

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XV. No. 4.

ST. JOHN, N. B., SEPTEMBER, 1901.

WHOLE NUMBER, 172.

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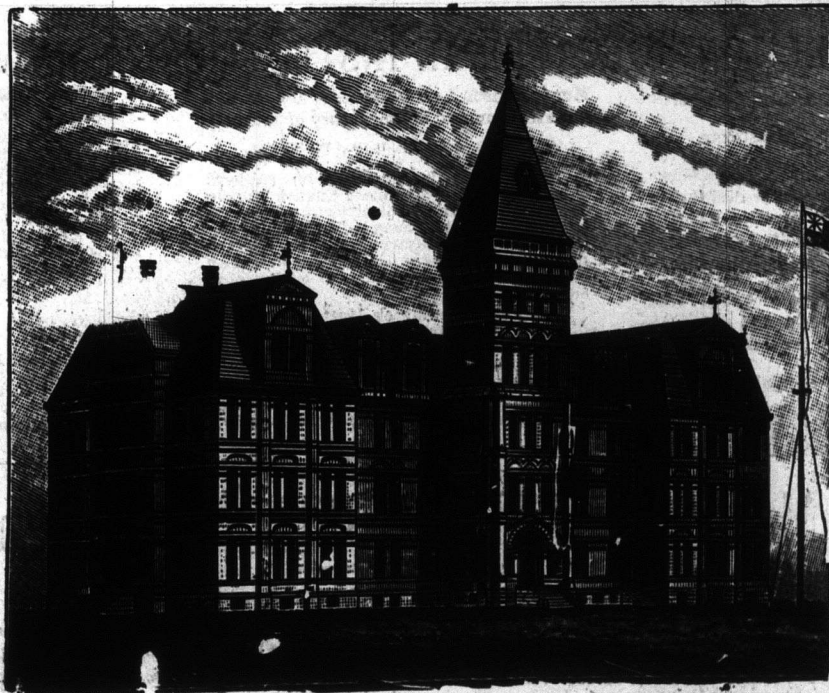
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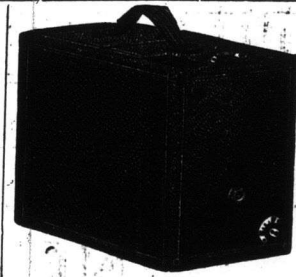
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G. U. HAY,  
Editor for New Brunswick.

A. MCKAY,  
Editor for Nova Scotia

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#### Always Read this Notice.

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EDUCATIONAL REVIEW,  
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The text-book for New Brunswick schools on English and Canadian History is nearly ready and will be issued very soon.

A REFERENCE to our school and college page and to our advertising columns shows that many institute meetings will be held during the next few weeks. We hope that teachers will come to these meetings with a spirit of work and helpfulness, determined to give and receive as much benefit as possible from the papers, discussions and contact with their fellow teachers.

I wish your valuable paper was in the hands of every public school teacher and parent.

G. M.

ELIZABETH STUART PHELPS says: "I was taught that I should speak the truth, say my prayers, and consider other people. It was a wholesome, right-minded, invigorating training that we had, born of tenderness, educated conscience, and good sense, and I have lived to bless it in many troubled years."

WE were in error in stating in last issue that the class fees in the Edinburgh University are paid to the professors. For some years they have formed a part of the income of the university.

ANY ONE having a complete copy of the REVIEW for October, 1887, will be credited with a half year's subscription to the REVIEW on sending it to us.

THE third number of *Acadiensis* has been received, and like the second number, it is an enlargement of the preceding one, containing seventy-two pages of printed matter, in addition to several illustrations. Its contents are varied and interesting, and it is the best number yet published, giving evidence that this literary venture has the qualities that ensure its permanence and success.

THE Kent County Teachers' Institute will meet at Harcourt, N. B., on the 3rd and 4th October. An excellent programme is promised.

NUMBER TWO of the "Classics for Canadian Children" Series, published by A. & W. Mackinlay, Halifax, has appeared. It contains "Stories from English History," being selections from first-class authors, and embracing stories of celebrated persons and events from the time of Alfred to Queen Elizabeth. Price, 10 cents. The two numbers already issued of these series contains admirable selections for supplementary reading in earlier grades.

HOW MANY lives have been lost by some one pointing a gun at another, followed by the confession, "I didn't know it was loaded!" How many lives have been lost by some foolhardy feat, such as venturing too far into deep water? How many cases of drowning have

been heedlessly caused by rocking a row-boat just to frighten the women and children in it? As much misery is caused in the world by foolhardiness and ignorance as by viciousness. Teachers can help to cure this, not so much by lecturing and "dons" as by common sense suggestions and by checking reckless and foolhardy manifestations.

A TEACHER who has been a subscriber to the REVIEW for many years and who is leaving his position, writes: "I wish to thank you for the helpfulness of the REVIEW in the past, and I hope you may long be spared to scatter words of encouragement and usefulness among the teachers of the Maritime Provinces. I wish you and the REVIEW still greater success in the future."

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We will give a prize of Five Dollars for a series of the best five short stories of animal life. The offer is open to teachers or students, the only conditions being that the writers must be subscribers to the REVIEW, and the stories must be founded on observation and experience of the writers.

A prize of Five Dollars will be given for the best short story of school life, not to exceed 2,500 words. The manuscripts must be handed in by the end of December of this year, addressed to the EDUCATIONAL REVIEW, St. John, N. B.

#### Dominion Educational Association.

Was it a success? Well, yes, in quality. The attendance was not large. Principal Robins, of Montreal, told of our ups and downs as an association thus: In '92 we met in Montreal with an attendance of 600—that was summer; in '95 at Toronto under the wing of the Ontario association, with a dozen or so members—that was the winter of our discontent; in '98 at Halifax with nearly 800—that was summer again; now in '01 at Ottawa with less than a hundred members—winter again. But Winnipeg, two years hence, that will be glorious summer.

The people of Ottawa did not turn out in large numbers to the public evening meetings, but they showed their interest in the members of the Association in many ways, and the Ottawa papers gave full and excellent reports of the various meetings.

Long evening sessions, with lengthy papers or addresses, do not attract. Will the committee for the Winnipeg meeting make a note of this?

President MacCabe made an excellent presiding officer. Dignified, genial and witty, prompt and courteous, he was the life of the Association. Mr. J. T. Bowerman, the secretary, gave the most careful attention to every duty and detail of his office.

The two long distance members were Superintendent Goggin, of Regina, and Principal Marshall, of Halifax. They were lionized.

The High School section, presided over by Superintendent Goggin, had the largest attendance, and Ontario school and college men and Ontario opinions and "experiences" dominated the meeting. (Even the presiding officer had once been an Ontario high school man). But they were a genial set of men, keen and alert in debate, with a fine give and take quality about them. The Canadian House of Commons might go to school to them as debaters and get many points.

The section of inspection and training was the next in point of interest and numbers, and many excellent papers were contributed. The elementary and kindergarten sections had many breaks in their programmes from the failure of those who had promised papers to be present. The former was late in organizing, and Miss Boulton, the presiding officer of the latter, had obstacles to overcome because of absentees. But Miss Boulton has a genius for overcoming obstacles, and her bright and attractive rooms and her personal magnetism made the kindergarten meeting a success.

But, ladies and gentlemen, if the D. E. A. is to become a factor in unifying Canada educationally, teachers, especially those who are chosen to take part

in the programme, should make some sacrifice to be present. A second hint for those who are to bear the burdens of the Winnipeg meeting.

The visit to the Dominion Experimental Farm, to the library, museum and parliament buildings, with the excursion to Britannia on the Bay, were pleasant features of the meeting.

The committee on the formation of a Dominion Educational Bureau reported that they had met the premier, who promised to give the subject his attention. The committee, with Dr. MacCabe added, was asked to continue its work.

The committee to whom was referred the recommendation of the Daughters of the Empire, to set apart half an hour a week or a month in giving prescribed lessons on patriotism in schools, reported adversely. The reason assigned was that no teaching of patriotism should be founded on a glorification of war and bloodshed. This was struck out, as it was thought to have a pro-Boer significance. The real reason of the adverse report was that patriotism is best inculcated by habits of obedience, order, industry, respect for the rights of others, than on set lessons, prepared to order, which have nothing to do with the life of the school.

The most important feature of the Association was the proposal made by Prof. Robertson, of the Department of Agriculture, to establish a number of experimental schools in rural sections throughout the dominion to effect improvement along the following lines: To establish well-equipped schools with the best available teachers, and thus bring about the centralization of several scattered districts into one; to make provision for school gardens and the best possible sanitary arrangements for rural schools; to exemplify the best methods of teaching nature subjects, manual training; to so handle the subjects in the curriculum of studies for each province that the schools shall deserve the usual local and provincial support, and at the same time be object lessons in education for governments and communities. Prof. Robertson said that the money for the experiment would be forthcoming as soon as a competent committee, to be appointed by the Association, had decided upon the details of the scheme. The Association approved heartily, and the following committee was appointed: Dr. Goggin (Regina), Dr. S. B. Sinclair (Ottawa), Supt. McIntyre (Winnipeg), Principal Scott (Toronto), R. H. Cowley (Ottawa), Dr. MacKay (Halifax), Dr. Inch, Inspector Carter, J. Brittain (New Brunswick), Dr. Anderson, Prof. Robertson (P. E. Island), Inspector Parker, C. J. Magnan (Quebec). Prof. Robertson, of Ottawa, was invited to act with the committee.

The following are the officers of the Association: President, Dr. D. J. Goggin, Regina, superintendent of education for the N. W. T.; Vice-Presidents, the heads of education for the different provinces; Directors, Principal Scott, Toronto; F. H. Schofield, Winnipeg; Dr. S. P. Robins, Montreal; G. W. Parmelee, Quebec; G. U. Hay, St. John, N. B.; Dr. J. B. Hall, Truro; Prof. Robertson, Charlottetown; F. H. Cowperthwaite, Vancouver; Secretary, W. A. McIntyre, Winnipeg; Treasurer, J. T. Bowerman, Ottawa.

Winnipeg was chosen, amid much enthusiasm, as the next place of meeting, the time to be early in July, 1903.

### The Summer School of Science.

An enrolment of three hundred and seventy, enthusiastic work in classroom, laboratory and field, a cordial welcome from the citizens of Lunenburg and neighboring towns, characterized the session of the Summer School of Science which began July 23rd, and ended August 9th.

Those who had never visited Lunenburg, Nova Scotia, were surprised at the evidences of thrift and prosperity on every hand. Its streets with beautiful shade trees, and its houses with lawns and gardens, gave the impression of taste and comfort. Instead of a wall of rock facing the Atlantic, as some expected to find, there were green plots and fields of ripening grain stretching to the water's edge. As far as the eye could see to the east, islands and bays and coves presented charming and varied scenery. The soil of this part of the province, made richer by fertilizing products from the sea; the fisheries, in which so many are engaged, and above all, the thrifty habits of the descendants of the German immigrants, who came here a century and a half ago, have continued to make this one of the most prosperous regions of the province, with many evidences of wealth and leisure and absolutely no evidence of poverty.

From the time the Summer School students set foot in the city until they left, His Worship Mayor Rudolf, and all classes of citizens vied with each other in making their stay pleasant. Drives and excursions by sea and by rail gave to all the opportunity during play hours to see a bit of coast that for beauty of scenery has few equals in these provinces. The view from the fine Academy building, where the sessions of the school were held, was a daily pleasure, and the invigorating breezes from the broad Atlantic, brought a sense of rejoicing to many a spirit that will look back with pleasure to the two weeks spent in this charming spot.

Among those who contributed to make the school a success this year were Inspector MacIntosh, Principal

McKittrick, and his staff of teachers, and Mr. Geo. H. Love, the industrious local secretary. To their efforts may be ascribed the excellence of the arrangements and the large attendance from Lunenburg and adjacent towns, nearly three-fourths of the whole number. President Campbell and Secretary Seaman, who were responsible for the programme, and whose duties at times were onerous and exacting, were at their posts early and late and helped largely to make the school the success that it was. The familiar faces of a few of the instructors of former years were missed, such as Principal Oulton, Mr. Vroom and Miss Ina Brown. Principal Cameron appeared only for one evening. Supt. MacKay, of Halifax, for the first time in two years, spent a few days and gave an impetus to the work. Mr. Nelson, of the Manual Training School at Summerside, conducted classes in botany; Mr. F. G. Matthews, of the Manual Training School at Truro, in drawing; and Prof. Murray, in English Literature.

The following are the officers for the ensuing year: President, Prof. Bailey, Ph. D., University of New Brunswick; Vice-Presidents—for Nova Scotia, B. McKittrick, B. A., Principal County Academy, Lunenburg; for New Brunswick, J. Vroom, St. Stephen; for P. E. Island, G. J. McCormac, Inspector of Schools, Cardigan, P. E. I.; Secretary-treasurer, J. D. Seaman, Prince Street School, Charlottetown, P. E. I. Dr. Hall, of Truro Normal School, was elected on the Board of Directors in place of A. Cameron, County Academy, Yarmouth, whose term of office had expired.

The School, it is expected, will meet in New Brunswick for the next two years, but the place for the session of 1902 has not yet been chosen.

#### Power vs. Information.

On the 27th of August a company consisting of over one hundred persons, public men and educationists, assembled at the Halifax Hotel at a farewell dinner given to Dr. J. G. MacGregor on the eve of his departure to Edinburgh to assume the professorship of physics to which he has been appointed. The REVIEW has already given a sketch of Dr. MacGregor, and its columns have from time to time contained articles from his pen in favor of more rational and practical methods in our educational work. His parting words were a strong plea for the three provinces to economize by consolidating the scientific courses of the various colleges and thus give the youth the advantage of a scientific and technical training, which they cannot now obtain without going abroad. The different provincial governments, by uniting their resources, can accomplish such a desirable end.

Speaking of the work of our schools, Dr. MacGregor severely arraigned our present examination system, with its attendant evil of cramming and consequent superficiality of knowledge. Such "knowledge" is not power. The power that our teachers and pupils need is the power to originate, to think, to act, to know the right thing to do on the moment. In Germany, if one aims to become a teacher he must give evidence of his fitness to do original work. In this country we judge of a teacher's fitness by his "power" to cram the contents of certain books. This teacher, on taking charge of a school, puts his pupils through the same process, and so the thing goes on. Let us try to do better by abolishing examinations that call for mere knowledge of facts, and substitute for them that which will call out the resources and power of our students.

#### Music as an Educational Factor.

The mistaken notion is held by some, that to teach music successfully, one must be a good singer. Ample testimony to the contrary may be had by visiting rooms where teachers, deficient in the art, are making an unqualified success of their work. An abundant resource in pedagogics—the underlying principles of good government—with the little knowledge they possess in music, make them master of the situation. This proves that song singing is but a natural sequence, when studied from a rudimental standpoint.

Musical characters consist of signs that have a developing power, equal to that of any other subject taught, and mental activity is intensified by a study of the same. For example, a single note or rest may be considered in relation to its appearances, its class, its metrical and rhythmical values, its scale and pitch names, its score and staff relations, its phrase-period and tune association, and its word power.

No subject is better suited to the teaching of hygiene—the body is taught to sit in graceful poise which insures a manly and womanly bearing, very stepping-stones to true politeness. The lungs are made to expand to healthful proportions, thereby enriching the blood by a great absorption of oxygen. The stomach renews its vitality through the inspired action of the diaphragm. The membranous linings which cover the fauces of the head and throat are invigorated by the influences of tone vibration, and pure air. The brain becomes less sluggish, the mind more active. The whole nervous system is resuscitated by the pleasant exercises of the singing lesson, and the pupils' ambition for study is aroused to the highest pitch of enthusiasm.

—W. L. Sheetz in *Nebraska Teacher*.



## NATURE STUDY AND SCIENCE.

## Autumn Lessons on Insects.

JOHN BRITAIN, NORMAL SCHOOL, FREDERICTON.

## The Grasshopper.

One of the most interesting insects for a September lesson is the grasshopper. The grasshoppers are easily procured, too, and in sufficient numbers for any school, either in town or country. A few pupils will volunteer to catch and bottle the insects—one for each member of the school. Wide-mouthed bottles should be used, with some fresh grass placed in them. When the grasshoppers have been secured, thick paper, punctured with small holes for ventilation, should be tied over the mouths of the bottles. The grasshoppers should be collected on the evening or morning before the lesson is to be given, so that their imprisonment may be as short as possible. Even though it should appear that they are harmful insects, it would not be a chivalrous thing to injure or kill those which you use to teach the children—for true nature study appeals not only to the senses and the reason, but to the emotions.

The ideal way would be to give the first lesson in a meadow with the children seated on a grassy bank. And this may be done in many rural schools.

But for the first lesson in the schoolroom, each pupil is provided with a small wide-mouthed bottle containing a single grasshopper, whose escape is prevented by stopping the mouth of the bottle loosely with paper. The insects can be observed through the glass; but may be taken out for a minute to have their wings counted. The teacher should call upon the pupils *individually* to state any interesting points they notice about the insects, and any enquiries that arise in their minds suggested by the organs and actions of the grasshoppers. Be sure that every member of the class verifies the observations of those who answer. Any teacher can see the higher educative value of this method which gives the initiative to the pupil, and stimulates his self-activity. But the teacher will doubtless have to propose some questions herself in regard to particulars which would otherwise escape the observation of the children.

At the first lesson the following points (and perhaps others) may be noted:

Whether the grasshopper can travel up the glass, and how it holds on. How many legs it has on each side. Which are its longest legs.

Of what advantage are these longest legs.

How many principal joints (bending places) there are in each leg.

How many feelers it has, and how it uses them. Where the feelers are set.

How many eyes it has, and how often it closes its eyes.

How many wings it has, and how many of them it shows when at rest.

Why the front wings are called *wing-covers*.

How many rings make up the hinder part of the body?

How many rings bear legs and wings, and how many legs there are on each of the leg-bearing rings?

Let each child try to make a rough drawing of the grasshopper in the bottle.

The children may be told that those grasshoppers which had feelers shorter than their bodies are called short-horned grasshoppers or *locusts*; but that long-horned grasshoppers (that is, those whose feelers are longer than their bodies) should not be called locusts.

At the end of this first lesson, a few of the grasshoppers are placed in an insect cage or a glass jar which has been prepared for them by covering the bottom with a piece of grassy sod.

Tie to the cage or jar cards bearing the following directions and questions to be worked out by the children as far as possible, by personal observation of the grasshoppers in the cage (or jars) and in the field:

What do grasshoppers eat, and *how* do they eat?

How do they hold a piece of food while eating it?

Where do they lay their eggs? Do they deposit them singly or in groups?

Find whether grasshoppers have any voice or make any sound corresponding to one, and if so, whether they make this sound when flying or when at rest?

What is the color of their spittle?

Find some other animals whose bodies like those of grasshoppers, are made up of rings, and which have the same number of legs and wings?

What three ways do grasshoppers have of getting along from one place to another?

Why are locusts called *grasshoppers*?

Find whether locusts live all winter?

Where do the grasshoppers (locusts) come from next year?

Find whether grasshoppers are harmful or useful to the farmer.

An examination upon, and discussion of, these questions will be the second lesson, which may be appropriately concluded by a talk about the ravages of locusts in other countries, as in Eastern lands and on the Western plains of North America.

### Nature Study Problems.

We begin this month a series of problems about natural objects and phenomena for the pupils of the public schools, to which we invite the attention of teachers. We hope that many of their pupils will attempt to find the answers to these problems and send us the results of their work. The teacher will be asked to certify that the answers were composed and written by the pupil who signs them, and that this pupil personally made the observations upon which the answers are based.

In estimating the value of answers, clear statement and good English will count for much, as also the writing, spelling and punctuation.

It is not necessary to answer all the questions; but every school or pupil will receive—not a prize, but a souvenir—in recognition of creditable work done upon the series for nine months. All cases of marked merit will be specially acknowledged. The answers for each month should be sent to the editor of this department (Mr. Brittain) before the middle of the next month.

#### Problems for September.

1. Find how burdock heads cling to the clothing of the passer-by. What kind of leaves are modified for this purpose? Make a drawing of one. Of what advantage is this habit to the burdock?
2. How does the embryo of the sugar maple differ in form and color from that of the bean?
3. Find which of the following birds will all have departed for the south by October 1st: The Eaves Swallow, the Song Sparrow, the House Martin, the Junco, the Gold-finch.
4. Find a Woodpecker which often seeks its food upon the ground like a robin, and tell how you know it from a robin (*a*) by its plumage, and (*b*) by its actions.
5. Study the grasshopper as indicated in the preceding article, and write a short account of your observations and conclusions.
6. Find how many legs and wings a house-fly has and whether it takes its food by chewing or sucking.

#### The Eaves Swallows and Their Nests.

(Miss Hulda Barton here describes in her own words what she saw and took part in at her home in Queens County, N. B.)

At my home large flocks of swallows build their nests under the eaves of the barns. When the wind is blowing hard, the doors of the barn, which happen to be open, are apt to close with a bang (that is, if they are not fastened open), and occasionally the jar of the closing door knocks down a swallow's nest.

At such times, if there are any young ones in the

nest, and they are not killed by the fall, some provision has to be made for the family; so we take a piece of birch bark and fashion it into a little box, about the size of a swallow's nest, or perhaps a little larger. We nail this box up under the eaves in the place which the fallen nest had occupied, and into it were put the baby birds. We leave them for a day, but not longer; then we go up to see whether the parent birds have been back to take care of their young.

We have tried this several times and it has always proved successful, with the exception of one case. That time, when we went back to see the birds, they were both dead. We thought they might have died from the effects of the fall rather than from neglect.

The parents at once begin to build a roof over their new house; and in a few days the bark box has a good mud roof over it. The next spring a pair of birds will come and build another roof over the box, and it serves them as a nest for the season. It is a better nest than it would be were it all of mud, for it is not so apt to fall, being nailed to the barn.

#### How to Interest Children in Plants.

[Extract from a paper read by G. U. Hay, at the D. E. A., Ottawa, August, 1901.]

I can think of a teacher who knows little or nothing about plants pursuing a plan, something like this:

It is a windy day in summer. Tufted achenes of the dandelion or thistle are flying about, or if there are maples or elms growing near, their winged seeds are circling through the air. Have some of them brought into school. Ask for suggestions about these curious appendages to the seeds and their probable uses. Let the scholars draw them, and then let these seed-travelers be allowed to continue their journey. And the lesson, which has perhaps occupied attention for ten minutes, may be allowed to drop until a stated time next day, with an intimation that in the meantime other seeds may be examined. These may be treated in the same way, and this process of seed collecting and drawing and simple suggesting may go on for days without any information being given about seeds. The interest of the children is aroused. They are in the meantime investigating for themselves. The teacher is aroused, too. He undertakes the study of seeds in earnest. He goes to books. If he hasn't the books, he will invest money to get them, if it takes his last dollar. And if he won't do this, he is not worth much as a teacher. All this time the scholars have been investigating and the teacher has been accumulating. The teacher, who we may assume knew little of plants or seeds when he started this movement, and simply

directed and suggested up to this point, now gives a lesson on seeds. Does he make it half an hour long and tell all he knows? Not if he is wise. He will tell very little, and make his suggestions a little broader so that those youthful investigators, by his wise directions and with his timely hints, will find out for themselves as much as he wants them to know at a time; and all the time they will be thinking they are doing the work and finding out everything for themselves.

During the summer and autumn an infinite variety of seeds will be found. Some of these will be planted and may grow. It may be the seed of a maple or elm, and the pupils' knowledge of plant growth and forestry will begin. It may be the seed of a bean or wheat plant, and he will begin to inquire about the effect of moisture and soils, light and air upon the plant. And his will be a seeking after knowledge that will never end, because his interest has been aroused and the spirit of the investigator has been born in him.

And so we may start out to teach about plants and any other subjects of natural history, with little or no knowledge of them to begin with. Well, anyone may do that, I hear some one say. Yes, anyone *can* do it who has some of the investigating spirit, who has some love of nature and children, which by cultivation will grow every day, who is not satisfied with doling out information and "talks" on plants, but who is contented to go slowly, step by step, always keeping in view that arousing the spirit of investigation and securing sound mental training are the objects sought.

A dry teacher, dried plants, and a book may succeed in interesting children in plants; but a live teacher, live plants and the book of nature wide open are sure to do so.

FOR THE EDUCATIONAL REVIEW.]

### Alfred the Great.

The struggle now going on in South Africa had a parallel in South Britain ten centuries ago—a struggle to decide which of two kindred peoples should succeed in imposing first its rule and authority, and finally its language and customs, upon the other inhabitants of the land. That South Britain became English and not Danish is due to the leadership of Alfred the Great, King of the West Saxons, the wisest, best and bravest king that ever reigned in England.

He died in the year 901. A thousand years is a long time in the history of a nation; yet we have authentic history of the principal events in the life of King Alfred, with further traditions of his character and deeds that are more or less worthy of belief.

Alfred was born at Wantage in 849; just four hund-

red years after the first German settlement in Britain. For two hundred and fifty years the Anglo-Saxons had been Christians; and it is well to remember that civilization, such as it was in King Alfred's time, was well established in England before the incursions of the heathen Danes threatened to displace it, and that the English language had been spoken there longer than it has now been spoken in America. Though divided into rival and sometimes hostile kingdoms, the English had become a powerful and wealthy people. Learning and piety were sheltered in the monasteries, which were scattered everywhere throughout the land. English scholars were recognized and welcomed in the courts of continental sovereigns. English kings, and especially the Kings of the West Saxons, who were now acknowledged over-lords of all the English, were accustomed to a pomp and splendor truly royal.

Alfred was the youngest son of Ethelwolf, a king more wealthy and more learned, perhaps, than any other, Angle or Saxon, who had then ruled in England. At five years of age the little prince was sent to Rome which was then, of course, the centre of the religion and learning of the western world. Two years later he made the journey again, accompanying his father, King Ethelwolf; their large and brilliant retinue, with the costly gifts borne by the king, and his distribution of money to all the inhabitants of Rome, making their visit one of the most remarkable events of the time. The principal object of these journeys was to bring the young prince into notice as the probable successor of his father; for it was the king's wish that Alfred should be chosen in preference to his elder brothers.

Encouraged both by his father and by his step-mother, Alfred became a willing student of art and literature. He stored his memory with the traditional poetry and unwritten legends of his people; and, though reading was not a necessary attainment of kings in those days, of his own choice he learned to read and write, both in English and in Latin. The more kingly accomplishments of hunting and chivalry, however, were not neglected; and long before his strong arm was needed in actual warfare, he was noted for his personal prowess.

Three of Alfred's brothers preceded him on the throne of Wessex, his father's wish to the contrary notwithstanding; and a fourth had been for a time ruler of a tributary kingdom. At the time of his accession the Danish invasion had become a very serious menace. In the preceding reign, that of his brother Ethelred, the Danes had begun to make permanent settlements in England. Instead of plundering the coasts and robbing the rich monasteries of the north and east, as they had

done for many years before, they now came to conquer and to rule. The Anglian kingdoms of Northumberland and Mercia were quickly overrun, the rulers and the clergy killed or driven out, the churches and monasteries destroyed, and the people reduced to submission. In 870 East Anglia was occupied, and its king, Edmund, cruelly put to death. (This is that St. Edmund the Martyr, whose supposed remains were only a few weeks ago brought back from France to England for final interment). In the following year, 871, Ethelred died from the effect of a wound received in battle, and Alfred was unanimously elected king. For seven years he continued the struggle against the invaders. At length he was obliged to dismiss his followers, conceal his identity, and seek safety in the hut of an obscure peasant near the borders of Wales.

Of the king in disguise, during this time of seclusion, many pretty stories are told, which throw light upon his character as a man. The chief fact is that though driven into hiding he was not vanquished, but was able to mature those plans for recovering his kingdom which he afterwards so successfully carried out. "It is a wonderful story," writes Sir Walter Besant, of this success; "next to the miracle wrought by Joan of Arc there is no more wonderful event in history. Out of the dust and ashes of the devastated land; out of the country from which bishops, priests and monks had fled; which even the saints had abandoned; where the old pagan gods were restored—out of a people enslaved and spiritless, Alfred raised an army, filled it with new confidence, and led it on to victory." The Danes, thinking English resistance ended, were surprised and defeated in the great battle of Ethandune; their leader, Guthrum, was besieged in his fortified camp and forced to surrender; his life was spared on condition of his accepting Christianity, and he and his followers were settled in the wasted country of East Anglia as friends and allies of the English.

Great as a soldier, Alfred proved to be equally great as a ruler. In the years of comparative peace that followed his victory, he established law and justice in his kingdom; and, though he never claimed the title of King of England, he may be looked upon as the true founder of the English monarchy. He cleared the land of robbers that infested it. He greatly encouraged commerce, and made London the centre of trade. He built ships to meet the Danes at sea, and thus gave rise to the English navy. He compiled a code of law which has ever since been looked upon as the foundation of English justice.

Not the least of his achievements was that he brought back the English learning which Alcuin and others had

carried to the court of Charlemagne. Restoring the Christian faith, he brought over from France priests and scholars, re-built the monasteries, which were the great centres of education in those days. For the diffusion of knowledge, he himself made free translations of Latin authors, which are among the most interesting monuments of his reign; and he cherished the purpose, not yet fully realized, that every free-born Englishman should learn to read English.

The millennial anniversary of Alfred's death will be celebrated both in Great Britain and in America. At Winchester, England, where he was buried, a magnificent monument will be unveiled next month, with appropriate ceremonies in honor of the king who stands as a type of all that is best and noblest in the Anglo-Saxon race, and to whom we may be said to owe our language and our literature, our laws and institutions, our form of government and our very existence as a nation—for English laws and English learning, no less than English enterprise and English statecraft, have made our mighty empire what it is. J. V.

[For the EDUCATIONAL REVIEW.]

### Notes on Some Subjects of the Provincial Examination in Nova Scotia.

BY SUPERVISOR A. MCKAY, AN EXAMINER.

**SANITARY SCIENCE**—This is one of the compulsory subjects for Grade A. Before beginning the study of sanitary science it is necessary for the student to have a good general knowledge of physics, chemistry and biology. If he has been properly trained in these subjects in the preceding grades he will have formed the habit of observing and drawing conclusions from related facts. In the study of mineralogy and botany he must observe, examine and carefully describe the objects; in chemistry he must perform many experiments. In the early study of these subjects the pupil's own observation and experiments are much more important than the information obtained from books. In physics and physiography the importance of the book becomes greatly increased.

Sanitary science may be looked upon as the most practical outcome in a certain direction of the other sciences named. Under existing conditions in our academies it must be studied almost wholly from books. As a matter of fact, the examinations show that the candidates depend almost wholly upon a careful reading or memorization of the text-book. Some educational reformers denounce all such study of science as useless or even injurious. In this case they would seem to be in the wrong. To have arrived at almost the simplest conclusions of sanitary science required years of patient

investigation and costly experiments. And yet the results obtained are easily comprehended and are of such transcendent importance to society, that it is necessary that all our leading teachers should be familiar with them.

A knowledge of sanitary laws would have saved more men in the Crimean war and in the American rebellion than were killed by the opposing forces on both sides. A knowledge of sanitary laws would keep in check or stamp out many of the most fatal diseases. It would insure to a large proportion of the rising generation that health which helps to make life enjoyable.

Knowledge is power. Anyone who gains and assimilates any kind of knowledge, even from books, acquires some power, but if the knowledge is important he acquires much power.

There were about seventy-seven candidates who wrote on sanitary science. There were six questions (five to be answered) out of perhaps 150 or 200 equally important questions that might have been asked. The minute knowledge of the text shown was quite remarkable—a knowledge which cannot fail in leading to sanitary improvements in every community where those candidates happen to be living.

An example of the answers given will serve to illustrate these principles :

1. WRITE NOTES ON MALARIA—"There are two theories about the cause of malaria. One is, that the spread of malaria is due to minute organisms called germs which float about in the air ; the other is, that it is due to gases arising from the decomposition of organic matter. It has been proven recently that the bite of a certain kind of mosquito produces malaria. This can be prevented by ridding the district of them.

"The following are some of the facts which have been observed about malaria :—It is most potent at the place of its origin ; most active at the rising and setting of the sun ; more active in summer than in winter ; it has a great affinity for water, so that if a sheet of water intervene between a place and the seat of malaria the disease will not spread to that place even if the wind is blowing in the direction of the place ; it has also a great affinity for trees, so that trees intervening also prevent its spread. A little quinine, taken daily, acts as a preventative. If it seemed necessary to build a house, or other habitable building near a place where malaria was epidemic, it should not be built just on the ground, but should have a stone foundation and a layer of cement under it."

(To be Continued.)

[OF THE EDUCATIONAL REVIEW.]

### The Summer School of Manual Training, and Some Results.

It augurs well for the future of manual training in New Brunswick that the number of students in the Summer School just closed was greater than the first which was held in Fredericton in July, 1900. In the first Summer School the students were all young. Some of them were Normal School students who had barely seen its beginning a few weeks previous. But in this second Summer School, while there were young teachers, and a few bright scholars, there were also, at least, one inspector of schools and a number of those who have served years in teaching. These evidently intend to keep young and fresh for their work, to know and do, or be able to judge of others doing on this latest development of our educational system.

Being a visitor to the Summer School in Centennial Building, there arose a picture before my mind as I walked away. I seemed to see these teachers a few weeks hence, each in his own school. On an early Friday evening they invite scholars of certain ages to stay awhile after school that they may show them something of interest. Their models of cardboard and woodwork are at hand, and one by one, in well chosen order, are exhibited and explained. Or it may be that the cardboard is sufficient for one such half-hour, and the woodwork models are reserved for another evening. These talks are clenched with the question : "Would you not like to learn to make these things?" In that hour, and with the hope of "making something," the teacher has won her most indifferent scholar. All of them go out to become manual training missionaries. With the enthusiasm which belongs to youth, they will talk it to mothers, then to fathers, among whom will be found some trustees. It will be one more illustration of "interest the children, and they will bring in the better things."

Then I saw these teachers writing courteous notes to the trustees, asking an interview of an hour after some school day. Before that body of great possibilities to a settlement, a town or city, if only they lay hold of great principles, the teacher gives an exposition of manual training as an aid in perfecting education. Each model is shown in the order of illustration of principles, and patient answer is given to all the questions which the trustees may ask. Thus I saw each student go out from this Summer School to talk, to illustrate, and, if opportunity is given, to teach manual training. These will be pioneers, blazing the path, smoothing some difficulties, making the road, along which our provincial school board will later come along with authority.

Sussex, N. B.

AQUILA LUCAS.

### Primary Lessons.

BY MRS. S. B. PATTERSON.

Originality is the life of the school-room ; sameness and humdrum are deadening. Many people will tell you with a sigh that there is no originality in them ; but that is their mistake, and by believing in it instead of in themselves they lose that which would throw new life into their work. A touch of individuality adds freshness and vigor, not only to the work, but also to the worker.

Nowhere is this more evidenced than in the study of reading. It is true that in advanced classes great gain may arise from special and continuous drill on some particular selection, especially if the piece selected be one worthy of being retained in the memory. But for little children something fresh is necessary, from day to day, to satisfy their need of change. For the first few weeks, of course, blackboard lessons are the best. And it would be much better, if, when it is time for the book to be presented, it could be given in the form of leaflets, or lesson-cards, a little at a time, including, it may be, enough material for two or three lessons on one subject. The blackboard lessons, to be thoroughly interesting to both teacher and scholars, should, for the most part, be original,—made for the occasion by the teacher, and added to, if possible, by the children. And this need not be a difficult task.

Select a number of words suitable for first exercises, having the desired conditions,—simple words, say of three letters, containing the short vowel sound, such as *cap, hen, run, bit, hop, pup, let*, etc. Having a long list of these to choose from, then consider the existing conditions of season and surroundings or events, and form a little story. It will be necessary in making sentences to use other words in addition to some of those in the list referred to, but the latter will serve as a basis for analysis of sound, giving the children power as they go on to recognize and connect the sounds with their corresponding written characters. For instance, the word *mat*, learned first as a whole, is pronounced more and more slowly by the children until they observe that it has three distinct sounds. Looking carefully at the written word they see that it contains just three letters, each sound being represented separately. Now, sounding these more and more rapidly, they re-build the word. Similar words, such as *rat, hat*, etc., will soon be easily made out. This drill on sounds also tends to develop clear enunciation.

Some such story as the following may serve as an illustration of what is suggested :

The sun is hot.  
Get a hat.

Tom, get the tent.  
Tom is a big boy.  
Nan sat in the tent.  
Nan has a doll.  
It is a wax doll.  
The sun can melt the wax doll.  
Nan's doll has a hat.  
The doll's hat is red.  
Tom has a cap.  
The pup got Tom's cap.  
Tom ran to get his cap.  
The pup had a nap in the tent.  
Nan must not let him get the doll.  
Get the pup a rag doll.  
Can the sun melt a rag doll.

A few pictures drawn on the blackboard, the simpler the better for small children, will help to increase the interest in the reading matter.

The foregoing would prove sufficient for several lessons ; and thus the children could easily be encouraged to tell the story in their own words each day so far as they know it ; and they might be led to fill in many details by exercising a little imagination. It would increase the value of the lessons if, occasionally, some child's remark or thought could be added to the story and read by the class. In this way the children would have the advantage of exercising their own originality, and would experience the benefit and pleasure which comes from self-activity. Even in trifles the exercise of one's own individuality adds life and power.

The telling of the story in the reading-lesson is only one of many ways in which the children may and should be encouraged to express their thoughts in school. A few minutes of each morning may be set apart for general conversation between teacher and scholars, in which sometimes the weather may be discussed, suitable current events talked over, or remarks encouraged on what has been seen on the way from home to school. An easy, natural and home-like manner on the part of the teacher will soon tend to remove the unnecessary reserve and stiffness under which the children sometimes suffer ; and by degrees they will learn to express themselves easily and well. When a certain subject is under discussion, it may require a little effort to keep them to the point. Just in the midst of one boy's animated description of what he knows of the subject in hand, another may break in with the news of a dog-fight he has witnessed, some chance-word having caught his ear and started a new train of thought. But a little exercise of tact on the teacher's part will usually keep matters straight.

The value of such a conversational exercise is many-sided. The habit of politely waiting in silence while another is speaking is not a small gain. Many a quiet check and reminder will be needed, but gradually the

interruptions will subside, and the class will learn that the child who is standing has "the floor." The habit of clear expression is also being formed, and this tends to brush away many mental cobwebs, awakening and developing power of thought.

In connection with these conversations, too, the teacher finds her best opportunity to cultivate in the children the use of correct English. Not a few teachers, burdened with the weight of the many things which must be done, fail to see the necessity of paying constant attention to the development of correct speech, overlooking the fact that the main purpose of teaching grammar is, first, that the scholars may speak correctly, and, later, that they may be able to give a reason for the form of words they use. Undoubtedly the great barrier to success is in the home. It is a lamentable fact that the majority of our children are constantly hearing "*I done*," and "*them things*," "*you seen*," etc., used by those whom they have every right to believe in as patterns of all that is good and true. They learn their mother-tongue by imitation; and there is no cure for such mistakes but in the constant and patient endeavor of the teacher. Quietly and kindly call attention to such errors, encouraging self-correction as soon as may be, until the ear, getting accustomed to the proper form of words, becomes a safe guide. Where this is done without ridicule or blame or irritation, the good work soon grows apace; and when, later, the study of formal grammar is begun, the children are more apt to see the usefulness of it, and are, consequently, more interested, and find it easier.

Occasionally, it may be, some child will take note of the fact that the home expressions are being criticized. A little girl once told her teacher somewhat triumphantly that she should say "*Febuary*," not "*Feb-ru-ary*," for her papa said so! For a moment the teacher was nonplussed; how should she convince the class of the truth, and yet refrain from the appearance of criticism of parent to child! A happy thought struck her, and looking as non-committal as possible, she said, "Now, Lottie, just ask papa when you go home to get the calendar and look it over to see who is right," dismissing the matter at once in an easy and satisfactory manner.

Another important benefit arising from free expression of thought is that the teacher gains such a knowledge of what is in the child's mind as she could get in no other way. Children are constantly forming incorrect ideas, misunderstanding the meaning of words, or hastily drawing false conclusions. If these are expressed, the wrong notions may be rectified, otherwise the teacher, supposing that her former statements have been clearly understood, may waste much valuable time and effort in her teaching.

### The Pebble's Lesson.

How smooth the sea-beach pebbles are!  
But, do you know,  
The ocean worked a hundred years  
To make them so.

And once I saw a little girl  
Sit down and cry  
Because she couldn't cure a fault  
With one small "try!"

—Selected.

### The Sun's Long Fingers and What They Did.

"Happy!" exclaimed a window, "I should like to know who could be happy with such a disagreeable family living inside this house."

The window was talking to a tree outside. "You see," the window went on, "I never get my face washed, for one thing. Then the family are so gloomy that they nearly always make me keep my eyes shut to everything going on out of doors; and so I see nothing but the dirt and the unhappy faces of the family who live inside the house. As it happened, somebody by mistake left a peep-hole open; so I have a chance to see you and talk with you, which, I am sure, is a pleasure."

"Well," said the tree, "I'll see if I can help you."

At that moment the wind came along. The tree pointed one of her branches toward the window, and in her own language told the wind what the window had said.

"Very well," whispered the wind, "I am sure I shall be glad to help." Then he puffed his cheeks out full and round, and gave such a tremendous blow that the blinds were whisked open as quickly and easily as you can wink.

A little girl came into the room where the window was. She opened the window and started to close the blinds, when she seemed to hear something say in a soft little whisper: "Look up! Look up!" She looked up and saw the tree with its leaves pointing to the sky; then she looked up to the sky. How beautiful it was with its deep blue! As she quietly looked into its far away depths, a voice again seemed to say, "Be clean, be clean." "What is it?" thought the child. Then she saw the sun, and he looked as though he were pointing with long fingers down into the room. She followed with her eyes the direction of the finger rays, and, instead of the pure, clean sky, she saw a very dirty floor.

For a moment the child kept still. Then, quickly jumping up, she exclaimed, "Oh what fun! I'll make the room look like the sky!" It was not long before a broom and clean water had a chance to share in the fun of making the room look pure and clean.

"Oh! the window!" The now happy window,—

how quickly it brightened up, as its face was washed and polished! It was now able to bring to view ever so many beautiful out-of-door things which it could not before show to the people within the room.

The tree nodded its head, and whispered the glad news to the birds, the flowers, and the sky. The family in the house enjoyed the clean window and the beautiful view from it so much that they grew more careful to keep the windows bright, the blinds wide open, and all things clean and fresh about the house, and, would you believe it, the family itself, once so disagreeable, became bright and cheerful also!

The sun, too, steadily kept up his part of the work by carefully pointing his finger rays into all the corners and cracks. As he could no longer find anything but clean places and happy people, he gave a bright, glad smile and sent a blessing of health to all in the house.

—*Alice M. Barrett in Kindergarten Review.*

### BUSY WORK.

Give careful attention to writing dates.

Drill upon this until pupils can punctuate a date correctly.

1. Write the date of this day.
2. Write the date of your birth.
3. Write the date of the discovery of America.
4. Write the date of the natal day of Canada.

What is the size of a postal card? Have pupils make drawings upon their slates the size of a postal card to represent an envelope. Practise writing addresses until the arrangement and punctuation are correct.

Address an envelope to yourself; to your father; to your mother; to your sister; to a clergyman; to a lawyer; to a physician; to the superintendent of schools; to the governor of this province; to the governor-general of Canada.

Where should a stamp be placed upon an envelope? Why?

The names of persons addressed should be separated from the rest of the sentence by commas. Have pupils copy the following sentences, inserting commas where needed:

1. Children obey your parents.
2. Obey your parents children.
3. Alice hold fast to all I give you.
4. Hold fast Alice to all I give you.
5. Mary sing your best song before I go.
6. Sing your best song Mary before I go.
7. Sing your best song before I go Mary.
8. Did you recite your lesson John?
9. John did you recite your lesson?

### A PRONOUNCING MATCH.

Some day have a pronouncing match. It will be found time well spent; and it is conducted somewhat like an old-fashioned spelling match. Select two of the older scholars as leaders. Let them choose alternately all the members of the school except a president, who selects the words and spells them. The contestants may be seated on opposite sides of the room. The object, beyond the benefit to every one, is to see which can get the larger number on his side. For instance, the president spells a word and it is pronounced incorrectly by one of the contestants. He then spells another for a member of the opposite side, who may, if he has noticed the error, ignore the word spelled for him and give the correct pronunciation of the previous word. The member who missed the word must then leave his own side and go to the other. While the choice of words depends upon the president, it is not necessary for him to select extremely long words but rather those which are often mispronounced. The match is an excellent drill.—*Adapted from the Housekeeper.*

### THE GAME OF CRITIC.

For this game it is necessary to choose a critic, who should have at hand a good dictionary. All are supplied with pencil and paper, and each one is requested to write six or eight of the most unpronounceable words he can think of, and to pass the paper to his right hand neighbor. When every one has received a list, each must rise in turn and read it aloud, and any one has the right to challenge the pronunciation. If the critic fails to do so, others may decide by reference to the dictionary. The one whose pronunciation is not challenged is the winner.—*Adapted from the Housekeeper.*

[Both the above would form excellent exercises for an evening literary club as a useful part of the programme.—EDITOR].

1. Make a list of the crops that are gathered in your vicinity in September.

2. You may be interested in knowing that the "Gulf" states, India and China, are now gathering their rice; that the cotton states and Egypt are gathering cotton; that the Japanese are almost through picking the tea leaves; that the Arabians are gathering coffee; that boys and girls in Delaware, New Jersey and Michigan, are gathering peaches; that Greece is drying grapes for raisins; that Florida is digging peanuts; that Indians are up in the trees in Venezuela and Brazil, cutting loose the Brazil nuts; that Cuba is cutting sugar cane; Oregon is gathering hops; China is peeling off cinnamon; Madagascar is gathering nutmegs, and ships in Bering Sea are taking seal.—*School Educator.*



MEMORY GEMS.

I remember, I remember,  
The fir-trees dark and high;  
I used to think their slender tops  
Were close against the sky. —Hood.

Thou cam'st not to thy place by accident:  
It is the very place God meant for thee. —Trench.

I like that ancient Saxon phrase which calls  
The burial ground God's Acre. —Longfellow.

'Tis education forms the common mind. —Pope.

Teach the glad hours to scatter, as they fly,  
Soft, quiet, gentle love, and endless joy. —Prior.

Good sense, which only is the gift of heaven,  
And though no science, fairly worth the seven. —Pope.

Search me, O God, and know my heart. —Psalms.

I held it truth, with him who sings  
To one clear harp in divers tones,  
That men may rise on stepping-stones  
Of their dead selves to higher things. —Tennyson.

Each morning sees some task begin,  
Each evening sees it close. —Longfellow.

They have not perished—no!  
Kind words, remembered voices once so sweet,  
Smiles, radiant long ago,  
And features, the great soul's apparent seat. —Bryant.

Practical Arithmetic.

Place this statement upon the blackboard:  
"This room is—ft. by—ft. by—ft." (Fill blanks  
with dimensions of your room in feet.)

Write one or two original problems upon the board  
daily; have these solved and brought to the class for  
analysis and inspection.

- C. Class—1. What is the compass of the room?  
2. How many feet from the N. E. corner to the  
S. W. corner, measured along the wall?  
3. How much longer is the room than it is wide?  
4. How much wider is it than it is high?  
5. A dozen rooms placed in a line would reach how  
far?  
6. A dozen and a half rooms placed side by side  
would extend how far?  
7. Find cost of 75 such rooms at \$840 each.

B. Class—1. Is the length a prime number? Why,  
or why not? Is it an odd or even number? Why or  
why not?

2. Is it divisible by 2; by 3; by 5; by 7; by 11? Why,  
or why not?

3. What is the greatest common divisor of the three  
dimensions? The l. c. m.?

4. How many square feet of flooring in the room?

5. How many yards of plastering in the walls? In  
the ceiling?

6. The windows are—ft. by—ft. How many  
square feet may be deducted for them from the plastering?

7. Is it customary to deduct for doors and windows?  
8. How much wheat will the room hold?  
9. How many crayon boxes?  
10. How many bricks? Their value at \$8.25 per  
thousand?

A. Class—1. What will the flooring cost at \$3.75  
per thousand?

2. If paved with brick at \$8.30 per thousand, wide  
side down, what would be the cost?

3. Ditto, placed on edge?

4. Ditto, placed on end?

5. What per cent. of the length is the width? The  
height?

6. If the room is filled with wheat and 75 per cent.  
of the grain be wasted, what is its value at 62½ cents  
per bushel?

7. How many car loads of grain does it contain?  
Here secure the dimensions of a car, or better, the  
number of bushels usually carried by them.

8. Write note for cost of plastering the north end  
at 27 cents per square yard, due in three years at 6 per  
cent.

9. What is the amount of the note when due?

10. Write a non-negotiable note for the wheat to fill  
room half full, at 75 cents per bushel?—*Am. Journal  
of Education.*

Educational Opinions.

[Gathered from Nova Scotian Inspectors' Note-books.]

Were the teaching of high school subjects in miscel-  
laneous schools prohibited, it would be exceedingly  
difficult, and in many cases impossible, for young persons  
in the country sections to become teachers.—*G. Creigh-  
ton, Halifax.*

Too much time is spent in home preparation of tasks  
in history and geography, largely meaningless to a vast  
majority of the pupils, and too much of the school time  
is wasted in the recitation of these tasks. We need less  
study of text book by pupil and more study of lesson by  
teacher.—*H. H. MacIntosh, Lunenburg and Queens.*

What about the Compulsory Act? Some sections  
seem to think it a kind of wild beast, which, if admitted  
into the section would work havoc. If they would only  
enquire of their neighbors they would learn how absurd  
their ideas were. They would be told it was a most  
harmless animal, without life enough to keep its feet;  
that the small boy poked his fingers at it, twisted its  
tail, and punched its sides, and that it bore these indig-  
nities without the least sign of resentment.—*J. H.  
Munro, Yarmouth and Shelburne.*

Although the optional compulsory attendance law has  
now been adopted by a vote of the ratepayers in one  
hundred and twenty-one sections in this district, it has  
had no effect of increasing the attendance of pupils, and  
it must therefore be inoperative. The law is useless  
unless enforced, and no instance has come to my knowl-  
edge of any attempt to impose the penalty for its  
violation.—*L. S. Morse, Digby and Annapolis.*

We are still in hopes of soon seeing in our schools  
reading books, both in French and English, better

adapted to the needs of the children.—*Rev. J. J. Sullivan, Visitor to French Schools, Yarmouth and Digby.*

Much education of the best kind may be given to schools through well laid out and kept grounds.—*C. W. Roscoe, Kings and Hants.*

Teachers are not persistent enough in pressing upon the trustees for the proper and necessary equipment of their schools.—*M. J. T. Macneil, Cape Breton and Richmond.*

It is painfully apparent that nature-study in many schools is yet barely touched, or entirely neglected. Some teachers give ten, five and even four minutes per week to nature lessons, while, in the case of twelve schools the returns indicate that no attempt whatever was made to give instruction in this very important subject of school room work. It is here that the utility of the "Local Nature Observations" becomes apparent. The teacher of average ability and ambition, by a little research can readily find material enough in following these "Observations" to interest and instruct a school for many minutes a week during the whole term.—*E. L. Armstrong, Pictou and South Colchester.*

To me there seems an imperative need of a severer test being given those who aspire to be teachers. No person should be granted a license to teach who has not made a pass of fifty as a minimum on High School subjects. School rooms are being occupied by callow, inexperienced boys and girls, who are driving the stronger and better teacher out of sight. The supply is so far in excess of the demand that there has been a heavy cut in salaries.—*I. C. Craig, Cumberland and North Colchester.*

#### Origin of Some Names.

The term Canada, is Indian, indicative of a "collection of huts."

Manitoba traces its origin from Manitou, the Indian appellation of "The Great Spirit."

Ontario comes from the native Onontac, "the village on the mountain," and chief seat of the Onondagas.

Lake Erie is the lake of the "Wild Cat," the name given to a fierce tribe of Indians exterminated by the Iroquois.

Lake Huron owes its name to the French word hure, a head of hair, in reference to the Wyandots, whom the French settlers designated Huron, owing to their profusion of hair.

Niagara, or rather, to give it its full name, Oni-aw-garah, expresses the Indian for "the thunder of waters."

The White Sea is so called from its proximity to the sterile regions of snow and ice; the Black Sea, because it abounds with black rocks; the Red Sea, on account of the red soil which forms its bottom; the Green Sea, otherwise the Persian Gulf, owing to a peculiar strip of green always discernible along the Arabian shore, and the Yellow Sea, from the color of the water caused by the nature of its muddy soil.

Botany Bay was so called by Capt. Cook from the great variety of plants which he found growing on its shores when exploring it in 1770.

Java is a native Malay word, signifying "the land of nutmegs."

The Ladrone Islands merited this designation from the circumstance that when Magellan touched upon one of the lesser isles of the group in 1520 the natives stole some of his goods, whereupon he called the islands the Ladrones, which is the Spanish for thieves. Papua is a Portuguese term for "frizzled," in allusion to the enormous frizzled heads of hair worn by the natives.

Sumatra, a corruption of Trimatara, means "the happy land."

Formosa is Portuguese for "beautiful."

Japan is a European modification, brought about through the Portuguese Gepuen, of the native Nippon, compounded of "ni," sun, fire, and "pon," land, literally sun-land, or "land of the rising sun," signifying "the fountain of light."

Canary Island were originally so called on account of the numerous dogs, as well as of their unusual size (Latin, canis, a dog), bred here.

Grass widow, denoting a woman temporarily separated from her husband, is a corruption of "grace widow"—in other words, a widow by grace, or courtesy.

The word chaperon is French, derived from the chapeau, or cap, worn by the duennas of Spain.

A Parisian shop, or work girl, is known as a grisette, on account of the gray cloth of which her dress is made.

Colleen is the native Irish for girl, and colleen bawn for a blonde girl.

The modern class title of washer finds its origin in the Romany or gipsy word "masha," signifying to "fascinate the eye."

**SOUTH AMERICAN WORDS AND THEIR MEANINGS.**—Andes, copper; Amazon, boat destroyer; llanos, plains; Madeira, timber; Rio Janeiro, river of January; Santiago, St. James; sierra, a saw; Terra del Fuego, land of fire; Ecuador, equator; Bahia, the harbor; Patagonia, big-footed; Galapagos, tortoise; Chimborazo, chimney; Buenos Ayres, good air; Montevideo, mountain view; Valparaiso, vale of paradise; Venezuela, little Venice; volcano, vulcan; Brazil, coal of fire.—*How to Teach and Study Geography.*

#### Cramming.

Cramming tends to make study distasteful. It is thus opposed to the self-culture which naturally follows rational mental training. Cramming is a mistake, for it assumes that learning is everything, and forgets that knowledge must be classified to be helpful. Cramming is a mistake, for it assumes that all pupils are dullards. It is chiefly the effect of telling, and telling is the result of the teacher's stupidity, not of the pupil's. Cramming, like stupid teaching, produces a morbid state of mind, and a consequent disgust for knowledge in general. Cramming unrelated text-book definitions, rules and dates is a mistake, for it weakens the memory. As the memory can recall only what is held in the mind by the laws of association, it follows, logically, that the rote recitation of text-book bric-a-brac is a silly trespass on a pupil's opportunity. It is a well established mental fact that what has little or no connection with what is already in the mind cannot be retained, hence cannot be recalled. That is, the rote recitation of one day is forgotten by the next day.—*J. N. Patrick in the Western Teacher.*

### The Care of Books.

Many school libraries are not receiving the care which ought to be given them. The books lie around upon tables or benches instead of being put in their places on the shelves; when on the shelves they recline at various angles instead of being kept erect as they ought to be, and are racked so that the binding becomes broken or weakened; when the binding breaks they are allowed to go unrepaired until leaves are loosened and lost and the book is ruined. These things ought not to be; their educational effect upon the pupils is bad. A school ought to inculcate good habits by precept and example. It should teach how to use and care for books, and be very scrupulous as to the example set by its own practice. Pupils carry pencils, pen-holders, erasers, all sorts of things, in their books, and thus quickly destroy the bindings, unless taught to avoid such practices. Many do not know how to handle or hold a book, and by awkward habits subject it to needless damage. Instruction upon such matters is greatly needed by many, and it is a legitimate part of the work of the school to give such instruction. — *Wisconsin Journal of Education.*

### CURRENT EVENTS.

A proclamation has been issued bringing into effect an act of last session of parliament appropriating Canada's share for building the Pacific cable.

The territory of Alberta is about to seek admission as a province.

The census returns have been somewhat disappointing, as the increase in population, especially in the Atlantic Provinces, is less than was expected.

The United States will buy the Danish West India Islands for use as a naval station. The price agreed upon is about four million dollars.

The whole Dominion is preparing for the royal visit, which will be a memorable event in the history of Canada. War vessels are already gathering at Quebec for the naval display which is to welcome the arrival of the "Ophir," with the Duke and Duchess of Cornwall and York on board, on the 16th inst. The royal party will reach Montreal on the 18th, Ottawa on the 20th, Winnipeg on the 26th, Victoria on the 2nd of October, Toronto on the 10th, St. John on the 17th, and Halifax on the 19th. They were most enthusiastically received at Cape Town, and their Canadian welcome will be no less cordial.

The news from China is not hopeful, as the anti-foreign feeling still continues; and, though the government has acceded to the demands of the powers for the time being, there is no assurance of a lasting peace.

Prince Chun, brother of Emperor Kwang Su, has formally conveyed to the Emperor of Germany an

official expression of grief for the murder of the German minister at Peking last year, during the so-called Boxer uprising. His reception by Emperor William was very solemn and impressive. Prince Chun will return to China by way of America; and preparations are being made for his reception by the Chinese residents of New York.

The war in South Africa has reached its final stage, if it can be properly said that the present disturbed condition of the country is really warfare. Lord Kitchener has proclaimed that all leaders of armed bands, unless they surrender before the 15th of this month, will be permanently banished from South Africa; and that the cost of maintaining the families of burghers after that date will be made a charge upon their property.

The Czar and Czarina of Russia have left Cronstadt for Copenhagen, from which place they will go to Germany and France. It is not known that their visit has any political significance.

Affairs in Colombia are in a still more threatening condition. The revolt is spreading; and though there is as yet no declaration of war between the two republics, there is so much armed disturbance on the frontiers of Colombia and Venezuela that the United States has offered to intervene. British, United States, and German warships have been sent to the isthmus; and it is not improbable that United States troops will be landed there to preserve order along the route of the trans-isthmian railway.

The death of the Empress Frederika, which occurred on the 5th of August, made another break in the royal family of Great Britain. She was the mother of Emperor William of Germany, and the eldest sister of King Edward VII. For three months, while her dying husband nominally ruled in Germany, she shared with him the imperial throne.

The news of the attempted assassination of President McKinley by an anarchist — Leon Czolgosz — at the Buffalo Exposition on Friday afternoon, September 6th, has caused a thrill of horror throughout America. Two shots were fired at the President, one causing a serious wound in the abdomen.

The bulletin of the recent census just issued makes the population of the Dominion 5,338,883, a gain of 505,644 in ten years. Montreal has 226,826 people, Toronto, 207,971, Quebec, 68,834, Ottawa, 59,902, Hamilton, 52,550, Winnipeg, 42,336, Halifax, 40,787, and St. John, 40,711.

The population by provinces is as follows: Ontario, 2,167,978; Quebec, 1,620,974; Nova Scotia, 459,116; New Brunswick, 331,093; Manitoba, 246,464; P. E. Island, 103,258; British Columbia, 190,000; N. W. Territories, 145,000; Unorganized Territory, 75,000.

The Sultan of Turkey seems to be courting disturbances which may have serious result. France has been pressing certain claims for injuries to French citizens, which Turkey has agreed to settle. A dispute has arisen over the matter, however, which has led to the

interruption of diplomatic relations. Appealing to Germany, the Sultan was advised to settle with France as quickly as possible. The report that Russian troops are beginning to mobilize on the Turkish frontier should strengthen that advice. French warships are also moving in the direction of Turkish waters. Great Britain might have been expected to use her influence in favor of peace; but a recent telegram says that the Turkish government has broken off friendly relations with the British on account of the action of the commander of a British warship on the Persian Gulf, in preventing the landing of Turkish troops on the territory of an independent chief.

### 'ROUND TABLE TALKS.

G. L.—In your next edition of REVIEW please give the pronunciation of *Evangeline*. Is it *Evangeline* or *Evangelene*?

The latter is correct.

### SCHOOL AND COLLEGE.

The Carleton and Victoria Counties, N. B., Teachers' Institute will meet at Andover on the last Thursday and Friday in September. An invitation has been extended to the Aroostook County teachers to attend. This they will very probably accept, and a large and interesting gathering may be looked for.

The Charlotte County Teachers' Institute will meet at St. Stephen, September 26th and 27th. Principal MacCreedy, of the MacDonald Manual Training School, Fredericton, is expected to be present.

Mr. H. E. Sinclair has been appointed principal of the Superior School, St. George, in place of Mr. Wm. M. Veazey, who has taken the principalship of the Victoria County Grammar School at Andover.

Mr. C. H. Atchison, of the Moncton High School, has been spending the summer in Quebec studying French.

The Nova Scotia Normal School will re-open at Truro on the first Wednesday in October.

Miss Sophy M. N. Pickle, of Kingston, Kings Co., N. B., writes as follows: If you know of any teacher desiring a position you might refer them to me, as I know of half a dozen or so pleasantly situated schools still vacant. The supply is not nearly equal to the demand this term.

Mr. H. B. Steeves, who has spent the past year at McGill, has assumed charge of the Dorchester Superior School.

Mr. Aaron Perry, a recent graduate of Acadia College, has been appointed principal of Havelock, Kings County, Superior School.

The chair of Civil Engineering at the University of New Brunswick, rendered vacant by the resignation of Prof. Dixon, who goes to Dalhousie, has been filled by the appointment of Mr. E. Brydone Jack, who graduated from the University of New Brunswick in 1891.

The York County Teachers' Institute will meet at the High School, Fredericton, on September 19th and 20th.

Teachers in Sunbury and Queens Counties have the permission of the Chief Superintendent of Education to attend this Institute.

Miss M. Farrel, a most successful teacher, has been promoted to the vice-principalship of Kentville, N. S., Academy, in the place of Miss McKenzie, whose resignation was reluctantly accepted. Miss E. J. Best, a graduate of Acadia, will have a place on the staff.

Mr. Hugh J. McDonald has resigned his position as vice-principal of Georgetown, P. E. I., High School, to accept a position on the teaching staff of Ottawa University.

Mr. H. Ashley Wheaton, who has for several years successfully conducted the Superior School at Bloomfield, Kings Co., N. B., is leaving to take a course in medicine in McGill University. His place has been filled by Mr. B. P. Steeves, B. A., of Elgin, a capable and experienced teacher.

Mr. Wm. Brodie, M.A., succeeds Mr. G. C. Crawford, B.A., as principal of Sussex Grammar School. Mr. Brodie is an experienced teacher. He was principal of St. Andrews Grammar School from 1894 to 1899. Last spring he was graduated M. A. at Harvard. Mr. L. J. Folkins succeeds Mr. Guy J. McAdam as vice-principal.

Mr. M. R. Tuttle succeeds Mr. H. J. Perry as principal of Bathurst Grammar School. Mr. Perry resumes his studies at Acadia.

Mr. C. J. Mersereau, B. A., son of Inspector Mersereau, succeeds Mr. E. L. O'Brien as principal of Bathurst Village Superior School.

Truro Academy opened the 3rd inst. The attendance was larger than at any former opening day in its history. The outlook is bright for a successful year. W. R. Campbell, Esq., M.A., continues principal, and is assisted by six teachers of the A class. Miss Gertrude L. Best and Miss Mabel Fash have received appointments during vacation.

Mr. Leslie Smith, of Truro, succeeds Mr. Clark M. Gormley, of Wolfville, in the principalship of the Academy at Annapolis Royal.

The P. E. Island Teachers' Association will meet at Charlottetown September 11th, 12th, and 13th. Among the notable features are addresses by Chief Superintendent Dr. Anderson and Col. F. W. Parker of Chicago.

The Pictou Academy A Class has this year far surpassed all previous records, both in the number of successful candidates and the aggregates made. Six of the class have made aggregates over 1400.—*New Glasgow Chronicle*.

The New Brunswick Normal School opened Wednesday, September 4th, with an attendance of 212, a considerable increase over last year.

Mr. W. N. Biggar, who has been making a collection of the plants about Sussex, N. B., for the past few years, has now a collection of over 300 specimens.

## RECENT BOOKS.

*Carlyle's HEROES, HERO-WORSHIP, AND THE HEROIC IN HISTORY.* Edited by Archibald MacMechan, Professor of English Language and Literature in Dalhousie College. Cloth. Pages 396. Price \$1.35. Ginn & Co., Boston, publishers. (The Athenæum Press Series).

Readers of Carlyle will thank Professor MacMechan for his careful and scholarly work in editing the "Heroes and Hero-Worship." The introduction is sympathetic, but critical, and the notes and explanatory index sufficient to meet the needs of the student.

*MOTHS AND BUTTERFLIES.* A Nature Study Book. By Mary C. Dickerson, Head of the Department of Biology and Nature Study in the Rhode Island Normal School, Providence, R. I. Cloth. Pages 344, with 200 photographs from life. Price \$2.50. Ginn & Co., Boston.

The book makes perfectly clear by illustration and simple description the fundamental external structure of all stages of the butterfly and moth, and not only gives a scientific foundation for the study of entomology, but introduces the student to the most delightful method of study, that of original investigation. The final chapter gives practical points in regard to collecting and keeping live material. The volume contains over two hundred engravings illustrating the habit of the moth and butterfly, its transformation, development, etc. A beautiful book that will absorb the attention of the student.

*HISTORIA DE GIL BLAS DE SANTILLANA.* Edited with introduction, notes, map and vocabulary, by J. Geddes, jr., and Freeman M. Josselyn, jr. Cloth. Pages 244. Price \$1.00. D. C. Heath & Co., Boston.

Padre Isla's version of Lesage's *Gil Blas* is one of the landmarks of Spanish literature, in style is simple and straightforward, and comprises a large vocabulary of every-day words and expressions such as any one who handles the language intelligently must know.

*THE MENO OF PLATO.* Edited with introduction, notes and excursions, by E. Seymer Thompson, M. A. (Camb. and Lond.) Cloth. Pages 319, Price 5s. Macmillan & Co., London.

The editor, in his introduction, which gives evidence of research and scholarship, places before us a resumé of Greek literature and philosophy, the result of many years of study. The notes are full and cover a wide range: and the press-work and Greek characters are perfect.

*TALES OF THE BIRDS.* By W. Warde Fowler, author of "A Year with the Birds." Illustrated, Cloth. Pages 239. Price 1s. 6d. Macmillan & Co., London.

A series of delightful stories, full of birds, sunshine, and visions of beautiful nature.

*MARIE-LOUISE.* By H. A. Guerber. Edited with notes by the author. Cloth. Pages 101. Price 25 cents. D. C. Heath & Co., Boston.

This is a fascinating account of the life and vicissitudes of the French Empress. The text is provided with notes for intermediate reading.

*THE WORKING PRINCIPLES OF RHETORIC.* By John Franklin Genung, Professor of Rhetoric in Amherst College. Cloth. Pages 676. Price \$1.55. Ginn & Co., Boston. (The Athenæum Press).

This book assumes that the study of rhetoric is nothing else than the study of literature on its constructive side. As related to the earlier volume on which it is based, a few of the many points may be specified wherein this book is improved:

The principles are made more truly working principles by the plainest and most lucid statement that the subject will bear. The illustrative examples have been thoroughly sifted; the best of the old retained; others substituted for those which lacked clearness or practicality; and many new ones, bringing out new phases of the principles added. The work has been re-proportioned throughout. A new feature is the numerous readings, printed as footnotes illustrating the text, wherein are given weighty and pithy remarks by the best authors concerning phases of their art.

*SECRETS OF THE WOODS.* By W. J. Long, Author of *Ways of Wood Folk and Wilderness Ways.* Cloth. Handsomely illustrated. Pages 185. Price 60 cents. Ginn & Co., Boston.

This is another vivid chapter in the Wood Folk Series. Deer and squirrel, wood-mouse and otter, kingfisher and partridge, with a score of other shy wood-dwellers, appear just as they are in their wilderness homes. The book is a revelation of lives hitherto unknown. Nothing seems too shy or too savage for this nature-lover to follow with keen eyes and never-failing patience; nothing is too difficult or too dangerous for him to undertake, if only he can watch and find out what his beloved wood folk are doing. He sees everything that passes in the woods, and describes it in clear, crisp Anglo-Saxon that makes the reader see it too, and share in his joy of discovery.

*SALLUST'S CATILINE* (Revised edition). Edited by Professor James B. Greenough, of Harvard University, and M. Grant Daniell, formerly principal of Chauncy-Hall School, Boston. Cloth. Pages 103. Price 97 cents. Ginn & Co., Boston.

This is an entirely new edition, except that the introduction written by J. H. and W. F. Allen, has been retained. Long quantities have been marked throughout the text. The notes have been entirely rewritten and much extended, and copious references made to five grammars. Also a vocabulary, prepared after the well-known manner of the Allen and Greenough series of Latin authors, has been added.

*FIRST YEAR LATIN.* By William C. Collar, Head-Master of Roxbury Latin School, and M. Grant Daniell, recently principal of Chauncey-Hall School, Boston. Cloth. Pages 311. Price \$1.10. Ginn & Co., Boston.

The book has thirteen pages of essentials of grammar for reference, applicable to English and Latin alike, followed by seventy-five lessons, each comprehended within two opposite pages, and thirty pages of selections for reading. The lessons can be worked through and reviewed in from twenty to twenty-five weeks. The selections for reading can be read and reviewed in ten weeks or less. A Teachers' Manual containing eight pages of general suggestions followed by notes on each lesson for the guidance and help of teachers, is published simultaneously with First Year Latin and given to teachers who use the book.

*THE SECOND BOOK OF BIRDS.* By Olive Thorne Miller. Cloth. Pages 209, with 24 full page pictures, eight in colors. Price \$1. Houghton, Mifflin & Co., Boston.

Mrs. Olive Thorne Miller is one of the most observant and best informed of writers about birds, while no one writes with more unfeigned enthusiasm and genuine feeling for the world of feathered creatures. This book supplements and extends her First Book of Birds by delightful studies of such well-known bird families as the wren, crow, sparrow, blackbird, lark, swift, etc., to the number of thirty. It is written in a way to interest boys and girls in bird life, as well as to instruct them.

### SEPTEMBER MAGAZINES.

The contents in the September *Atlantic* are strong and varied. There are several political articles. John Muir describes Hunting Big Redwoods—the wonders and uses of the great Sequoia Forests of California. A paper by the late W. J. Stillman develops his Theory of Beauty, and then Lyman P. Powell describes Ten Years of University Extension ... After a long rest in South Africa, Mr. Kipling has returned to England, and is busily occupied with his literary labors. One of his most recent stories is "How the Leopard Got His Spots," which will be published soon in *The Ladies' Home Journal* ... Readers of the September *Century* will not complain of any lack of variety in its contents. Louis Philippe in the United States, by Jane Marsh Parker, traces the footsteps of the exiled prince who became King of France, and his two brothers on a memorable visit to this country a hundred years ago. The Crown of the Continent, to which George Bird Grinnell

directs attention, is a little-known region of northern Montana whence water flows to the Arctic and the Pacific oceans and the Gulf of Mexico... Among the practical papers in the *Chautauquan* are the illustrated nature study for September, entitled, The Hearing Ear and the Seeing Eye, by N. Hudson Moore, and A Pestalozzian Pilgrimage, by S. Louise Patteson, furnishes an account of the life and work of this great pioneer educator... A very practical article regarding Home and Family Life, by Professor Ellen M. Richards, appears in the September number of *The Delineator*. The first sentence is, "The house is but the shell of the home, a shell meant to inclose and protect, not to crush it." These few words give an idea of the breadth and sympathy with which Professor Richards discusses the subject... The September magazine number of *The Outlook* contains half a dozen or more fully illustrated articles, an equal number of full-page portraits of men and women of the day, a long section of the new novel by Ralph Connor, the author of "The Sky Pilot," called "The Man from Glengarry," and the usual carefully-prepared history of the week, editorials, book reviews, etc., etc. Some illustrated articles are: "The New Bishop of London," by William

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**T**HE next Academic year begins September 27th, 1900, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$150) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

STEPHEN M. DIXON, M. A., BURSAR OF THE UNIVERSITY, FREDERICTON, N. B.

Durban, "In the Cotton Fields," by Max Bennett Thrasher, and "A Philippine Educational Exhibit." (\$3 a year. *The Outlook* Company, 287 Fourth Avenue, New York)... There are two important and distinctively Canadian articles in the September *Canadian Magazine*. Dawson As It Is describes the rise and growth of that new city of the north—a mosquito-haunted muskeg in 1896, now a town with seven or eight thousand inhabitants. Cape Breton, Past and Present, by W. L. Grant, a son of Principal Grant of Queen's University, is a splendid piece of descriptive writing. For centuries that island was a battle-ground where the French and the English struggled for supremacy, and Mr. Grant outlines this struggle in a masterly manner... Catherine I. Dodd's article on "The Ideals of an American School Girl," in *The Living Age* for August 10th, describes and tabulates the results of some recent inquiries concerning the ideals cherished by American school girls, in a manner which is diverting and illuminating.

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OCTOBER 17TH AND 18TH.  
1901.

THURSDAY, October 17th.—10 a. m.  
Organization.  
Music, ..... High School Orchestra.  
11 a. m.  
Address by the President, ..... Dr. H. S. Bridges.  
2 p. m.  
Primary Reading, ..... by Misses Barlow and Gregg.  
Advanced Reading, .....  
FRIDAY, October 18th.—9 a. m.  
Geography, ..... by Mr. J. Harrington.  
Co-operation of Teachers, ..... by Inspector W. S. Carter, M. A.  
2 p. m.  
Sloyd Work, ..... by Mr. McCready.  
Election of Officers and Miscellaneous Business.  
Music, ..... Orchestra.  
Question Box at the opening of each session.  
CLARA R. FULLERTON, Secretary.

## Charlotte County Teachers' Institute.

The twenty-second session of the Charlotte County Institute will be held in Marks Street School,

ST. STEPHEN, ON THURSDAY AND FRIDAY,  
SEPTEMBER 26TH AND 27TH, 1901.

THE programme will include papers on Home Lessons and Over-pressure, School Libraries, and Drawing, with practical lessons on Word-building and the teaching of Music, and an address on the subject of Manual Training by Mr. McCready, of the Macdonald School, Fredericton. School Trustees and parents are invited to be present and take part in the discussions. The usual travelling arrangements will be made for members of the Institute.

J. VROOM, SECRETARY.

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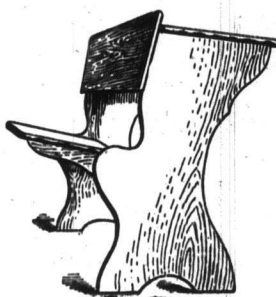
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