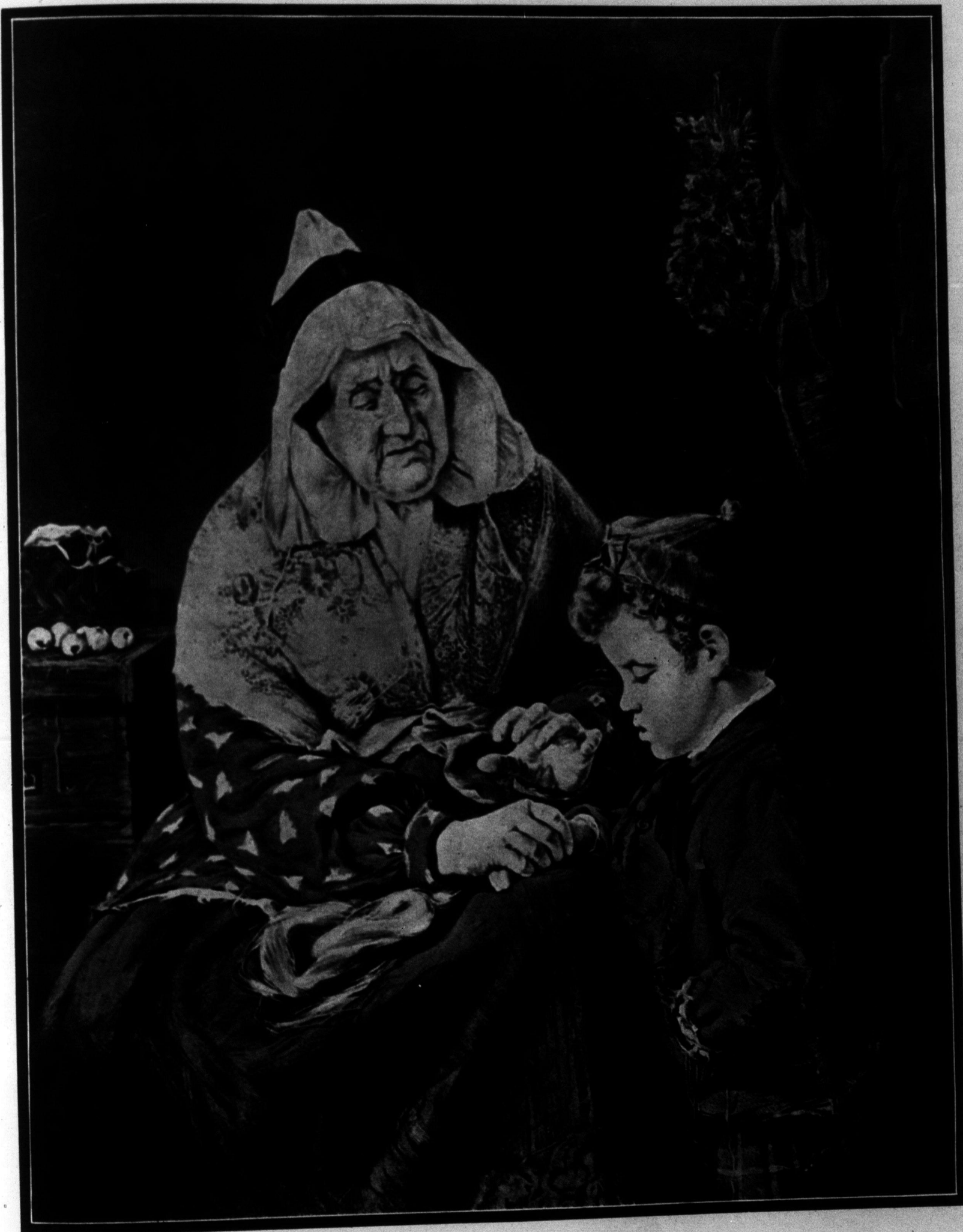


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**"ALWAYS TELL THE TRUTH"**

*—From a Painting by Thomas Faed.*

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## THE EDUCATIONAL REVIEW.

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### CONTENTS:

Editorial Notes	.....	91
Nature-Study and Its Allies	.....	92
More Interest Needed	.....	93
Professor Clarence L. Moore, M. A.	.....	93
Opening of the Technical College	.....	94
English Composition in the Higher Grades	.....	96
Nature-Study in October	.....	97
A Fable for Teachers	.....	97
Teachers' Conventions	.....	99
Thanksgiving Exercises	.....	100
Hallowe'en in the Primary School	.....	100
Teaching a Child to Read	.....	101
Recitations for Little Folk	.....	104
A Nation's Hope	.....	104
To Teach Roman Numbers and Time	.....	104
Hints for the Country School Teacher	.....	105
The Review's Question Box	.....	106
Current Events	.....	107
School and College	.....	108
The N. S. Agricultural College	.....	112
Recent Books	.....	112

### NEW ADVERTISEMENTS

L'Academie DeBrisay, p. 88; C. J. Elderkin, p. 107; H. H. Henderson p. 107; The Geo. M. Hendry Co., Ltd., p. 109; Official Notices, p. 109

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

Thanksgiving Day—Monday, 31st October—ought to be observed in the schools by exercises appropriate to the day. Teachers should impress on their pupils the spirit of thankfulness to God—for peace, for bountiful harvests, for prosperity, health and happiness.

How many visits have you made to the homes of your pupils since school began? It is a good plan to make a round of calls while the weather is pleasant and the walking good. Such visits are appreciated if the teacher is sincere, courteous, and uses tact. Parents will have a friendly feeling toward the teacher who is earnestly striving to do the best for her pupils. Children will be more likely to do

things for you and comply promptly with your wishes if you are on intimate terms with their parents.

The September REVIEW contained the announcement of the resignation of Mr. C. W. Roscoe, Inspector of Schools for Kings and Hants Counties, N. S., and the appointment of his successor, Mr. E. W. Robinson. Mr. Roscoe has had a long and honorable career as inspector, having been appointed in 1873, and he retires from his office through ill-health with the respect of all with whom he has been associated. Especially has he won and maintained the confidence of the teachers in his inspectorate, by whom he has been loved and revered. A man of the strictest integrity, charitable in his dealings with others and with fewer faults than fall to the lot of many, he will long be remembered with affection by his teachers.

The unveiling of a statue in St. John recently to Samuel de Champlain and another to Sir Leonard Tilley are instances showing that we desire to recognize the services of men eminent in our country's history. Champlain possessed the genius of the explorer and colonizer. Sir Leonard Tilley's name stands for what is best in a nation's life—integrity and public spirit. To honor such a man is to place before the youth of the country an example of honorable ambition and right living.

A physician in St. John, N. B., thinks that children should not be sent to school before they are eight years of age. He may be encouraged to know that children in Iceland are not compelled by law to attend school until they have completed their tenth year. Up to that age their chief education consists in learning to assist their parents, and the parents on their part teach the children reading, writing, arithmetic, Bible stories and folk-lore during the winter evenings. Parents in Iceland seem to accept their responsibilities.

### Nature-Study and its Allies.

Nature-study, school gardens, manual training and domestic science are daily growing in importance in the eyes of those who see the value of their possibilities in education. But in the miscellaneous country school, where they are most needed, they are, with the exception of nature-study, most neglected. Manual training and domestic science require a more or less elaborate outfit and space which the town schools can afford but which it is thought the country schools cannot afford. There are ways and means of overcoming difficulties, and some country schools of one teacher have demonstrated their usefulness by showing that they can carry out an excellent course in manual training. Such a school, among other that might be mentioned, is the Roachville school, near Sussex, N. B., the teacher of which is Mr. W. N. Biggar. The work of the pupils as shown at the Teachers' Institute and at exhibitions has won deserved praise. It shows too what can be accomplished by skill and persistence on the part of the teacher.

There is no doubt that domestic science might be taught just as effectively by the country school-teacher who knows the subject. With simple cooking utensils brought from homes the teacher could give an occasional demonstration by allowing the pupils to cook a simple meal, with directions and blackboard illustrations that could be copied and used by their pupils for future work at home. We venture to say that if the teacher presents the subject tactfully the contempt or jealousy of mothers will not be aroused to say, "If I want my children to learn cooking I will teach them myself." Many overworked mothers would be glad of the teacher's help.

But cooking is only a part of domestic science. The teaching of that old-fashioned accomplishment, sewing, should be revived in country schools. Personal cleanliness and clean and wholesome surroundings; health and how to preserve it; how to avoid infection from such diseases as typhoid fever and consumption—these are taught as a part of domestic science as well as cooking and sewing.

But where is the time for all these subjects? asks the teacher. Some of them can be associated with other school branches, such as the reading lesson, history and geography. A definite time must be given of course for manual training, cooking or sew-

ing; but it has been found in the schools where these subjects have become a part of the course that the additional interest aroused makes up for the time taken from book studies—indeed that the latter are pursued with more vigor because of their alternation with manual subjects.

Nature-study is a proper foundation for a study of agriculture. The boys and girls who have been taught to use their eyes, who have an acquaintance with the plants, birds and insects, the hills and valleys, the streams and lakes about their homes, have had an excellent training not only for agriculture but for any vocation in life. Let us not begin to specialize too early in the student's life. Let us see that he has power to do many things fairly well, and among them to think for himself, and to be able to interpret intelligently the thought of the printed page.

School gardens are difficult to manage on account of the long summer vacations. The garden that may be in a flourishing condition at the end of June will probably be a mass of weeds in early September. Even if it is kept clean during the summer the pupils will feel that it is not their work that kept it so, and whether weedy or free from weeds the children will lose their interest. Window gardens may serve the purpose just as well, as they do in the town schools, to illustrate how plants grow from seeds.

Home gardens, that is gardens made and tended by each boy and girl of suitable age in the school, would have a great advantage over school gardens. Children would take more pride in keeping them up to the highest standard because they were their own and under the eyes of parents, teachers and friends. They would be interested in observing the work that weeds, birds and insects do, and thus on a small scale be led to grapple successfully with some of the initial difficulties of the work of the farmer. Autumn exhibitions of the products of these home gardens would stir up friendly rivalry and competition among children. The teacher's oversight of the garden would lead to more frequent visits to the homes of the pupils and thus secure that closer intimacy between school and home that is so much needed. In short the home garden seems to have advantages over the school garden, and Supt. MacKay, it is understood, favors its introduction in Nova Scotia.

**More Interest Needed.**

At the recent convention of the Prince Edward Island teachers the question of how to improve the schools came up for a full and serious discussion. The audience embraced about one-fourth of the teachers of the province, the great majority of whom were young ladies. It may be assumed that these are progressive enough to attend an institute, but it would be rash to assume that the remaining three-fourths are unprogressive and incapable.

The burden of the discussion was one of lamentation. There was very little said to encourage young teachers. They were twitted with being "young, immature and inexperienced," faults to which all of us have had to plead guilty at some time in our lives. Now, do we not all remember how sweet was a word of encouragement when, nervous and anxious perhaps, we first took up the work of teaching, and do we not remember how the distressing "no good" discouraged us?

It is true we were young, but this very youth with its flush of health, its hopefulness, its determination to do things catches the imagination of the children and they respond. Here is the young teacher's opportunity. If she has the first elements of the make-up of a good teacher about her she, too, will respond, and experience will come abundantly from each day's efforts and successes. Happy is the teacher who can thus grow and cause her scholars to grow. Her youth may be the secret of her power. It will certainly be if she retains the brightness and hopefulness of youth when maturity and experience come.

Young teachers require guidance as well as encouragement. There are good teachers in Prince Edward Island, because some of her scholars are known and appreciated all over the continent. Why do not these successful leaders and teachers, of whom there were too few in evidence at the convention, take hold and do things instead of talking about low salaries and poor schools? A class taught by an inspiring teacher would have been a boon to many young teachers present. Instead there was indifference, manifest discouragement and much irregularity of attendance. There was not a handful of ratepayers to kindle a spark of enthusiasm at the public educational meeting. While there were many admirers of the fine breed of cattle and

noble horses on the nearby exhibition grounds, the fact that a convention of teachers was being held seemed not to attract the slightest public attention. When the people realize that their best assets are their boys and girls, and when they are willing to make greater sacrifices for their education, then may we have more hope for the betterment of rural conditions.

**Professor Clarence L. Moore, M. A.**

The University of Dalhousie has opened two courses in biology under the new professor who has just assumed charge. Clarence L. Moore, M. A., is a native of New Brunswick, a Munro exhibitor from the Pictou Academy and Dalhousie, from which he graduated with distinction. He afterwards became a member of the far-famed Pictou Academy staff, took a post-graduate year in botany at Johns Hopkins University. But disappointed in the remuneration considered sufficient for schoolmaster, he transferred his energies to law in the City of Sydney. The rapidly growing school population called for an able man to direct the development of the educational system at so critical a period. He was again called into the educational field as supervisor of the city's schools, where he did effective work in laying the foundation of its present promising system.

His scientific publications on the "*Myxomycetes* of Pictou County" and the "*Saprolegniaceae* of Nova Scotia" called the attention of the university to his eminent qualifications for the biological department which had for some time been looking out for a suitable man. Professor Moore last year took special courses in biology at Harvard, and last summer took charge as principal of the Government Rural Science School in affiliation with the Normal and Agriculture Colleges at Truro during July and August last. The University of Dalhousie is to be congratulated on this expansion on the scientific side.

**Opening of the Technical College.**

The Nova Scotia Technical College opened on the 28th September. Additions have been made to the teaching staff as follows: Professor Holbrook and Mr. Dawson, who have entered upon their duties; Mr. Chas. A. Hodge has been appointed

instructor in mechanical engineering. He is a graduate of McGill and a former instructor in that university. Night classes will open the last week in October, and will include women as well as men. A great interest has been aroused in technical education throughout Nova Scotia, chiefly owing to the visit of the Royal Commission, and large accessions to the night classes and to the Technical College are confidently expected. Last year's graduates of the college, Principal Sexton reports, have all secured good positions and are doing well.

A writer in the *North American Review* asserts that manual training is almost as good a preventative of crime as vaccination is of smallpox. "What per cent. of the prisoners under your care have received any manual training beyond some acquaintance with farming?" a northern man asked the warden of a southern penitentiary. "Not one per cent.," replied the warden. "Have you no mechanics in prison?" "Only one mechanic; that is, one man who claims to be a housepainter." "Have you any shoemakers?" asked the visitor. "Never had a shoemaker." "Have you any tailors?" "Never had a tailor." "Any printers," "Any carpenters?" "Never had a man in this prison that could draw a straight line."

The Port Hood *Gleanings* has a very timely editorial under the caption, "Visit Your Schools." Parental neglect of the district school has kept the whole system dyspeptic for the past forty years. To this neglect closed schools, mean, shabby, homeless school houses and starved and disgusted school teachers are chargeable. The ladies of the district make fancy work and pies to raise money to paint the minister's house and present him with new harness. But the old den where the children spend half their waking childhood is neglected. The parents rarely if ever go near the place. They do not try to become intimate with and helpful to the teacher. On the contrary, they often listen to the children's tales and make the teacher's work as difficult and discouraging as possible. Most parents send their children to school as they send them to the store for a pound of soap. All this must be reversed. When the mother of the family takes as much pride in the school house as she does in her little flower patch or the best room where she hangs her needlework, there will be a startling revolution in our school work.—*Sydney Post*.

This is plain talk. Perhaps it is needed in some places, but we hope these places are becoming fewer.

### English Composition in the Higher Grades,

ELEANOR ROBINSON.

When subjects are set for the pupil to get up from books, special instruction is needed. The untrained pupil will waste time in finding the right books. The book found, he does not know what sections to read, nor what facts to note. Too often he contents himself with hurried, slavish copying. No real thought is exercised, no knowledge gained. The information is transferred directly from reference book to paper, instead of passing through the writer's mind, and the result is a string of sentences or paragraphs with neither unity nor sequence.

Take for illustration the comparatively simple task of writing a sketch of the life of some famous man. Let us say, Nelson. The paper will begin: "Horatio Nelson, Viscount Nelson, was a younger son of the Rev. Edmund Nelson, and was born at Eurnham Thorpe, Norfolk, September 29, 1738." Follows a page of detail about the hero's school days. Then, from the Encyclopedia, "A love of adventure and a daring spirit which developed itself from his earliest years, inclined the future admiral to the life of the sea, and through the interest of a maternal uncle the lad entered the navy in 1770." Two pages follow, containing huddled particulars about every ship that Nelson served in, and every action at which he was present for the next twenty years. The handwriting begins to get bad. Two or three columns of encyclopædia are skipped. "The time had now arrived (no particular context) when his genius and skill were to appear in full force in an independent command." Then from Cadiz to Martinique, from Naples to Alexandria, we bounce back and forth in an inconsequent and bewildering way. "The enemy" figures largely, but who was the enemy? Napoleon's plan is defeated, but we find no mention of what that plan was. Finally, weariness overcomes industry, and we win the battle of Trafalgar, kill Nelson, and bury him in St. Paul's Cathedral on January 9, 1806, in ten untidy lines.

These difficulties must be anticipated and avoided. First, it must be recognized that collecting material is one kind of work, and using it in a composition is another. Special instruction and assistance should be given for the preliminary task. Before a pupil is sent to the library at all, some hints and practice should be given on taking notes from books (*e. g.*, their history or geography text-books)

as this is different from note-taking in oral lessons or lectures. Then clear and explicit directions to the necessary book—to the heading, if in an encyclopædia, to volume, chapter, even page of a long history or biography, will prevent waste of time. A list of points to be looked up will open a path through the trackless waste of a long article. At this stage no references should be given with which the teacher is not thoroughly familiar.

To illustrate: If a mere sketch of Nelson's life is wanted, such as can be got up from any biographical reference book, some such list of points as this might be given:—Date, place of birth, father's name, entrance into navy, service as a junior (briefly), as captain, as commodore (more fully). State chief engagements, injuries sustained, honors gained, Battle of Cape St. Vincent, Admiral Nelson, Battle of the Nile, Copenhagen—these last three with some detail. (The essential points about a battle will already have been learned). Napoleon's plan for invading England, how Nelson defeats it, Battle of Trafalgar more fully, and some detail about the hero's death.

Such a list would ensure the inclusion of essential facts and guard against waste of time over subordinate ones. The material obtained should be brought to the class, submitted and criticized, before it is arranged and made into a composition.

In planning the arrangement and proportion of such a sketch the principle to be impressed upon the writers is, in Professor Wendell's words, "To make plain why Nelson was worth the attention we are called upon to give him."

Help of this kind—like all other help in school work—should be gradually lessened, and finally withdrawn altogether when the pupil is capable of getting up and arranging a subject for himself, using his own choice of books. But such work belongs to a late stage, after the elementary technical work of composition has been mastered.

In considering subjects to set for reflective and imaginative compositions, it must be borne in mind that in a school course purely original writing should bear a very large proportion to reproduction. If the young writer has learned to write by reproducing the thoughts of others, he will know how to express his own thoughts, when he has any. And it is time enough for him to draw conclusions and express opinions on matters of fact, when he knows how to state the facts clearly and arrange them in an orderly way.

So I would suggest that the setting of subjects for purely reflective compositions be postponed until the later years of school life, and that, even then, they be stated, not in general or abstract terms, but as concrete and personal questions.

What is needed is a definite starting point, and this may be suggested by the wording of the subject.

When I went to school a stock composition subject was Friendship. No one knew where to begin. The class either stubbornly balked, or obediently wrote down a string of platitudes, hackneyed quotations and weak sentimentalisms. But put the subject something like this: "What is the good of an intimate friend?" and every girl and boy who is lucky enough to have a chum will find something real and honest to say about it.

A definite starting point is also supplied where subjects for composition arise naturally out of discussions over situations or statements in history or literature lessons. But I should never set a subject for this sort of composition without first discussing it vigorously and informally in class.

For example, I think I have never read Gray's "Elegy" with a class without more or less discussion arising over the lines:—

"Chill penury repressed their noble rage,  
And froze the genial current of their soul."  
"Some mute inglorious Milton here may rest."

Someone is pretty sure to ask, "If they really had 'a noble rage,' would poverty repress it?" or "If he really were a Milton, would he remain mute and inglorious?" Questions that may stimulate discussion are: Does it depend on the *degree* of poverty? or on the degree of enthusiasm or talent? or on the possession or lack of some other quality—as physical strength, or perseverance, or diligence, or selfishness? Can you give instances of men who have not let poverty repress them? What difference do you think it would make in your own progress if you were in great poverty? and so on. A few pupils will probably do all the talking, but all may be called upon to write. The title should be discussed, and a perfectly definite one decided on. It is best to keep it as near as is compatible with definiteness to the form in which the question first arose. "If Milton had been born and bred in poverty would he have written "Paradise Lost?" is neither a concise nor an elegant title, but it will probably draw out more writers than the more

general, "Will Genius Triumph Over Adverse Circumstance?" or "Innate Ability vs. Environment."

Of subjects for imaginative composition I should set very few, and they would always be optional. Purely imaginative writing is utterly impossible for many people. In some cases the power is only latent and may be roused by example and encouragement, but it is useless to try to force it,

Moreover, the children who can write "out of their own heads" generally love to do it, and need no stimulus. In this division of the subject I should be guided by the tastes and powers of the class, setting optional topics for original stories, or imaginative description, more or less often, as the class took to, or disliked them. Outline plots for short stories may be given or suggestions for writing an incident, or stating a situation from different standpoints. The following examples are taken from the Manual of Composition and Rhetoric by Gardiner Kittredge and Arnold, and strike me as excellent, though I have not tried them.

1. Two boys are rowing on a lake. Their boat capsizes. One of them swims to shore; the other cannot swim, but clings to the boat until he is rescued.

Describe the rescue:

1st—In the words of the boy who swam ashore, deserting his companion.

2nd—As if you were the bystander.

3rd—As if you were the father of the boy who clung to the boat.

Jane Grant lives on a farm. She has left school and wants to go to college. Her mother sympathizes, but does not know how the money can be raised. Her father thinks Jane knows enough already. Her aunt Martha objects vigorously. Her older sister suggests a plan by which Jane can pay her way.

Tell the story: (a) From Jane's point of view; (b) as her mother writes it in a letter to an old friend; (c) as her father would tell it; (d) from the aunt's point of view; (e) as Jane's sister wrote it in her diary.

Sabbath-days—quiet islands on the tossing sea of life.  
—Duffield.

Why is the St. Lawrence the only river in which there are no floods? Because its basin is so small in comparison to the size of the river; the great lakes are reservoirs or catch basins so large that their surface is not materially raised by even the heaviest rain storm; and because the channel of the St. Lawrence is so large and the current very swift.—*The Western Teacher.*

### Nature Study for October.

By LAULA S. SMITH.

October is the month to gather cocoons. Boxes with wire netting on one side and a sliding glass cover on the other will now be found very useful. If large green worms and others are placed on twigs the spinning of the cocoons can be plainly seen.

The leaves should not be forgotten. The beautiful foliage of October suggests attractive material. Children love beautiful things, and though unable to appreciate nature in her more subtle and complex aspects, can and are indeed eager to appreciate such simple beauties as the color and form of leaves and flowers, of insects and birds, and even clouds—examples of nature's purest coloring. Thoughts of beauty can be impressed through the collections of colored leaves made by the children. These can be pressed and mounted and used again for different purposes. A simple color study may accompany this work by the selection of colored paper to match the leaves.

The gentle falling of the leaves, one by one, from the trees will be noticed. Also the trees that drop their leaves earliest and those that follow in order. Keeping a list will encourage the observations. The use of poems on the season will add to the value of the work. They lead to a childlike appreciation of nature's changes and stimulate beautiful thoughts.

The sequence of the months suggests the study of nature's fruits for this and the following month. One way to arouse interest is through the aptitude children seem to have to make collections. This furnishes a constantly recurring opportunity to teach the lessons of fruits and seeds. This is the harvest month of the year, when the final stores are laid up by men and animals for the winter. The most noticeable work of nature has been the preparation for winter. The trees and shrubs have lost their leaves and stored their provisions for spring in the buds and branches. Many softer plants have dried down to the ground and stored the food in roots, bulbs or tubers. Apply the same thought to the animal. Most of the birds have gone south because of the cold and also because their food is gone; the frogs and toads are going to sleep all winter down in the mud or earth below the frost; the caterpillars are waiting in their



cocoons for the warm spring sunshine; the squirrels have gathered a store of nuts and will soon be asleep in the old tree trunks; the cats, dogs, horses and cows have grown a fresh coat of hair and fur. Nothing is forgotten; each is ready in its own best way.

### A Fable for Teachers.

Once there was a little piece of iron, which looked very frail, but was really very strong. One after another tried to break it but failed.

"I'll master it," said the axe; and his blows fell heavy on the iron.

But every blow made his edge more blunt until it ceased to strike.

"Leave it to me," said the saw; and with his relentless teeth he worked backward and forward on its surface until they were all worn down and broken. He fell aside.

"Ha, ha!" said the hammer, "I knew you wouldn't succeed. I'll show you the way."

But at the first blow off flew his head, and the iron remained as before.

"Shall I try?" asked the soft, small flame.

They all despised the flame; but he curled gently around the iron, embraced it, and never left it until it had melted under his irresistible influence.

There are hearts hard enough to resist the force of wrath, the malice of persecution and the fury of pride, so as to make their acts recoil on their adversaries; but there is a power stronger than any of these; hard indeed is the heart that can resist love.

Mr. S. Kerr, principal of the St. John Business College, sends the REVIEW a box of pens made especially for their use in Birmingham, England, by the Gilliats, the most celebrated penmakers in the world. It is a superior, easy-writing pen and is mailed anywhere for one dollar a gross box.

Excepting a living man there is nothing more wonderful than a book. A message to us from the dead, from human souls we never saw who live perhaps thousands of miles away. And yet these, in those little sheets of paper, speak to us, arouse us, terrify us, teach us, comfort us, open their hearts to us, as brothers.—Charles Kingsley.

### Teachers' Conventions.

#### WESTMORLAND COUNTY TEACHERS' INSTITUTE.

The thirty-third annual meeting of the Westmorland County, N. B., Teachers' Institute, met at Port Elgin, September 22, 23. About ninety-five teachers were present. Principal Jonah, in his address, spoke of the great improvement that had taken place in our schools, but said that spelling and writing were being neglected on account of a too crowded course. Some of the time which was given to Latin could with profit be given to agriculture, English and letter-writing. Mathematics could be made more practical and useful. Pupils knew more about ancient history than Canadian and British. Chief Supt. Carter, who then spoke, paid a tribute to Dr. Inch, who was present. He also said that there were five objects to be observed in securing an education, but knowledge was the least important of all these. Men and newspapers and people who advocated utility in education should not receive much attention. At the same time there was a demand for agricultural teaching which was being met.

At the second session Miss Elizabeth Anderson read a very practical paper on the teaching of history. The paper was full of good points and brought forth a discussion in which Dr. Inch took part. Miss McNaughton read an interesting paper on Birds. The feature of the afternoon was the address by Capt. A. H. Borden on physical drill, illustrated by a class. The Institute adjourned about 4.30 to make an excursion to Old Fort Moncton. A sad interest was associated with this place on viewing the solitary grave of a British soldier. A few years ago there were several graves, but all have been washed away and their bones tossed about by the sea. The last one is being undermined by the waves; another spring and it will be gone.

The evening meeting was addressed by Dr. Inch, Dr. Carter, Capt. Borden and Rev. J. H. Brownell. Capt. Borden spoke on physical drill. It is needless to say that the Institute heard Dr. Inch with pleasure. His gentlemanly conduct and pleasing manner has always made him a welcome visitor at institutes.

At the third session a most interesting paper on muscular movement in writing was read by J. C. Pincock, M.A. Mr. Pincock illustrated his paper by backhand exercises and also had samples of his pupils' writing.

There was then a session of the Institute divided into four parts. This was one of the most useful sessions of the institute. The other meetings seemed to lack the freedom which was manifested at this. At the fourth session Inspector O'Blenes gave a lesson in his usual clear manner on mental arithmetic, a subject in which he has few peers.

The officers are: J. E. Pincock, M. A., President; Miss Bessie Horsman, Vice-President; Mr. S. W. Irons, Secy-Treas; Miss E. Anderson and Miss Ryan, additional members of the Executive.

#### P. E. ISLAND EDUCATIONAL CONVENTION.

The Prince Edward Island Educational Convention met at Charlottetown during the exhibition week, September 21-23, the president, Mr. P. S. Bradley, in the chair. The attendance was nearly two hundred, and there were some excellent discussions on current educational topics. The first address was by G. U. Hay, on the subject, Are Our Schools up to date? the speaker dwelling on the importance of teachers studying the environment of the pupil, especially in regard to health, right living and a knowledge of the resources of the country.

Mr. Lelacheur, late principal of the Hillsboro Consolidated School, in his address on nature-study opened several important questions that came in for the serious consideration of the members. He thought that the frequent change of teachers was a great drawback to education; that the island should have better schools and fewer churches. This was the only province in the Dominion, he said, that required two languages (Latin and French) for admission to its high school—the Prince of Wales College.

President Bradley's address to the convention reviewed educational conditions, especially the finding of the Commission appointed by the government to inquire into and report on these conditions.

Mr. Simpson gave an address from the farmer's standpoint. He thought agriculture should not be taught in the public schools.

In the discussion that arose upon these addresses, several speakers referred in pointed terms to educational conditions of the Island—the defects and needs. Principal Robertson of Prince of Wales College, thought that the province need not be ashamed

of the men it has sent out from its schools. He favored the study of Latin and referred to the need of a compromise in the matter of choosing subjects of a course of study suited to modern needs. Much depends on the individuality of the teacher. The crucial defects in our schools are the youth and immaturity of the teachers and the desire for change.

Principal R. H. Campell thought it unwise to attempt to teach agriculture without the foundation of a good elementary training in ordinary school subjects. In such a training nature-study should have a large part. A person to become skilled in agriculture or in any trade or profession, must be able to read the printed page intelligently. He thought it a most pernicious thing to teach that the ordinary branches were of no use to a farmer.

Principal Seaman thought teachers could do much to improve conditions in the interior and exterior of the schoolrooms.

Principal Landrigan thought the teacher should not be the one to ask for an increase of salary. The government should assume the whole responsibility of fixing the salary and collecting the rates to pay the teacher.

Inspector McCormac, Mr. McKinnon, Mr. Dewar, M.P.P., and others contributed materially to the discussion.

Dr. Anderson, chief superintendent of education, presided at the public meeting held on Thursday evening, September 22. Addresses were delivered by Inspector McCormac, Hon. Mr. Hazard, leader of the Government, Mr. W. M. Matheson, leader of the Opposition and by Dr. G. U. Hay.

During the proceedings of the closing day, Mr. M. E. Francis, principal of the Cardigan school, read a paper on the Muscular Movement in Penmanship which he favored because it produced legible and rapid writing. Principal Landrigan followed with a lesson on a series of illustrative examples neatly arranged in frames.

The following officers were elected for the ensuing year: President, M. Coughlan; secretary-treasurer, Miss Mary Cornfoot; recording secretary, M. E. Francis; executive committee, Inspector McCormac, J. D. Seaman, James Landrigan, Miss Bovyer, R. H. Campbell.

**Thanksgiving Exercises.**

Have the flowers, corn, apples and other fruits which the pupils have brought arranged tastefully to decorate the room. The big children begin the exercises by marching into the room carrying small flags, small stalks of corn and flowers, singing, "Praise God from whom all blessings flow."

Simultaneous reading, Psalm 67.

A Thanksgiving Song.

Recitation:

**Little by Little.**

While the new years come and the old years go,  
How little by little all things grow!  
All things grow, and all decay—  
Little by little passing away.  
Little by little on fertile plain,  
Ripens the harvest of golden grain,  
Waving and flashing in the sun  
When this summer at last is done.

Low on the ground an acorn lies—  
Little by little it mounts the skies;  
Shadow and shelter for wandering herds,  
Home for a hundred singing birds.  
Little by little the great rocks grew,  
Long, long ago when the world was new,  
Slowly and silently, stately and free,  
Cities of coral under the sea  
Little by little are builded, while so  
The new years come and the old years go.

Little by little all tasks are done;  
So are the crowns of the faithful won,  
So is heaven in our thoughts begun.  
With work and with weeping, with laughter and play,  
Little by little, the longest day  
And the longest life are passing away—  
Passing without return, while so  
The new years come and the old years go.

**Thanksgiving Thoughts.**

Teacher.—

For all your blessings, little ones,  
How thankful you should be;

First child.—

For our papa's, mama's loving care,  
For our friends, for country free.

Second child.—

For food, for clothing, and for home,  
For sunshine and for rain,

Third child.—

For flowers which make the world so bright,  
For fields of ripened grain.

Fourth child.—

For merry birds, on tree and bush,  
Whose songs we love to hear,

Fifth child.—

For snow that keeps the flowers warm,  
All through the winter drear.

Sixth child.—

For fruit and nuts now put away,  
In storehouse and in bin,

Seventh child.—

That in the joyous harvest time,  
Were gayly gathered in.

Eighth child.—

And oh, above all other things,  
We should so thankful be,

Ninth child.—

For health and senses to enjoy  
These blessings rich and free.

**Recitation for a Boy.—Merry Autumn Days.**

A boy recites:

I hail the merry Autumn days,  
When leaves are turning red;  
Because they're far more beautiful,  
Than anyone has said;  
We hail the merry harvest-time,  
The gayest of the year,  
The time of rich and bounteous crops,  
Rejoicing and good cheer.

'Tis pleasant on a fine spring morn,  
To see the buds expand,  
'Tis pleasant in the summer-time  
To see the fruitful land;  
'Tis pleasant on a winter's night  
To sit around the blaze:—

But what are joys like these, my boys,  
To merry Autumn days?—Charles Dickens.

**The Best That I Can.**

Recitation by a little girl:

"I can not do much," said a little star,  
To make the dark world bright;  
My silvery beams can not struggle far  
Through the folding gloom of night;  
But I am a part of God's great plan.  
And I'll cheerfully do the best I can."

A child went merrily forth to play,  
But a thought like a silver thread,  
Kept winding in and out all day

Through the happy golden head;  
And it seemed to say, "Do all you can,  
For you are a part of God's great plan."  
She knew no more than the glancing star,  
But she thought, "It's a part of God's great plan  
That even I should do all I can."

So she helped a younger child along,  
When the road was rough to the feet;  
And she sang from her heart a little song  
That we all thought was passing sweet;  
And her father, a weary, toll-worn man,  
Said, "I, too, will do the best I can."—Selected.

**Hallowe'en in the Primary School.**

October is the month when Hallowe'en comes,  
 Hallowe'en is the last night in October.  
 Children play tricks and games on Hallowe'en.  
 Many games are played with nuts.  
 In Scotland Hallowe'en is called Nutcrack night.  
 On this night children roast nuts by the fire.  
 They roast apples, too.  
 On Hallowe'en the fairies are supposed to play  
 tricks.  
 Children watch for the fairies.  
 Jack-o'-lanterns are made on Hallowe'en night.  
 A candle is put inside the Jack-o'-lantern.  
 The Jack-o'-lantern has eyes and nose and mouth  
 cut in it.  
 It looks like a face.  
 Children like to make Jack-o'-lanterns.  
 Jack-o'-lanterns are made out of pumpkins.  
 Willie brought a big yellow pumpkin from the  
 cornfield.  
 Mother cut a large round place in the top of the  
 pumpkin.  
 She took off the part with the stem on it.  
 Then she took out the seeds.  
 She cut the face on the pumpkin.  
 Willie laughed when he saw it.  
 Then mother put a candle inside and lighted it.  
 Willie took the Jack-o'-lantern in both hands.  
 He ran over to see James.  
 James lived in the house next to Willie.  
 James' mother had made him a Jack-o'-lantern, too.  
 When it grew dark the children went into the house.  
 James' mother put apples in a pan of water.  
 Willie and James tried to catch the apples with  
 their teeth.  
 They were big red apples.  
 By and by each caught an apple.  
 Then James' mother gave them nuts to crack.  
 After a while Willie's mother came for him to go  
 home.  
 Then she put him to bed by the light of the Jack-o'-  
 lantern.

—*Teachers' Magazine.*

A revolution in Portugal has compelled King Manuel to place himself under British protection. The insurgents have proclaimed a republican government with Theophile Braga as provisional president.

**Teaching a Child to Read.**

Children may be taught to read at home with very little effort. Many mothers hesitate to teach their children because of a vague fear that they are not up-to-date in "method."

Years ago I learned a lesson that has been very helpful to me. I was astonished to find that a young Norwegian girl who was helping me, who had been over from Norway only a year and a half, and who had lived most of the time in a Norwegian family, could read English well enough to understand the recipes of the cook book.

"Anna, how did you learn?" I inquired. Search all the works ever written on education and you cannot find a better statement of how to learn to read or how to teach reading, than her reply: "Torger always read aloud what the Stoughton papers said about the people we knew, and I listened, and when I found time I read it over and over until I knew the words."

That is all there is of learning to read. The child learns the spoken word by hearing it over and over; and he learns the written word by seeing it over and over. The words should be within his easy understanding, they should interest him and the point and illustrations should be attractive. But that is about all the help you can give him. He must do the rest himself. And learning to read is at best a rather slow process, involving much repetition. The ease with which children read what is familiar during the first year at school is somewhat deceptive. The average child does not really master reading until ten or twelve, probably because his understanding is not developed well enough to grasp a wide range of thought before that age, even though he is able to pronounce the words. And in my judgment, it is as unwise to encourage a child to read what is beyond his comprehension as it is to encourage him to talk about what he does not understand.

The choice of readers is often puzzling, for there are many good little readers on the market. If a mother lacks confidence in her own judgment, she can select the one used in the nearest school.

A good reading knowledge, like a good speaking knowledge, of English, is the basis of a liberal education, and if young children, on account of sickness or for any other reason, can not attend school, no mother need worry about it so long as they are making progress in learning to read. Nor need she hesitate, if she can herself read, to teach her children to read.—*LaFollette's Magazine.*

**Recitations For Little Folk.**

Tad-pole and polly-wog;  
Lived together in a bog.  
Here you see the very pool  
Where they went to swimming school.  
By and by (it's true but strange),  
O'er them came a wondrous change.  
Have you seen them on a log, —  
Each a most decided frog.—*Selected.*

Once there was a maiden who wouldn't be polite;  
Wouldn't say "Good-morning" and wouldn't say "Good-  
night;"  
Felt it too much trouble to think of saying "please;"  
Slammed the door behind her as if she'd been a breeze;  
Wouldn't ask her mother if she could take a run;  
Ran away and lost herself, because it was "such fun."  
Merry little maiden! Isn't it too bad  
That, with all her laughter, sometimes she was sad?  
But the reason for it isn't hard to find,  
For this little maiden didn't like to mind;  
Wouldn't do the things she knew she really ought to do.  
Who was she? Oh, never mind; I hope it wasn't you.  
—*The Outlook.*

**The Cricket's Ball.**

The cricket family gave a ball,  
And who do you think was there?  
Why, every cricket, both great and small,  
Who had anything to wear!  
Crickets in black and crickets in brown,  
And crickets in sweet pea-green,  
Each in his best coat and her best gown,  
At the cricket ball was seen.  
They stood in couples and rows of eight  
Upon the beautiful lawn,  
And danced an old-fashioned reel so late  
They spied the peep of the dawn.  
Then every cricket went home to bed,  
And slept till the day was done,  
For each had danced such a pain in his head  
That he could not bear the sun.  
But as soon as the burning sun had set,  
And they saw the round, white moon,  
On the beautiful lawn again they met  
And danced to the same old tune!—*Selected.*

**Out-of-Doors Arithmetic.**

Add bright buds, and sun, and flowers,  
New green leaves and fitful showers  
To a bare world, and the sum  
Of the whole to "Spring" will come.  
Multiply these leaves by more,  
And the flowers by a score;  
The result—if found aright—  
Will be "Summer," long and bright.

Then divide the flowers and sun  
By gray clouds and storms begun,  
And the quotient will be  
"Autumn" over land and sea.

From this then subtract the red  
Of the leaves up overhead—  
Almost every flower in sight,  
And you've "Winter," cold and white.—*Selected.*

**Picking Apples, (With Gestures).**

Apples to pick! apples to pick!  
Come with a basket and come with a stick,  
Rustle the trees and shake them down,  
And let every boy take care of his crown.  
There you go, Tommy! Up with you, Jim!  
Crawl to the end of that crooked limb.  
Carefully pick the fairest and best;  
Now for a shake, and down come the rest.  
Thump! Plump! down they come raining!  
Shake away! shake till not one is remaining,  
Hopping off here, and popping off there  
Apples and apples are everywhere.

Golden russets with sunburnt cheek,  
Fat, ruddy Baldwins, jolly and sleek;  
Pippins, not much when they meet your eyes,  
But wait till you see them in tarts and pies!

Where are the Pumpkin Sweets? Oh here!  
Where are the Northern Spies? Oh, there!  
And there are the Nodheads, and here are the  
Snows,  
And yonder the Porter, best apple that grows.

Beautiful Bellefleurs, yellow as gold,  
Think not we're leaving you out in the cold;  
And dear fat Greenings, so prime to bake,  
I'll eat one of you now for true love's sake.

Oh, bright is the autumn sun o'erhead,  
And bright are the piles of gold and red!  
And rosy and bright as the apples themselves  
Are Jim, Tom and Harry, as merry as elves.  
—*Selected.*

**Woolly Bear.**

On days in fall when bluejays call  
And trees are red and yellow,  
You often meet upon the street  
A crawling, hurrying fellow.

His coat or gown, of black and brown,  
Is all of tufted hair,  
And half in joke the country folks  
Have named him "Woolly Bear."

With anxious eye he hastens by,  
And gazes high and low,  
Till in a crack he turns his back,  
Then what cares he for snow?

He winds a veil from head to tail,  
And snugly sheltered there,  
Awaits the wings that April brings—  
Good-by to Woolly Bear.—*School Education.*

#### How the Leaves Came Down.

I'll tell you how the leaves came down,  
The great Tree to his children said,  
"You're getting sleepy, Yellow and Brown,  
Yes, very sleepy, little Red;  
It is quite time you went to bed."  
"Ah! begged each silly, pouting leaf,  
Let us have a little longer stay;  
Dear Father Tree, behold our grief,  
'Tis such a very pleasant day  
We do not want to go away."  
So, just for one more merry day  
To the great Tree the leaflets clung,  
Frolicked and danced and had their way,  
Upon the autumn breezes swung,  
Whispering all their sports among.  
"Perhaps the great Tree will forget  
And let us stay until the spring,  
If we all beg and coax and fret."  
But the great Tree did no such thing;  
He smiled to hear their whispering.  
"Come, children all, to bed," he cried;  
And ere the leaves could urge their prayer  
He shook his head and far and wide,  
Fluttering and rustling everywhere,  
Down sped the leaflets through the air.  
I saw them; on the ground they lay,  
Golden and red, a huddled swarm,  
Waiting till one from far away,  
White bed-clothes heaped upon her arm,  
Should come to wrap them safe and warm.  
The great bare Tree looked down and smiled.  
"Good-night, dear little leaves," he said;  
And from below each sleepy child  
Replied "Good-night," and murmured,  
"It is so nice to go to bed."—*Susan Coolidge.*

#### The Nut Tree Babies.

The nut-tree babies, young and small,  
Lay in green cradles, satin-lined,  
Rocked lightly by the summer wind;  
No bough did break, no cradle fall—  
The nut-tree babies, one and all,  
Slept in their cradles peacefully,  
While wild doves crooned a lullaby.  
One autumn day the nuts awoke,  
The yellow leaves were strewn about,  
And mischievous Jack Frost was out,  
And played these babies such a joke!  
Their cradles with a touch he broke,  
And the brown nut-tree babies fell,  
One with another, all pell-mell.

But with the coming of the spring,  
When all earth is green again  
With April sun and April rain,  
We shall behold a curious thing;  
A crowd of saplings in a ring—  
Where every nut fell down will be  
A tiny little sprouting tree.

Some day the sapling will be grown,  
And on their branches will be seen  
Hundreds of cradles soft and green—  
Amid the leaves that make their crown,  
For nut-tree babies of their own,  
And winds will rock them low and high  
And wood doves croon a lullaby.

—*Portland Transcript.*

#### The Disobedient Young Rabbit.

Arranged as a recitation for five little boys and a larger girl.

First Little Boy—

There was a young rabbit  
Who had a bad habit,  
Sometimes he would do what his mother forbid.  
And one frosty day  
His mother did say,

Girl—(Shaking her forefinger impressively at him)

"My child, you must stay in the burrow close hid;  
For I hear the dread sounds  
Of hunters and hounds,  
Who are searching around for rabbits like you.  
Should they see but your head,  
They would soon shoot you dead,  
And the dogs would be off with you quicker than boo!"

Second Little Boy—

But poor, foolish being!  
When no one was seeing,  
He stole from the burrow to take a short play.  
He hopped over the ground  
With many a bound,  
Looking proudly around as if he would say,

Third Little Boy—(Very Important)

"Do I fear a man?  
Now catch me who can!"

Fourth Little Boy—

And away rabbit ran  
To a fine apple tree,  
Where, gnawing the bark,  
He thought not to hark  
The coming of hunters, so fearless was he.

Fifth Little Boy—

Now, as rabbits are good  
When roasted or stewed,  
A man came along hunting rabbits for dinner.  
He saw little Bun,  
He raised his big gun, (pointing)  
Poof! there he lay, dead, the foolish young sinner!

—*The Kindergarten-Primary Magazine.*

**Busy Work for October.**

A dainty and pretty gift which any child can make at a cost of ten or fifteen cents for paper and ribbon is made as follows:

Flexible white paper is cut into sheets six by eight inches, covered with "cover paper," and fastened together with ribbons run through holes made with a leather punch, and tied in bows. On cover write:

"A BOOK OF AUTUMN LEAVES.

On the first page:

The melancholy days have come,  
The saddest of the year,  
Of wailing winds and naked woods,  
And meadows brown and sere,  
Heaped in the hollows of the grove  
The Autumn leaves lie dead.—*Bryant.*

On each of the following pages gorgeously colored autumn leaves are fastened, each page displaying a different kind, and the following or other appropriate verses written beside them:

"The leaves have turned from green to red,  
From red to sober brown,  
And left the branches overhead  
And softly fluttered down.

Again the leaves came fluttering down,  
Softly, silently, one by one,  
Scarlet and crimson, and golden and brown,  
Willing to fall for their work is done."

"Come," said the wind to the leaves one day,  
'Come o'er the meadows with me and play,  
Put on your dresses of red and gold,  
For summer is gone and the leaves grow cold.'"

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

The groves were god's first temples.—*Bryant.*

Leafless are the trees; their purple branches  
Spread themselves abroad like reefs of coral,  
Rising silent in the Red Sea of the winter sunset.  
—*Longfellow.*

"And once again comes the dreamy haze,  
Draping the hills with its filmy blue,  
And veiling the sun whose tender rays  
With mellowed light comes shimmering through."

Another plan: Press neatly and smoothly some highly colored autumn leaves. Mount them, arranged artistically, on large sheets of white, stiff paper; underneath write or print one of the above quotations. These make fine fall decorations.—  
*School Education.*

**Poems and Selections.****October.**

All the riches of the harvest crown her head and light  
her face;  
And the wind goes sighing, sighing, as if loath to let her  
pass,  
While the crickets sing exultant in the lean and withered  
grass,  
O the warm October haze!  
O the splendor of the days!  
O the mingling of the crimson with the sombre brown and  
grays.—*Jean Blewett.*

**Harvest Time**

Pillowed and hushed on the silent plain,  
Wrapped in her mantle of golden grain,  
Wearied of pleasuring hours away  
Summer is lying asleep today,—  
Where winds blow sweet from the wild rose briars  
And the smoke of far-off prairie fires.  
Yellow her hair as the goldenrod,  
And brown her cheeks as the prairie sod,  
Purple her eyes as the mists that dream  
At the edge of some laggard sun-drowned stream;  
But over their depths the lashes sweep,  
For Summer is lying today asleep.  
The north wind kisses her rosy mouth,  
His rival frowns in the far-off south,  
And comes caressing her sunburnt cheek—  
And Summer awakes for one short week,—  
Awakes and gathers her wealth of grain,  
Then sleeps and dreams for a year again.

—*E. Pauline Johnston.*

"There is a beautiful spirit breathing now  
Its mellowed richness on the clustered trees,  
And, from a beaker full of richest dyes,  
Pouring new glory on the autumn woods,  
And dipping in warm light the pillared clouds."

—*Longfellow.*

**The law of the harvest is**

To reap more than you sow.  
Sow an act and you reap a habit.  
Sow a habit and you reap a character.  
Sow a character and you reap a destiny.

—*G. D. Boardman.*

Autumn goes loitering through the land,  
A torch of fire within her hand.  
Soft sleeps the bloomy haze that broods  
O'er distant hills and mellowing woods;  
Rustle the cornfields far and near,  
And nuts are ripe and pastures sere,  
And lovely colors haunt the breeze,  
Borne o'er the sea and through the trees,  
Belated beauty lingering still  
So near the edge of winter's chill,  
The deadly daggers of the cold  
Approach thee and the year grows old.

—*Celia Thaxter.*

### A Nation's Hope.

Who are the men of the morrow?  
 Seek ye the boys of today,  
 Follow the plough and harrow;  
 Look where they rake the hay.

Walk with the cows from the pasture;  
 Search 'mid the tasseled corn;  
 Try where you near the thresher  
 Humming in early morn.

Who are the men of the morrow?  
 Look at yon sturdy arm!  
 A nation's hope for the future  
 Lives in the boy on the farm.

—*American Agriculturist.*

The highest mountain is conceded to be Mount Everest on the Nepaul frontier of British India and flanking into Tibet, with a height of somewhere about 29,000 feet or five and a half miles above sea level. There is here a mighty mountain mass and three peaks tower up tremendously. None of these have been ascended to the entire top, but observations are being made and it is agreed that the name Everest shall be applied to the highest one.

One thing teachers must constantly look out for is that no demands are made requiring an outlay of money on the part of children. Aside from the fact that there are parents too poor to meet any extraordinary expense, there is, too, the fact that some people, for one reason or another, begrudge their children any money for school affairs. Entertainments necessitating an outlay of money had better be omitted altogether, unless the plan for the raising of the required funds is in every way unobjectionable. The taking up of collections in school is wisely prohibited by law in most communities. The underlying idea cannot be kept too forcibly to the front.—*Selected.*

The reading hour should be one of the happiest hours of the day. Even the hour for reading aloud may be made a happy and very profitable hour, but many changes will have to be made before it produces a reasonable amount of happiness or profit. One of the most unreasonable practices in connection with the old-time reading lesson was the

thoughtlessness of teachers in compelling a whole class to attend while one unfortunate pupil was grinding out his allotted sentence or paragraph. This, in most cases, added to the self-consciousness and wretchedness of the temporary victim, and was worse than a waste of time to the rest of the class. It would be vastly more profitable for the rest of the class to write, or draw, or do manual training work with cardboard, or raffia, or other available materials while each individual pupil is reading. In order to save time three or four may have their readers open and stand ready to read during an oral reading lesson, one new pupil rising in turn when each reader finishes and takes his seat to go on with the other work that has been assigned.—*Jas. L. Hughes, Toronto.*

### To Teach Roman Numbers and Time.

Give the children sheets of unruled tablet paper and a sheet of some pretty bright colored paper.

Let them measure the inches on both right and left edges, indicating them by dots. Connect these dots with straight lines. With scissors cut this colored paper thus ruled into one inch strips any desired length.

When this is done, let the children arrange them, one numeral on a sheet and paste on the unruled tablet sheets.

When done let them make a cover and tie them together in book form and in proper order.

Let them draw a large watch face and cut and mount on this face the Roman numerals cut from colored paper, making strips one-half or one-quarter inch wide. This will aid in teaching *time*. Make small cardboard *hands* for the watch and fasten in centre by means of a pin or paper fastener, so they can be moved. Indicate minutes by dots.—*Selected.*

### Hints for the Country School Teacher.

This applies especially to young teachers (their names are legion) who, through lack of experience, are given district schools.

The little country "school-marm" has many difficulties about which her sister in the grade knows nothing. Whether her school be large or small, the pupils are not well classified. John may



study arithmetic with Mary, geography in another class with John, and language by himself.

Right here is one of the advantages of the rural school, that is, for the individual pupil. John can advance in the study in which he excels if he be deficient in other branches. In this also lies a danger: he must not be allowed to pursue his favorite study with so much zeal that the other lessons are neglected.

Pupils are always interested in making the school-room attractive. Many ways have been devised by bright teachers to obtain school-room necessities. It is an easy matter to procure pictures and have fresh flowers about, and please don't use old bottles and cracked cups! Vases can be found for five and ten cents and—well, we shouldn't want to see flowers in a tin cup in our own homes.

How many country school teachers follow the example of the graded school by having the work on exhibition? Cords can be arranged on which can be fastened drawings, language work, maps, etc. The bright pupils point with pride to their work, while the dull ones strive to improve theirs. I find this a greater incentive to hand-work than prizes, of which I heartily disapprove.

Bird study! Where is there a better place for studying about our feathered friends, and indeed, about all nature than in the country school, and what school has no boy to make a bird house? It may not be artistic, but it will be a bird house, and what little bluebird can resist that?

When you have no extra blackboard space tack a large sheet of paper on the wall. At the top write: "Birds Seen and Recognized." Following will be a list of birds together with pupils' names.

After five weeks one spring term, a little girl came to me, saying, "I don't believe there were so many different birds last year, Miss W—." Believe me, in neglecting to teach our pupils to appreciate the beautiful things in life we are depriving them of their natural right to gain, from the birds and flowers, pleasure and inspiration.

For morning exercises try studying the poets—Longfellow, Field, Celia Thaxter, Elizabeth Browning, Helen Hunt Jackson—some one whom they can understand and love. Each day learn some new fact regarding the chosen author. Have a memory gem upon the board. Pupils will find at home short sketches, little anecdotes. The children, even the very little ones, will enjoy this.

Make friends of your boys and girls, make friends of their parents. You may consider yourself socially their superior—they may not look upon it in that light. Call upon them, be interested in their interests and in turn you can interest them in yours.—*Selected.*

### The Review's Question Box.

P. E. ISLAND TEACHER.—You recently spoke of some good and low-priced books on insects and plants. Could you give a list of these in the REVIEW with their prices.

There are some excellent books on insect study published by Messrs. Ginn & Company, Boston. They are written in a simple and easy style, and the REVIEW can recommend them to teachers:—Weed's Stories of Insect Life, illustrated, volumes I. and II., prices 30 and 35 cents, post paid; Morley's Insect Folk, volume I., and volume II., illustrated, prices 45 and 60 cents net; Comstock's Ways of the Six-Footed, illustrated, price 40 cents.

Funk and Wagnall, New York, publish two cheap little manuals of Common American and European Insects, price 25 cents, but they contain only colored illustrations—no descriptive matter.

The Guides for Science-Teaching, designed to supplement lectures given to teachers by the Boston Society of Natural History, were published nearly thirty years ago by Ginn & Co. We are not sure that they can be obtained now. Although somewhat old-fashioned for the present times, they are of low price and excellent for teachers. They treat of plants, insects, reptiles and birds, fishes and frogs, pebbles and other natural history subjects.

Atkinson's First Studies in Plant Life is a good book for the teachers of all grades, containing matter easily comprehended by children. Illustrated. Price 60 cents net. Published by Ginn & Company.

H. A. G.—Can you tell me the name of the object sent in the box recently mailed to you?

Yes, it is the Phallus impudicus (?) or stink-horn fungus—and it richly deserves the name.

A. H.—We have had quite a discussion as to the origin of the webs found on the grass during late summer and autumn mornings, so we have decided to ask the REVIEW.

They are the work of a small spider, but we regret that we can give you no further information as to its name and habits. We will try again. Can any of our correspondents help us?

N. E. F.—The leaves which I enclose were brought to me by a little girl. Can you tell me to what plant or tree they belong?

The leaves belong to a small tree which one does not commonly see in the gardens of these provinces, although frequently cultivated in the United States. It is a native of China and Japan and is called the Ginkgo biloba or Fan-tree. You will notice that the leaves are fan-shaped, and if you hold one up to the light you will see the curious parallel bunches of needles embedded in its substance.

### CURRENT EVENTS.

The largest telescope lens in the world is at Treptow, near Berlin; and it brings the moon's surface to an apparent distance of fifty miles from the earth.

A special effort will be made to increase the growth of cotton in Rhodesia, so that the English cotton weavers may not be dependent upon the United States for their supply.

A deposit of tin recently discovered in Ontario may prove to be valuable. At present more than half the tin produced in the world comes from the Malay peninsula.

A vacuum cleaner for clothes, which cleanses them thoroughly with less wear and tear than washing, has been invented in Australia.

Soon after the coronation of King George, which is to take place in June, the investiture of the Prince of Wales will follow. The latter ceremony, which has not been in use for hundreds of years, will occur at Caernarvon in July; and its revival is taken to mean that Wales, as a separate part of the United Kingdom, is to have more recognition than it has ever received since the union.

The failure of the Labrador fisheries this season has brought great distress to the people of that part of our country, and the fishermen of the Newfoundland coast will suffer more or less from the same cause. Efforts are being made to find hardy grains that can be cultivated in Labrador; and Prof. Robertson, who has been looking into the agricultural possibilities of Newfoundland, reports that he is agreeably surprised at the farming opportunities which the island presents.

A daily steamer service between North Sydney, N. S., and Port au Basques, N. F., will be commenced next year.

Monday, the last day of October, will be Thanksgiving Day this year.

The Queen's Own Rifles, the Canadian regiment which went to England to take part in the army manoeuvres, received every possible mark of appreciation from King and people. It is probable that Australia will send a regiment next year.

Jackfish is a Canadian Pacific Railway station situated on a good harbor on the north shore of Lake Superior. A company has been formed to carry passengers and freight from this point to Hudson Bay by motor vehicles and motor boats. The motor cars will go to Lake Kenogama, from which place the service will be continued by boat through the lake and the Albany River to the shores of James Bay.

A Centenary Celebration Association has been formed for the purpose of commemorating on an adequate scale the successful defence of Canada in the war of 1812-14. It is proposed to hold a central pageant at Toronto, and local celebrations in the districts which were prominent scenes of the war, especially in the upper provinces. Finally it is proposed to invite representatives of the British, French and United States governments to meet at the Niagara frontier in 1915, to celebrate the peace which followed, and the maintenance of peaceful relations between the three nations which will have existed for a hundred years.

New York and Washington are to be connected by underground wires over which telephone and telegraph messages may be sent at the same time. Three telephone conversations may be carried on at the same time; and while these are going on six independent telegraph messages may be sent over the same wire without interfering with each other or with the telephone conversations. Probably all electric wires will be placed underground before many years as a matter of economy.

Oil will soon displace coal as a fuel for ocean steamships. It can be stored in tanks that will take up less room than coal bunkers; it can be taken on and fed to the fires through pipes, thus saving the wages of stokers; it makes a hotter fire than coal, and drives the ship faster; and it makes no smoke, and no dust or ashes.

The tunnel under the Andes for the new railway which connects Valparaiso and Buenos Ayres is eleven thousand feet above the sea, and is longer than either of the tunnels under the Alps. It is above the snow line, and the climate is so damp and cold that Italian laborers could not endure it, though they have driven most of the great tunnels of Europe. Chilean laborers suffered no great inconvenience, as they were accustomed to the climate; but in the deepest part of the tunnel English and Scotch miners were employed.

The award in the Atlantic fisheries dispute which was delivered at the Hague on September 7th, ends a controversy between Great Britain and the United States that has existed for nearly a hundred years. Of the seven questions submitted to the tribunal, the first and fifth were most important; and on both of these the award was in favor of the British. The first question was whether the British had power to make laws regulating the Newfoundland fisheries without consulting the United States; and the fifth was whether United States fishermen, while not allowed to fish within three miles of the shore, would have the right to fish in bays which are more than six miles wide at the mouth. The decision in favor of Great Britain on the first point establishes the right of Newfoundland and of Canada to make fishing regulations which United States fishermen are bound to observe; and the decision that the three mile limit is to be measured from a line stretching from headland to headland, instead of following the sinuosities of the coast, fixes the extent of the local jurisdiction which has so long been in dispute. Possibly, under the latter decision, it may be conceded by the United States that Hudson Bay is a bay under the meaning of the treaty, and not an open sea in which their fishermen are to have equal rights with ours.



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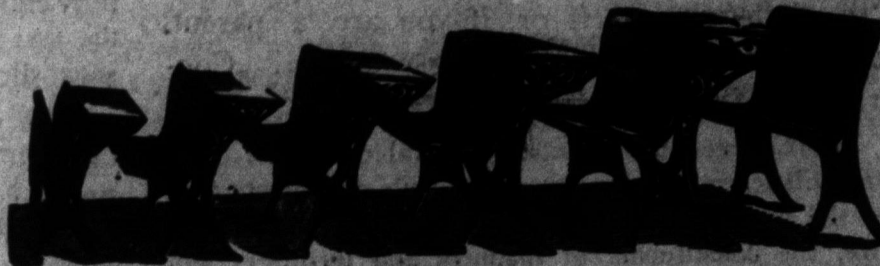
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Sir Henry Pellatt, commander of the Canadian regiment now in England, has reviewed sixty thousand of the Boy Scouts. There are now two hundred and fifty thousand British boys enrolled in the scout movement, although it is but two years old.

The eightieth birthday of President Diaz and the one-hundredth anniversary of the independence of Mexico were celebrated with great rejoicings throughout Mexico on the fifteenth of last month. As the declaration of independence was followed by a long war, it was not until eleven or twelve years later that Mexico was really independent. It is now a nation of about 15,000,000 people. Chili has also been celebrating the centennial of its declaration of independence.

The cholera epidemic which originated in southern Russia has spread eastward and westward until it has reached southeastern Siberia in one direction and the Mediterranean countries in the other; and its victims now are said to be more than a hundred thousand in number.

A tract of six hundred thousand square miles in Australia that has hitherto been thought unfit for settlement is declared by a recent explorer to be capable of supporting a great population. It is in the northern territory of Western Australia. Acting for the government of the state, he has made a road through the region, and left a chain of wells, at an average distance of fourteen miles apart, at each of which there is sufficient water for large herds of cattle. The result is a new highway between Northern and Southern Australia, eight hundred miles in length, through one of the finest pastoral regions in the world.

**SCHOOL AND COLLEGE.**

Lectures began at the University of New Brunswick on Monday, October 3rd.

The Horton Academy, Wolfville, has an attendance of nearly one hundred students this term, of whom twenty-eight are from New Brunswick, forty-eight from Nova Scotia, three from P. E. Island, one from Quebec, seven from the United States, and one from the West Indies.

Miss Louise Perkins, recently principal of the Superior School, Nor.on, N. B., is taking a course at the Guelph Agricultural College, Ontario.

Professor Bronson, of Yale, and later of McGill, has succeeded Dr. Stanley MacKenzie in the chair of Physics, at Dalhousie University. Harold S. Davis, B.A., a distinguished honor graduate of Dalhousie has been appointed his assistant.

At a special convocation of Kings College in September honorary degrees were conferred on a number of distinguished visitors to the Church Congress recently held in Nova Scotia. The list included the Rt. Rev. A.F. Winnington Ingram, Lord Bishop of London; the Most Rev. Charles Hamilton, the Metropolitan of Canada; the Bishop of Washington, and other noted prelates. The degree of D.C.L. was conferred in absentia upon the Hon. Edward Lyttleton, headmaster of Eton College.

Northumberland County Teachers' Institute met in Newcastle, October 6th and 7th. The Albert County Institute will meet at Hopewell Cape, October 13th and 14th.

Mr. James McIntosh recently principal of the Blackville, Northumberland county school, has assumed the principalship of the Bathurst Village, N. B. superior school in place of Mr. P. Girdwood, resigned.

Mr. W. M. Crawford, of Debec, Carleton county, died recently at Saskatoon. He had taught school in New Brunswick previous to entering Queens University, Kingston, from which he graduated last spring. During his college vacation he taught school in Rostown, Sask. He was in the 29th year of his age and was a young man of much promise.

Miss A. E. McLeod, of Scotsburn, Pictou county, has accepted the position of principal of the Guysboro Academy.

Principal Lelacheur, of the Hillsboro Consolidated School, P. E. Island, has returned to Macdonald college to finish his course. Vice-principal Crockett succeeds him at Hillsboro.

Mr. T. H. Spinney has resigned the principalship of the Lawrencetown, N. S. schools, and has become principal of the Round Hill, Annapolis county school.

The Nova Scotia Normal College opened at Truro in September with over 150 students.

### The N. S. Agricultural College.

The next session at the Agricultural College, Truro, N. S., will open on November 1st, 1910. The attendance at the college has been steadily growing, but it is not yet commensurate with either the equipment of the institution or the importance of the agricultural industry in the Maritime Provinces. Have you ever thought of attending the college yourself or, if you are a parent, have you ever thought of sending your boy? Consider some of the advantages.

1. The College affords an agricultural education. The student will learn the constituents of soils and plants and, hence, the principles which should guide him in his farm practice, the constituents of manures and fertilizers and how to mix and apply these intelligently, the use of farm machinery, how to judge, select, care for, and make profitable all kinds of farm stock, the treatment of animals in disease and how to perform veterinary operations, the principles and practice of fruit growing, dairying, poultry, carpentry, blacksmithing, etc.

2. In addition, students will study English, Arithmetic, Book-keeping, and such subjects as are taken up in the general high school and college courses.

3. No tuition is charged. Board will average \$3.50 per week for 22 weeks. Books, \$10.00 to \$15.00. These, with railway fare, are all the necessary expenses. Any industrious student can earn on the farm from \$15.00 to \$50.00 during the term. We do not know of any institution in Canada where an education can be obtained at less cost.

4. The term is from November 1st to April 15th, the least busy season of the year.

5. Most of the students return to their farms. A few go on and prepare themselves for professional work. Those who have graduated from the Nova Scotia Agricultural College and studied at Guelph and other institutions have, almost invariably, stood at the top of their classes and are unanimous in stating the advantages of a course at the N. S. A. C.

6. Agriculture is much more remunerative than formerly, but competition is becoming all the keener. The twentieth century farmer, if he is to succeed, cannot afford to be without a better education along agricultural lines than his father had. Surely the boy who will devote his life to agriculture can be spared from the farm during two short winter terms, during which to acquire a better knowledge of his life's profession so that, as a citizen, he can hold his own with men of other professions.

7. The College is equally free and available to students from all the Maritime Provinces, as well as to those from abroad who purpose settling in these provinces.

Send a letter or post card to the undersigned and get fuller information in regard to the courses,

(Signed) M. CUMMING,  
Principal Agricultural College.

### RECENT BOOKS.

There is a growing tendency among the makers of text-books to be more concise and to give pupils usable knowledge of principles underlying the subject treated. This is illustrated in Book I of *Secondary School Mathematics*, a compact book of 182 pages. In this, arithmetic, algebra and geometry are treated side by side. The effect of this arrangement is increased interest and the power of analysis on the part of the learner, and greater accuracy in results, as tried on hundreds of high school pupils before the text was put into book form. (D. C. Heath & Company, Boston, Mass.)

*Small Gardens for Small Gardeners* is a little book, by Lillian C. Flint, designed to tell little children how the simple flowers of the woodland and the seeds that grow without much tending may be made to live in a child's garden. (A. Flanagan Company, Chicago.)

"The approbation of Time," is a marked tribute of appreciation for a text-book. In 1888 Ginn & Company published a small edition of Wentworth's *Plane Geometry*. In 1899 a revised edition of this text was published, and now in 1910 appears a new revised edition by Wentworth and Smith, which in progressive treatment of the subject and clearness of expression makes it probably the best work on plane geometry that has been written. The publishers have manufactured a book which is unrivalled in excellence of printing, in durability and attractiveness of binding and clearness of type arrangement and illustrative diagrams. (Cloth, 287 pages; price, 80c. Ginn & Company, Boston.)

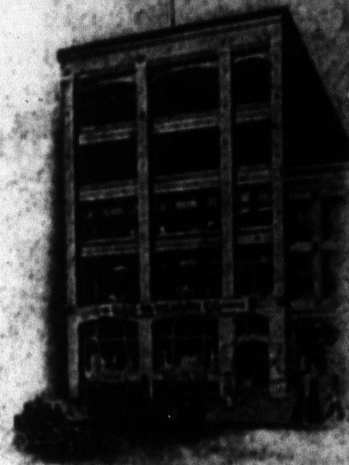
*A Home-work Atlas* of maps in black and white is designed to supply problems in map drawing for independent work of pupils. (Price 1s. Adam & Chas. Black, Soho Square, London, W.)

An attractive and modern series of low-priced text-books on geography such as those named below, calls for an examination of their merits on the parts of teachers. They cover the geography of the globe as follows: 1. Outlines of Geography. 2. The British Isles. 3. Europe. 4. Africa. 5. Asia. 6. America. 7. Australia. 8. The British Empire. Each book (in paper covers, 5d.; cloth limp, 6d.), contains 80 to 96 pages with numerous maps and illustrations. The books are written in a simple manner and from the standpoint of excellence and low price are deserving of recognition. (Geo. Philip & Son, 32 Fleet Street, London, E.C.)

*Perfect French Possible* is a little manual containing 52 pages, which should prove of the greatest service to teachers and learners. It contains simply those elements of phonetics necessary to the correct pronunciation of French. No student of that language ought to be without this little book. (Price, 35c. D. C. Heath & Co., Boston.)

Since the discovery of gold in the Klondike region, the total output has amounted to one hundred and fifty million dollars.

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### OFFICIAL NOTICES.

With reference to the introduction of Myer's General History into the High School Grades, teachers are notified that the Matriculation and Leaving examinations for the year 1911 will be based upon the Ancient History.

(Signed) W. S. CARTER,  
Chief Supt. of Education.

Education Office,  
Fredericton, N. B.,  
Aug. 22nd, 1910.

Teachers are requested to take notice that the Inspectors have been instructed to take especial cognizance of the class of instruction given in each school, in Writing, Spelling, Mental Arithmetic, Elementary Agriculture and Physical Training.

All teachers who have taken the course of Physical Training are required to give instruction in that branch, and prizes for proficiency in it will be given in each Inspectorial District.

Special Courses in Physical Training are being arranged for in several centres in the Province, and provision will be made during next summer vacation for courses in Fredericton.

All candidates for Advance of Class will in future require a certificate for Physical Training, and all schools will be required to provide for such training within four years from July 1st, 1910.

W. S. CARTER,  
Chief Supt. Education.

Education Office,  
Sept. 16th, 1910.

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Principal.

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## N. B. School Calendar, 1910-11

- Oct. 31 Thanksgiving Day.
- Dec. 20 Examinations for Teachers' License (Class III).
- Dec. 23 Schools close for Christmas vacation.
- Jan. 9 Schools open after Christmas vacation.
- April 13 Schools close for Easter vacation
- Apr. 19 Schools open after Easter vacation.
- May 18 Loyalist Day (holiday in St. John City.)
- May 24 Victoria Day.
- May 25 Examinations for Teachers' License (French Dept.)
- May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 9 Normal School Closing.
- June 13 Final Examinations for License begin.
- June 30 Schools close for the year.

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