an address on "The Teacher in Relation to the School;" Inspector Hebert, one in French on "General Topics." A paper both interesting and instructive on "The McDonald Institute, Guelph," was read by Miss

Smith, of Lewisville. It was discussed by H. B. Steeves, W. A. Cowperthwaite, the President, Miss Colpitts, Mr. Dole, Inspector O'Blenus and Rev. A. F. Burt.

A paper on Drawing, with blackboard illustrations, was read by Miss M. McBeath, of Moncton. An animated discussion took place on this paper with reference to the "Augsburg Drawing System." A lesson on Number was taught to grade two by Miss Horsman, of Upper Sackville.

The closing session took place on Friday afternoon when the institute was divided into sections and matters of general interest to those different sections were brought up and discussed.

UNITED INSTITUTE OF YORK, SUNBURY AND QUEENS COUNTIES.

This Institute met at Fredericton, October 11 and 12, President Chas. D. Richards, A.B., in the chair. Over one hundred teachers were enrolled. The address of President Richards, now principal of the Woodstock, N. B., Grammar school, was carefully prepared and thoughtful. (We hope to publish this in whole or in part in a future number.—Editor.) Dr. J. R. Inch, Inspector N. W. Brown, Miss E. L. Thorne, Principal B. C. Foster and Mr. F. A. Good discussed the address. Mr. M. A. McFarlane, M. A., read a valuable paper on History, explaining how this study prepares pupils for the responsibilities of citizenship. It teaches accuracy, awakens an interest in books, and affords an opportunity for discussion which other subjects do not.

Mr. J. T. Horsman, M. A., of Gagetown, read an interesting paper on Arithmetic, emphasizing the necessity of more study of mental arithmetic.

Dr. Inch asked if it would be possible to complete the study of arithmetic in the eighth grade and do away with the subject in the High School curriculum. Messrs. Horsman, Page, Foster, Brown and Richards thought it could not be completed before entering the high school.

Principal Osborne, of the Fredericton Business College, read a paper on Writing, giving special importance to the technique of the subject, and Principal J. W. Hill, of Gibson, presented an excellent paper on the Teaching of Geography.

The claims of the New Brunswick Teachers' Association were placed before the institute by Mr. Hughes, president of the Fredericton branch, and Mr. B. C. Foster, a member of the executive, and a summary given of the work it has done.

Principal Bridges, of the Normal School, gave an interesting address on the Training of the Memory. His paper was listened to with pleasure by all those in attendance.

The following officers were elected: President, Mr. John E. Page, Fredericton; Vice-president, Miss Buchanan, Keswick Ridge; Secretary-treasurer, Miss Ella Thorne, Fredericton. Additional members of the executive, Miss Inch and Principal James A. Hughes.

VICTORIA COUNTY INSTITUTE.

The annual meeting of the Victoria County Teachers' Institute, took place at Andover on the 4th and 5th October. Twenty-three teachers enrolled themselves as members.

The officers elected were as follows: Guy J. McAdam, President; Miss Janet Currie, Vice-president; Miss Millie J. Goodine, secretary. The Misses Hughes and Horseman were appointed to serve on the executive committee.

Unfortunately, the Inspector, T. B. Meagher was unable to attend. Miss Janet Currie read a paper on Discipline, which proved to be of exceptional merit. Mr. G. J. McAdam's paper on the Teaching of Language was very interesting.

During the session on Friday morning, the Institute adjourned in a body to the school garden; where twenty minutes were very profitably spent in the inspection of the various flowers and vegetables which the early frosts had not entirely destroyed. Mr. McAdam explained what he considered the best way to set about acquiring a plot of ground, and how the land should be treated the first year.

Not the least interesting part of the meeting was the five minutes' discussions by each member of the Institute on the "Busy Work" employed in his or her school. This was a new feature in the usual proceedings and was voted a complete success.

The public meeting in Beveridge's Hall was well attended and proved what attention the cause of education receives in Andover. The speakers for the evening were Messrs. Baxter, Lawson, Elliot, and the Rev. Mr. Squires. Mr. Elliot's address was worthy of special notice. He spoke briefly of the general duties of teachers, and he urged the trustees not to allow the cream of the profession to seek situations elsewhere, but to raise the salaries of their teachers, and thus show by actions as well as words that they appreciated their efforts in their children's behalf.

M. J. GOODINE,
Secretary of Institute.

Grand Falls, October 8th.

KENT COUNTY INSTITUTE.

The Kent County Teachers' Institute met at Harcourt, October 4 and 5, Inspector Hebert presiding. Thirty-one teachers enrolled. The president opened with an admirable address on the Thoroughly Qualified Teacher. Miss M. Alethea Wathen followed with a paper pleading for more attention to music.

At second session, Miss Minnie A. Buckley taught the idea of spherical form to pupils of first grade, her lesson being favorably criticized. G. D. Steel read a paper emphasizing the great importance of Definiteness in Teaching.

At 4 p. m., same day, the Kent Co. members of the N. B. T. A., held a meeting, A. E. Pearson, chairman. Of the twenty-eight active teachers enrolled, twenty-two were, or became, members of the

Union. The proceedings of Chatham Convention were ratified, and same salary schedule adopted. J. A. Edmunds was elected delegate to the Easter Convention, with H. H. Stuart, alternate.

The public meeting in the evening brought out strong speeches from Messrs. Pearson and Stuart, in favor of parish school boards, consolidated schools, compulsory attendance, houses for teachers and a pension system.

At third session, J. A. Edmunds gave a helpful illustrated talk on Arithmetic, and Miss Ferguson read a timely paper on Spelling. At fourth session, H. H. Stuart spoke on the great Educative Value of Geography, and was supported in discussion by Messrs. Pearson, Edmunds and Rev. W. M. Townsend. Mr. Pearson followed with a paper on Ideality, showing how school grounds and houses can be improved at little expense. The last hour was given to the "question box." Most of the discussion was given to Grammar, our texts being roughly criticized.

The following officers were elected at close of best Institute held in Kent for a long time: President, A. E. Pearson, Bass River; Vice-president, Miss M. C. McInerney, Rexton; Secretary-treasurer, H. H. Stuart, Harcourt. Additional executives, G. D. Steel and Miss Agnes Ferguson, of Richibucto.

H. H. STUART, *Secy.*

KING'S COUNTY INSTITUTE.

The Kings County Institute met at Norton, on September 27th and 28th. Eighty teachers were enrolled. A number were present from the upper parishes of Queens. The President, A. E. Floyd, occupied the chair. The following papers were read: History, by A. C. M. Lawson, and Manual Training, by W. N. Biggar. Both were followed by interesting and profitable discussions. Excellent lessons were given by Miss M. A. MacVey, on Movements of the Earth; Miss Belyea, on Reading; H. A. Prebble, Grammar; and Miss Marion Moore, Latitude and Longitude. A good exhibit of work done in the schools was also shown.

A public meeting was held on the evening of the 27th. Rev. Mr. Perry presided. Speeches were delivered by the chairman, Inspector Steeves and D. W. Hamilton.

The following are the officers for next year: H. A. Prebble, President; Miss Pearl Currier, Vice-president; H. H. Biggar, Secretary-treasurer. A. E. Floyd and Miss Margaret Belyea, additional members of the executive.

ALBERT COUNTY INSTITUTE.

The twenty-ninth annual meeting of the Albert County Teachers' Institute was held in the Superior School building, Elgin, October 4 and 5, the President, Geo. J. Trueman, M. A., in the chair. Forty-two teachers were present. The president, in his opening address, called attention to the leaflets that had been sent for distribution by the New Brunswick

Teachers' Association. He stated that these would be distributed, but he thought further discussion of the work of the Association was foreign to the purpose of the institute. In discussing the question of low salaries, Mr. Trueman stated that the greatest injustice was done the experienced teacher. Girls and boys who went from the home schools to Normal school and spent there four or nine months, had not a great deal of money invested in education. They probably received as much salary at first as their companions who had gone at other work. Salaries, however, should increase year by year as the teacher becomes more valuable. Mr. Trueman believed that the Normal school course should be longer. A longer course could make the teachers more valuable and would probably decrease the number yearly entering the profession. This would lead to a natural increase in salaries.

Mr. G. R. Wortman, principal of the school at Harvey, read a carefully prepared paper on the Teaching of History. The paper was discussed by Messrs. Colpitts, Burns, Branscombe, Adair, and Miss Floyd. A paper was presented by Miss Clara G. Turner, teacher of Household Science in the Riverside Consolidated school. The writer made a strong case for her subject in the Common Schools, and her paper was greatly enjoyed by all. Mr. Trueman, in discussing this paper, said that Miss Turner was making a thorough success of the work in Riverside. Although not particularly enthusiastic about the manual subjects a year ago, he was now convinced that they were most valuable from every standpoint.

Miss Edna M. Floyd gave the outline of a lesson in Geography. This lesson aroused a good deal of interest, and in the discussion that followed the following took part: Inspector O'Brien, Miss Bray, Mr. Branscombe, Mr. Burns, and Mr. Fitzpatrick. The present text in geography came for a good deal of unfavorable criticism. At the close of the discussion Inspector O'Brien opened the Arithmetic question box, and proceeded to show how to meet many of the difficulties found in teaching this subject. This part of the programme was found to be most interesting and profitable.

Thursday evening a well-attended public meeting was held in the Baptist church. The speakers were President Trueman, W. B. Jonah, Inspector O'Brien, and Rev. H. A. Brown.

Friday morning's session opened with a paper on Nature Study by F. Peacock, the Manual Training and Nature Study teacher of the Riverside Consolidated school. The paper was well received, and a motion was passed asking Dr. Inch to publish it in the educational report. The discussion was opened by Mr. G. A. Adair, of Hopewell Hill. Miss Rebecca Bennett then gave a practical paper on Composition in the Primary Grades. The discussion was opened by Miss Keith. Mr. Percy Fitzpatrick presented a paper on Spelling, which was well received. He believed in learning to spell by means

of the eye rather than the ear, and had little use for any extreme reform in spelling.

At the fourth session the officers for the ensuing year were elected as follows: George J. Trueman, President; Miss Edna M. Floyd, Vice-president; Percy A. Fitzpatrick, Secretary-treasurer. L. R. Hetherington and Miss Margaret Johnson, additional members of the executive. It was decided to accept the invitation of the Westmorland Institute, and, with the consent of the Chief Superintendent, to hold a joint meeting in Moncton next year. Votes of thanks were extended to Mr. Hetherington and Miss Johnson, the local teachers, who had done so much to make the meeting in Elgin a pleasant one; and to Inspector O'Brien, for his ready and efficient help.—COM.

A certain learned professor in New York has a wife and family, but, professor-like, his thoughts are always with his books.

One evening his wife, who had been out for some hours, returned to find the house remarkably quiet. She had left the children playing about, but now they were nowhere to be seen.

She demanded to be told what had become of them, and the professor explained that as they had made a good deal of noise, he had put them to bed without waiting for her or calling a maid.

"I hope they gave you no trouble," she said.

"No," replied the professor, "with the exception of the one in the cot here. He objected a good deal to my undressing him and putting him to bed."

"Why," she exclaimed, "that's little Johnny Green, from next door!"—*Ladies Home Journal*.

Copenhagen, Denmark, is a city of canals and cleanliness—a land of pure delight, free from beggars, organ-grinders, and stray dogs. The inhabitants thereof are born courteous and seem never to have recovered from the habit. When a passenger boards a car in Copenhagen he exchanges greetings with the conductor; a gentleman, on leaving the car, usually lifts his hat in acknowledgement of a salute from the official. When a fare is paid, the conductor drops it into his cash-box, thanks the passenger and gives him a little paper receipt. He offers change with a preliminary "Be so good," and the passenger accepts with thanks. If, in addition, transfers are required, complimentary exchanges go on indefinitely. Yet there is always time enough in Copenhagen.—*Four-Track News*.

"To teach a child to read and not teach it what to read is to put a dangerous weapon into its hands."—*Charles Dudley Warner*.

N. B. Teachers Association.

From a late circular published by the New Brunswick Teachers' Association the following encouraging statements are made. It has now members in every city and in thirteen counties of the province, and is fast becoming a power for good in educational circles:

From 1884 to 1902, salaries of all classes of New Brunswick teachers steadily declined; but since the N. B. T. A. was initiated in Albert County, September 26, 1902, salaries of every class have increased, the gains from June 30, 1902, to June 30, 1905, being for each class as follows: First class males, \$67 per year; second, \$30; third, \$15. First class females, \$24; second, \$16; and third, \$9. The aggregate gain to the profession in those three years was \$24,472, while the amount of dues paid to the N. B. T. A. and its subordinate associations did not exceed \$500—a very good return for the investment.

The Association having succeeded so well during its first three years, when only a small part of the profession, mainly of the higher classes, were enrolled, what may it not accomplish when all, or the majority, of the unorganized teachers become members!

The National Teachers' Union of Great Britain, founded in 1870, includes over three-quarters of the profession, and has succeeded in bringing salaries and teaching conditions up to a respectable level, and is consulted by the British government before any important legislation respecting education is introduced. The Chicago Teachers' Union has since 1896 revolutionized conditions in that city. The Nova Scotia Teachers' Union, organized in 1896, has succeeded in securing from the provincial government a system of pensions for teachers. What other teachers have gained, we may gain if we unite and work together.

The total number of members in the British House of Commons is 670; in the House of Lords, 594. Probably the number in the House of Lords now is over 600, for several peerages have been created during the last few months.

CURRENT EVENTS.

FIVE hundred teachers of Great Britain and Ireland are coming to Canada and the United States to study educational conditions, and will remain here from four to twelve weeks. They are sent out at the instance of Alfred Moseley, M. P., the millionaire, who has already done so much for education. The expenses of all will be paid. This is a great opportunity. Who will do the same for a few hundred teachers of Canada. The Summer School of Science of the Atlantic Provinces, a few years ago, tried to formulate a plan to hold a travelling session in Europe. Has that scheme been abandoned? There is much to be said in its favor.

It is expected that Herculaneum, the ancient Roman city, buried by the eruption of Vesuvius at the time of the destruction of Pompeii, will be

excavated by the united action of the governments of Great Britain, France, Germany, Italy and the United States. Many valuable manuscripts and works of art undoubtedly are buried there; for Herculaneum was the place of residence of many wealthy Romans, and, unlike Pompeii, it was covered deep with earth, and not destroyed by fire.

An agreement made between the British government and the United States regarding the rights of United States fishing vessels on the Newfoundland coast, though it is of a temporary nature, has given much dissatisfaction in Newfoundland, as it confers upon the foreign fishermen certain privileges which the Newfoundland government has denied to resident fishermen in the interests of fishery protection. It is said that the United States fishermen will voluntarily relinquish these privileges; but that is so very unusual that it is hard to believe.

The military occupation of Cuba by the United States forces has taken place without disturbance. The disarmament of the insurgents has thus far been effected without resistance. The country is to be governed for the present by United States officers in the name of the Cuban people and under the Cuban flag. But the independence of Cuba is indefinitely postponed.

In Russia there is a large socialist party that will never be satisfied with any constitution which respects the right of private ownership in land. The socialists claim that every man should have as much land as he can cultivate unaided, and no more. The idea is not new in Russia, where communal lands are redistributed from time to time; but the socialists seek the abolition of all private property, and the application of this principle to all the land. Therefore, there is fear that the new Russian parliament, which is to meet in February or March, will but precipitate a threatened revolution instead of establishing a strong constitutional government under the present Czar.

The persecutions of the Jews in Russia, because of their disloyalty, has led to a rapid and very general emigration, which tends to remove one disturbing element. Most of them come to America.

The Canadian government is to take over the dockyards at Halifax, now the property of the Imperial government. The transfer will be made in a few weeks.

The British parliament has re-assembled, and a disturbance made by disorderly women marked the opening day. They were advocates of woman suffrage, who thought they were thus advancing their cause.

The Shah has opened the new Persian parliament in person, with a speech from the throne, which was received with the greatest enthusiasm. He believes that his people are ripe for constitutional government, and will support the constitution which he has given them.

Manitoba is asking for a portion of the old territory of Kewaytin, to extend the bounds of the province as far as Fort Churchill, on Hudson Bay.

An Austrian inventor claims that common marsh reeds are far superior to wood pulp for the manufacture of paper, and much cheaper.

Late statistics show Hong Kong to be the foremost port in the world in respect to import and export tonnage. Next comes London, with nearly the same amount of tonnage; followed respectively by New York, Hamburg, Liverpool and Rotterdam.

The rebellion against Turkish authority in Arabia still continues, the Arabs having recently won a victory over the Turkish troops.

The new British battleship "Dreadnaught" has proved faster and better in every way than was anticipated; but three armoured cruisers now under construction in Great Britain will be ships of equal power with the great battleship, and very much faster.

The native ruler of Barotseland, Central Africa, has abolished slavery in his dominions, setting free thirty thousand slaves.

Four thousand people, it is stated, have been put to death without warrant in the United States in the last twenty-five years. Ninety-five per cent of them were negroes, killed by their white neighbors, and many of them innocent of the crimes charged against them. The real cause of the race hatred is that the negroes claim equal rights under the constitution of the United States, which the whites are not disposed to yield. The same intolerant feeling, in lesser degree, is shown towards Chinese and Japanese residents in some parts of the country; and strong resentment is expressed in Japan against the exclusion of Japanese children from the schools of San Francisco. All men have equal rights in Canada, without regard to race or color; but we may not boast that there is here no race prejudice. Asiatic immigrants are not very cordially received on our Pacific coast.

SCHOOL AND COLLEGE.

The Dalhousie College evening school and the King's College school of engineering have been amalgamated under the name of the Cape Breton Technical School, with Professor Dahl as principal. It opened on the 23rd October. While college work in the ordinary sense of the word will not be undertaken, this school will be affiliated with Dalhousie and King's Universities, and the work done in the classes will be recognized in both institutions in the cases of students afterwards pursuing engineering courses at either Dalhousie or King's.

The University of New Brunswick has a freshman class of forty-five students, the largest in its history.

Dr. Hall, of the Truro Normal School, has returned from his trip to England.

The following were elected as the executive of the Nova Scotia Teachers' Association at the recent meeting at Hali-

fax: Principal J. H. Trefry, Halifax; Inspector H. H. MacIntosh, Lunenburg; G. D. Blackadar, Yarmouth; Dr. W. H. Magee, Annapolis; Principal W. J. Shields, Hants; Inspector Macdonald, Antigonish; Principal E. B. Smith, Port Hood; Principal Thomas Gallant, Inverness; Principal J. T. McLeod, Pictou; N. McTavish, Parrsboro; Vice-principal Stewart, Sydney.

Acadia University opened October 5 with seventy new students on its roll. No successor to President Trotter has yet been appointed. Professor R. P. Gray, who succeeded Dr. Kierstead a year ago as the professor of English language and literature, gave the opening lecture on Poetry and the Education of the Spirit, a finished production. Professor Ernest R. Morse, a teacher of experience, and a graduate of Acadia, takes the place of Dr. C. C. Jones as professor of mathematics.

RECENT BOOKS.

Messrs. Ginn & Company, Boston, have just published a revised edition of Myers's General History (mailing price \$1.70). This is a book of nearly 800 pages, attractively bound and illustrated. As it contains a complete history of the world from the time of the early Eastern nations to the present, it is a useful book for the library of the general reader, as well as for the student who would follow in sequence the events of the history of mankind. It has been a favorite book since its first publication, sixteen years ago, and the fresh chapters, new series of colored maps, many portions re-written, with suggested books and special topics for further study, make the compendium a most valuable acquisition to historical readers.

From the same publishers we have a small volume (138 pages, mailing price 85 cents) by the same author—*Outlines of Nineteenth Century History*—affording a rapid survey of events from the Congress of Vienna (1815) to the Peace of Portsmouth, and recent events in Russia and other parts of the world. The book is a model of concise statement and instructive unity.

Ginn & Company publish a series of standard English Classics, edited with introduction and notes adapted for college entrance requirements or for private readers. The books, carefully edited by scholars of taste and discrimination, are beautiful examples of binding and printing, and their contents such as may be read with pleasure. They are: Mrs. Gaskell's graceful story, "Cranford," (mailing price 25 cents); Matthew Arnold's "Sohrab and Rustum," with other poems by the same author (mailing price 30 cents); a condensed school edition of the Autobiography of Benjamin Franklin (mailing price 45 cents); Dickens's "A Tale of Two Cities" (mailing price 60 cents); and Selections from Browning's Poems (mailing price 35 cents).

Supt. of Schools O. J. Kern, of Illinois, has done a real service to country schools in his book, "Among Country Schools," published by Ginn & Company, Boston. The volume contains chapters on The Country Child's Rights, The Outdoor Art Movement, School Gardens, Art for the Country Child, The Work of a Farmer Boys' Experiment Club, Educational Excursions, The New Agriculture and the Country School, Consolidation, The Training of Teachers for the Country School. It is well illustrated, and

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there is scarcely a page in it that is not full of fruitful suggestions on the possibilities of greater efficiency of rural education. Referring to what Sir William Macdonald is doing for Canadian rural schools, the author says: "If millionaires of the United States would find it possible to do as this man is doing—doing something for the country child—a great educational uplift would come to the agricultural interests of our country, and, in fact, to all country school work." (Pages 366; price \$1.25).

Messrs. Blackie & Son, London, publish a First Course in Botany, by J. F. Scott Elliot, A. M., B.Sc., pages 344, price 3s. 6d. The book is a wholesome combination of theory, practice and observation, and the author names a great number and variety of plants for laboratory work. He begins with the flower and the seed, leaving germination and growth for a more advanced stage in the book. The notes on structure, environment and distribution are very useful, and to the whole forms a valuable compendium of plant study, though rather for the advanced student than for the beginner.

The same publishers issue an interesting and varied collection of Kindergarten Occupations for the School and Nursery, profusely illustrated, price 1s; also The Kindergarten Room, containing lessons, games, stories and occupation. These denote an advancing interest in Kindergarten work.

In their "Modern Language Series," Messrs. Blackie & Son publish an interesting series of stories and poetry:

Un Petit Voyage à Paris, by Marguerite Ninet; price 1s. 6d; Molière's *Les Précieuses Ridicules* (8d.); Bedollière's *Historie de la Mere Michel et de Son Chat* (1s.); also a Skeleton French Grammar (2s.), a useful guide to the beginner. In Blackie's "Little French Classics," price 4d. each, we have Alfred de Vigny's *Historie de L'Adjudant*, there is a delightful series, *Petits Contes pour les Enfants*, there is a delightful series, *Petits contes pour les Enfants*, in paper covers, price 4d. each. All the above readers have vocabularies, and the more difficult are provided with notes.

In Latin, Blackie & Son, London, publish extracts from Livy's The Second Macedonian War, illustrated, with notes and vocabulary (1s. 6d.); in "Blackie's Latin Texts" we have Cæsar's Gallic War, Book I, (6d.), with an introduction on the author's character, works and style; a very convenient edition of Junior Latin Syntax, by J. A. Stevens, B. A. (8d.),—excellent for reference.

In the New Century Geographical Readers, Book V (1s. 6d.), Blackie & Son, London, deals with the physical, political and commercial geography of the countries of Europe, illustrated,—an interesting book, the matter being very attractively arranged.

The Geometry of the Screw Propeller (1s. 6d.) is a little book for the use of engineering students in technical schools. Blackie & Son, London.

Archibald Constable & Co., Ltd., London, are publishing a series of interesting books (1s. each) on "Religions,

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Ancient and Modern." Those we have received are: The Religion of Ancient Scandinavia, The Mythology of Ancient Britain and Ireland, Magic and Fetichism. The series is in convenient pocket volumes, printed in good type, and with foot-notes.

George Philip & Son, Ltd., London, publish a Progressive Course of Comparative Geography, which provides a full and definite course of geography teaching. The arrangement is admirable; nothing is seemingly omitted to make the book complete. It is illustrated by 177 pictures and diagrams, and 172 maps and diagrams in colour, with index.

A Rhythmic Approach to Mathematics is the title of a unique little volume, illustrated, from the same publishers. It shows how, with a few cheap materials and simple apparatus, the geometric instinct may be evoked in children.

Sir Oliver Lodge's work on Easy Mathematics, recently reviewed in these columns, is published by the Macmillan Company, of Canada, Toronto.

Wm Briggs, Toronto, publishes a Handbook of Canadian Literature (English), by Archibald MacMurchy, M. A. The author states that the reason of the book's existence was the need, as a teacher, of such a work on Canadian authors. It has biographical sketches of most of our writers of poetry and prose, with estimates of their place in literature, accompanied in most cases with extracts from their works. It is a valuable compendium, and will prove of distinct service to teachers.

RECENT MAGAZINES.

One of the most striking figures in the recent development of Japan, Admiral Togo, is the subject of a deeply interesting article by Mrs. Hugh Fraser in *Littell's Living Age* for October 27. A Negro on Efficiency, by Miss H. C. Foxcroft, which the *Living Age* for October 13 re-prints from the *Fortnightly Review*, is a striking and sympathetic study of the career of Booker Washington, which, although written primarily for English readers, will be read with keen interest in this country.

The November *Delineator* treats of the established styles for autumn both in dress and millinery, and also devotes much space to the accessories of dress which women find so alluring. The three serial stories continue to hold the interest displayed in them from the start. Lida A. Churchill, in her Department of Real Life, discourses on Playing to the Upper Audience, George William Jordan gives good advice for When We are Face to Face with Trouble, and the fourth paper of Little Problems of Married Life treats of Making Marriage a Success.

From the *Canadian Magazine* for October: One hundred thousand immigrants in a single year was a good record. That was in 1905. The tale for 1906 is thirty-one thousand greater. To be strictly accurate the figures are 102,723 and 131,268. But were they as good, as desirable? This question is as easily and as favourably answered by the figures. The number from England increased by 16,288; from Scotland by 4,102; from Ireland by 1,020; from Wales by 27 and from the United States by 14,253. The continental increase was only 7,108. Therefore the class of immigrants improved. It is interesting to note that of the 131,000 immigrants, 78,106 were men, and 27,273 were women. The Canadian girl will have plenty of choice when it comes to the matter of a husband. Fifty-one thousand men without wives should seriously increase the competition.

The *Atlantic Monthly* for November is distinguished by the variety and excellence of its contents. The Ideal Lawyer, by Hon. Judge Brewer, is written by a leader of the bar who is now associate judge of the United States Supreme Court, some unpublished correspondence by David Garrick, by Professor George P. Baker, a foremost authority on some aspects of the English drama; and there are other notable essays with stories and poems, making an interesting number.

Acadiensis for October, D. Russell Jack, St. John, N. B., editor, completes an article on the union of the Maritime Provinces, by Reginald V. Harris. Its array of arguments and facts are carefully made and suggestive. Other noteworthy articles in this number are, Dr. Stockton's "Judges of New Brunswick and their Times," "Major Ferguson's Riflemen," by Jonas Howe, and "Major Thomas Hill," by D. Russell Jack.

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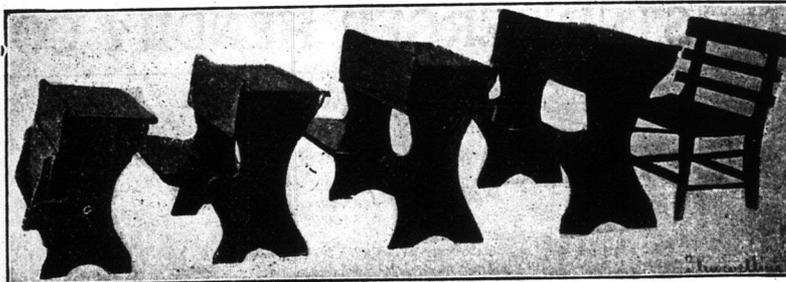
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