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FOR THE ATLANTIC PROVINCES OF CANADA.

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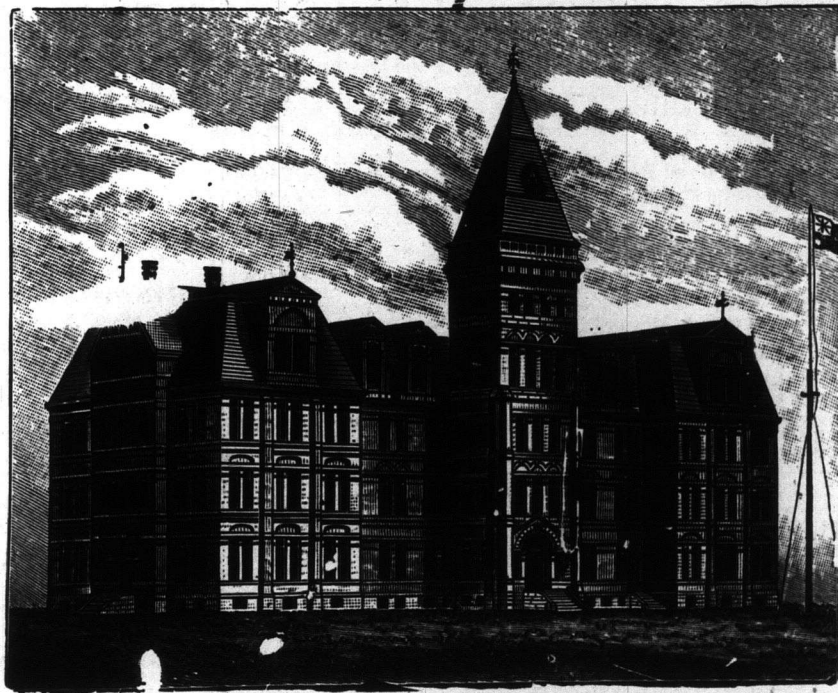
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MR. G. R. MARSHALL is our business manager in Halifax and is authorized to receive subscriptions and advertisements for the *REVIEW*.

THE official notices of Chief Superintendent Dr. J. R. Inch, on page 57, are of great interest to New Brunswick teachers.

SUBSCRIBERS whose addresses have been changed during the summer vacation will confer a favor by

notifying the *REVIEW* at once of the change, so that no number will be lost. Read the standing notice on this page.

THE present number of the *REVIEW* will prove a welcome visitor to the hundreds of teachers who will read its pages previous to entering on their work for a new term, and we hope to make every future number stimulating and helpful. Our readers will welcome the Nature Study lessons by Mr. John Brittain, the Studies in English Literature by Miss Eleanor Robinson, and the review of Current Events by Mr. James Vroom. These are writers well known to our readers in the past, and they will continue their contributions during the coming year. We are also making arrangements for a series of practical illustrated lessons on drawing, to be given by a gentleman who is in every way capable of the work, and who has demonstrated his ability to make the subject of interest and value to teachers.

ANOTHER feature of the *REVIEW* for this year will be the publication of a series of portraits and sketches of Canadians—especially those of the Atlantic Provinces—eminent in literature, science and public life, with brief extracts from their writings where possible. The hope is that the portraits will be framed and hung up in each schoolroom, and that the history of each life and its endeavor, with the extracts given in the *REVIEW* from published writings, may interest and be a stimulus to effort to every boy and girl in our schools.

We begin with Prof. James DeMille, a name that should be better known to our young people. We hope that in their leisure moments they may turn to his writings, so wholesome, witty and interesting to our people, old and young. New Brunswick gave birth to this gifted writer. Nova Scotia was the scene of his life work.

It will be seen by the programme in another column that the Educational Association to be held at Truro, August 26th, 27th and 28th, promises to be

of unusual interest and importance. Prominent men, representing every educational interest in the province, are expected to be present, and to discuss questions outlined in the programme. The Superintendent of Education authorizes the announcement that "sections having county academies, schools of four or more departments, opening on educational week, can take the week as additional holidays, providing the teachers are attending the Provincial Association under Regulation 124.

DR. JAMES HANNAY, the scholarly historian and author, has for several years been engaged on a history of New Brunswick, which will shortly be published in two volumes. Dr. Hannay's History of Acadia possesses a charm that causes it to be eagerly read by all who take an interest in our past. His more recent works are the Life of Sir Leonard Tilley; and the War of 1812, published a few years ago, and now, with further additions and illustrations, running as a serial through the *Canadian Magazine*. His history of New Brunswick will be looked for with great interest. He has had abundant opportunity of gaining access to the past records of the province, and no one possesses a more intimate acquaintance with the men and events of recent years than Dr. Hannay.

THE news of the death of Prin J. B. Sutherland, of Milltown, N.B., will be read with sorrow. While on a hunting expedition near Oak Bay, Charlotte County, in early August, he was shot through both feet by the accidental discharge of his gun. He was removed to the hospital at St. Stephen, but lived only a short time after. Mr. Sutherland was a native of Kingsclear, York County, and a graduate of the University of New Brunswick. He was an excellent teacher, a genial companion, and his death is regretted by a wide circle of friends.

Summer School of Science.

The Summer School of Science for the Atlantic Provinces met at Chatham from July 21st to August 7th. The enrolment was ninety—not so large as on some previous occasions, but there never was more interest manifested in the work by the student teachers present. This was a great source of pleasure to the instructors.

The meetings were held in the fine new school building at Chatham, which is a source of pride to its citizens, as it was a pleasure and comfort to those who gathered day after day in its cool and well-equipped rooms.

The courtesies extended to the school by His Honor Lieut.-Governor Snowball, by Mrs. Tweedie, wife of Premier Tweedie, by the members of the Miramichi Natural History Association, whose rooms and collections were open to the visitors, and the many attentions bestowed by the citizens of Chatham, will always be a pleasant recollection; if no opportunity occurs to accept the kindly offered invitation to "come again," the members of the school will cherish a wish to do so.

The excursions on the broad Miramichi river, with its thriving fields gently sloping to the forest beyond, the towns and villages along its banks throbbing with the hum of industry, and the opportunity to recall many scenes in the early history of this portion of the province, were eagerly taken advantage of by the visitors.

The next meeting of the school will be held at Charlottetown, beginning, it is expected, on the 13th of July, 1904. A previous session held in Charlottetown, nine years ago, was one of great interest, and it is hoped to make the next session one of the best in the history of the school. It remains with the officers, instructors and students to join with the people of Charlottetown to secure this very desirable end. The objects of the school—wholesome study and recreation while visiting each year fresh portions of the Atlantic Provinces, noted for their scenic and other attractions,—should be kept constantly in mind.

The officers elected for the ensuing year are: Mr. James Vroom, St. Stephen, President; Dr. Philip Cox, Chatham, F. G. Matthews, Truro, Dr. Alex. Anderson, Charlottetown, Vice-presidents; and J. D. Seaman, of Charlottetown, re-elected secretary.

Beautifying School Grounds.

Last autumn the REVIEW impressed on teachers the importance of preparing in September for Arbor Day. During the past spring and summer the editor has travelled over considerable portions of Nova Scotia and New Brunswick. He has seen some beautiful school houses, with grounds laid out with taste and kept with care. The schoolrooms were neat and the walls adorned with pictures, and blackboards with drawings. What goodly and pleasant pictures! But his dreams have been disturbed by other scenes. From a car window not a hundred miles from Nova Scotia's capital he saw a school building, occupying a site at once ample and commanding, but bare as a billiard ball, as to trees, shrubbery or grass. What a chance to make

model school grounds (the building itself was a good one), grateful to the hundreds of eyes that might be rested every day by looking upon the picture of green foliage and blossoms, and still leave ample room for a free playground!

Another picture (not of this season) of the interior of a schoolroom not a hundred miles from New Brunswick's railway centre the writer would like to blot from his memory. The house was surrounded with trees, but alas! their pure influence was unheeded. The walls were bare and dirty, the floors unswept, the children careless, untidy and noisy, the blackboards covered with scrawling misshapen characters, the outhouses and approaches to the school unsightly and repellent. Evidently the educational sentiment of the community and the teacher needed cultivation.

How can this be done? By arousing the whole community to the educational value of neat and clean school surroundings. The fall of the year is the time to think of the coming spring. The ground should be dug up and thus permit a free circulation of air through the soil, and allow it to receive the benefits of the winter's snow. A compost heap should be made of leaf mould, and ashes from the burning of dried rubbish, twigs, branches and weeds. Have a plan prepared for the next spring's planting. A few choice evergreens may be planted in early fall, such as pines, cedars and spruces. Mark for planting some shapely trees and shrubs, —which are better left for next spring. Let the pupils do the planning and plotting of the grounds under your direction. Awaken the spirit of co-operation and enthusiasm in the community, and a changed spirit will come over the conduct and lives of the children and their parents.

Summer Wild Flowers.

The readers of the REVIEW who are everywhere through the country now will find the fields and roadsides still full of choice wild flowers. The thalictrum or meadow-rue rears its tall, feathery, white blossoms over many a hedge or meadow pathway, and around or beneath them may be found the buttercups; the loose-strifes with their opposite or whorled leaves and yellow blossoms; the spiraeas or meadow-sweets with their white or pink steeple like clusters of flowers; the Joe-Pye weed rivalling the meadow-rue in height, its purple flowers in strong contrast with the prevailing

whites around it. A near relative to the latter, but with white flowers, is the boneset, gathered by country people for its sovereign qualities in the cure of colds, and especially the "grip." Its name was suggested, not as a paper just at hand states, from its value in "setting the bones" when they ache, but from the fact that its two opposite (perfoliate) leaves are joined, as in a broken "bone" newly "set" in its proper place.

Away off in the meadows, if the scythe of the mower has not already levelled them, are the strong tall meadow lilies, rearing their clusters of yellow orange-spotted flowers,— a fitting Canadian emblematic flower. In the fields are the ox-eye daisy and the brown cone-flower, while everywhere the golden-rods are beginning to glow—a sign that autumn will soon be upon us. The evening primrose, its yellow flowers glowing in the thickening twilight and early morning, is redolent with perfume and resplendent with a mass of fragile flowers. Yellow and white are the prevailing colors of the flowers of summer.

In deep woods the twin flower, perhaps the best loved of our forest flowers, is still in bloom. Some of our boy readers on a recent trip in the woods hailed it as the REVIEW's chosen emblem for New Brunswick. No more appropriate one could be chosen. Here is a story of it that will please our young readers:

A chief's little daughter was lost from the wigwam. Long and vainly the father sought her, and returned at last to the wigwam with a black fear striking at his heart. But what was that he saw at his feet? Waving bells of perfumed pink that seemed to beckon him. Never before had he seen them and yet they grew at the very door of the lodge and all along an irregular path that led out into the forest. He followed the path and presently found his little daughter fast asleep upon the moss. And then the chief discovered that everywhere the little moccasins had pressed the earth a twin flower had sprung up. And so he knew that the Great Spirit had given it to guide him to his child.

Freddy does not often have an idea, but when he does he sticks to it tenaciously. For instance, he came out with this conundrum the other day with a glow of self-conscious pride:

"Why is an eagle like a man?"

Everybody gave it up, when Freddy exclaimed with a chuckle:

"Because it is bald-headed."

"But," said somebody, "not all eagles are bald-headed."

"That's just it," responded Freddy; "neither are all men bald-headed."

Summer Gatherings.—No. I.

BY THE EDITOR.

We happened into an educational conference in Halifax a few days ago. And such gatherings are not occasional in that city. When the educational pulse needs quickening, Supervisor McKay issues a manifesto, and behold! teachers, business men, lawyers, doctors and others gather together to discuss some educational problems that affect not teachers only, but the whole community. On this occasion the subject was penmanship. The vertical system was on trial. It was stated that Halifax had been the first city on the continent to introduce the system, but many of the business men are advocates of slant writing. Hence the meeting was held to discuss the whole question, and this was done with method and spirit by the advocates of both systems. There is much to be said in favor of making such educational matters questions of public interest. In this case the result may be some modification of the vertical system in the Halifax schools.

Some years ago I stood on a height overlooking the town of Antigonish, which nestles in a valley beautiful in its verdure and fringed with forest-clad hills. "What a view!" I exclaimed in admiration. "You should see Guysboro," said a friend at my elbow. And thither I have strayed in my late journeyings. Down through the Strait of Canso, that tidal river which connects the Gulf of St. Lawrence with the Atlantic, past Terminal City, once the dream of a great ocean port nearest to Europe, into the land-locked bay of Guysboro, then through a narrow inlet to a sheltered arm of the sea, and on three undulating hills with neat houses and grounds covering the slopes to the water's edge is Guysboro. Here, two centuries and a half ago, Nicolas Denys, lord of the shore between Canso and Gaspé, under King Louis of France, had a fishing station, and on the little eminence by the narrow passage leading into the harbor stood his fort. Surely he and many of the navigators who came after him had an eye both to beauty and security.

I will let another,* to whom I am indebted for a brief history of the place, describe this pretty

*Mr. E. F. Hart, of Halifax, who, with his wife, has taken much interest in the history of Guysboro.

town. "If you have seen Guysboro as I have on a still summer evening, the foliage mirrored in the water, the mirror so perfect on the western (town) side that one could not tell where water began or shore ended;—if you had seen Guysboro harbor as I did once lashed to fury in the August gale of '73, when every wharf and vessel on the water front clean swept up, high and dry;—if, I say, you had seen Guysboro as I have in all conditions and changes, I believe you would agree with me in saying that it is the prettiest place in Nova Scotia. Unfortunately, it is also the quietest. I shall always remember a Yankee skipper leaning over the quarter of his schooner in Washington Treaty days talking to two or three of us youngsters in a boat alongside. 'Wal, boys, I guess this place is *finished*, ain't it?' 'How do you mean, captain?', said I. 'Why,' said he, 'I've been layin' here three days now and I haven't heard the sound of a hammer or the blow of a mallet, and I've come to the conclusion that this place is *finished*.'"

If the Yankee skipper had seen the gathering of bright teachers who held possession of the town on the 18th and 19th June, he would have given the quiet place "another chance." In the County Academy building, which occupies the most prominent site on Guysboro's three hills, were gathered teachers from Antigonish and Guysboro counties. The northwest wind that swept down from the hills was a nipping and an eager one, and gave vigor to the papers and discussions. Inspector Macdonald, as genial and inspiring a leader as ever guided an institute, brought out the best that was in everybody, and the air, far into the night, was filled with the clash of educational weapons, steel sharpening steel.

Some strong points of the Institute were: The reading at the public educational meeting of the will of the late Matthew Walsh, who died in 1818, and bequeathed to the district of Guysboro a fine property, the interest on which is still a valuable income to the schools. This inspired Supt. McKay and others to wish long life to Matthew Walsh and many more of his kind.

Principal Soloan made this good point: It is not necessary to divide the subject of English into grammar, composition, etc., but to teach boys and girls to speak the English language clearly, decently, looking their interlocutors in the face;

listening courteously; answering with freedom, without boldness, and with fair accuracy; if they speak with accuracy they will write with accuracy.

The paper of Principal J. M. Swayne, of Antigonish, was one that would charm the heart of a naturalist. He has the happy faculty of inspiring boys and girls with a desire to study the nature around them—plants, birds, insects, rocks—and to take an intelligent delight in them all. "While he does this," said Inspector Macdonald, "every other subject in the curriculum is taught well, and with accuracy." We hope that Mr. Swayne may tell the readers of the REVIEW some of his methods.

There were many other helpful papers and discussions which can only be briefly mentioned here—Miss Kinley's paper on the Cultivation of Taste in the Schoolroom, which will be published in the next number of the REVIEW, and is worthy the attention of every teacher; the paper of Prof. Harlow on Nature Study, which had many original suggestions derived from his own experience; Miss Harriet Johnson's paper on School Management; that of Principal Bruce, on Horticulture and other Industries in Connection with the Schools; and Principal McLeod's lesson on Physics. The Institute closing with a clear and well-balanced discussion of the salary question, with resolutions passed in accordance with the views expressed in the last number of the *Journal of Education*.

Examination Papers.—No. I.

By G. U. HAY, D. Sc.

For years past the REVIEW has directed attention—in a helpful way, it is hoped—to the papers of candidates for Normal School license and High School promotion or closing. The criticisms made in these pages by Dr. Waddell and others have been of great value to teachers and to candidates for examination. Some of the gravest faults made by writers of papers have been pointed out, and suggestions made for improvement. We would like to have all our examiners make use of the columns of the REVIEW for this purpose, each one giving a page—and a page only—each month of concise, helpful suggestion from his own experience and observation of the papers read. If this were done up to June next we venture to say that the series would prove suggestive, and of the

greatest value to teachers and students. We are making arrangements to carry out this useful plan, and ask for the cordial co-operation of all the examiners.

To begin, the writer will here point out some of the faults met with in papers read on School Management and the History of Education, written by candidates for second and first class and grammar school license in the N. B. Normal School. The criticisms and suggestions are somewhat hastily made and are of the most general character, because few notes were taken at the time of reading the papers, and these referred to blunders in spelling and composition rather than to defects in the subject matter.

First. What impressed the examiner was the failure of candidates, in the majority of cases, to express themselves concisely and in clear, vigorous English. This is evidently due to want of practice and lack of confidence on the part of candidates. When we consider the stimulating and educative functions of the examination in connection with the teacher's class-room work during the term, there has evidently been too little preparation of this sort. Practice examinations should be more frequent. It is a good plan from the fourth or fifth grade onward to hold weekly examinations in every school on the last hour every Friday afternoon, on one or more subjects of the course, taken alternately until every branch comes under review, and repeating this process throughout the term. Thus the teacher is constantly testing his own work and gauging to what extent each pupil has understood the subjects taught. Two hours spent on Friday evening or Saturday morning would be ample for the teacher to estimate the papers, which should be returned to the pupil on Monday. A half hour may then be spent in going over the questions, pointing out the most obvious faults and the clearest and most direct way to answer questions. The burden on the teacher is not as great as prolonged examinations on all the subjects twice or thrice throughout the term; and the strain on the pupils amounts to nothing—being but an hour of intense but exhilarating application on the last hour every Friday. A generous mark for a neat and well-written paper, in addition to the other marks, should be given, and this would encourage habits of neatness and readiness of expression. The marks thus made should be used for promotion at the end of the term; and this would be one of the

strongest incentives to interest in school work and regular attendance. The value of such examinations in making pupils ready writers and keen thinkers—able to think and express themselves on the moment—would be of inestimable advantage to them in life. Such examinations are not heart-breaking and fatiguing tests; they are a part of the school work, and are welcomed every Friday afternoon as an exhilarating tournament where each scholar has an opportunity to cross lances with his mates, in a test of scholarship, speed and accuracy.

Second. To return to our papers: If an examiner comes upon a "wordy" paper, double the length it should be, with writing so bad that it is difficult to decipher, poor spelling, slovenly composition, he naturally discounts the prolific promises of the student-teacher to do great things for his pupils.

The following could be re-cast to advantage and put in half the space, or less:

The pupil is very liable to remember longer, and I think it may be safely said *will* remember longer, what he gets from observation and what he has found out for himself than though the teacher told him a fact.

A clear, direct statement without "padding" is what an examiner likes to see.

Third. The following are some improper words or expressions: "Learn" for "teach." "Effect" for "affect." The use of a plural pronoun referring to a singular antecedent. "I would give each pupil a flower and tell *them*, etc." This is a very common error. "Ungrammatical" for "not grammatical." (Ungrammatical is not found in the dictionary). "Timidness" for "timidity," "unmagnetic" for "not magnetic," "ill attention" for "inattention," "recourse" for "resource," "setting" for "sitting," "gotten" for "got," and so on. A too frequent tendency to use hyphenated words, as "mis-spell," "them-selves."

The following on "How I would teach good reading," shows considerable confidence in one's self, but the language belongs to the corner grocery, not to the schoolroom:

I would give my pupils lots of sample reading that they may know what good reading is.

Candidates should avoid "big" words and use the simplest words possible. The examiner would not then find himself disentangling such expressions as

Children will become disinterested in their work. Corporal punishment has been greatly deprecated; it calls up the greatest amount of antagonism.

Fourth. A great many papers were absolutely free from errors in spelling, but the following list shows words misspelled, many of which come up in nearly every examination for teachers' license:

Tobacco, knowledge, addition, allotted, divide, correspondence, separated, rosy, feel, engineer, associates, detached, individually, speech, errors, until, simultaneously, specimens, sentence, severely, basis, grammar, occasions, piece, emphasis, desirous, diphthong, practical, business, extreme, expel, dozen, all right (not alright), organization, opportunity, practice (noun), maxim, misconduct (without hyphen), indelibly, disapproval, thorough, lose, pronunciation, cleavage, occurrence, led, senses, ridicule, rob, noticeable, coincide, principal, censures, consonants, proceed, exaggerate, permanent, privilege, judgment, allotment, fibres, deprecate, ideas, mathematics, effervesced, peculiarities, amount, seem, arrangement, forty, fields, corporal, mimicking, emergency, wilfully, development, occurred, potato, gauged, gaseous, tendency, manual, carelessness, inflammable, too, necessary, perceive, deficient, pasteboard, prefer, disappeared, beginning, sphere, sentence, dismissal, getting, Swedish, enunciation (not annunciation), opposite, unnecessary, applies, indispensable, operation, rivalry, boundaries, monasteries, controlling, preceding, dissect, narrative, benefitted, effect.

A Resemblance.

The school-room was quiet save for the noise
Of pencils, as over the slates they flew;
The school had a visitor that day—
The local inspector had come to stay
A short time, to see the tots at their work;
And no one seemed inclined to shirk,
But each was trying his best to do,
When the teacher noticed one little maid
Whose gaze from the lesson before her strayed
To the visitor's face, and lingered there;
Little maid Marian, the pride of the school,
Who never had disobeyed a rule.
There she sat as one entranced,
Till the guest, conscious of her childish stare,
Laid his hand gently on her golden hair
And looking at the eager, upturned face,
Kindly asked, "What is it, my little girl?"
Caressing the while a golden curl.
Then with breathless voice and cheeks glowing red,
"Please, sir, I've the nicest grandpa!
And you look just like him!" the little one said.—*Sel.*

A reminiscence by Sir Joshua Fitch (at the Assistant-Masters' dinner): The trustees of a stagnating grammar school sought an interview with members of the Endowed Schools Commission, stated their case, and asked advice. "To what do the trustees themselves attribute the decay of the school?" one of the commissioners inquired. After hesitation and consultation, a trustee humbly suggested: "Perhaps we had better send the commissioners a photograph of the headmaster!"

Old Time Songs.

BY THE EDITOR.

What a charm there is in the old-time songs! While we were camping out on the banks of the River St. John a few weeks ago, a boat load of young people, rowing in front of our tent, sang some of these old melodies; and so perfectly in harmony were their rich young voices with the scenery of the quiet evening and the calm waters that it made one wish these simple old-time songs were more generally known and sung by our school children. To make this possible, the REVIEW will give the words of a few of these songs, with some interesting particulars of how they came to be written, and some facts about their authors. The music of any of them can be obtained for five or ten cents at any bookstore or from any music dealer. (Many of them are found in the book reviewed in another column in this number of the REVIEW). A pleasant half hour may be spent alternate Friday afternoons in practising the songs and in reading little compositions made up by the children about their authors.

SONG—OLD FOLKS AT HOME.

'Way down upon the Swannee river
Far, far away,
There's where my heart is turning ever,
There's where the old folks stay.
All up and down the whole creation,
Sadly I roam,
Still longing for the old plantation,
And for the old folks at home.

CHORUS—

All the world is sad and dreary,
Everywhere I roam,
O darkies, how my heart grows weary,
Far from the old folks at home.

All round the little farm I wandered,
When I was young,
Then many happy days I squandered,
Many the songs I sung.
When I was playing with my brother,
Happy was I,
Oh! take me to my kind old mother,
There let me live and die.

CHORUS—

All the world, etc.

One little hut among the bushes,
One that I love,
Still fondly to my memory rushes,
No matter where I rove.

When shall I see the bees a-humming,
All among the comb?
When shall I hear the banjo thrumming,
Down in my good old home.

CHORUS—

All the world, etc.

Brighter, but scarcely less plaintive or full of melody is the next song of the same author. The imitation negro dialect is not given, as nothing is gained by teaching it to children :

SONG—MY OLD KENTUCKY HOME.

The sun shines bright in the old Kentucky home,
'Tis summer, the darkies are gay,
The corn top's ripe and the meadow's in the bloom,
While the birds make music all the day.
The young folks roll on the little cabin floor,
All merry, all happy and bright;
By'n by Hard Times comes a-knocking at the door
Then my old Kentucky home, good night.

CHORUS—

Weep no more, my lady,
Oh! weep no more today,
We will sing one song for my old Kentucky home,
For the old Kentucky home far away.

They hunt no more for the possum and the coon,
On the meadow, the hill and the shore,
They sing no more by the glimmer of the moon,
On the bench by the old cabin door.
The day goes by like a shadow o'er the heart,
With sorrow where all was delight:
The time has come when the darkies have to part,
Then my old Kentucky home, good night.

CHORUS—

Oh! weep no more, etc.

The head must bow and the back will have to bend,
Wherever the darkey may go,
A few more days and the trouble all will end
In the field where the sugar canes grow.
A few more days for to tote the weary load,
No matter, 'twill never be light,
A few more days till we totter on the road,
Then my old Kentucky home, good night.

CHORUS—

Oh! weep no more, etc.

Can anything be more simple than the quaint homely English of these verses? and their pathos appeals to young and old. The teacher can recall to the pupils the unfortunate condition of the negro slaves of the South, often torn from their homes and sold by one master to another, and to the fact that many of these run-away slaves sought

refuge in Canada. (See "Canadian History Readings," G. U. Hay, Publisher, page 322).

Stephen Collins Foster, born at Pittsburg, Pa., July 4th, 1826, was the author of these and nearly two hundred other songs and melodies, many of which were long deservedly popular. Among these were: Old Uncle Ned, Willie We Have Missed You, Old Dog Tray, Come Where My Love Lies A-dreaming, Sadly to My Heart Appealing. The latter was written when he was only thirteen years old. The two songs quoted above are best known. It is said that "Old Folks at Home" yielded him \$15,000. He taught himself music (a hint to many who "can't sing"), the elements of painting, and French and German. His gift of melody was remarkable, and if he had had a thorough musical education, he might have become a second Schubert. He died in New York on the 13th of January, 1864, at thirty-eight years of age.

(To be Continued.)

A hunter in the Alleghenies one day shot a very large bald eagle. The bird measured seven feet, two inches across the wing. When the sportsman went to examine his prize he was astonished to find one of the eagle's claws held firmly in a powerful steel trap, to which was attached a steel chain five feet long. Trap and chain had many marks of vicious blows from the eagle's bill, showing how he had vainly endeavored to free himself from them. While they had not been heavy enough to prevent his flying, the hunter believed that they had so impeded and wearied him as to be the cause of bringing the great bird within the reach of his rifle. Many a fine man, with brain and imagination, and heart capable of high soaring, has been brought within reach of the enemy's gun by some trap of vicious appetite or passion that has held him down from his place among the stars. How wise the admonition of Paul, in his letter to the Hebrews: "Let us lay aside every weight and the sin which doth so easily beset us."

A master of an elementary school recently sent a batch of "howlers" to the *London Globe* for publication. On the nature of gases, "An oxygen has eight sides"; in natural history, "A cuckoo is a bird which does not lay its own eggs"; a "mosquito is a child of black and white parents"; and "a blizzard is the inside of a fowl."

"I think auntie is very inconsistent," said the fearfully bright boy.

"Why?" asked his mother.

"Because she called me a young heathen, but she never makes the other children save up their pennies and send them to me."

Think of your own faults the first part of the night, when you are awake, and of the faults of others the latter part of the night, when you are asleep.—*Chinese Proverb.*

Nature Study in the Common Schools.

After the Summer Vacation.

BY JOHN BRITAIN.

Winter advances so steadily toward us after the summer vacation that we have but a few brief weeks in which to study the autumn work of plants and their preparations for winter.

In order to understand the structural relations between the flowers of spring and summer and the fruits of autumn, each child must have a clear idea of the structure of a flower and the functions of its parts. So the first lessons should include a review of the flower, with the careful comparison of a few flowers with the fruits these particular flowers produce.

The observant and sympathetic teacher will find that the children care little for structure apart from its relation to function and life. Study each plant, then, as a living and working organism, which must work out the problems of its existence without understanding them, as we ourselves often have to do.

And while taking the utmost pains to get the facts correct and the ideas clear, let us not forget that the value of the teaching in the lives of the children depends mainly on the spirit which pervades it. If our teaching is permeated by sympathy with child-life and with nature, it will arouse in many a young heart that *nature-love* without which none can enter upon the best part of our earthly inheritance.

In collecting plants for these first lessons, select them from families which both bloom and mature their fruit in autumn. The Pulse and Composite Families afford the best and greatest variety of material. The irregularity of form in the flowers of the Pulse Family, and the cohesion and adhesion of the parts of those of the Composite Family, and their social habits, present problems different from those of the simpler flowers studied in spring.

In the Pulse Family, the sweet pea, the sweet clover, the red and alsike clovers and the garden bean, may all be found both in flower and fruit. The children will make out the structure of the flower of the sweet pea, which is the best to begin with, with but little aid from the teacher. Many will think at first that the corolla has only four petals, and when trying to find a fifth to equal the number of parts in the calyx, some will conclude that the large upper petal (the standard) must

represent *two* petals; but upon examining the keel, which encloses the stamens and pistil, they will see reasons for believing that the *keel* corresponds to two petals. Many will *guess* at the number of stamens and fail to see the loose separate stamen unless the teacher insists on careful individual work. All will notice the peculiar shape of the flower (butterfly-shaped)—the way in which the petals, before the flower opens, are folded about the pistil and stamens—and will try to find the meaning of the automatic unfolding and spreading of the standard and wings. The question whether this last process, and the bright colors and sweet odor of the flower, have any relation to pollination will arise; but no attempt at a decisive answer will be made until the children have watched, on some sunny days, the insect visitors of the sweet pea blossoms. The teacher may suggest, however, that while the color and fragrance might attract the attention of insects, these hungry visitors would probably pass by unless the flower could furnish something more satisfying to the appetite. This may result in the children themselves, when removing the petals and stamens, getting a taste of the honey (nectar) from the base of the flower.

The development of the pistil into the pod should be traced. The pod, being the ripened pistil, is a fruit. A doubt will arise as to whether it is composed of *one* or of *two* pistil-leaves (carpels). It can easily be shown, however, that a fairly broad leaf, folded along the mid-rib and fastened together where the margins meet, would form a similar vessel—the mid-rib answering to one edge of the pod and the seam (suture) where the margins meet to the line upon which the seeds grow.

The leaves of the sweet pea are apt to be taken for short branches, each bearing two flat leaves besides the thread-like tendrils. The children can be led to argue themselves out of this notion by examining in class cuttings from trees or shrubs which show that branches grow out of the axils of leaves—the place of the leaf below the base of the branch being marked by a scar after the leaf has fallen. They may also find real branches on the sweet pea stem which grow out of the axils of the real leaves. They have found a pair of stipules before at the base of a leaf, but have never found such appendages at the base of branches. They will thus convince themselves that the sweet pea has a compound leaf made up of two stipules, a

leaf-stalk and a blade with two flat leaflets, and three or more thread-like leaflets called tendrils.

In considering the function of the tendrils, it will be in order to enquire why other plants of this family—beans and clover, for instance—do not need tendrils, or how they get along without them.

The tubercles on the roots of the sweet pea will excite remark. The children will not be able to find out anything themselves regarding the functions of the tubercles; but it might not be too much perhaps for the teacher to say that scientists have found these little swellings to be inhabited by minute plants (Bacteria)—far too small to be seen by the naked eye—which help to prepare food for the sweet pea plant.

The seed of the sweet pea will be found to be completely filled by an embryo with fleshy seed-leaves; but the bean furnishes a better seed for study. Great pains must be taken to make it clear to every child that the thick seed-leaves are a part of the "little plant in the seed." It will be found that the embryo—little plant—in the bean seed is made up of a stemlet bearing two fleshy leaves (the seed-leaves), and two thin leaves between them forming the plumule or first terminal bud of the bean plant. By watching the early growth of this little plant (bean seeds will germinate readily in autumn if kept warm and moist) the children will learn to say that the seed-leaves supply nourishment to the *other parts* of the young plant—the stemlet and the plumule—instead of speaking of the seed-leaves as something outside of the embryo, thus incorrectly making the young plant consist of the stemlet and plumule only.

Other plants of the Pulse Family should now be brought in and compared with the sweet pea and with each other. A field excursion devoted mainly to this family may appropriately follow.

Some well-selected questions should be answered in writing by the pupils as the lessons proceed and a few drawings made. But do not weary the children by requiring long notes and numerous drawings, else they will be glad when the lessons on plants are over.

A roll of bills stopped a bullet which struck a Chicago man in the breast, thus saving his life. Yet there are reckless people who will go right ahead day after day without a roll of bills on their persons.—*Kansas City Journal*.

Lodger—I can't stay here any longer, Mrs. Binks.

Landlady—Why not, sir? What is your complaint?

Lodger—Lung complaint; your baby howls too much.

A Floral Curio.

To the Editor Educational Review.

DEAR SIR,—That like produces like is a generally accepted rule. Yet we know that this rule is liable to variation in different vegetable and animal forms. A most remarkable variation occurred here this season. In an orchard a peculiar growth was observed growing on a small tree of the New Brunswick's variety. The apples on the tree at the time were about the size of hazel-nuts. The peculiar growth was broken off and placed in a glass of water, where in a few days it opened out a beautiful pink double rose, two and one-quarter inches in diameter. Unluckily, the curio was not preserved, and in three days the petals had fallen off. It may be that this tree is a descendant of the celebrated thistle, from which Simple Simon tried to pick plums.

WM. H. MOORE.

Scotch Lake, York Co., N. B.

[This "sport" in flowers is often met with in plants belonging to the rose family.—EDITOR.]

Two Schoolmasters.

Here is a picture of two schoolmasters in an article from the *Cornhill Magazine* on "Dean Farrar as Headmaster," written by one of his old pupils of Marlborough School.

"Perhaps our ability to appreciate Farrar was impaired by the fact that he succeeded Bradley.

"Bradley was a schoolmaster to the finger-tips, with clear exact mind; an excellent teacher of scholarship (in the old sense); doing small things perfectly; very thorough; quick and merciless in searching out weak spots; diligent in the use of probe and microscope; armed at all points, and without a single weak spot himself; invulnerable, firm, business-like, and knowing every boy.

"Farrar was the antithesis of all this. He was not only something more, but he was also something less than a schoolmaster. True! as a mere teacher of scholarship in the old sense, he was quite up to the highest school standard. As a disciplinarian he was unconventional, to say the least. He did not take a drill-sergeant's view of his profession. He gave us great liberty, rode with a very loose rein, and trusted to our moral force instead of to his own vigilance. His rooted belief that he knew boys led him into many blunders; his unflinching earnestness, candor and kindness invariably corrected the effects which his blunders might have otherwise produced. We regarded his great qualities with admiration and his failings with tenderness. . . . I have known some half-dozen other headmasters, and have often discussed all of them with their pupils—for I fear that I was ever a gossip—but I adhere to my belief that Farrar was the most interesting of the lot."

English Literature in the Lower Grades.

BY ELEANOR ROBINSON.

At the end of the holidays the wise teacher will make plans for next year's work. We know by experience how, when school has once begun, our energies will be exhausted by the necessary close attention to detail,—the trees will again obscure the wood. While our minds are still free from the pressure of every-day work, let us take a long and steady look at our subjects in general, try to get a firm hold on principles, and set before ourselves again the aim of our work in each particular field. We need to do this, for the high aim is so likely to be obscured by conventionalities, by the struggle to meet examination requirements, by our own weariness and laziness. "Enthusiasm's the great thing, I repeat, only we can't command it."

But one way of commanding it is to keep in sight the mark for which we are striving.

We know what the mark is in teaching literature. We try to send the child out from school with a genuine enjoyment of good reading. If we do this, we succeed, in some degree. If we do not do it, we fail. It makes no difference that a pupil may make a hundred per cent on an examination paper in English, that he may be able to parse and analyze every sentence that Milton ever wrote, and classify every figure of speech in Shakespeare. If he can get no pleasure from reading Shakespeare's plays, and thinks that poetry is only for the schoolroom, our work has failed. It is not always, not altogether, our fault, perhaps. But there is a rock on which we are all too likely to split—of young teachers especially. Let me cry a friendly warning. Very often, in answering a question as to how they would set about teaching a selection either of prose or poetry, a normal school student or a teacher will say something like this: "I would try, first of all, to see that the child thoroughly understood it." Now one has to be very careful in challenging such an answer as that; and yet one feels that, too often, there is behind it a misconception both of the office of literature and of the capabilities of a child. Can the most earnest and thoughtful student ever say that he *thoroughly understands* a great poem, a great play, a great novel? Is it not one of the glories of a work of art, whether it be in literature, music, or painting, that it is inexhaustible? That we come back to it after new experience of life, and find new treasures in it? And if this is true of the mature

student and the greater literary works, does it *not* apply to the child and his simpler studies? *Some* understanding must come first in point of time, but too often the teacher tries to make the pupil comprehend what is beyond his grasp, and then comes the killing of enjoyment. No piece of writing should have time wasted on it in school unless it is worth the study of the mature mind. Then, the child will get some understanding and pleasure from it; the youth will see more, and enjoy more of its beauty; the fully developed mind will enter still further into the lifelong possession. And it is something to wonder at that there are people, and some of them teachers, who say, and believe, that what is not understood cannot be enjoyed. The writer remembers still her keen delight when, a child of nine or ten, she read and re-read the extract in a high school reader from DeQuincy's "Mailcoach," entitled, "A Vision of Sudden Death." And yet it was all mysterious, even irritatingly so. No questioning could have drawn from her any reason why she liked it. Yet like it she did.

Some years ago a class of girls was asked to write some account of their studies in literature during the year that was past. The utmost freedom was given them in treating the subject, and each girl, naturally, dwelt at greatest length upon the work that she had most enjoyed. The paper from which the following extracts were taken was written by a girl of fourteen, not by any means the most satisfactory student in the class, and they illustrate the point that a child may entirely miss in a poem the thought that is beyond her capacity, and yet get a genuine understanding and enjoyment of it as far as she goes. I believe many people would consider it absurd to expect a young girl to study Browning's "Saul" with any degree of sympathy or appreciation. The girl says:

"The story is about one of David's visits to Saul when he used to play, in order to drive away the evil spirit. . . . But it was not the Saul who delighted in warfare; it was not the Saul who, so brave and daring, was the chosen king of the people of Israel. No! surely this man, who was leaning on the cross-bar of the tent, and looked so utterly discouraged and despairing, could not be Saul, the king of Israel. . . . Then David took out his harp, and untwining the lilies from its chords, began to play the tune which he had so often played before to call the sheep together in the evening; this melody was one which touched not only the hearts of men, but even of animals, and Saul seemed then to have less understanding than the very lambs. Then he played the tune which draws the quails from their mates, to follow the steps of the player, and then that which makes the jerboa come out of his sand-house. All these applied first to animals, but as the poet explains, God gave to all his creatures in some degree the love and fear of the same things, and therefore the tunes which the quails, sheep and jerboas felt so keenly must have something in them for Saul. But now David ventured a step further, and played the wine-song of the reapers, which Saul must often have heard when he was only the son of Kish, and

never dreamt of being king. . . . At last David changed the air to the song of the Levites as they go up to the altar, and at the end of this he stopped, for 'here in the darkness Saul groaned,' the first sign to show that all David's efforts had not been in vain. This last must have waked in Saul a memory of those happy days which he had spent among the Levites before he had turned his heart from God."

Gems to Sweeten Life and Work.

Helpful words on the blackboard or tastefully arranged in mottoes around the schoolroom, will exert an influence for good that you do not dream of. Let them be memorized, and they will sink deep into the mind, to come out in after years, to cheer, encourage and make happy those who have stored them away in early life. They lead also to the study of literature; for pupils will not be satisfied with a line or two from an author who has written a beautiful poem. There is much in the story of his life which will help us in ours, and the pupils will soon find he has written other things that are worth reading, if not committing to memory.

Encourage every boy and girl in the school to have a motto, wisely chosen, with an honest endeavor to live up to it. Quotations that appeal most to young people are joyous and hopeful, easy to be remembered, simple enough for them to understand, but wise and stimulating enough to suit all periods of life. The following may serve as models:

To the pure all things are pure.—*Bible*.

Genius is eternal patience.—*Michael Angelo*.

A contented spirit is the sweetness of existence.—*Dickens*.

Live pure, speak truth, right wrong,

Else wherefore born?

—*Tennyson*.

There is nothing in which people betray their character more than in what they find to laugh at.—*Goethe*.

Good manners is surface Christianity.—*Holmes*.

When we climb to heaven, 'tis on the rounds of love to men.—*Whittier*.

To have joy one must share it.

Happiness was born a twin.

—*Byron*.

Believe me, the talent of success is nothing more than doing what you can do well; and doing well whatever you do,—without a thought of fame.—*Longfellow*.

So nigh is grandeur to our dust,

So near is God to man,

When duty whispers low, "Thou must,"

The youth replies, "I can."

—*Emerson*.

Do thou thy words, thy tones, thy looks control;
Soft clay are these, yet they shall build thy soul.

—*Frederick Langbride*.

Ask of the trees themselves how they should be treated, and they will teach you more than can be learned from books.—*Pfeil*.

Suggestions for Primary Work for Country Schools.

In many country schools, primary work is neglected; often because the teacher has not time, oftener because she does not know what to do, and how to best utilize the time that she has. Few country teachers have had any training in primary work, much less visited a kindergarten.

A teacher may be able to teach the subjects of reading and number work in a satisfactory manner, and yet neglect primary work. How? By not providing the children with sufficient busy work. If children are not kept busy during their first year of school, they will form idle habits, or they may lose interest in school and plod along for a few years in a careless manner and then drop out. They must not be allowed a single idle moment in which to plan mischief and get disorderly.

After you have instructed your class in reading or number work, to copy a certain number of words or to do an allotted amount of number work, don't dismiss them and forget what you told them to do. After sufficient time has passed for all to do the work, stop at the desks and see what each has done. Praise that which is worthy of praise, and require the one who has not done his work neatly, that is, done it the best he can do, to do it again. Don't go back to your work without providing each child with something to do.

"What shall I have them do?" asks the perplexed teacher. The following suggestions may be helpful where supplies are not furnished.

Cut letters and easy words from newspapers and books, place them on cardboard and give each pupil an envelope full. Require them to use these in copying reading lessons, hard words in the lesson, make lists of words beginning with a certain letter, etc., etc.

Colored shoe pegs and toothpicks may be used in copying Roman numerals, figures, and pictures of easy outline from the blackboard. With these they may also build houses, towns, etc. Have some soaked peas or corn, and show them how to make chairs, picture frames, etc., using the toothpicks, pegs, and corn or peas.

If you are unfortunate enough to have your schoolhouse surrounded with burrs, encourage the children to gather them; use them in making baskets, toy furniture, etc. You will thus rid the playground of a nuisance, and provide interesting work for your pupils in school time.

If possible, have sand trays made; procure a pail of clean sand, and let the pupils model the forms of land, fruit, etc. Perhaps you may have some large boys in the school who would be pleased to make the trays for you. In summer time, let them build houses and lay out attractive grounds upon their desks, using for this purpose the toothpicks, pegs, and soaked peas for the houses, and little twigs and sprays of flowers for the shrubberies and flower beds. Offer a prize to the one making the most attractive plan.

Cut up old calendars and paste the figures upon pasteboard. Use in number work and various ways that the ingenuity of the teacher may suggest. Draw pretty forms, such as leaves, stars, etc., on pasteboard and cut out. The children may draw around these, making the models on slates or paper. Keep a box of paints for them to color their work, woodcut pictures, and the like.

If you have not time to prepare this work, to watch it, to distribute it, and to put it away, have some of the older pupils do it for you. They will appreciate helping you. Be sure to examine the work yourself to see that it is done neatly and correctly. It will not take you as long to do this as it will to be constantly on the watch lest the children violate some rule of order; if you keep them interested and busy, the problem of government is solved.

Get some colored paper and cut it into strips (having first put mucilage along one edge and let it dry). The children can make chains of these. They are useful in learning to count, in learning the multiplication table, and in decorating the room.

Get some sewing cards. You can make them, if you cannot afford to buy them. Sewing books are also nice. The books may be made of stiff manilla paper with pictures of easy outline drawn on the pages. The children will gladly furnish their own thread and needles. If their colors are not bright enough, you can add one or two bright colors to their collection. It is well to allow some little favor to the one who keeps the neatest sewing book.—*American Primary Teacher.*

Live I, so live I,
To my Lord heartily,
To my Prince faithfully,
To my neighbor honestly,
Die I, so die I.



PROFESSOR JAMES DEMILLE.
Professor, Author, Lecturer. Born 1837. Died 1880.
See page 44.

Professor James DeMille was born at St. John, New Brunswick, in 1837, and died at Halifax, January 28th, 1880, aged 43 years. His father was at one time a prosperous merchant in St. John. The son received the groundwork of his education at Horton Academy, and was graduated from Brown University, Providence, Rhode Island. He engaged in the book business in St. John for a short time, but that not being to his liking he became connected with Acadia College as professor of classics, which position he held until 1865. In that year he was offered the superintendency of education for the province of Nova Scotia, but chose instead to accept the position of professor of history and rhetoric in Dalhousie College, which he held until his death. Fond of the work of teaching, of excellent abilities, genial, and possessed of a fine fund of humor and good conversational powers, he won the affections of his students. His extensive travels in Europe and on the continent of America, broadened his views and gave him a wide range of subjects and characters which were worked up with great effect in his books, essays and lectures. His infectious humor, his complete mastery of simple Anglo-Saxon, gave his writings an instant and wide popularity in England and America. He wrote a class-book on rhetoric which was adopted as a text-book in many United States schools and colleges. In early life he showed a remarkable talent for writing. On showing one of his manuscripts to a friend, he was induced to send it to a publishing house. It was instantly accepted, and from that time his writings were eagerly read, and his success as an author assured. While a student in Brown University he was a constant contributor to Harper and Putnam's Magazines and Gleason's Pictorial. His known books are: *Helena's Household* (his first work); *The Lily and the Cross*; *A Tale of Acadia*; *A Castle in Spain*; *Cord and Crease*; *The Dodge Club* (full of quaint humor and good natured satire); *The Cryptogram*; *The American Baron*; *Babes in the Woods*; *The Living Link*; and the *B. O. W. C. Series*, which consists of the following: *The Boys of Grand Pré*, *Lost in the Fog*, *Fire in the Woods*, *Picked up Adrift*, and *Treasures of the Sea*. The scenes of all these are laid in Nova Scotia, and especially about Blomidon, and about the Bay of Fundy. They tell of treasure-digging expeditions to Grand Pré, fights with the Gaspeaugians, camping out on the hill, sailing expeditions about Minas Basin and the Bay of Fundy, mineral hunting on the face of Blomidon, castaway adventures on Isle Haute, the perils of being "lost in the fog" off Quaco, and various adventures at Spencer's Island, Five Islands, Scott's Bay and other places about these shores. The two extracts given on another page may serve to show his charm as a writer for boys. His stories are always pure and wholesome, redolent of outdoor life and breezy adventures, and full of boyish exuberance of spirit. He has written some of the finest juvenile literature to be found on the world's book-shelves; and we hope the youth of these provinces may wish to read an author—one of our own—whose stories have for more than half a century been the delight of thousands of boys in other countries.

Professor DeMille had purposed to devote some of his more mature life and thought to a study of conditions in Canada. Had he lived to do so our literature would have been enriched by the wholesome writings of a large-hearted, inspiring, genial man.

Echoes from the N. E. A. Boston.

[Condensed from the N. E. Journal of Education.]

The meeting of the National Educational Association at Boston, July 6-10, was more than twice as large as any in its history. Thirty thousand people registered, and the arrangements were such that there was no friction. It was an admirable illustration of what can be accomplished by intelligent and orderly foresight and methodical business habits. There were sixteen departments, each devoted to a specialty, and every department was full. We give a few extracts from some of the papers read.

NEW DEFINITION OF THE CULTURED MAN.

The horizon of the human intellect has widened wonderfully during the past hundred years, and the scientific method of inquiry has been the means of that widening. The idea of culture has always included a quick and wide sympathy with men; it should hereafter include sympathy with nature, and particularly with its living forms, a sympathy based on some accurate observation of nature. The four elements of culture are character, language, the store of knowledge and imagination. Let us as teachers accept no single element or variety of culture as the one essential; let us remember that the best fruits of real culture are an open mind, broad sympathies, and respect for all the diverse achievements of the human intellect at whatever stage of development they may be to-day—the stage of fresh discovery, or bold exploration, or complete conquest.—*President Chas. W. Eliot.*

CURRICULUM OF THE SECONDARY SCHOOL.

The curriculum of the secondary school must be broadened in order to meet the increasing demand for courses of study that touch modern life, modern conditions, modern activities, modern responsibilities. The great majority who are coming will inherit no wealth; they expect and desire to earn their own living. We do not need them as lawyers, or ministers, or doctors; we hope they won't all write books. We shall need them as teachers, as engineers, as accomplished workmen in our industries and in modern methods of trade and commerce. Let us persuade them that education and skill dignify and adorn every occupation. Let us avoid the serious mistake of training the majority as though they were a privileged minority.—*Professor Calvin M. Woodward, St. Louis.*

SURROUNDINGS OF RURAL SCHOOLS.

If we expect our children to live the beautiful and love the beautiful, we must surround them with beautiful influences in home and school. A child is educated by every influence with which he comes in contact, is being changed for better or for worse every moment of his life. I pity the man who has no pleasant recollections of his school days, but how can he have such happy memories if his school life is associated in his mind with a tumble-

down building, a barren schoolroom, and constant contention to preserve the school playgrounds from the encroachments of animals and tramps?—*Supt. Chas. R. Skinner, N. Y. State.*

SAVING TIME IN ELEMENTARY AND SECONDARY EDUCATION.

In many cities the separation between the two schools has come to be felt so keenly, that within the last few years conferences have been held, in which the high school teachers have told the eighth grade teachers wherein their work was poor, and the eighth grade teachers have reciprocated the courtesy by telling the high school teachers wherein they have failed. Some high school principals have expressed a willingness to take the seventh and eighth grades under their care, and some elementary school principals have expressed an equal willingness to keep their pupils a year or two longer and instruct them in the ninth and tenth grades. These straws indicate the general trend of thought.—*Professor Ella F. Young, Chicago.*

EDUCATIONAL PROGRESS (1902-3).

Vacation schools, summer playgrounds, free evening lectures and evening classes and clubs are utilizing the school equipments in our cities for social as well as intellectual purposes at times when they have hitherto been idle, and widening our idea of public education to include the elevation of the entire community.

By introducing the school physician, by asking parents to report health and home habits of children, we are treating home and school as parts of a single, healthy, happy, useful life, and seeing that the avoidable breakdown of a child's health is murder in the first degree for which parents and school officers are jointly responsible.

The tendency is toward small school boards, nominated and elected on the general ticket or appointed by the mayor, confined to legislative work alone, and employing experts for all executive work. Such boards are introducing the merit system of appointment of teachers, uninfluenced by consideration of politics, religion or residence; increased salaries to teachers of proved ability and tenure of office after adequate probation. There is a wholesome reaction from the refinements of pedantic methodology in vogue a dozen years ago and an insistence upon thorough and advanced knowledge of the subject taught as the prime qualification of the teacher.

The consolidation of rural schools, now authorized in twenty states, is giving better buildings and better teaching, better supervision, larger attendance at less expense; and, by affording a centre for the intellectual and social life of widened neighborhoods, is enriching rural life and keeping the prosperous farmer on the farm.

By reducing the number of grades; by offering high school studies in the upper grammar grades; by counting secondary work and requirements for admission to college by points or credits; by stating the requirements for college degrees in units of work rather than in lapses of time; in some cases by counting the same work for the last year in college and the first year in the professional school—we are reducing the time required to prepare for a profession, and at the same time making graduation from either gram-

mar school, high school, college or professional school mean as much as it ever did.—*President Wm. DeWitt Hyde, Bowdoin College, Me.*

RELIGIOUS AND SECULAR EDUCATION REQUIRE DIFFERENT METHODS.

The principle of religious instruction is authority; that of secular instruction is demonstration and verification. It is obvious that these two principles should not be brought into the same school, but separated as widely as possible. Religious instruction should be surrounded with solemnity. It should be approached with ceremonial preparations so as to lift up the mind to the dignity of the lesson received. Christianity is indeed the religion of the revealed God. In religious lessons wherein the divine is taught as revealed to the human race, it is right that the raw, immature intellect of youth shall not be called upon to exercise a critical judgment, for at his best, he cannot grasp the rationality of the dogmas, which contain the deepest insights of the religious consciousness of the race.—*Dr. W. T. Harris, U. S. Commissioner of Education.*

THE COUNTRY SCHOOL.

Days and weeks of instruction are given to the greatest common divisor and to four-story complex fraction monstrosities; but never a word about the soil, the growth of crops which make the farm life possible, or trees, shrubs, and flowers which may make the farm home so beautiful. The country school has undoubtedly been a considerable factor in the mighty exodus from the farms to the villages and cities.

It is time that a halt and an about face be called in the great procession. The possibilities of comfort, freedom, and health; of competence and happiness; of the dignity and beauty of labor as connected with farm life, should be exploited in the country schools. Fill the curriculum with material having to do with country life, and give the business processes of city and village a rest. They need it, and so do the children.—*Principal Orville T. Bright, Chicago.*

NATURE STUDY TRUE TO LIFE.

The method in nature study must be natural in that a child deals with but one thing at a time and that he enjoys it for its own sake. When a boy plays with jacks, he has no use for marbles; when he rolls the hoop, he cares not for mud pies. He has but one love, one fad at a time, and you do violence to his whole nature when you make him go with a hop, skip and a jump from bugs to buds, from pebbles to cherry stones and from cotton to snow.

The method must be natural in that nature is studied out of doors. The arbutus is not natural unless it is trailing—nor celestis unless it is climbing—the violets must be in the field and the lilies in the pond. Nothing outrages a child more than to make him think he is studying nature when he is handling grass-hoppers or crickets by the pint or quart that have been preserved in alcohol, or pulling over wilted violets, hepaticas and forget-me-nots.—*Emma G. Olmstead.*

The Drift of Educational Opinion.

One often sees in our country districts a neat little school-house embowered in some quiet corner where the greenlets sing all the summer long from morn till night, and the wild flowers bloom in profusion and butterflies drift on the breeze, and all nature invites to observation and study. But there are neither eyes nor ears for these processions of wonders and beauty. A teacher in love with these sights and sounds would infect the whole school without an effort, and instead of stoning the frogs they would find enough in a puddle of tadpoles to win them from rude diversions and cheapen half their regulation studies.—*From R. R. McLeod's address to N. S. Normal School Students.*

Both pupils and teachers ought to remember that it is not the actual education, but the training of the general character which tends to insure the success of the race. With all the self-reliance that marks a new country like this, it would be well to remember the generous traditions and the courteous manners of the Old Country.—*Lord Minto, Governor-General of Canada.*

We are not given to thinking of Canada as a country of large ideas, nor remarkable for quick wit. Just at present we are obliged to acknowledge that there are some ideas as to education taking root up in that far region from which we more pushing folks might profitably take a few scions for grafting. That which is particularly meant in this allusion is the recent marvellous improvement in the character of the rural schools and the promise of greater things to come when the plans in hand shall have been worked out.—*Rochester, N. Y., Educational Gazette.*

"We ought to have revision of studies, get together in conference—parents and teachers—and eliminate those subjects that do not meet the present-day requirements. Is there any preparation of the boy or girl in the educational institutions for fatherhood and motherhood? None at all. Teach boys and girls when in each other's company to discuss bright and intellectual things, and do away with sweet-heart talk and frivolities. Herein lies the secret of their safety in later years."—*Mrs. Jas. L. Hughes, Toronto.*

Oliver Wendell Holmes enjoyed nothing more than a clever retort, even if it happened to be at his own expense. One day, at an entertainment, he was seated near the refreshment table, and observed a little girl looking with longing eyes at the good things. With his invariable fondness for children he said, kindly:

"Are you hungry, little girl?"

"Yes, sir," was the reply.

"Then why don't you take a sandwich?"

"Because I haven't any fork."

"Fingers were made before forks," said the doctor, smilingly.

The little girl looked up at him and replied, to his delight:

"Not my fingers."

Extracts from the Works of Prof. DeMille.

[The B.O.W.C. (Boys of Wolfville College) series tells of the adventures in the Bay of Fundy and on the coast of Nova Scotia and New Brunswick of a number of lads who go in a small schooner called the "Antelope," commanded by Captain Corbet. —EDITOR.]

The boys had not been asleep for more than two hours, when they were awakened by an uproar on deck, and rousing themselves from sleep, they heard the rattle of the chains and the clank of the windlass. . . . It was not long before they were on deck, and making inquiries as to the unusual noise.

"Wal," said Capt. Corbet, "thar's a good sou-wester started up, and as I had a few winks o' sleep, I jest thought I'd try to push on up the bay, and get as far as I could. If I'd been in any other place than this, I wouldn't hev minded, but I'd hev taken my snooze out; but I'm too near Quaco Ledge by a good sight, and would rayther get further off. The sou-wester'll take us up a considerable distance, an if it holds on till arter the tide turns, I ask no more."

Soon the anchor was up, and the Antelope spread her sails, and catching the sou-wester, dashed through the water like a thing of life.

"We're going along at a great rate, Captain," said Bart.

"Beggin' your pardon, young sir, we're not doin' much. The tide here runs four knots agin us—dead, an' the wind can't take us more'n six, which leaves a balance to our favor of two knots an hour. You see, at that rate we won't gain more'n four or five miles before the turn o' tide. After that, we'll go faster without any wind than we do now with a wind. Oh, there's nothin' like navigatin' the Bay o' Fundy to make a man feel a contempt for the wind. Give me tides an' anchors, I say, an' I'll push along."

The wind was blowing fresh, and the sea was running, yet the fog seemed thicker than ever. The boys thought that the wind might blow the fog away, and hinted this to the captain.

"Whe-e-ew! What! Blow the fog away? This wind? Why, this wind brings the fog. The sou-wester is the one wind that seafarin' men dread in the Bay o' Fundy."

Captain Corbet's words were confirmed by the appearance of sea and sky. Outside was the very blackness of darkness, nothing whatever was visible. Sea and sky were alike hidden from view. But the water was not rough, the motion of the schooner was gentle, and in a short time the boys all fell asleep once more. . . . But they were destined to have further interruptions. There was a loud cry from Solomon (the colored cook) which waked them all at once.

"Get up, chil'en! Get up! We're all lost an' gone. Thar's a steamer. We're all run down and drowned."

The boys at once clambered on deck. All was dark as before, the fog as thick, the wind as strong. There came over the water, as they listened, the rapid beat of a steam-boat's paddles and soon there arose the long, shrill yell of the steam whistle. . . . One thought it came from one side, another thought it came from the opposite quarter. . . . As for Captain Corbet, he said nothing, while the

boys were expressing their opinions loudly and confidently.

At last Bart appealed to Captain Corbet.

"Where is the steamer?"

"Down thar," said the captain, waving his hand over the stern.

"What steamer is it? the revenue steamer?"

"Not her. That revenoo steamer is up to Windsor by this time. No; this is the St. John steamer comin' up the bay, an' I only wish she'd take us and give us a tow up."

"Isn't there some danger that we'll be run down?"

"Wal thar may be, and then again thar mayn't. Ef a man tries to dodge every possible danger in life, he'll have a precious hard time of it. Why, men air killed in walkin' the streets, or knocked over by sun-strokes, as well as run down at sea. So what air we to do? Do? Why, I just do what I've allus ben a doin'. I jest keep right straight on my own course, and mind my own biz. Ten chances to one they'll never come nigh us."

The boys waited a little longer, and hearing the next whistle sounding fainter, they followed the captain's advice, went below and were soon asleep.

The boys did not wake until about eight in the morning, when they were summoned to breakfast by Solomon.

On reaching the deck and looking around, a cry of joy went forth from all. The fog was no longer to be seen. . . . No longer was the broad bay visible. They found themselves now in a wide river, whose muddy waters bore them slowly along. . . .

"Here we air," cried Captain Corbet. That wind served us well, we've had a first-rate run."

"Will we be able to land at Moncton, soon?"

"Wal, no; not till the next tide."

"What place is this?"

"Hillsborough."

"Hillsborough?"

"Yes Do you see that thar pint?" . . . Wal, I'm goin' in behind that, and I'll wait thar till the tide turns. We'll get up to Moncton some time before evenin'."—*Lost in the Fog. Chapter IV.*

This promontory rose on one side, and on the other a lofty wooded island, inside of which was a winding shore, curving into a harbor. Here the strait terminated, and beyond this the waters of the Basin of Minas spread away for many a mile, surrounded on every side by green wooded shores. In one place was a cluster of small islands; in another, rivers rolled their turbid floods, bearing with them the sediment of long and fertile valleys. The blue waters sparkled in the sun under the blue sky; the seagulls whirled and screamed through the air; nowhere could the eye discern any of the works of man. It seemed like some secluded corner of the universe, and as if those on board the ship

"Were the first that ever burst
Into that silent sea."

* * * * *

"Feller seamen and comrades at arms," said Zac, stretching out his arm in the oratorical fashion which he had seen used at town meetings "to hum." "This is a glorious day for his great and gracious Majesty King George, whose loyal subjects we air, as we have proved by this rescow of

his ship from the hands of the Philistines. It air all very well fer the king to send out his red-coats; but I tell you what it is, I ain't seen a red-coat that lives that's equal to the natyve pro-vincial. Who air the ones that doos the best fightin' out here? The pro-vincial! And who air the men that's goin' to settle the business of Moosoo (Monsieur), an' make America too hot to hold him an' his'n? The red-coats? Nay; but rayther the pro-vincials, the men that's fit the catamounts, an' bars, an' Injins, an' made the desert blossom like a rose. So, I say, hooray for the provincials!"—*The Lily and the Cross: A Tale of Acadia. Extracts from Chapters IX and XIII.*

Back Again to School.

Again the doors of hundreds of school-houses are thrown open, and from the vacation spent at the seaside, or on the mountain-slope, or in the quiet home, or at a summer school, the teacher comes renewed in body and spirit, and takes up the pleasure of his ministry to childhood. This ministry is beginning to assume its true position and dignity and promises in the future the ever-watchful care of parents and their hearty co-operation with the teacher.

Courage must be the foremost hope of every teacher, because of hourly disappointments and daily discouragements that sometimes lend a hand to assume control; but the teacher, full of courage, faces all difficulties bravely, and with a heart filled with love and tenderness overcomes every obstacle and comes out triumphantly. Then, too, this teacher is working for the greatest good of the greatest number, and as the average pupils outnumber the bright or dull ones, the most of school-time should be devoted to them. We should not teach for the bright ones, for they need very little help, and it is wrong to aid the dull ones too much, as the time ought to be equally divided. And the teacher will not forget that the one great object of education is the guidance and training of character. It is not asked, when we apply for a position, how many pages in history can be recited, but the very manner in which we stand, act and speak often decides our fate.

Whatever else we teach, do not let us forget to weave into each day's work something that will aid each pupil in appearing well, and bring to surface the best that is in him. His manners at school or elsewhere under the following topics, might be considered:

How to enter and leave the room; rudeness and laughing at mistakes; courtesy to new pupils;

conduct when visitors are present; respective rights of property; manner in cloak-room and at water-pail; when to speak of one's self, and when and what to tell the teacher.

The importance of manners on the street; yelling and shouting; calling across the street; obstructing the sidewalk or road; not giving the passer-by his rightful share; meeting and greeting of persons; marking buildings, fences and walls; staring, laughing or mocking at infirmities.

Their manner toward elders; answering questions; offering help to needful ones; laughing at mistakes in grammar and pronunciation; attention to their very request; patience in repeating answers; waiting upon them; careful selection of seats, and giving them up to elders in public places; assurance of esteem and welcome; manners at the table, at church, in society, and in any other place, may be discussed.

Every person notices and comments upon a well-behaved child, and how much more is such learning than pages of unnecessary material from books that only clog the child's mind and make him forget himself and what he owes to those about him. Silent influence is strong, and a true, noble teacher will impress much upon those under his care by his love, courtesy, sincerity, and thoughtfulness.

Each successive opening of school seems to impress itself with more importance, and the teacher who takes charge of forty or fifty children feels that he must have every tool sharp and bright, and that his every word must be apt and mean something for the advancement of those around him.

A few days before school begins he is busy unpacking his "kit." He has found that every successful teacher must have material to aid the little ones especially, and that even the larger ones need a respective share. As the shoemaker has need of a complete kit, so has he. It is an endless task to find a place for everything, and yet everything must have its place, for then assistance is easily made use of.

The teacher who has just taken the advantage of an outing, has had a quiet rest at home, and enjoyed good books, has formed some new acquaintances and exchanged ideas, has planned mentally something for the moral advancement of his pupils, has insisted upon the best sanitary conditions for his pupils, and with a lot of supplementary material is truly prepared to say, "A good beginning surely promises a good ending." — *Adapted from the Western School Journal.*

The Pupil's Hour.

It is a good plan to set apart at least an hour each week in which the pupils themselves "run things;" at least it has been my practice for several years. I visited a school in Thirteenth street, New York, in 1877, where this was practised; from that time to the present I have encouraged my pupils to get something ready for Friday afternoon. When the time comes I take a seat with the pupils and a pupil takes charge; he has during the forenoon made out a programme and now proceeds to carry it out. (Of course he has advised with me, though this is *sub rosa*).

Recitations.—There will be pieces recited by the girls and boys, and these are usually short.

Dialogues.—These are also short and oftentimes made up by the pupils; usually they are founded on some fact in family life; one of the most popular was entitled "The Sick Boy;" this boy was too sick to go to school, but his father at breakfast talked about going to hunt for ducks and he "let the cat out of the bag" by asking to go.

Compositions.—These are written for the occasion and are often "hits" at each other. Description of "My Seatmate" was a title often used. "Scenes in School" always provoked close attention.

Singing.—I encouraged them to sing different songs from those we had practised. Four boys often sang some funny songs. One girl brought a banjo and sang. Then they persuaded a lady in the village who sang pretty well to come once in a while. This was a very pleasing feature.

Exhibit of objects.—The pupils brought in curiosities and they were held up and talked about. This led to the formation of a museum. A large number of photographs of places and buildings have been shown.

Stories and Jokes.—I have drawn a distinction between this and the rhetorical exercises that take place monthly, and which are formal and dignified. At the "Scholars' Hour" they give conundrums and perpetrate jokes and tell funny stories.

The advantages coming from this period lie in the bringing forward of persons that are wholly in the background at other times. I have had boys that no amount of prodding could induce to learn to speak a piece, but who were quite helpful on stories and jokes; and who thus got into the current and movement of the school.

I think it is important that they understand what the aim is; I say at the outset the exercises are wholly for pleasure and not for educational purposes. I want them to feel that school life is not wholly formal and methodical; that I enjoy fun and merriment, too. The difficulty is that if there is not care there will be boisterousness and confusion; they must be educated to know how to draw the line. I tell them what would be done by a cultivated society in a parlor will do for us. They invite their friends and ushers seat them. At just three o'clock the bell strikes, the "hour" is over. I take the platform, make a few comments, we sing some well-known pieces and are dismissed.—*E. L., in N. Y. School Journal.*

Some Tests of a Teacher.

"Are you a good eater?" No one ought to take hold of a room full of children, and try to hold them down, who can not eat three hearty meals a day and be hungry all the time.

"Are you a good sleeper?" No boarding house bell or yell should call a teacher from her sleep. She should always sleep as long as it tastes good. A great many people feel that our teachers and pupils are overworked. As a matter of fact, if a teacher or a child would sleep the requisite number of hours they would be capable of performing the necessary amount of work in the school.

"Are you a good laugh?" The teacher who cannot laugh with the young children and be happy with them, would better never enter a school-room.

"Do you know how to tell a story well?" It is the hunger that you create, instead of the appetite you satisfy, that makes the successful teacher.—*Sel.*

An inspector, visiting a Canadian school, was very much worried by the noise of the scholars in the next room. At last, unable to bear it any longer, he opened the door and burst in upon the class. Seeing one boy rather taller than the others talking a great deal, he caught him by the collar, carried him to his own room, and banged him into a chair, saying, "Now, sit there and be quiet!" A quarter of an hour later, a small head appeared round the door, and a meek little voice said, "Please, sir, you've got our teacher."—*Little Chronicle.*

Teach the unskilful with gentleness; show him the right way to work: and God, who sees all your efforts, will smile on your patience, and send you help in all your difficulties.—*Charlotte M. Yonge.*

How Mimics Told Tales out of School.

I sat at a window one day while the teacher was placing some work on the board. Out near the window on the south side of the coal house a half dozen little girls were playing school. The play teacher was doing some very loud talking, which attracted my attention. The pupils were laughing and moving around and otherwise disobeying the rules of the school. The little teacher in mock anger jerked them up one by one and slapped their faces, and shook them vigorously. This method of teaching told me a story. The teacher had taught there several terms, so I concluded she was bad tempered and greatly lacking in judgment. Her example was pernicious, to say the least. The example is greater than the precept. It was a long time before I happened on to another play school. This was in our back yard where several children had gathered for play. I happened to know their teacher well. She was a precise, clever woman who was never known to show anger or strike a pupil in the presence of her school. Well, this little play teacher could mimic her to perfection. She had taken a pair of her grandmother's glasses, and placed them on her nose, looking quietly over them at some obstreperous child. Everything stopped while she gazed in a sorrowful manner at the child who had caused the trouble. Even the play pupils out of force of habit remained quiet as long as the teacher had that look of regret in her face. There was no loud talk, scolding or slapping pupils. They were imitating a person they admired very much. Their teacher was perfect from their point of view, and they wanted to be like her. This teacher had never for a moment forgotten that her example was everything to her children.—*D. V. Stephens.*

My Task.

To love some one more dearly ev'ry day,
To help a wandering child to find his way,
To ponder o'er a noble thought, and pray
And smile when evening falls.

To follow truth as blind men long for light,
To do my best from dawn of day till night,
To keep my heart fit for His hoily sight,
And answer when He calls.

—*Maud Louise Ray, in Harper's Magazine.*

Game of Flowers.

A new and pretty game, which will provide equally well for an evening's entertainment of a party of "grown-ups" or of children, is called "planting." It would form a closing exercise in which all could take part, directed by some bright pupil. The leader announces to the company: "I am going to do some planting. Will you please try to guess what will come from my seed? The first to guess each question may pluck a flower from this boquet, which contains as many blossoms as I shall ask conundrums." Then, armed with the list of questions and a bunch of flowers—roses or carnations are pretty and suitable, but any kind will do—she begins:

Plant a kitten and what will come up? Answer: Pussy willow (pussy will, O).

Plant a bag of flower and what will come up? Answer: Dusty miller.

Plant a puppy and what will come up? Answer: Dogwood (dog would).

Plant a sunrise and what would come up? Answer: Morning glory.

Cupid's arrow? Answer: Bleeding heart.

Box of candy? Answer: Marshmallows and buttercups.

An angry wise man? Answer: Scarlet sage.

Days, months and years? Answer: Thyme (time).

A man who has paid part of his debts? Answer: Gladiolus (glad I owe less).

John? Answer: Johnny jump up.

Sheep? Answer: Phlox (flocks).

Kiss? Answer: Tulips (two lips).

Bury the hatchet and what will come up? Answer: Sweet peas (peace).

Sun? Answer: Daisy (day's eye).

Christmas eve? Answer: Star of Bethlehem.

The middle of the afternoon? Answer: Four o'clock.

Orange blossoms? Answer: Bridal wreath.

Preacher? Answer: Jack in the pulpit.

King of beasts? Answer: Dandelion.

The dark? Answer: Nightshade.

Faust? Answer: Marguerite.

"Not guilty?" Answer: Innocents.

A red pony? Answer: Horseradish (reddish).

Fairy's wand? Answer: Goldenrod.

Cuff on the ear? Answer: Box.

Cinderella at midnight? Answer: Lady's slipper.

Grief? Answer: Weeping willow.

Immortality? Answer: Life everlasting.
 A hand? Answer: Palm.
 Sad beauties? Answer: Bluebells (belles).
 Reynard's mitten? Answer: Foxglove.
 Labyrinth? Answer: Maize.
 Star-spangled banner and the Union Jack? Answer: Flags.
 Plant you and me and what shall come up? Answer: Lettuce (let us).
 Sealskin wraps? Answer: Firs (furs).
 A proposal? Answer: Aster (asked her).
 Richmond caterpillar? Answer: Virginia creeper.
 Tiny bottles? Answer: Violets (phial-ets).
 Plant what impoverished nobles strive to do? Answer: Marigold (marry gold).
 Contentment? Answer: Heartsease.
 Furloughs? Answer: Leaves.
 Imitation stone? Answer: Shamrock.
 What a married man never has? Answer: Bachelor's buttons.
 A breeze? Answer: Windflower.
 The day after a bargain sale? Answer: Hyacinth (higher since).
 St. George? Answer: Snapdragon.
 Red hat? Answer: Cardinal flowers.
 Frown? Answer: Crow's foot.
 A favorite shellfish? Answer: Oyster plant.
 Couples? Answer: Pears (pairs).
 Beauty and the beast? Answer: Tiger lily.
 A compliment to a shy girl? Answer: Blush rose.—*Selected.*

CURRENT EVENTS.

Borelli's comet, now visible in the northern sky, is still approaching the sun, and will begin to recede about the end of this month.

The immigration returns show 124,658 arrivals in Canada for the year ending with June last. Of these rather more than one-third were from the United States; nearly as many from the British Isles, and the remainder chiefly from the continent of Europe.

Canada will make an exhibit of the products of its mines, its fisheries and its forests at the World's Fair at St. Louis next year, which will draw the attention of visitors to its wonderful natural resources.

Sir John Douglas Armour, a Canadian member of the Alaskan boundary commission, died in London; and his place has been filled by the appointment of another Canadian.

Edward Blake has resigned his work in connection with the Boundary Commission, because of his failing health.

The Marconi Company announces new discoveries that will be applied to its wireless telegraph system before it is opened to the public.

Excepting Portugal and the Central and South American republics, the United States is the only

country in the world that denies the British imports the most favored nation treatment.

Plans have been definitely arranged for the construction of a ship canal between the Forth and the Clyde.

The President of France has been everywhere well received on the occasion of his recent visit to England. This, in connection with the warm welcome given to King Edward in France, will do much to restore the friendly feeling between the two countries which was more or less interrupted during the war in South Africa.

King Edward and Queen Alexandra have returned from a visit to Ireland.

A Russian traveller has penetrated into the almost unknown land of Thibet. He finds the population small and decreasing. Lhossa, the capital, has about ten thousand people. All power is nominally in the hands of the Dalai Lama and his council; but China has a controlling influence. Agriculture and cattle raising are the principal employments.

The ruins of a large city has recently been discovered in Mexico. There are large pyramids and extensive fortifications. A commission will be appointed by the Mexican government to explore the ruins.

The marvellous properties of radium are puzzling scientists, for it seems to give off energy without renewing the supply. Keeping its temperature between two and three degrees above that of its surroundings, it radiates heat enough to melt its own weight of ice in less than an hour, and continues to do so indefinitely. It also gives off with great force other forms of radiant energy that resemble the so-called "X" rays; and has the power of exciting other bodies to similar activity. It is believed by one scientist that its energy may be due to conversion of the potential energy of gravitation into radiant energy; by another, that it is caused by the breaking down of atoms into the smaller bodies of which they are composed—for the atom is no longer looked upon as the ultimate division of matter.

Dissatisfied with the territorial government granted to them by the United States, the people of Hawaii are asking for home rule.

The spread of lynching and mob violence in the United States is looked upon as a national peril. The victims are usually, though not always, negroes; and a race war is feared. If the rulers of the country fail to remedy the evil, the Christian nations of Europe may be asked to interfere. Such is the suggestion of an association for the support of law and order which recently met in Ohio.

The murder of the King and Queen of Servia by officers of the army on the 11th of June, shocked the civilized world. Great Britain has refused to recognize the government of King Peter, whom the chief actors in the horrible crime have called to the throne; and most of the other nations, following the British example, have practically broken off diplomatic relations with Servia.

By the death of Pope Leo XIII, on the 20th of July, a great and wise man was removed from his place among the rulers of the world. His Holiness, who before his elevation to the papal chair was known as Cardinal Pecci, was born in Carpineto, Italy, in 1810. He was elected Supreme Pontiff in 1878. He was on all occasions a peace-maker; and his interest in the welfare of humanity caused men of every sect and opinion to think of him with affectionate regard.

The learned Cardinal Sarto, Patriarch of Venice, has been chosen by the conclave as successor to Leo XIII., and has assumed the name of Pius X.

SCHOOL AND COLLEGE.

In our account of the Encœnia of the University of New Brunswick in June we credited Fredericton with the winner of the Alumni gold medal. The winner, Mr. A. Burton Logie, is a Chatham, Northumberland County, boy; a distinguished graduate of the Grammar School of which Dr. Cox is principal.

One hundred and ten students of the N. S. Normal School received diplomas at the closing in June—five academic; 39, first rank; 16, qualified for diploma of first rank after one year of successful teaching, in the meantime awarded diploma of second rank; 36, second rank; 11, qualified for second rank after one year of successful teaching, in the meantime awarded third rank; 3, third rank.

Mr. Frank A. Good, of Woodstock, has been appointed science master of the Fredericton High School in place of Mr. Frank Patterson. Mr. Horace G. Perry, B.A., (Acadia), has been appointed principal of the Charlotte Street School, Fredericton, vacant by the resignation of Mr. Jos. Mills.

Among the three hundred students of Yale University, who received the B.A. degree in June, Mr. R. G. D. Richardson, of Lawrencetown, Nova Scotia, had the highest standing. His average was the best ever made in the University. Mr. Richardson obtained his degree *summa cum laude*, with special honors in mathematics, was awarded a five hundred dollar prize in the latter subject and was made a Fellow of the University. Since graduating from Acadia College in 1898, Mr. Richardson had been teaching in the province, recently at Westport, Digby County, until in September last he entered the senior class of Yale University. The REVIEW congratulates Mr. Richardson on his well deserved honors.

In the death of John J. McKinnon, principal of the Leinster Street School, St. John, N. B., that city has lost one of its most devoted teachers. Born at Cape John, Pictou County, in June, 1852, he had taught school in several parts of the two provinces. His earnestness and unflinching zeal made him a great favorite with parents and pupils.

Mr. C. J. Mersereau, late principal of the Bathurst Superior School, has accepted a position on the grammar school staff of Chatham.

Mr. Geo. W. Mackenzie, late vice-principal of the New Glasgow High School, has been appointed principal of Sydney Mines High School.

Mr. D. L. Mitchell, B.A., principal of the Queens Co., N. B., Grammar School, has resigned, and has been succeeded by Mr. Weyman, of Kings Co.

Mr. C. B. Robinson, science master of the Pictou Academy, has resigned to take a course in Columbia University, New York.

Mr. R. B. Masterton, who has been principal of the Superior School at Dalhousie, goes to Rexton, Kent Co., N. B., for the next term.

The many friends of Pictou Academy will be interested in the following results of the Provincial High School examination as received up to the present time: Of twenty-one candidates for Grade XII certificate, thirteen were successful, eleven having aggregates exceeding twelve hundred. The highest aggregate, sixteen hundred and seventy-seven, was obtained by Chas. Bruce of Barney's River, Pictou Co., and is the second highest in the history of the Academy. Of twenty-six candidates for Grade XI certificate, nineteen were successful, five obtaining aggregates exceeding seven hundred. Henry McDonald, of Pictou, leads the class with a total of seven hundred and seventy-eight.

Mr. and Mrs. Thomas Mildon of Weymouth, N. S., celebrated the 60th anniversary of their wedding June 21st. Mr. Mildon who was born at Tiverton, England, in 1812, was one of the pioneer teachers of Western Nova Scotia, and some reminiscences, given to a reporter of the *Halifax Chronicle*, make interesting reading to teachers of today:

"The books used were Carpenter's Spelling Books, Murray's Grammar, Goldsmith's Geography and English Reader. Arithmetics were few and far between at this period, so the teachers had to put the questions on the slates, which, when answered correctly, were copied in their ciphering books. As regards writing the copy books were of all sorts and sizes. The teacher had to rule the paper and write the head lines or copy, and before steel pens were introduced, had to make or mend all the pens that were used, and the school books being of such a miscellaneous character, it was impossible to classify the scholars. Mr. J. W. Dawson, (afterwards Sir William Dawson), of Pictou, was one of the inspectors who visited the school at Weymouth. The fee for tuition in the early days was ten shillings per quarter, and as cash was not plentiful, the teacher was compelled to take wood, meat, potatoes, and turnips as part payment for his services. The only money that could be depended on was the provincial grant, which was from four to seven pounds, ten shillings paid every six months. This was apportioned out by the School Commissioners who met every May and November.

London *Nature* makes an exhaustive comparison of the universities and colleges in England and the United States, to the conspicuous advantage of the latter. In the United Kingdom there are, it says, 25,500 students in colleges, or about 5 to the 10,000 population; while in the United States there are 97,000 such students, or about 13 to each 10,000. In Germany there are 8 to the 10,000. In the last 30 years 8 times as much money has been donated for the endowment of colleges in the United States as in England.

Dr. C. S. Sargent, of the Arnold Arboretum, near Boston, probably the best living authority on the trees of North America, has been for several years engaged on a revision of the genus *Crataegus* (Thorns). In a recent number of *Rhodora*, the journal of the New England Botanical Club, he describes a new species, *Crataegus Robinsoni*, found in Pictou County, N. S., and named after its finder, Mr. C. B. Robinson, science master of Pictou Academy.

Two Moncton teachers, Mr. G. Fred. McNally, A.B., and Mr. S. Boyd Anderson, have been offered positions in South Africa, where Mr. Cyrus H. Acheson, formerly of the Moncton staff, is now filling a responsible educational position.

The trustees under the will of Cecil Rhodes have prepared preliminary instructions for those who desire to apply for scholarships at Oxford. Examinations of candidates

will be held between February and May, 1904, and residence at Oxford will begin at the following fall term. Candidates must have finished at least the second year in some recognized college or university, must be unmarried, and must be between the ages of 19 and 25. They may apply either from the state or province in which they live or the one in which they attend college. The examinations will not be competitive; that is the highest marks will not necessarily win. Cecil Rhodes declared that various other qualities besides book knowledge should be considered in distributing the scholarships, and the aim will be to give them to the best all-round men that present themselves. The scholarships are for 3 years and call for \$1,500 a year each.

Miss Iva A. Baxter, lately teacher in the MacDonald Manual Training School, Truro, has been appointed one of the teachers in the Normal School at Fredericton.

Mr. H. A. Sinnott has been appointed principal of the high school at Calgary, at \$1,200 a year. Mr. Sinnott was formerly a teacher in the Aberdeen School in Moncton, and is a native of Kings County, N. B.

A very successful entertainment, in the way of recitations, dialogues, music, and a working scene, was held at Glen Margaret, N. S., June 27th, for the purpose of providing blackboards for the school. \$10.60 was realized. The teacher is Miss Winifred Fraser from Halifax, who does not retire the next term.

Books that Teachers are Using.

Public School Nature Study.

By Crawford, Scott, Dearness & Elliott.

40 CENTS.

Guide to Nature Study.

By Mattie Rose Crawford.

Cloth. Illustrated. 90 CENTS.

Brief Biographies.

Supplementing Canadian History.

By Rev. J. O. Miller, M. A.

35 CENTS.

Psychology in the Schoolroom.

By T. F. G. Dexter, B. A., B. Sc., and A. H. Garlick, B. A.

\$1.60

The History of Canada.

By W. H. P. Clement, B. A., LL. B.

50 CENTS.

Elementary English Composition.

By F. H. Sykes, M. A., Ph. D.

Cloth. 40 CENTS.

Round the Empire.

With a preface by the Right Hon. The Earl of Rosebery, K. G.

By George R. Parkin.

40 CENTS.

Public School Bookkeeping.

By H. S. MacLean,

(Small Edition.) 45 CENTS.

High School Bookkeeping.

By H. S. MacLean.

(For Advanced Classes.) 60 CENTS.

Mensuration for Beginners.

By F. H. Stevens.

45 CENTS.

The First Greek Book.

By John Williams White, Ph. D., LL. D.

\$1.25

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RECENT BOOKS.

THE POSSIBILITY OF A SCIENCE OF EDUCATION. By S. B. Sinclair, M.A., Ph.D., Vice-Principal Normal School, Ottawa. Cloth. Pages 126. The Copp Clark Co., Toronto.

This book is a distinct addition to Canadian pedagogical literature, and one which impresses the reader with the author's earnestness and knowledge of his subject.

BRITISH SONGS FOR BRITISH BOYS. By Sydney H. Nicholson, M.A., Mus. Bac. Oxon. Larger edition in staff notation. Price 6s. Smaller edition in Tonic Sol-fa Notation. Price 1s. 6d. Macmillan & Co., London and New York.

These two books contain over one hundred songs, chiefly national, and representing the gems of the English song world. They are got up in good style of printing and binding, and cannot fail to arouse great interest in music. We would like to see either or both in every school.

A COUNTRY READER. No. II. By H. B. M. Buchanan, B. A., (Cantab). Illustrated. Cloth. Pages 233. Macmillan & Co., London.

The chapters deal with elementary facts concerning country life. Some domestic animals, the common reptiles, fish of the ponds and streams, pastures, with illustrations and descriptions of the common grasses and other plants. A very useful book for boys and girls.

BOSTON: A Guide Book. By Edward M. Bacon. Ginn & Company, publishers.

This little souvenir presented to the members of the N. E. A. by Ginn & Co. will be found useful to every one as a guide book to Boston and vicinity. The material is original, there is abundance of fine map material, a helpful table of contents, and excellent mechanical execution.

SCIENTIFIC METHODS IN EDUCATION. By Ella Flagg Young. Re-print from the University of Chicago Decennial Publications, Vol. III, Part II, 14 pp., 4to paper; net, 25 cents; postpaid, 27 cents. The University of Chicago Press, Chicago, Illinois.

This article endeavors to make clear a right conception of evolution and its bearing on modern scientific teaching and thinking.

Scott's LORD OF THE ISLES. Edited with Introduction, Notes and Vocabulary, by H. B. Cotterill, M. A. Cloth. Pages 228. Macmillan & Co., London.

The edition has helped to make Scott's vigorous and impressive verse and vivid pictures of considerable educational value, by giving us a historical outline of the period and full notes.

DISCOURSES ON WAR. By William Ellery Channing. Cloth. lxi+229 pages. Ginn & Co., Boston.

Channing's "Discourses on War" is the third volume in the International Library, published for the International Union by Messrs. Ginn & Company, the earlier volumes being Bloch's "Future of War" and Charles Sumner's "Addresses on War." The present volume is one which commands especially the attention of Christian ministers and churches having to confront the military spirit of the times and its temptations. It will have a specially warm welcome from all lovers of peace within and without the church. The volumes in this International Library are furnished at a nominal cost, as part of an important campaign of education in this important field.

LESSONS ON COUNTRY LIFE. Arranged in eighty lessons for the use of teachers and others interested in country life. By H. B. M. Buchanan and R. R. C. Gregory. Cloth. Illustrated. Pages 330. Macmillan & Co., London.

This book contains a great amount of information on

Nova Scotia Provincial Educational Association.

NORMAL SCHOOL, TRURO,
26th, 27th, and 28th August, 1903.

PROGRAMME

(To be modified as circumstances may require)

Wednesday, 26th.

- 9.00 A. M.—Enrolment of Members.
- 10.00 A. M.—**Educational Tendencies.** By Dr. A. H. MacKay, Superintendent of Education.
- Discussion.** PRESIDENT THOMPSON, of St. Francis Xavier College; PRINCIPAL MACLELLAN, Pictou Academy; PRINCIPAL BUTLER, Alexandra School; R. T. MACILREITH, LL.B., Chairman, Halifax School Board; PRINCIPAL SOLOAN, Provincial Normal School; and others.
- 2.30 P. M.—**School Life as a Training for Citizenship.** By R. C. WELDON, Ph.D., etc., Dean of Dalhousie College Faculty of Law.
- Discussion.** HON. DR. LONGLEY, Attorney General; HON. F. A. LAWRENCE, M.P.P.; DR. B. RUSSELL, M.P.; CHAIRMAN MACILREITH; and others.
- 8.00 P. M.—**Public Meeting.** Addresses by His Grace Archbishop O'Brien; HON. DR. LONGLEY, DR. B. RUSSELL, M.P.; REV. DR. KIERSTEAD, of Acadia College; and others.

Thursday, 27th.

- 9.00 A. M.—**Secular Education in its Relation to Morals and Religion.** By HIS GRACE ARCHBISHOP O'BRIEN.
- Discussion.** REV. DR. FALCONER, Pine Hill College; PRINCIPAL SOLOAN; and others.
- Discussion on Educational Tendencies**—Continued.
- 2.00 P. M.—**The Nature Study Movement.** By P. J. SHAW, B.A., Macdonald Nature Study Teacher.
- Discussion.** H. W. SMITH, B.Sc., Principal of the School of Agriculture.
- School Gardens.** By PRINCIPAL MCGILL, of the Middleton Consolidated School.
- Discussion.** P. J. SHAW, B.A.; and others.
- The Improvement of Rural Schools.** By INSPECTOR MACKINTOSH, Lunenburg.
- Discussion.** Dr. Magee, Principal Parrsboro Schools; and others.
- 8.00 P. M.—**Teachers' Salaries.** By REV. PRINCIPAL AMIRAULT, of Church Point Academy.
- Discussion.** A. D. ROSS, Esq., of Amherst Academy; and others.
- Teachers' Pensions.** By PRINCIPAL STEWART, of Sydney Academy.

NOTES.—It is expected that the reading of each paper will take from 15 to 25 minutes. As much time as possible will be devoted to discussion days before the meeting, so that he may send them to those who are to lead in the discussions. The papers and a full abstract of the discussions are to be published for free distribution.

Under the following Regulation of the Council of Public Instruction, TRUSTEES are requested to elect lay delegates, and School Inspectors are expected to assist in securing a good attendance of the teachers selected from their respective districts

127. The membership shall be: (a) Ordinary members entitled to the full franchise on enrolment and the payment of one dollar at each annual convention; *Ex-officio*, the Superintendent, the Principal and Professors of the Normal School, the Provincial Examiners, the Inspectors of Schools, and the Presidents of the Universities within the province; *Elective*, one professor from each university chosen by the faculty, one teacher for every twenty in each inspectorial division chosen by the institute (or in the event of its failure by the inspector), one delegate chosen by any school board or group of school boards employing twenty teachers, or by any learned trade or industrial society or organization of provincial scope.

(b) Associate Members entitled to enroll on the payment of fifty cents at each annual convention, having the privileges of attending the meetings, engaging in the discussions when invited by the presiding officer, obtaining reduced travelling rates and a free copy of the published report.

On the authority of the Superintendent of Education: Sections having County Academies, schools of four or more departments, opening on Educational Association week, can take the week as additional holidays, providing the teachers are attending the Provincial Association under regulation 124.

Arrangements will be made with Railroads and Steamboats for the usual reduced fares. Delegates, when purchasing their tickets, are requested to ask the Ticket Agent for Certificate.

For further information apply to

8.00 P. M.—**Discussion.** PRINCIPAL CROMBIE, Sydney Mines; and others.

The Teachers' Union. By PRINCIPAL KENNEDY, of Halifax Academy.

Discussion. PRINCIPAL CROMBIE, of Sydney Mines; and others.

Friday, 28th.

9.00 A. M.—**SECTION I. INSPECTORS AND SCHOOL TRUSTEES.**

Consolidation of School Sections. By INSPECTOR MACDONALD, M.A., Antigonish.

Discussion. PRINCIPAL SOLOAN, and others.

Summer Normal Schools. By PROF. HARLOW, of the Provincial Normal School.

Discussion. PRINCIPAL RUGGLES, of Bear River; and others.

School Libraries. By W. M. HEPBURN, M.A., Librarian, New York.

Discussion. W. R. CAMPBELL, M.A., Principal, Academy, Truro; and others.

SECTION II. TEACHERS.

Written Examinations. By PRINCIPAL CREELMAN, of North Sydney.

Discussion. PRINCIPAL KEMPTON, Yarmouth Academy; and others.

Commercial Education in High Schools. By R. T. MACILREITH, LL.B., Chairman of the Halifax School Board.

Discussion. J. H. TREFRY, M.A., Principal Morris St. School; B. MCKITTRICK, B.A., Principal Lunenburg Academy; and others.

Mechanic Science. By T. B. KIDNER, F.B.I.C., Supervisor of Manual Training for Nova Scotia.

Domestic Science. By MISS MCCOLL, Principal of the School of Household Science, Truro.

Discussion.

2.00 P. M.—**Reformatories for Truants and incorrigibles.** By G. W. T. IRVING, Esq., Chief Clerk, Education Office.

The Feeble-Minded. By G. L. SINCLAIR, M.D., M.B., Supt. of Public Charities.

Discussion.

Resolutions submitted by the Executive Committee.

Discussion on Resolutions.

A. MCKAY, Secretary Provincial Educational Association,
P. O. Box 184, Dartmouth, Nova Scotia,

the history, structure and use of the horse, cow, pig, sheep, dog, poultry, birds, many of the smaller wild animals, insects. The book is well illustrated, chiefly from photographs, and its great value lies in the teaching of the habit of observation of the common every-day animals.

Shakespeare's THE TEMPEST. Edited by Richard Grant White. Published in the Riverside Literature Series by Houghton, Mifflin & Co., Boston.

This convenient edition contains an introduction by Edward Everett Hale, Jr. The notes are of a scholarly character.

HEINE'S DIE HARZREISE. With some of Heine's best known short poems. Edited for schools and colleges, by Leigh R. Gregor, Lecturer on Modern Languages in McGill University, Montreal. Semi-flexible cloth. xxix+183 pages. Ginn & Company, Publishers, Boston.

This is the most satisfactory of all Heine's writings for use in college classes. It throws side-lights on religious liberty, German student life, scholarship, and character. Besides, there are grand, romantic dream pictures, the most beautiful impersonations of inanimate nature to be found perhaps anywhere, and an inexhaustible supply of wit. In the annotations little room is taken up by information which has no value in itself. Expurgation has been limited to a few *scabreux* or otherwise offensive passages. The *Harzreise* is suitable for students who have spent from a year and a half to two years on their German.

Daudet's LA BELLE-NIVERNAISE. By Frank W. Freeborn. Cloth. 68 pages. Ginn & Company, Boston.

In preparing this revised edition of what is perhaps Daudet's most idyllic sketch, the author has aimed, by comparing various texts, to present the most complete and accurate possible. It is given without abridgment. The notes have been considerably increased in number to meet certain needs which more extended class use seemed to point out.

HISTORY OF GREECE, for Beginners. By J. B. Bury, M.A. Cloth. Pages 472. Macmillan & Company, London. This is an abridgment of the author's larger History of

Greece. It is convenient in form and well supplied with maps and other illustrations.

Steinberger, Hendry & Co., Toronto, publish a fine catalogue of maps, globes and school supplies, beautifully illustrated.

AUGUST MAGAZINES.

The August *Atlantic* is largely a fiction number for summer and leisurely reading, but there are miscellaneous papers and essays, an article on Our Public Education in Music, poems, reviews, with papers on seasonable topics, making a very readable number. . . . *The Chatauquan* for August is a civics number. It presents a comprehensive list of helpful articles on almost every phase of civic development, most of them contributed by recognized authorities; Rural Improvement; Public Libraries; Factory Betterment; Parks; Forestry; Town Beautifying. The number is copiously illustrated. . . . *The Delineator* for August is an excellent midsummer number. It presents a charming array of fashions, as well as numerous other features of deep interest to women, and stories and articles of a high literary standard. In fiction, there are four stories that will furnish good reading. A House on a Hillside, is shown, with illustrations of exterior and interior, and a page of exclusive photographs of Margaret Anglin, the St. John actress, is also a feature. Miss Laughlin discourses in characteristic vein on The Quest of Happiness, and Mrs. Birney has an interesting chapter on Childhood. . . . The June number of the *Journal of Geography*, published by Rand, McNally & Co., of Chicago, is devoted to the geography of Boston and vicinity, and is a unique feature of the magazine, no American city ever having been written up in this manner. . . . Rarely does one read a narrative of more thrilling interest than that in *Longman's Magazine*, in which Major Reginald Rankin describes his ascent of Aconcagua. It is entitled "A Night in the Open at Twenty-two Thousand Feet," and is reproduced in *The Living Age* for August 1 and 8. . . . The July number of *Acadiensis* is a fine number, and is given up to St. Andrews, N. B., giving the historical and scenic attractions of that place. . . . The August number of the *Canadian Magazine* contains a fine sketch and portrait of Hon. W. S. Fielding, stories by several New Brunswick authors, and many interesting articles on Canadian and imperial subjects.

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OFFICIAL NOTICES.

EDUCATIONAL DEPARTMENT,
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Re-opening of the Schools.—Rural schools having six weeks' summer vacation will re-open on Wednesday, August 12th. All other schools will open on Wednesday, August 26th.

Number of Teaching Days.—The number of teaching days for term ending December, 1903, is 91 days in rural schools having only six weeks' vacation; in all other public schools the number of teaching days for the term is 81.

Substitute Days.—The attention of teachers is particularly directed to the Regulation as to Substitute Days, pp. 100 and 101 School Manual. Substitute days are not allowed except for regular teaching days between the date of the actual opening and the actual closing of the school in any term.

English Literature for High Schools. For Grade IX the English Literature is the same as last year, viz: *Evangeline* and *The Lady of the Lake*.

For Grade X: Macaulay's *Lays of Ancient Rome*. (Riverside Series recommended).

For Grade XI: Tennyson's *Princess* [Riverside Series or Macmillan's Classical Series recommended], Shakespeare's *Hamlet*. [Rolfe edition recommended].

The English Literature for Class I in the Normal School and for the University Matriculation Examinations for 1904 will be Tennyson's *Princess* and Shakespeare's *Hamlet*.

Normal School: Fitch's *Lectures on Teaching* will be used by Normal School Student Teachers instead of Browning's *Educational Methods*.

Other Texts: It is recommended that in the purchase of new copies of any of the prescribed texts, care should be taken to obtain the latest edition.

J. R. INCH,

Chief Supt. of Education.

Education Office, Aug. 6, 1903

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legiate Institute, Winnipeg. Price 75 cents

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