

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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BY EDWARD MANNING, A. M.

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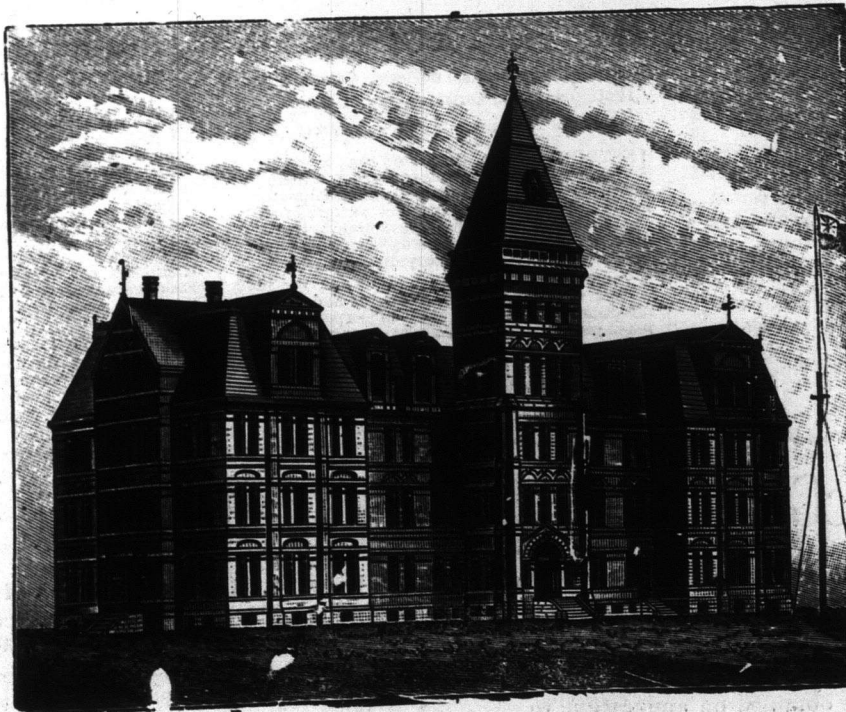
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A bright, happy and prosperous year to our many readers is the hearty wish of the editors of the REVIEW. We hope to be a greater help to our readers this year than ever before.

In selecting supplementary reading for lower grades this year, do not fail to order from A. & W. MacKinlay, of Halifax, the "Fairy Tales and Fables," the first number in the "Classics for Canadian Children" series. The second number will shortly be issued, entitled, "Stories from English History."

THE NOVA SCOTIA NORMAL is the title of a readable and well printed periodical edited by a committee of the Normal School, Truro, and printed by the News Publishing Company of that city. Its appearance and contents are very creditable to all concerned.

"CANADA'S NORTHERN FRINGE" is the suggestive title of a pamphlet of sixty-eight pages, re-printed from the Transactions of the Ottawa Literary and Scientific Society, by Geo. Johnson, Esq., Dominion Statistician. The term is applied to the islands and headlands of Arctic Canada, known politically as the Franklin District. The author gives a valuable and interesting summary of early exploration and discovery in northern latitudes.

THE first number of *Acadiensis*, a quarterly magazine devoted to the interests of the Maritime Provinces of Canada, has been issued in a very neat and attractive form under the editorial management of David Russell Jack, of St. John, and printed by Barnes & Company. The editor, in a well worded and hopeful salutatory, says that "it is intended to deal with matters historical; but descriptive, scientific or philosophical contributions will be welcomed." The first is an excellent number, with a varied and interesting table of contents, and promises to fill an important place in Canadian periodical literature.

THE bound volume of the EDUCATIONAL REVIEW Supplementary Readings in Canadian History is meeting with a most gratifying reception. Nearly three hundred copies were sent out in the month of December, and the words of approval that have come to us from every part of Canada on the beauty of the volume and the value of its contents are most encouraging. Every school library should have one, and every student of Canadian history should read its pages and thus receive a stimulus to study his country's history. Do not delay ordering it. The price is \$1.15, but subscribers to the REVIEW may obtain it at the reduced price of one dollar.

LORD STRATHCONA has been installed as Lord Rector of Aberdeen University. In his inaugural address he referred to the gratifying progress of Canada, the federation of Australia, and the similar unification of South Africa, to follow the war. He announced that he would give £25,000, provided that £50,000 more was provided within a year, to wipe out the debt of the university.

Where Comes in the Teacher ?

A point emphasized by Mr. Draper in his paper on history, before the Carleton, N. B., County Teachers' Institute, was that if teachers would prepare their work there would be less heard about poor text-books. This, we suppose, refers to the finding fault with the present text-book on Canadian History. Similar views were expressed at the Cumberland, N. S., County Institute in discussing the paper on history read by Mr. Hepburn.

Are not teachers too prone to exaggerate the merits and demerits (especially the latter) of text-books? It is true, and unfortunately so, that many teachers in public and private discussions find fault, often in terms neither wise nor temperate, with text-books. If they but knew it, these criticisms reflect upon themselves; that is, after making due allowance for the proneness of poor human nature to find fault. The ideal text-book that would approach nearest to the ideal teacher, would furnish inspiration to the pupil, would set him learning, remove obstacles in his path, and carry him forward triumphantly to his goal. But where does the teacher come in with this ideal text-book in the hands of his pupils, or with those ever ready delusions called "helps" which so thickly strew the pathway of the young and inexperienced teacher—temptations to laziness and inefficiency. Is it the man or woman who is to teach school? or is it the ideal text-book, or the man who grinds out "Lesson Helps" and sells them over the educational counter at ten cents a package? If the latter are to prevail then the living (!) teacher may become an appendage, and simply "keep school" or be dispensed with altogether, and a great saving thus be effected in salaries. When we see salaries getting lower and lower, when we hear of teachers remaining but a single term in one place and then flitting to another and then to another, the question naturally arises,—Are those teachers improving in quality, are they living men and women grappling with living questions and seeking with all their intellectual strength to solve them, or are they slaves of the text-book, depending upon the inspiration of the hour, not upon that steadily growing inspiration which comes from overcoming obstacles by earnest application and study. — In the language of another, "experience in the great educational centres is proving that effort spent on improving books and methods is of little profit unless the quality of the teachers who direct the use of them is likewise improved."

When you sketch or draw a scene, then you thoroughly learn it. So, when in words the child states the problem, he sketches his ideas and learns their value. Teach the children to put their sketches—however crude—on paper.

Of Interest to Geographical Students.

A very interesting publication, and one that the teacher of geography cannot well do without, is the "Bulletin of the American Bureau of Geography." It is a beautifully printed quarterly, finely illustrated, of 100 pages at \$1.00 a year. Subscribers not only get this magazine for that price, but they become members of the American Bureau of Geography which entitles them to receive specimens free in exchange from nearly all parts of the country. This will stimulate teachers and students to make collections, procure photographs, and thus obtain valuable illustrative material for their work in geography.

The next number of the Bulletin will contain an article on "The Lead and Zinc Fields of the Ozark Mountains: How lead and zinc is mined and what becomes of it." This article will be illustrated by half-tone engravings and actual specimens. The latter will be sent, expressage pre-paid, to every member of the Bureau whose yearly subscription of one dollar is paid. Each member will receive a set of four specimens, showing four characteristic ores. This is perhaps the first time that an article has been illustrated with actual specimens.

The excellence of this geographical publication and the high character of the men who control the Bureau give us confidence in recommending both to the readers of the REVIEW. Read carefully the advertisement in this number of the REVIEW, then order the Bulletin and thus become a member of the Bureau, entitled to free exchange of specimens and the brightest geographical magazine published.

The Teacher's Daily Preparation.

If the teacher would only carefully prepare the lessons of the following day, many of the mistakes in the class results might be prevented. The matter in each grade seems to the respective teacher easy, thoroughly understood by her, and certainly she feels that it is an easy matter to present it to her class. Why take time to go over what is well-known? Why, indeed? Many a matter seems simple until it is actually undertaken; and not until it is undertaken do the difficult little catches present themselves.

She may take an arithmetic lesson and glance it over, concluding that there is nothing in it to dwell on; she has explained them all—each as soon as read. Let her, however, sit down and work them out and she may find that her answer in one is not right.

Let it be a rule to go over all lessons before they are taught; let outside interesting stories be brought in to enliven the lessons in history and geography, and in a short time the pains thus taken will be amply repaid by the better results of the whole class.—*Sel.*

Object Lessons and Nature-Study.

BY J. BRITAIN, NORMAL SCHOOL, FREDERICTON.

Lessons on the Evergreen Tree.

LESSON II.

The pupils arrange themselves in *small* groups around the tree-tops (spruce) used in Lesson I.

OUTLINE OF LESSON.

1. What is the use of the terminal buds on the main stem? on the branches?
2. Of what use are the lateral (side) buds on the main stem? on the branches?
3. Cut off the main stem above the highest whorl of branches and find how many rings or layers of wood are in it.
4. How far down the tree does this youngest layer of wood extend?
5. Find whether it reaches out into any or all of the branches.
6. How old is the layer of wood next inside of the outermost layer? How far up and how far down the main stem does it reach?
7. Point out some branches into which this layer extends, and some into which it does not reach.
8. Answer similar questions about the other layers of wood.
9. Which is the *youngest* layer of wood?
10. How do the new layers of wood find room to grow under the bark?
11. Find whether the outer part of the bark is of the same age as the inner part throughout.
12. Why does the bark not increase in thickness more rapidly than it does as the tree grows?
13. What becomes of the outer bark when it gets old?
14. Look for pith in the stem of the spruce.
15. Describe the form and arrangement of the leaves of the spruce. Why are they called *needle-shaped* leaves or *needles*?
16. Find whether there are any leaves on the parts of the stem and branches which grew out in 1899—in 1898—in 1897.
17. Show whether the leaves ever fall off. Point out why the spruce is called an evergreen.
18. Observe the different kinds of trees as you pass by them in your walks, to see which you can tell the ages of by counting the whorls of branches.
19. Examine the "knots" in a spruce board and account for them.
20. Try to find why some forest trees have no branches near the ground while the branches of others of the same species have branches close to the ground.
21. Find whether the lower branches get farther above the ground as the tree increases in height.

Suggestions for History Lessons.

PREPARATION BY TEACHER.—No teacher can hope to give a good history lesson if he has not previously prepared for it. The teacher ought to have collected besides much additional information which has any bearing on the subject-matter of the lesson.

SUBJECT-MATTER.—Wars, battles, and dates, are well enough in their proper places, but they should not be allowed to monopolize the time. Special reference should be made to the social condition of the people, their customs, manners, dress, inventions, and discoveries.

BIOGRAPHY.—The lives of great men are always interesting to children, and can be made an important part of history. They also form a good means for moral training. The chief events in historical epochs are often more easily taught when taken in the biographies of the leading men of the time.

DATES.—Long lists of dates and events serve no purpose but to burden the memory. Teach *few dates* and then group the events around these. Always connect a date with the event. Many teachers find it hard work to get pupils to remember dates. The best remedy for this is to get the boys interested in the event and then there will be no difficulty in getting them to remember the date. Mark only the most necessary dates. Remember: *Few dates—very few!*

MAPS AND ILLUSTRATIONS.—These are very useful and always awaken interest. Encourage pupils to bring cuttings from newspapers and periodicals which have a bearing on the history lessons. Rapidly drawn sketches on the blackboard are very useful during history lessons. Maps are absolutely necessary, and geography should always be connected with history, where possible.

TEXT-BOOKS.—Books are useful for revising a lesson which has been previously given, but even then must be read under superintendence of the teacher, who should be always ready to give detailed explanation of this or that event which may not be quite plain to some pupils.

SUMMARY ON BLACKBOARD.—This should contain a brief outline of the lesson, with the chief events and their dates.

RECAPITULATION.—The following are some good ways of revising a history lesson:—

1. The teacher asks questions. All questions to be given in form of a complete sentence.
2. Allow each pupil in turn to give in a sentence something he has learned from the lesson just given.
3. Allow a pupil to come in front of the class and question the other children on the lesson.
4. Allow one or two pupils to give a brief resume of the lesson—each sentence to be in proper sequence.
5. The pupils should be allowed to write out the subject of their history lesson.

In all history lessons, whenever possible, appeal to the nobler instincts of the pupils. Love for good and brave deeds should be inculcated, as should also a righteous indignation against meanness, tyranny, or any other wrong-doing. Inspire patriotism, and bring out the duties of a citizen when an opportunity presents itself.—*School Journal.*

For the REVIEW.]

The Question of Time.

How to find the time needed to teach the various subjects of the Course of Instruction is a serious question in many, especially in miscellaneous, schools. Teachers frequently try to solve it by carefully preparing a weekly programme in which time is allowed for one or more lessons in all, or nearly all, the subjects of the course. In order to effect this, many of the lessons must be very short—so short that by the time the lesson is fairly begun it must be brought to a hasty close, and the temptation to encroach upon the time of the next lesson is often yielded to.

This plan, too, divides the attention and the energies of the children among so many different studies that their minds are confused by the multiplicity of subjects, and they show themselves unable to give earnest attention to most of them, if to any. And the effect upon the teacher, though less marked, is similar.

A much better way is to take up for several weeks about one-half of the subjects of the course—one lesson in each on every school day except Friday. One mathematical subject at a time is enough—arithmetic to be followed by algebra. Geography may alternate with history and often intermingle with it. Writing and drawing are good alternates; and so are health lessons and nature lessons. Time should be found for at least one language lesson every day, but during one period reading and literature may be emphasized, grammar to take the place for special effort in the shorter period to follow; for the periods should vary in length in proportion to the relative amount of work to be done in the alternative subjects. The pupils will thus have only a few subjects on their minds at a time, and will consequently work at them with greater zest, make more rapid progress and be encouraged by a growing sense of power.

When any subject is superseded in the "fighting line" by its alternate, the former is kept up during the next period by review exercises or drill lessons on Fridays. The written exercises in every subject should be used as means to teach spelling, writing and composition.

Under this plan, every subject of the course receives its due share of attention, without hurry, confusion, or dissipation of interest and energy.

In schools containing several grades, much time may be saved by uniting two classes in certain subjects. In geography, it makes little difference which of two countries is studied first, and in history which of two periods, for we cannot begin at the beginning of a country's history anyway. Nor does it matter much

which of two countries, or historical periods, is studied this year, and which next year. A class beginning a new reader may join one which has read a part of the book. And in nature lessons and health lessons, two classes may work together to advantage in many of the lessons.

JOHN BRITAIN.

Smallest and Oddest Republics.

Goust is the smallest republic as to area, but Tavolara is the smallest republic as to population. Goust is only one mile in area. It is located on the flat top of a mountain in the Pyrenees, between France and Spain, and is recognized by both of those countries. It is governed by a president and council of twelve. It was established in 1648, and has 130 inhabitants. The president is tax collector, assessor and judge. Goust has no church, clergyman, or cemetery. The people worship in a church outside of their own territory, and the dead bodies are slid down to a cemetery in the valley below. In that valley all the baptisms and marriages are performed. Tavolara is twelve miles northeast of Sardinia. It is an island five miles long by a half mile wide. Its total population consists of fifty-five men, women and children. The women go to the polls with the men, and elect every year a president and council of six, all serving without pay. The inhabitants support themselves by fishing and raising fruits and vegetables. The republic has no army and no navy.—*Cincinnati Enquirer*.

Teaching Literature to Children.

There has been a growing tendency to crowd children's minds with data about literature in the evident belief that this data is in some mysterious way a training in literature. This takes the form of extended biographic sketches of literary characters, detailed descriptions of the home and haunts of famous writers, memorized lists of authors' leading works and learned criticisms of literary productions which the pupils have not yet read. All these are interesting and, for some mental function, perhaps, valuable, but they no more enlarge the literary taste of the pupil than a lecture on foods satisfies the normal needs of the body for nourishment. Better than all biographic facts, than all lists of titles, than all formal criticisms, than all literary rambles, is one sincere effort to unfold to a child the beauty and the virtue of a great poem. Our teachers have too confidently taken the current works on literature and taught them in much the same way as history of any other sort is taught, and have come to believe that this historic survey of a field they have never entered is really teaching literature.—*Dr. Martin G. Brumbaugh, at the N. E. A.*

The Egg Joke.

At a small social gathering the other night somebody started the egg joke a-rolling.

"Did you ever hear the story of the hard boiled egg?" he solemnly inquired of some one across the table.

"No," was the innocent answer.

"It's hard to beat," said the joker with much gravity.

You can't help smiling at these things, and after the laugh died down somebody else sprung this:

"Did anybody hear about the egg in the coffee?"

"No," said an obliging somebody.

"That settles it," remarked the funny man blandly.

Of course there was another laugh, and then a brief silence. It looked as if the jokes had been exhausted. But presently a little woman at one end of the table inquired in a high soprano voice if anybody present had heard the story of the three eggs.

The guests shook their heads and one man said "No."

The little woman smiled.

"Too bad," she said.—*Exchange.*

Education in China.

Education of a certain type is very general, but still there are vast numbers of countrymen in China who can neither read nor write. There is a special literary class who alone know the literature of their country, to the study of which they devote their lives. There are boarding schools, day schools, and colleges. Examinations mainly confined to moral philosophy and literature are held in the prefectorial cities of each province twice in three years for the lower degree necessary as a passport to the public service, and of the six or seven thousand candidates who have come forward, not more than sixty can be admitted to the degree of Literary Chancellor. For the higher degrees, other examinations are necessary. There is a "College of Foreign Knowledge" at Peking, where European languages, mathematics, sciences, etc., are taught by European, Japanese, and American professors. There are besides many Christian mission schools, where the English language and lower branches of western sciences are taught. The government also maintains naval and military colleges and torpedo schools at the various arsenals to teach the young Chinese modern methods of warfare.

Every teacher should be worth more to his school than the amount of his salary. If you receive a fifty dollar salary put forth every possible effort to teach a seventy-five dollar school, and in time you will advance both educationally and financially.

A Sermon in a Paragraph.

President Porter, of Yale, once gave the following excellent advice to the students of that institution: "Young men, you are the architects of your own fortunes. Rely on your own strength of body and soul. Take for your star, self-reliance. Inscribe on your banner, 'luck is a fool; pluck is a hero.' Don't take too much advice—keep at your helm and steer your own ship, and remember that the great art of commanding is to take a fair share of the work. Think well of yourself. Strike out. Assume your own position. Put potatoes in a cart over a rough road, and the small ones go to the bottom. Rise above the envious and jealous. Fire above the mark you intend to hit. Energy, invincible determination, with a right motive, are the levers that move the world. Don't drink. Don't smoke. Don't chew. Don't swear. Don't deceive. Be in earnest. Be self-reliant. Be generous. Be civil. Make money and do good with it. Love your God and fellow-men. Love truth and virtue. Love your country and obey its laws.—*Educational Independent.*

GET THE BEST TEACHERS.—Our schools can never be what they ought to be until the very best men can be kept in them as teachers. It is not enough that each state can boast a few educators on an equal in ability with the best lawyers, editors and business men. Every community with a hundred or more children to educate should have at the head of its schools a man the equal in ability, in education, in experience, in culture and in business tact to the best. And what right has the community to expect this unless it is willing to pay what the best men can obtain in other callings? Make teaching the most honorable, the most lucrative of callings, and above all, free it from the petty annoyances of politics and meddle-some busybodies, and education will take a great leap forward for the better.—*The Educator.*

VISITING SCHOOLS.—How differently one is impressed in visiting schools! From one schoolroom he comes out saying to himself, "Too nervous," "Immense expenditure of energy with small returns," "Noisy," "Fidgety." Energy? Yes. Full of *life* and *desire* to do good work! Yes. But lacking so much in *self-possession*; teacher needs a clearer insight into processes; she needs better and clearer language; the school needs that *calm*, that *quiet*, that is so conducive to good mental work.

From another school,—it may be in the same building, one comes out pleased, thoughtful and inspired to do better work himself than he has ever done before. What a beautiful sight he has just seen! How the very air of the school-room seemed to speak for *thorough*, *cheerful* and *honest* work. What a happy and co-operative spirit seemed to possess children and teacher!—*Ohio Teacher.*

Social Standing of the Teacher.

A great difference between town and country schools lies in the social standing of the teacher and the social importance of the school. In the city the teacher is a private individual with her own private social circle of friends and acquaintances selected in accordance with her own tastes or family connections. What she may say or do outside of the schoolroom is her own concern and gives rise to no comment beyond that of her own circle. In the country, on the other hand, with its limited social life, the teacher, by virtue of her office, holds a semi-public position, and every word and act, out of school no less than in school, is subjected to the light of publicity. The proverbial gossip of country places is often annoying, but it is the natural result of the conditions of rural life, and is not in itself an essentially bad thing. The teacher cannot escape, she *must* meet it, and the manner in which she does this determines whether for her it shall be a good thing or a bad one. She may set the neighborhood to discussing things which make for their own social, intellectual and moral improvement, if not so easily yet quite as surely as she can allow them to descend to empty discussion of her dress and manner, or criticism of her behavior, and this power of the teacher is re-inforced by the importance of the school as a factor in the social life of the community.

In the city the school is regarded almost from a business standpoint. It is a place where so much knowledge, so much thinking power, is to be gained at the cost of so many hours of attendance. Little or no social interest is connected with it. The social needs of the people are met in full by other means—the theatre, the lecture, the concert, the various church meetings, clubs, societies, parties and friendly calls. Even the children are often allowed more of social recreation than they can afford either the time or the strength for, and it is the interest of the city school to restrict rather than to encourage this.

But in the country it is quite different. Many of these aids to social life are quite lacking, all are greatly reduced and the school in the absence of other institutions becomes an important social centre not only for the children but through them for the whole community. And in turn the social element becomes an important part of school life.

Again we find this fact to be seldom clearly recognized. The young teacher fresh from her home school has left behind her her circle of friends and companions, to whom she expects to return soon, and she has little or no desire to assume other and essentially different

social relations with people with whom she has little in common and on a footing which she either does not understand at all, or but dimly at best. Her home, her friends, her social sympathies are all elsewhere; she is employed to *teach* the school, and doing that to the best of her ability she seems to herself to have done her whole duty. The social opportunities for good which the school presents and her responsibility for the best use of those opportunities is too often completely overlooked.—*School Journal*.

Personality in the Teacher.

In teaching and preaching nothing interests but the interesting person. Title, authority, knowledge, all yield to the mystery of what we call the magnetic force of heartiness, sympathy, devotion. We are always making the mistake of thinking that administering, organizing, supervising, is the great issue of educational ambition. Only he or she who comes into contact with the pupils can possibly teach. Personality must meet personality. I cannot see how a normal school can train teachers, unless it has in its corps of instructors strong and impressive persons who inevitably radiate influence by their lives. I confess it seems to me very absurd to talk about the art of teaching as something that one may master, and, having mastered, may teach others. The teacher of teaching can teach only by taking classes in hand, and letting his would-be learners of the art look on. He cannot formulate rules of procedure. There are no positive rules of procedure,—only negative ones, warnings not to do this or that. The normal school should not attempt to teach an art of teaching, but should direct all its efforts towards improving the personality of its students through intellectual, moral and esthetic culture.—*Samuel Thurber, in Education*.

Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.
There is an inmost centre in us all,
Where truth abides in fulness; and around,
Wall upon wall, the gross flesh hems it in,
This perfect, clear perception. . . .

. . . And, to know,
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without. —*Browning*.

"Think not that he is all too young to teach:
His little heart will like a magnet reach
And teach the truth for which you find no speech."
—*Froebel*.

Concerning Penmanship.

The adoption of the important resolutions given below, followed the discussion of a paper, "How to Raise the Standard of Writing throughout the Country," read by J. F. Barnhart, Supervisor of Writing, Akron, Ohio:

DETROIT, MICH., December 20, 1900.

We, the Penmanship Teachers' Association of the National Commercial Teachers' Federation in convention assembled, in order to suggest the proper solution of the Public School Writing Problem, adopted the following preamble and resolutions:

Whereas, No system of writing, whether vertical or slant, will in itself insure good writing, whether taught by copy-book, copy-slip, tablet, blackboard, or by any other method;

Whereas, The best results can only be secured by earnest, faithful, intelligent teaching on the part of well-qualified teachers;

Whereas, It is a well-known fact that a very large per cent of teachers have not prepared themselves to teach this important branch, simply because their Boards of Examiners have not subjected them to as rigid an examination in this as in other branches, but have simply graded them from their manuscripts and have never refused to grant certificates however illegible the writing;

And whereas, It is a great injustice to pupils and to tax-payers to grant a certificate to any candidate who does not sufficiently understand the theory and practice of writing to direct the pupils in the development of the writing muscles of the arm, wrist and fingers, and who is not able to place on the blackboard models worthy of imitation by pupils, and whose manuscripts do not indicate that the character of the teacher's general work would indirectly supplement the good results secured during the regular writing period;

Resolved, That Boards of Examiners should give as rigid examinations in writing as in other branches, and should call to their aid the assistance of specialists.

Resolved, That to secure the better equipment of teachers, experienced instructors of writing should be employed in every City, State and Independent Normal School, and also in Institutes and Summer Schools.

Resolved, That in order to secure uniformity and enthusiasm in the graded schools, Supervisors should be employed in all the cities and in townships with town and village schools.

Resolved, That Educational Journals should emphasize the importance of writing and give more attention to methods of instruction.

Resolved, That less and larger writing be encouraged in the primary grades. The twin evils of good penmanship, excessive finger movement and gripping, are the result of requiring children to write when too young to write properly. No writing except under the supervision of the teacher should be required in the first and second years, but if required the forms should be large enough to allow the children to use the arm instead of the fingers in execution. Such eminent educators as

Dr. Hall of Worcester, Mass., declare that writing in the primary grades does far more injury to the child and the child's future writing than it does good. It is not whether children can be taught to write (draw), but whether they should be allowed, much less required to do so. Children can work in factories, but our laws wisely prohibit the same.

And be it further resolved, That a copy of these resolutions be submitted to the educational press for publication, and that school authorities give this matter their careful consideration.

He Was Master of Himself.

That was a unique way in which Mr. Smith, a merchant of an eastern city in want of a boy, is said to have tested the young applicants who came to him. He put a sign in his window: "Wanted, a Boy; Wages \$4; \$6 to the Right One."

As each applicant appeared the merchant asked, "Can you read?" Then he took the boy into a quiet room, gave him an open book and bade him read without a break until told to stop.

When the reading had been going on for a few minutes, Mr. Smith dropped a book to the floor and then rose and moved certain articles about the room. This was sufficient to pique the curiosity of some of the candidates. They looked up, lost their place on the page, blundered, and the merchant said;

"You may stop. I shall not need you at present. I want a boy who is master of himself."

If the reader was undisturbed by Mr. Smith's movements, a lot of roguish puppies was tumbled out of a basket and encouraged to frolic about the floor. This proved too much for most of the boys. They looked, hesitated and were dismissed.

Boy after boy underwent the same treatment until over 30 had been tried and had failed to control their curiosity. At length, one morning, a boy read steadily on without manifesting any desire to look at the puppies.

"Stop!" said the merchant finally. "Did you see those puppies?"

"No, sir," replied the boy. "I could not see them and read too."

"You knew they were there?"

"Yes, sir."

"Are you fond of dogs?"

"Yes, sir."

"All right. I think you will suit me," said the merchant. "Come to-morrow. Your wages will start at \$4, and if you prove master of yourself, as I think you will, you shall have \$6, perhaps more."

It was not many weeks before the wages were \$6, and promotions followed. Now the young man fills a high position in the store.—*Youth's Companion*.

Teaching Pupils How to Study.

The danger at the present time is that we do not throw pupils enough on their own resources. We try too much to carry them over the course of least resistance. Correct recitation is not the only thing to be sought; the struggle made in preparation is the main thing. Is it not a fact that the pupil is so much the product of method that when he reaches the high school, where the thought is more considered, he is at a loss? The teacher should neglect the pupil when he is to study.—*Supervisor Metcalf, Boston.*

Among the advantages of knowing how to study, are the saving of time, health, worry, and nervous strain. Children should be taught to do much in a brief space of time. They should be trained to close observation through rapid reading, spelling, etc. They should learn to analyze, to get the thought from statements. There is need for memory training which is too much scorned these days. It is essential that children should comprehend just what we want them to study.—*Supt. Cole, N. J.*

Time should be taken to explain to pupils as a class as well as individually, how each kind of a lesson should be learned. Children do not always work with the least expenditure of time and energy in getting lessons. They go at it frequently the very hardest way, and not knowing clearly beforehand what they should do, they do not see the advantage one method of attack offers over another. Teachers should explain to pupils what objects are to be accomplished in mastering each subject included in the course of study, and what power the mastery of it confers. The object of each lesson should be clearly and definitely pointed out, and if the pupil then fails to master it, he should feel that he will be a loser thereby. If teachers would only keep their eyes open and find out from the pupils themselves how they prepare their own lessons, the information thus obtained will be surprising. It is only from the pupils themselves, when confidential and sympathetic relations exist between them and their teacher, that this knowledge can be obtained. For lack of this necessary information which the children positively need in learning, the waste of energy is appalling. Let this subject be made a matter of conversation, suggestions, hints—enough at least to put the children on the right track and keep them there. I am thoroughly convinced that if this thought is acted upon and the instruction is given at the beginning of the school, the pupils' progress this year will be surprising.

There must be sufficient time given to each subject, and to each particular phase of it, for it to soak in or fix itself permanently. Some teachers work so hurriedly, tack-hammer and tongs fashion, that they never give pupils time enough to let an idea take deep root; others again are so slow that the pupils' thoughts are always running far ahead, guessing, as it were, at what will come next. There is a golden mean between these two extremes. The pupil should know as well as the teacher, and perhaps better, when a thing is learned, and that degree of mental honesty should be so highly cultivated that he will speak out when he does not

know or understand. It takes no little courage to confess ignorance before others, yet all education, from the intellectual standpoint, is to lead the learner from ignorance to knowledge, and the thoughtful questions of inquiring pupils should always be encouraged.—*Supt. Greenway, Kansas.*

Chautauqua Spelling Match.

One of the time-honored institutions of Chautauqua is the annual spelling match, which never fails to interest the visitors and students at this great summer school and resort. Seats for about 200 are arranged, volunteers are called for, and shortly the seats are filled on both sides. The interest in the great audience is keen, every contestant as he takes his place receives a round of applause. The words are given out, beginning with easier ones of two syllables. They are mostly spelled correctly, though some go down under the first fire. At the match last year the word "halo" was given out first and misspelled. This year the fifth word, "paean," found a victim. The following were some of the words this year:

Chalice, missal (mass book), snuffle, stencil, mussulman, morsel, bereave, fosse, lees, glebe, skein, sieve, ruse, rouge, myrrh, niche, sluice, trope, wreath, balk, conch, phlegm, gyves, shote, sloth, anoint, dace, writhe, jamb, flambeau, gamut, purview, talon, vestige, anneal, succinct, besom, impinge, baize, bight, boil, calk, caul, corps, floe, guise, lief, neal, gneiss, cell, sere, cere, slue, sloe, steppe, reprieve, porridge, sortie, stucco, umbrage, vellum, vendue, adjure, bewray, contemn, disburse, vitiate, rescind, sojourn, surfeit, satiate, condign, fulsome, nauseous, gyal, subtile, viscous, chrome, blote, brake, breech, bruise, bruit, frays, frieze, glaire and gloze.

[A class drill on these words would form a good spelling exercise.—EDITOR.]

It is a question that naturalists have often asked, Why do birds come to the north to rear their young? Sir Herbert Maxwell says it is a hereditary impulse; that all animated nature had its origin in polar and not in equatorial regions. Prof. Miall points out that races of men, animals, and plants, religious faiths, and modes of civilization all have originated in the northern continents and spread out in successive waves.

We must entirely get rid of the idea that any person who can pass the meagre examinations for teachers is competent to teach; and the belief that the youngest children require the teachers of least skill and ability is still more harmful. Such children, who are bundles of possibilities as yet unsolidified, are the very ones who need the wisest direction. And if they were wisely directed, their later development would be much surer, better, nobler.—*Oppenheim's The Development of the Child.*

Memory Gems.

He who has learned to obey will know how to command.—*Solon*.

Truth is the highest thing man can keep.—*Chaucer*.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.—*Benjamin Franklin*.

How far that little candle throws his beams! So shines a good deed in this naughty world.—*Shakespeare*.

Obey thy parents: keep thy word justly; swear not.—*Shakespeare*.

Keep good company, and you shall be one of the number.—*Herbert*.

A handful of good life is worth a bushel of learning.—*Herbert*.

Laziness grows on people; it begins in cobwebs and ends in iron chains.—*Hale*.

Out of the bosom of the Air,
Out of the cloud-folds of her garments shaken,
Over the woodland brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow
Descends the snow.

—*Henry Wadsworth Longfellow*.

These winter nights, against my window pane,
Nature with busy pencil draws designs
Of ferns and blossoms, and fine sprays of pines
Oak-leaf and acorn, and fantastic vines.

—*Thomas Bailey Aldrich*.

The kindly words that rise within the heart,
And thrill it with their sympathetic tone,
But die ere spoken, fail to play their part,
And claim a merit that is not their own.

* * * * *

Unspoken words, like treasures in the mine,
Are valueless until we give them birth;
Like unfound gold, their hidden beauties shine,
Which God has made to bless and gild the earth.

—*John Boyle O'Reilly*.

The days are ever divine. . . . They come and go like muffled and veiled figures, sent from a distant friendly party; but they say nothing; and if we do not use the gifts they bring, they carry them as silently away.—*Ralph Waldo Emerson*.

Every nerve centre in the body demands manual training. It develops the mind and at the same time strengthens purpose, for all things made should enter into the life of the little community and into the life of the home. Children delight in manual training, because they love to make things, and to make them for others. The children will begin manual training in the kindergarten and carry it through all the grades.—*Chicago Institute Course of Study*.

KINDERGARTEN AND PRIMARY COURSE.

MRS. S. A. PATTERSON, Truro, N. S.

In the course of a conversation with some children, recently, the writer was told by a five-year-old boy that his mother had bought two rabbits at the shop, and that she was going to make an apple-pie of them!

As this boy is possessed of fully average intelligence, his remark led to some serious thought as to the causes which lay at the bottom of such gross misapprehension of facts. It is not unlikely that the child's mistake may have come in the first place as a result of rapid and indistinct speech in the home. But the fact that he accepted the supposed statement as reasonable (not regarding the conditions as impossible to produce such a result, viz., that an apple-pie might be made of a rabbit), indicates an undeveloped condition of mind, which everyone who deals with little children should consider carefully.

The child's ideas are, generally speaking, vague and indefinite, isolated one from another; his mind presenting a strong contrast to that of the mature person, whose wealth of classified knowledge brings to him clear, connected thought, and the power to see the relations existing between things. The frequent confusion of thought and expression noticed in little children arises in most cases from their lack of connected knowledge.

The many and varied questions asked by children are an indication, not only of their desire for information, but of an unconscious longing for connected knowledge of things. They are eager to know what things are for and why they are so, and they enjoy finding out the relations existing between one thing and another. They certainly make funny blunders sometimes in their attempts to fit their old knowledge to the new; but they are ready to accept kindly explanations, and their ardor is not dampened nor their self-respect injured, if they are not laughed at.

A great deal may be done in the way of enlarging their field of knowledge and increasing their general intelligence through interesting conversations on the commonest things about them, such as clothing, food, fuel, etc. These, however, must not be mere one-sided talks. It is necessary that the teacher should have some definite knowledge of what is passing through her pupils' minds; and therefore much value should be attached to the child's expressions of his own ideas. Otherwise, wrong impressions may remain, which might have been corrected. For example, during a recent talk on clothing, one bright little girl of five years was heard to say that her papa's shirt-front was made of

card-board! A few questions as to the washing of such an article of dress soon caused her to change her opinion on this point.

One of the best features of these talks is the opportunity they give for development of continuity of thought. For instance, our woollen clothing may be traced back to the wool on the sheep's back; our linen handkerchiefs to the flax-plant, silk ribbons to the silk-worm, cotton dresses to the cotton-plant, and our furs to the animals from whose skins they are made.

As far as possible, the children should have specimens to look at in connection with these talks. In the talk on woollen clothing there should be placed in their hands some of the wool as it came from the sheep's back, and some carded wool, that they may twist into bits of yarn for themselves, also scraps of coarse woollen cloth may be unravelled to show the manner of weaving.

In connection with linen it would be a good and not a difficult matter to raise on the school grounds a small bed of flax, showing eventually how valuable a plant it is, not merely in providing us with table-cloths and napkins, handkerchiefs and collars, but in furnishing oil for the painter and poultices of meal for the sick, etc.

Another subject of conversation may be our food, which could be classified as being home-raised or brought from other places. In the latter case a foundation-stone is being laid for the study of foreign lands. The story of a loaf of bread may be searched out from the plowing of the field by the farmer to the grinding of the wheat in the mill, and to the final mixing and baking of the bread in the house. It is interesting to watch the expression of wonder on a child's face as he notices for the first time the connection between the bubbles in the yeast and the big and little holes in his slice of bread.

The pleasure and benefit of these talks will depend largely on the attitude of the teacher towards the children. They will appreciate the fact that what she is so interested in must be worth their attention, and her willingness to help them find out things will tend to win their confidence. Many an irrelevant remark will be made; just at the most interesting part of the talk some child will probably interrupt with an exciting story which a chance word has suggested; but a quiet promise to hear it "some other time" will tide over the difficulty, and will serve to develop patience on both sides.

Such intercourse with children will lead to an ever-increasing amount of sympathy and kindness, and must inevitably tend to shut out that most baneful of all the teacher's sins against childhood, viz.: *sarcasm*. Cowardly? Yes, it is truly a small, mean way of venting our ill-humor on those whom we feel are in our power. It

warps the character of the one who uses it in such a case; and it develops in the childish victim two evils—a lack of self-confidence, and the passion of hatred; being the very opposite of that quality of mercy which "blesseth him that gives and him that takes."

TEN-MINUTE TALKS ON WOOLLEN CLOTHING.

Monday.—Encourage children to name points of difference between summer and winter clothing. Mittens, hoods, warm stockings, heavy coats and woollen dresses. Where did they come from? Mother knit the mittens. Where did she get the yarn? From the shop. Where did the shopkeeper get it? Let a minute or two be spent in picking small pieces of yarn to pieces, leaving the last-named question unanswered till next day, if nobody replies to it to-day.

Tuesday.—Enquire if anyone has found out where yarn comes. Give each child a tiny piece of sheep's wool to examine. Notice straight and curly hair of different children. Which is easiest to comb? Notice the curly hairs of the wool. Does it hurt to have your hair cut? Tell of the washing of the wool before the sheep is sheared. By stretching the wool gently, twisting it, then doubling and twisting again, let each child make a bit of yarn. Describe the spinning process. How is it that some yarn is red, some blue, etc.?

Wednesday.—Give each child a small piece of old blanket, homespun, or other coarse woollen material, and let them ravel it, and even pick some threads to pieces to see the wool itself. Tell how cloth is woven. If a woollen mill or factory is near, take the children, if possible, some afternoon, to visit it. In case of danger from the machinery, take a few children at a time, or invite the mothers to go with you. If nothing better can be done, illustrate the process of weaving by darning, which every child may see in the home.

Thursday.—Finger-play "*The Sheep*," (by Miss Poulsson). The occasional recitation of this play may serve to recall talks on wool.

Friday.—Story of the *Shepherds of Bethlehem*.

Later on, after talks on cotton, interesting exercises may be given to develop the senses of touch and sight by presenting bits of sheep's wool and cotton-wool, pieces of woollen goods and cotton goods to be distinguished by either sense as required, making the exercises, of course, very simple at the first.

THE SHEEP.

(Selected from Miss Poulsson's "Finger-Plays")

This is the meadow where, all the long day,
Ten little frolicsome lambs are at play.

These are the measures the good farmer brings
Salt in, and cornmeal, and other good things.

This is the lambkins' own big water-trough:
Drink, little lambkins, and then scamper off!

These are the shears, to shear the old sheep;
Dear little lambkins their soft wool may keep.

This is the rack, where in winter they feed;
Hay makes a very good dinner indeed.

Here, with its big double doors shut so tight,
Here is the barn where they all sleep at night.

Meadow.—Fence in an imaginary field with the arms curved on lap or desk, the fingers of one hand overlapping those of the other to form the bars of the gate.

Ten little lambs.—Ten fingers scampering across lap or desk.

Measures.—Hands held palms upwards, and curved into a sort of cup-shape.

Water-trough.—Hands as before, only joined together now, making a long, deep trough-shape; the two thumbs dipping in and out to represent lambs drinking.

Shears.—Right hand held palms down, fingers shut, except first and second fingers, which are out-stretched, and move to represent shearing. The back of the left hand may represent the sheep.

The rack.—Hands vertical, placed back to back; fingers out-stretched and interlaced.

The barn.—Keeping fingers interlaced as before, close the hands together, when the thumbs will appear standing straight in front, representing the doors. By opening these doors, the ends of the fingers may be seen inside, huddled together as the sheep.

NOTES ON DISCIPLINE.

The aim of every kindergartner, as regards discipline, is that the kindergarten shall be self-governing. This is possible, too, in the public school.

There are schools, even to-day, where the children are made to feel continually that the teacher is a kind of policemen always on the watch for some violation of law. Who likes to feel that he is being continually watched, continually suspected of doing something wrong! How much better would it be if the children were shown the reasonableness of things instead of feeling that every restriction was only the tyrannical will of the teacher, issuing the domineering mandates of "you must" and "you shall." It has been said that the secret of discipline is leading and not drawing; of living with the children, not above or beyond them. It is possible to make the children feel that the school-room is a sort of community in which all have equal rights. Thus may the school in time become self-governing.

"To govern is not the whole thing; the question is how we govern; whether we so govern as to make a cringing slave, a cunning hypocrite, or a law-abiding self-respecting, willing servant of God."

QUESTION BOX.

1. Would you advise teaching a child writing during his first term at school?—A. C.
2. Will you kindly tell us how you would teach colour to the primary grades?—M. B.
3. Will some kindergartner who has a mothers' class tell us how she conducts it?
4. If any kindergartner has used Prang's new School of Sewing, will she kindly let me know if she thinks it superior to the old one?

ANSWERS.

1. Yes; from the very first I find they learn it much easier than printing. The latter I would not teach until the third grade.
2. It would take too much space to answer it here. However, first requisite is a prism, which can be procured for a few cents at almost any hardware store.
- 3 and 4. Will some kindergartner who has experience in these, kindly answer.—M. W.

FIRST YEAR CONVERSATION LESSONS.

Name, age, and residence of pupils; home life—father and mother, brothers and sisters, grand-parents; respect for parents and for the aged; kindness to brothers and sisters; school life—treatment of the teacher, of school-mates; the Golden Rule; cleanliness; carefulness in using school property and the pupil's own property.

Care of the body; its parts, arms, hands, fingers, etc.; the skin, cleanliness; use of the senses—what we learn about through touch, as rough, smooth, etc.; sight, as color, beauty; in like manner the other senses; foods—meats, vegetables, milk, etc.

Lessons upon fruits; the trees in autumn; the frost, the earth, and the sky; weather observations; snow, hail, ice, rain; spring, the buds, blossoms, and flowers; the sun.

The teacher will write on the board names of trees, flowers, etc., as they come up, and teach the children to recognize the varieties. The general idea of plant is to be made as clear as possible, and the main parts of every plant made known—root, stem, branches, leaves, flowers, fruit—but without dissection. For this purpose study may be made of some common plant, as geranium.

Lessons on the domestic animals, as useful and as pets; familiar wild animals; the birds, domestic and common wild birds. The cow furnishes a good subject for study, its products being so many and so familiar—flesh, milk, butter, cheese, tallow, horn, hair, hide, etc. (See Wiltse's Kindergarten Stories and Morning Talks.) Kindness to animals should be taught by precept and illustrative stories.

Some helpful books are; Nature Stories for Young Readers, M. Florence Bass; First Natural History Reader, Rev. J. G. Wood; Book of Cats and Dogs, James Johnnot; Seaside and Wayside, No. 1, Julia McNair Wright; Suggestive Lessons in Language, Anna B. Badlam; Teacher's Manual of Lessons in Language, Tarbell.

Short, simple pieces of poetry and prose are to be committed to memory and recited; in this exercise particular attention is to be paid to correct expression.—*Course of Study, Greenville, O.*

CURRENT EVENTS.

BY J. VROOM.

Further explorations in the Canadian Rockies, where great glaciers, high peaks and wonderful canons have recently been discovered within a short distance of the Canadian Pacific Railway, are to be made during the coming year.

It is estimated that about 16,000 farmers moved from the United States to Canada during the past year, most of them settling in the Northwest; and the outlook for a large immigration next year is excellent. These immigrants from across the border are the best class of settlers, with the exception of our own people. A large influx of French Canadians from the New England States is also looked for next year, principally to settle on the newly developed farming regions in the north of the province of Quebec.

A new gold field is said to have been found in our northern regions, in the country near Davis Strait, in the same latitude as the Klondike.

As the decreased output of coal in England is beginning to cause anxiety in respect to a future supply, new discoveries of coal are of great importance. The great coal fields of British Columbia, especially those of East Kootenay region, will yield some of the finest bituminous coal in the world; and there is in sight enough, it is estimated, to supply the needs of the whole world for 300 years, at the present rate of consumption.

The recent discovery of coal on the Zambesi, within 200 miles of Bulawayo, in Rhodesia, means a new source of wealth for our fellow subjects in South Africa. In quality it is said to be equal to the best Welsh coal. Coal has also recently been found on the western side of the Island of Spitzbergen, in the Arctic Sea.

But a little more than a thousand miles is now required to complete the telegraph system between Egypt and South Africa.

Thibet, it is rumored, is no longer satisfied to remain in subjection to China, preferring to be a vassal of either Russia or Great Britain instead.

Morocco has paid to the United States the indemnity asked for the murder of a citizen, and the affair is ended.

The United States has declined to interfere in the boundary dispute between Bolivia and Chili.

Much light has been thrown upon the history of ancient Babylon by recent explorations. We may now read, in a book of translations just published in London, official communications which were sent four thousand years ago to and from the seat of government, in the form of small clay tablets, each in a carefully addressed envelope; and learn from them much of the life of the people, which is curiously like our own in some respects. Canals, instead of railways, furnished means of communication. Taxes were collected, government works built and controlled, justice administered and business transactions recorded very much as they are to-day in

Eastern lands. All this is learned from the little clay documents which are found buried beneath the ruins of an ancient Babylonian city, and which were written about 2200 B. C. It is beyond the range of probability that any trace of our own paper libraries will last so long.

The Russian ice-breaking steamer "Ermack," which has on trials forced its way through ice fourteen feet thick, is now fitting out in England for an attempt to reach the North Pole. She will be commanded by Vice-Admiral Makaroff, of the Russian navy.

A CENTURY'S PROGRESS.

With the close of the year of our Lord one thousand nine hundred has ended the most wonderful century of the Christian era, — wonderful in the increased knowledge of the earth and its inhabitants, past and present, and in the changes brought about in man's relation to his material surroundings. In philosophy, literature, music and art, perhaps, the nineteenth century has given to the world nothing that future ages will greatly value. Its triumphs lie in the domain of applied science, for the preservation of health, increased facilities of production, transportation and communication, and increased comforts and conveniences of life; and in the diffusion of knowledge, the widening of political franchise, and a practical recognition of the brotherhood of man. To the nineteenth century belong the railway and the steamship, and all the marvels of applied electricity; as do also photography and many of the lesser inventions and discoveries with which we are now familiar, including the bicycle, the sewing-machine, the type-writer, the friction match, and the manufacture and use of India-rubber. The reduction of aluminum and other metals now used in the mechanical arts; the discovery of the Roentgen rays, which render transparent many bodies that are opaque to the rays of ordinary light; the germ theory of contagious diseases, and the revelations of the microscope in connection with this theory; the use of anesthetics and antiseptics; and the general introduction of labor-saving machinery, will have a permanent effect upon the history of mankind; but the locomotive steam engine, first used in England in 1825, the submarine telegraph, connecting British North America with the mother country in 1858, and the completion of a ship canal through the Isthmus of Suez in 1869, are the three great achievements of the century.

A century ago, the inscription "unknown regions" covered a large part of the map of every continent except that of Europe. The British possessions, now including nearly one-third of the habitable globe, were then, exclusive of the British Islands and some of those "unknown regions," confined to the valley of the St. Lawrence and the maritime provinces of British America, some small territories in the East and West Indies, and a few trading posts and military stations in other parts of the world. The present situation in South Africa makes it of interest to note that England was then holding Cape Colony at the request of the Dutch, to protect it from the French. It was restored to Holland in 1803, re-occupied when another French

war broke out, and finally purchased for a large sum of money in 1814. This little strip of Dutch territory has grown into the great South Africa of to-day; Canada, united and stretching from ocean to ocean, takes up half the territory and probably more than half the natural wealth of North America; while Australia, which had no political existence except as a penal settlement in 1800, has since become a group of provinces, and takes its place on the first day of the twentieth century as a united commonwealth among the other states that form the British Empire.

As remarkable as the rise of our colonial empire is the fall of that of Spain. Spanish America, which in 1800 included California, Mexico, Texas, Florida, Central America, and nearly all South America except Brazil, has disappeared with the loss of Cuba and Porto Rico, and the sale reduced the Spanish dominions in Australasia to a few unimportant islands. Russia has acquired Finland and the northern shores of the Black Sea during the century, and has greatly extended her possessions in Asia; France has lost most of her American possessions, but has acquired Madagascar and a large part of Northern Africa; Germany has become a united empire, with large African territories under its rule; Italy is united; Belgium, separated from France and joined with Holland to form the kingdom of the Netherlands, has later been made an independent state; Greece has won independence, and the power of Turkey has waned. The recent rapid progress of Japan, though it has made little change in our maps, has added an Oriental nation to the great powers of the world. The United States of America, like Canada, has stretched across the continent, and now also includes Alaska and the beginning of a colonial empire beyond the seas.

While these changes in political geography have been generally the results of wars, the end of the century has seen the assembling of the peace congress at the Hague, and the establishment of a permanent court of arbitration by which it is hoped international disputes may sometimes be settled without appeal to arms. We may see in this at least a promise of the advent of that time, seen in the poet's vision of the future:

"When the war-drum throbs no longer, and the battle flags
are furled,
In the parliament of man, the federation of the world."

A bill is to be introduced into the Manitoba legislature by the government of that province to make education compulsory. This, we hope, will be imitated in the eastern provinces. New Brunswick needs a compulsory clause to make its school system more effective. And Nova Scotia needs something more than an optional compulsory law to ensure the fullest educational benefits for the children of that province.

A very little practice each day in adding, subtracting, multiplying and dividing will lead to absolute accuracy and reasonable rapidity. The fundamental processes in arithmetic demand absolute reliability. Ninety per cent will never do, nor ninety-eight per cent. Nothing less than 100 per cent is acceptable.—*American Primary Teacher.*

Teachers' Conventions.

CUMBERLAND AND COLCHESTER, N. S., INSTITUTE.

Helpful practical lessons on school topics, papers and addresses by representative teachers, bright and pithy discussions, and an unflagging interest from start to finish, characterized the proceedings of the Cumberland and West Colchester Teachers' Institute, which met at Great Village, N. S., on Wednesday, Thursday and Friday, December 19-21. "The Village" is situated about four miles from Londonderry station, from which point passengers who came by rail were conveyed by stage to one of the most prosperous and picturesque districts of Nova Scotia, overlooking Cobequid Bay, the eastern extremity of the Bay of Fundy.

A social was held on Tuesday evening in the basement of the Presbyterian church, and served to make hosts and guests acquainted with each other before the more exacting work of the Institute began. It was a hearty reception—addresses of welcome, speeches in reply, music, readings, pleasant conversation, refreshments—all served to put everyone at ease and in good humor.

Inspector Craig presided at all the meetings, a genial, inspiring and tactful president, who likes to round up the season's work with an educational bill of fare that shall stimulate and strengthen his teachers for the work of the coming year. The officers elected were: Principal W. H. Magee, Ph. D., Parrsboro, Vice-President; Principal W. R. Slade, Oxford, Secretary-Treasurer; D. A. Ross, Amherst, Miss Cameron, Parrsboro, Miss McEachern, North Colchester, and the principal of the Great Village school, additional members of the Executive.

The Institute opened at 9 o'clock Wednesday morning, and there was no time wasted in getting to work. The president's address, enrolment of members, election of officers, succeeded each other with a promptness that was exact and business-like. By ten o'clock all was in readiness for the educational part of the programme.

Miss Ida Barnhill, of Five Islands, gave a lesson on primary reading to a class. With great patience and tact she led the pupils to know words by their sounds and gathered from their experience the meaning of new words. She illustrated her method after the class was dismissed, bringing out the following points: She always puts the reading lesson on the board in the presence of the class; they are interested in seeing how the letters are formed, and in picking out new words. She only indicates words by the pointer when teaching, not while reading the lesson. Pointing out each word as the child reads leads to a monotonous expressionless way of reading. Mrs. S. A. Patterson,

of Truro, followed, dealing with the details of primary work in a clear and effective manner.*

Mr. G. U. Hay gave an address on Some Opportunities of the Teacher. With improved facilities for teaching, there come fresh demands on the teacher. There should be a constant study of the child, the cultivation of a goodly frame of mind towards nature and nature-study, establishing intimate friendship with pupils, encouraging their aims, directing their ambition, and throwing pupils as much as possible on their own resources.

Prof. F. C. Sears, of Wolfville, read a valuable paper on Science and the Farmer. The more exact knowledge of science a man has, the better farmer will he make. By a tactful, personal and sympathetic interest in all the details of a scholar's home life, the teacher may encourage him to see that nowhere is offered larger opportunities for a well-rounded, hopeful, helpful life than that of the intelligent, industrious and true-hearted farmer. The paper was discussed by Inspector Craig, Mr. McNealy, Mr. Rines, Mr. Lay, Mr. Hay, Dr. Magee, and others. Mr. Lay said the planting and care of shrubs, trees and other plants in school gardens had a good effect on the dispositions of scholars. He recommended native shrubs and trees, such as the wild cherry, spiræas, maples, etc. Dr. Magee thought that excellent results might be attained in school window gardening in cities and towns. Mr. Hay thought that better trees and shrubs and better educational results would be gained by getting scholars to collect seeds and rear their own plants. Prof. Sears said that seeds could be preserved through the winter by keeping them moist in boxes—a layer of sand to a layer of seeds.

Mr. J. E. McVicar gave an interesting lesson on Tennyson's "Lady Clare" to a grade eight class.

On Thursday morning Miss Laura Messenger, of Parrsboro, gave a lesson on Elementary Chemistry (the constituents of air). The careful preparation and strong personality of the teacher were shown in the interest which was aroused in the class.

Inspector Craig burned a piece of paper in a bell jar, the mouth of which was under water, and Dr. Magee burned a small quantity of alcohol in a similar experiment to show how simply oxygen could be eliminated from air. Miss Grace H. Patterson, of Truro, gave a lesson to the same class on the Oyster—a model one. Each scholar had a specimen "on the shell," and, as the teacher directed, the scholars discovered, thought out and reported the results of their observations. While

* Mrs. Patterson has been asked to illustrate her methods through the columns of the Review, in this and succeeding numbers. See Kindergarten and Primary Department.

the lesson was being discussed by the Institute the pupils made drawings and wrote a composition on the subject. Dr. MacKay, Superintendent of Education, who had arrived the previous evening, said this was one of the most excellent lessons he had ever listened to. With precision and ability the scholars' knowledge and the results of their observation had been drawn out. Principal Slade and Rev. Mr. Dawson also referred in warm terms to both lessons.

Principal F. O. Foster, of Acadia Mines, read an excellent paper on Geography Teaching. He recommended a careful study of the physical features, boundaries, products, etc., of the section and county in which pupils reside; then of other portions of the province, the British Empire, and the world, in the order of their importance, dealing with principles rather than details in the wider range of the subject. The paper was discussed by Miss Graham, Messrs. Johnston, Archibald, D. A. Ross, Dr. Magee, Principal Slade, and others.

Mr. T. B. Kidner, Director of Manual Training, Truro, read a short paper on this subject, followed by demonstrations on the blackboard. It was a valuable lesson even to see Mr. Kidner at work; and this was supplemented by practical hints and suggestions, helpful to every teacher present. Inspector Craig advised teachers to take advantage of the manual training school at Truro. There would soon be openings for competent instructors at Amherst, Oxford and other places. Mr. Lay spoke of the old time instructors we had had from England. Now we had modern ones from that country.

Alexander McKay, Supervisor of the Halifax Schools, read an interesting paper on Drawing in the Public Schools. He showed (1) The practical value of a knowledge of drawing; (2) Beneficial results from an educational point of view; (3) Esthetic value of drawing to develop a sense of the beautiful; (4) Value of the knowledge of drawing to the teacher. This paper should result in lasting benefit to the teachers who were present.

The public educational meeting held in the Presbyterian Church on Thursday evening, 20th inst., was addressed by Inspector Craig, T. B. Kidner, Principal Campbell, of Truro Academy, S. E. Gourley, M. P., and A. H. MacKay, LL. D., Superintendent of Education. Inspector Craig, in his opening remarks, read letters from the Hon. T. R. Black, M. P. P., and H. J. Logan, M. P., replying to an invitation to be present and take part in the addresses of the evening, and regretting their inability to do so.

The remarks of the speakers, for which there is not space for even an outline here, favored a more liberal

education for the future men and women of Nova Scotia, inculcating more of the true spirit of patriotism, more teaching of science and the practical arts, more of that teaching that will lead them to take a rational enjoyment of life.

The last session of the Institute (on Friday morning) was devoted to a paper on a Defence for the Study of History, by Mr. W. M. Hepburn, of Amherst. The paper was an excellent one, and the discussion carried on with spirit by Dr. MacKay, Dr. Magee, Principal Johnston, Principal McNealy, Miss Graham.

Inspector Craig, after the usual votes of thanks were passed, adjourned the Institute.

CARLETON COUNTY INSTITUTE.

Carleton County is called the Garden of the Province. The justice of the title is admitted by the inhabitants and not disputed by dwellers in other counties. Ahead from an agricultural point of view, it is not behind educationally. Vigorous discussions are now the features of the Institute. The number of male teachers has about doubled.

The twenty-third annual session of the Institute met at Woodstock, December 20th and 21st. The attendance was fully up to the mark. Chief Superintendent Inch was prevented from being present, but Principal Mullin of the Normal School made a good substitute. His address and that of Prof. McCreedy, of the Sloyd School, Fredericton, were well received. Mr. F. A. Good was appointed to the chair during the absence of the President, D. W. Hamilton, from the morning session. For a like cause Mr. N. Foster Thorne was chosen secretary.

Mr. Good in his opening remarks referred to the benefits arising from the Institute and the difficulties in preparing a programme. The President having arrived in time for the afternoon session delivered a spirited address.

Principal Mullin addressed the Institute in his usual forcible style. It was Mr. Mullin's first visit to this Institute and he complimented the county on the number and quality of the students sent to the Normal school from that section. He also gave as proof of Carleton's prominence educationally the fact that this county taxed itself for schools before the day of free schools. He then graphically described his trip to the common and normal schools of the Eastern United States, during the year, and showed that while we had much to be proud of, there was still much to be desired.

Prof. McCreedy followed, presenting the claims of Sloyd methods of training, insisting that the idea was not to make carpenters but to cause pupils to think,

and thus to educate in the truest sense. Prof. McCreedy is enthusiastic and communicates some of it by arguments, but, above all, by the model which he exhibits and uses so effectively. He spoke during the evening session, which was well attended. His Worship Mayor Murphy spoke at this meeting, welcoming the teachers to Woodstock. Principal Mullin and Rev. Jas. Crisp also addressed the meeting.

On Friday morning, Mr. F. A. Good called the attention of teachers to the help obtainable from the EDUCATIONAL REVIEW and the Canadian History Leaflets now bound in a handsome volume and published from the REVIEW office. Inspector Meagher spoke on the success and failure of the newer text-books.

A very well prepared paper on Thoughts on School-work was read by Mr. N. F. Thorne. It provoked a hearty discussion, carried on by Inspector Meagher, Messrs. Harrison, Good, Ross, Jewett and Principal Mullin, all of whom complimented Mr. Thorne. An equally good paper was then read by Mr. Draper. He dealt with Canadian History. Mr. Draper held that teachers should prepare their lessons better beforehand and less would be heard about tedious text-books. Maps should often be used and patriotism stimulated wherever an opening offers. Principal Mullin emphasized the teachers rising above the text-book. Others joined readily in the discussion. Mr. Cormier's paper on Mathematics in the afternoon was equally well received. After electing the following executive committee for the ensuing year the Institute adjourned, feeling that the time was well spent. G. H. Harrison, M. A., president; John Barnett, vice-president; N. F. Thorne, secretary. Additional members of executive, Misses Carman and Reid.

SCHOOL AND COLLEGE.

H. Judson Perry, a member of the senior class at Acadia, has been appointed Principal of Bathurst grammar school to succeed George K. McNaughton, B.A., who has accepted the principalship of Harkins' Academy, Newcastle. Mr. F. D. Yorston, the late principal, is taking a course at McGill college.

Mr. J. J. McKim, who has taught the school in Central Economy, N. S., very successfully, has accepted a position on the staff of the St. Georges schools, Bermuda.

Mr. A. C. M. Lawson, late principal of the Hopewell Hill Superior School, has accepted the principalship of the Superior school, Salisbury. Before leaving, a reception was tendered Mr. and Mrs. Lawson by the citizens of Hopewell Hill, at which an address was read and a presentation made, showing the appreciation in which Mr. Lawson's services were held.

The graded school at Weymouth Bridge, Digby Co., N. S., has been for the past two and one-half years under the principalship of Mr. Arthur C. Harlow, Class B. The schoolhouse erected about three years ago is one of the most commodious two-department school buildings in Western Nova Scotia. Through the efforts of Principal Harlow, it is well equipped with apparatus for all departments of common and high school work. The walls of both rooms are adorned with a fine collection of the Perry Pictures. A flag and flagstaff have recently been provided, and an electric bell has been placed in position, by means of which signals may be given by the principal to the teacher of the elementary department. Principal Harlow and also Miss Prime, who has taught the elementary department for the past fourteen years, are both deservedly popular in this section.

The school taught by Miss Annie Flaherty in District No. 4, Havelock, Kings County, N. B., recently held a very successful pie social for the purpose of raising funds to purchase a map of the Maritime Provinces, a teacher's desk and other articles for the school. A satisfactory sum was realized. The teacher was aided by the ladies of the district and other friends.

Inspector Mersereau this month will inspect the schools of Alnwick, Northumberland County, thence to the eastern end of Gloucester County, taking the schools along the shore between Miscou and Bathurst.

Inspector Carter will visit the schools in the eastern end of Charlotte County at the beginning of this term.

The new catalogue of Cornell University, shows a total enrolment of 2458, a gain of 218 on last year. It looks as if President Schurman was in favor of expansion at home as well as abroad. The preliminary announcement of the summer session of Cornell for 1901 will be found in our advertising columns. There has been an extension of this work, some eighty-four courses in nineteen departments being offered.

In another column will be found the announcement of the Summer School of Science for the Atlantic Provinces. This year the school meets at Lunenburg, N. S., a charming place to study, amid delightful scenery, fanned by the cool breezes from the Atlantic Ocean.

James Howe, principal of Hampton station superior school for the last year, has resigned to attend the University of New Brunswick.

Jos. Mills, B.A., of the staff of the Moncton grammar school, has been appointed principal of the Charlotte street school, Fredericton, N. B. Donald McLean, B.A., principal of the superior school at Newcastle, succeeds Mr. Mills in Moncton.

Miss Frances B. Hoar has taken charge of the school at Upper Maugerville, Sunbury County. On taking leave of her late school at Germantown, Albert County, the scholars presented her with a beautiful gold brooch.

The annual Rhetorical Exhibition of the Junior Class of the Acadia College took place on the evening of December 18th. As the class is too large in number for all the orations to be delivered in one evening, the faculty, after hearing all members of the class, selected a suitable number for an evening's entertainment. A programme of six orations, interspersed with singing, was very successfully carried out, after which W. K. Haley, of St. John, read an address to the faculty, presenting to them on behalf of the class a handsome quartered-oak library desk. This was followed with addresses by President Trotter, Dr. Eaton, Chairman of the Board of Governors, and the Librarian, Prof. E. W. Sawyer.

Wm. Taylor, a teacher for over fifty years, died at Lower Brighton, N. B., December 1st. The deceased was over eighty-three years of age. The *Carleton Sentinel* says of him: "He was in every respect a worthy man; upright, honorable, true and unselfish."

ROUND TABLE TALKS.

A recent class of graduating teachers told the examiner, with great unanimity, that in teaching the first steps in reading they would write beforehand on the blackboard a sentence, carefully cover it from the class until the proper moment and then uncover it; asking the children to read it as the teacher pointed to the words. A teacher, at an institute, after giving a lesson on reading, said she always wrote the lesson in the presence of the class, and never pointed to the words except to teach them, because if each word is pointed out it results in a droning mechanical reading.

Which is the better plan?

S. A. M.—Who is the author of (a) "The hand that rocks the cradle is the hand that rules the world;" (b) "Virtue is its own reward."

(a) William Ross Wallace in *What Rules the World*.

They say that man is mighty,
He governs land and sea,
He wields a mighty sceptre
O'er lesser powers that be:
But a mightier power and stronger,
Man from his throne has hurled,
For the hand that rocks the cradle
Is the hand that rules the world.

(b) John Gay, the poet, in his *Epistle to Methuen*; l. 42; the authorship of the line is also ascribed to John Home or Hume in his play of *Douglas*, Act III., Sc. 1, l. 294. "Virtue is her own reward" occurs in Dryden's *Tyrannic Love*, Act II, Sc. 3.

It is next to impossible for a young teacher to succeed who does not do all three of the following things: 1. Visit schools, and observe how others do it. 2. Read the best educational books. 3. Take and read some good educational journal.

RECENT BOOKS.

It would be difficult to conceive of a more attractive and useful book than Prof. Atkinson's *Studies of American Fungi*,¹ nor one that is destined to exert a greater influence in the study of an important class of plants that have been overlooked and avoided simply because of ignorance of their qualities, and the want of a suitable book of low price. In addition to its general attractiveness and the beauty of its illustrations, it is written in a style well calculated to win the merest tyro or the most accomplished student of the fungi. The plain untechnical language of the descriptions in the first part of the book will be heartily appreciated by the grateful novice, who, with interest aroused as he proceeds, gradually becomes accustomed to the cautiously introduced technical terms and that scientific treatment, unavoidable in works of this kind. And it is vastly to the credit of the distinguished author that he has given us a book on a little known subject couched in such good, homely Anglo-Saxon phrase.

The illustrations, from photographs, represent all the genera of agarics in this country, and different stages of development of the more common species. These clear photographs and the plain descriptions make the book especially valuable for the amateur fungus hunter, in picking out the edible from the poisonous species of the most common kinds. There are chapters on the collection and preservation of the fleshy fungi, how to photograph them and keep records of the important characters which often disappear in drying; on the selection of plants for the table, etc. The book is beautiful and useful, well fitted to help teachers in nature study, and to make known a class of plants useful as food.

"Song Waves"² is the appropriate name of a collection of lyrics from the pen of the late Dr. Rand. It is a beautiful book and, with the fine portrait of the author, will be welcomed by his many warm friends and admirers. The poems, with others not hitherto published, give evidence of that maturity of thought, ardent love of nature and fine sensibility of the writer.

Some lines seem like premonitions of that quiet but sudden release of his spirit in May last:

Encamped am I; Earth's not my home.
The glory flashing 'neath yon dome,
Refusing to be leashed, like music,
Supernal is, and it beckons, come!

Fell death still thunders at his task,
But death the peace of God doth mask.

As a rule Book-keeping is taught worse than any other subject in the course of study. It is only after many folios have been copied that the ordinary student begins to comprehend fully the meaning even of such common terms as debtor and creditor. Only a small fraction of those who take a course ever obtain a complete grasp of the few fundamental principles which relate to journalizing, to the profit and loss account,

¹ *STUDIES OF AMERICAN FUNGI: Mushrooms, Edible, Poisonous, etc.* By George Francis Atkinson, Professor of Botany in Cornell University, and Botanist of the Cornell University Agricultural Experiment Station. Andrus & Church, Ithaca, N. Y., U. S. A., publishers. 8vo. Pp. i-vi, and 1-275, with 76 plates and over 150 text illustrations. Price, \$3.00, postpaid.

² *SONG WAVES.* By the late Theodore L. Rand, D. C. L. Cloth. With portrait. Pages 121. Price \$1 postpaid. Wm. Briggs, publisher, Toronto.

to discounts, etc. We do not remember having seen any other book on this subject which makes the general principles so plain, and lays such a good foundation for rapid progress as does Mr. Ireson's *Textbook*.¹ Technical terms, as they are needed, are fully explained and illustrated in simple and precise terms. The first chapters treat of only essential principles. Thirty-two typical examples are explained with great clearness and in fullest detail. By referring to one or other of these types the student can solve almost any difficulty that can arise in bookkeeping. This is, therefore, a most valuable book for teachers in general and for private students, for to them it takes the place of the specialist.

A. M.

Although necessarily similar in subject-matter to many existing treatises on Mechanics, the volume before us² recommends itself by a number of minor originalities. The value of experimental illustrations is fully recognized, and the author has described about fifty experiments which may all be performed by teacher or student with the help of very inexpensive apparatus. At the same time more elaborate apparatus, if available, may be used to illustrate much of the subject matter. The text is accompanied by numerous representative examples. The diagrams are well executed; the formulas and section headings are in clear type, and following each chapter is a useful summary. On the whole the book presents an interesting and unhackneyed account of matters which form the stock-in-trade of elementary mechanics.

The author of *Preliminary Practical Magnetism and Electricity*³ is already favorably known to teachers of science through his more advanced *Physical and Electrical Engineering manuals*. In this little book we have a series of experiments in magnetism and electricity, which, although elementary, are still quantitative in character. The work is to be done by the pupil himself, the object being to supplement his study of the ordinary textbook by a connected series of observations and measurements. Full descriptions are given regarding the preparation and setting up of apparatus, together with numerous suggestions about methods of observing, drawing inferences from data, and tabulating results. The apparatus required is inexpensive, and most of the work can be done by the ordinary high school pupils.

F. R. H.

The authors of this new work⁴ deserve great credit. They evidently had a well defined plan which they have carried out with admirable consistency. They display a degree of familiarity with the idioms of the German language as used by authors in North and South Germany, as well as in Austria and Switzerland, which one rarely meets. We find for instance, "Küz die Hand!" (A polite phrase to express a respectful greeting or thanks) which is only used in Austria, whilst "den Rappel Priegen" is only heard in North Germany. The authors show their up-to-dateness in modern German by explaining the

¹ *A TEXTBOOK OF BOOKKEEPING.* By Frank Ireson, B. A. Pages 332, 9 x 6 in. Price 4s. 6d. Published by Macmillan & Co., London and New York.

² *ELEMENTARY MECHANICS OF SOLIDS.* By W. T. A. Emtage, M. A. Pages 333. Price 90 cents. Macmillan & Co., publishers, London; The Copp, Clark Company, Limited, Toronto.

³ *PRELIMINARY PRACTICAL MAGNETISM AND ELECTRICITY.* By John Henderson, D. Sc. Pages 45. Price 35 cents. London: Longmans, Green & Co., publishers. Toronto: The Copp, Clark Company, Limited.

⁴ *SELECTIONS OF GERMAN IDIOMS.* By Taker and Roget. Publishers, Messrs. Macmillan & Company, Ltd., London. Price 3s. 6d.

word "radeln" (to ride a bicycle). The now international word, "Katzenjammer" is explained to the point, and those sadly famous Teutonic imprecations are rendered by their proper English equivalents, e. g., "Hol' dich der Geier!" The idioms are arranged alphabetically and will be a most valuable help to students who are reading modern German literature, or wishing to learn modern German, not only the literary but also the slang. We regard the book as a very useful compilation.

LOTHAIR BOBER.

JANUARY MAGAZINES.

Henry D. Sedgwick, jr., contributes in the *Atlantic Monthly* A Gap in Education, discussing a topic as important and necessary as it is generally avoided. "School and college and parent," he says in conclusion, "are all working together,—working to fashion a man." . . . The Forehandedness of Lucinda Smith, by "Josiah Allen's Wife," Elizabeth Stuart Phelps The Successors of Mary the First, The Story of a Young Man, by Clifford Howard, and another Blue River Bear Story, by

Charles Major, are among the many excellent things presented in the January *Ladies' Home Journal*. Nothing in *The Century's* Year of Romance itself can exceed in interest the intimate story of the life in the besieged legations in Peking, as told in the January number. One of Mrs. Conger's guests, Miss Cecile E. Payen, kept a diary, and the selections from it, here printed with illustrations, enable us to realize very vividly the mental sufferings of the legationers, from the dawn of apprehension in May, through the storm and stress and anxious waiting of the next three months, to the fervent "Joy, joy! Saved at last!" of August 14, when 4,000 Sikhs marched into the British compound, followed by English troopers and 1,800 Americans under Gen. Chaffee. . . In *St. Nicholas*, Tudor Jenks tells, in nineteen paragraphs, the history of the past nineteen centuries, the serials run along entertainingly, and the departments of Books and Reading and Nature and Science present the usual variety of interesting matter. . . In the *Chautauquan* we have a January Nature Study—Owls in Winter—Maids and Matrons of New France. The Moral Aspect of Insomnia, Critical Studies in French Literature, and other articles of interest.

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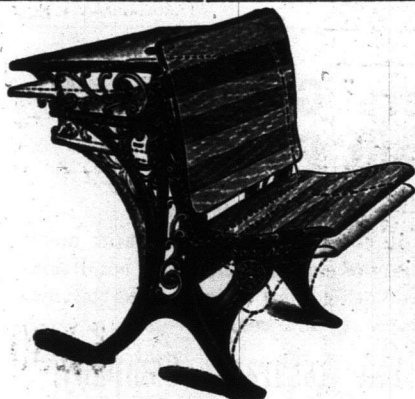
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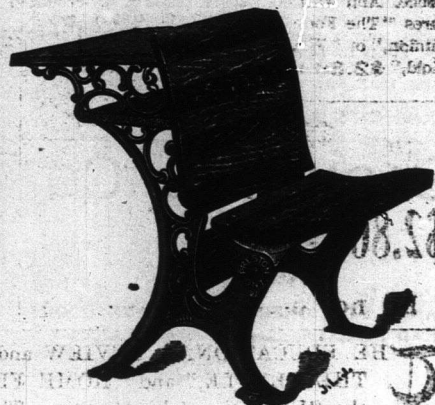
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