

THE EDUCATIONAL REVIEW.

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ST. JOHN, N. B., JULY-AUGUST, 1905

WHOLE NUMBER, 219

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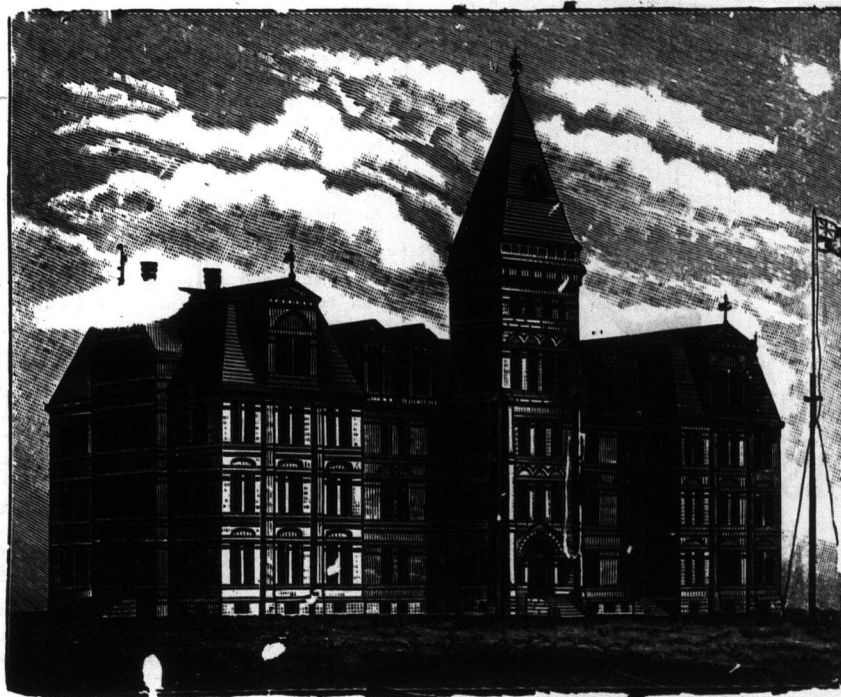
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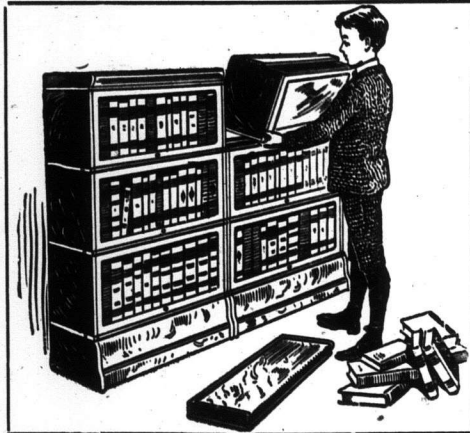


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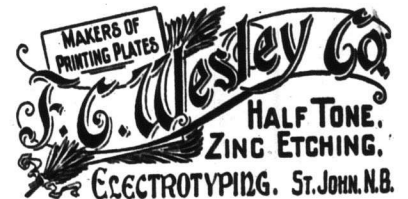
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Copies of Calendar containing full information may be obtained from the undersigned.

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Editor for New Brunswick

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW

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THIS number of the REVIEW is issued about the first of August, and makes *one* number for the months of July and August.

MANY teachers will take charge of schools during the approaching new term for the first time. The REVIEW wishes them that success which is the result of earnest, thoughtful and enthusiastic work.

FULL particulars of the meeting of the Nova Scotia Provincial Educational Convention will be found on another page. The programme is an

attractive one; the time chosen is one that should produce good educational results—when teachers are fresh from a vacation of nearly two months and ready to put new ideas into practice.

OFTEN we hear of teachers who get up entertainments in their schools the proceeds of which go towards providing apparatus, repairing the school, or other like purpose. This should not be the way to appropriate these funds. The trustees should meet the teachers half way, and provide the necessary materials for proper school work. The money raised by entertainments should be expended for pictures and other means of decorating the school room, forming the nucleus of a library or making additions to it, or providing some article of school furniture not included in the outfit.

MESSRS. J. & A. McMILLAN are again doing business at their old stand, Prince William street, St. John. After the destructive fire of last winter, which left little but the walls of the building standing, the firm, with characteristic enterprise, immediately began the renovation of the establishment. This will render the new premises more commodious than the old, with better appliances for carrying on their book, stationery and publishing business.

MR. D. R. JACK, editor of *Acadiensis*, after his prolonged absence in Europe, has just issued a double number of this excellent quarterly. The table of contents is an inviting one, embracing sketches of travel, poems, historical articles and other matter, with photographic illustrations. Europe as Seen by an Acadian is a graphic sketch of Mr. Jack's travels, and his impressions and photographic views of Russia will be found especially interesting. Another article that will engage the attention of many readers is the late Mr. Edward Jack's account of an Expedition to the Headwaters of the Little South West Miramichi, edited by Prof. W. F. Ganong, a task which that industrious explorer and scientist has evidently found congenial.

THE readers of the REVIEW will be interested in the advertisements of new books found in this number. These embrace many desirable works that have been tested in the schools and found to meet the needs of teachers and pupils. Among these are the little History of Canada, published by the Copp, Clark Company in a separate form, with an appendix of the history of Prince Edward Island, by Miss H. M. Anderson. Miss Anderson has accomplished in a remarkably clear and concise manner the difficult task of writing a brief but connected account of the Island's history.

The History of New Brunswick, published by W. J. Gage & Company, has won its way in the schools of that province, and has become very popular with children on account of the clear and easy style in which it is written. It is not an array of facts and dates alone, but a readable account of the events of the province so arranged as to make history interesting and intelligible to children.

Perfect Attendance.

It is worth while for pupils to cultivate the habit of faithful, punctual attendance at school. The habit so formed will be a valuable possession to them in after life. It will be a great element of future success and will add to their own happiness and the happiness of others. If more people realized the importance of being punctual to engagements at all seasons and in all places; of answering letters promptly and courteously; of paying their debts and meeting other obligations on time, things in this life would work more smoothly. There would be fewer naughty words said, fewer ruffled tempers, and a much better feeling would prevail among friends and neighbors.

The home and school are the places where a foundation must be laid for these and other good habits that make life more useful, more enjoyable. The following instances show what good results were accomplished by these two agencies, the home and the school, to secure punctuality of attendance, and the immediate rewards that resulted:

"Lester Thomson of Montreal, a lad of sixteen, received from the school board of that city a gold watch. This was because for nine years he had never once missed a day at school and never once was late.

"A girl at Lee, England, was recently awarded a gold medal for seven years' perfect attendance at school.

"Miss Bonnie White, says the *Pathfinder*, Washington, who recently graduated from the high school of Paris, Texas, was awarded a gold medal by the school board for a perfect record covering her entire public school life of 11 years. She was neither absent nor tardy a single time from the day she entered the primary class until she graduated."

Visits to Schools.

A visit was made to the Macdonald Consolidated School at Kingston, N. B., on the 15th of June in company with members of the New Brunswick government and legislature, educationists and representatives of the press. The appearance of the building, class rooms and grounds were fitted to give a fine object lesson to the visitors. The excellent organization and management of the principal, D. W. Hamilton, and his capable staff of associate teachers were apparent both in and out of doors, especially in the school gardens which were admirably laid out and cared for. So attractive had each pupil's plot of ground become to him or to her, that recess and other available time were spent in the care of the growing plants. The pupils had taken great interest in the measurements, laying out of beds, and the various practical exercises connected with the care of the gardens. Not less interest did they take in the afternoon exercises in the school audience room where they listened to addresses by Lieutenant-Governor Snowball, ex-Governor McClelan, Premier Tweedie, Supt. Inch and other speakers. The distribution of the prizes given by Premier Tweedie for the best essays on the history of the province and county, supplemented by others from gentlemen present, was an interesting feature of the exercises.

I visited a schoolroom in Winnipeg, recently, where no less than seven nationalities were represented. The teacher was quiet, but alert and sympathetic. Every eye in the room was directed, not to the stranger present, but to her, and I soon changed my position where I could study both pupils and teacher. The cause of the pupils' interest was soon apparent. The teacher's face was a study as she directed every movement of the little foreigners. Genuine sympathy and tact were shown in her every feature and gesture. Success in pronouncing new words (it was a reading lesson) was rewarded with a flash of recognition which seemed to say "bravo! well done!" and it brought an answering look of gratitude

from the pupil who was trying with all his might to earn that recognition.

Here is a letter that a lad just twelve years of age had written in his exercise book. He was a Polish Jew and had been in Canada and at school less than ten weeks. I asked for a copy of the letter and it was produced in a plain vertical hand:

Strathcona School May 18th

Dear Mother.

I goan to school two montch I can spek little English. I can read a book and write. I come from Possia two montch an a haf. May teachern good learn me, dat tetchern is nice teachern. The teachern spek I learn quick English. I living an Winipeg. I like dat country very much. I writing leatr esterday an Possia. Your living son

Moses.

Every young reader of the REVIEW can make out the somewhat broken English of this letter. Is it not a pretty good attempt after two months of school? The factors at work in this class were,—each pupil was very much in earnest to get a working knowledge of English; each was interested, and each one regarded his teacher as a superior being. I asked the superintendent of schools on what principle the teachers were chosen for the children of the foreign classes. "Not from their experience as teachers," he said. "We rather prefer to have them without experience if they have the qualities that win the affection of their pupils." A very good principle in the choice of teachers everywhere.

"What I say is this—the democracy has to learn manners, and the school does not teach manners," is the opinion of a noted English educationist given, after a year's travel through the United States, to a representative of the *Montreal Witness*. It may be true of a great majority of schools in the United States. Unfortunately it may be true of many schools in Canada. But I have visited many schools recently in the Dominion and I was impressed with the good manners of the pupils. In nearly every instance the stranger, as is natural, was gazed at attentively on his entrance. But there was no rude staring him out of countenance, and the pupils soon became absorbed in their work if the teacher attended to it; and this is what a visitor wishes to see when he enters a schoolroom. Occasionally the pupils betrayed a look of too great consciousness, but this might have been a reflection of the teacher's mood. I should judge so, for this was what I saw in another school: In company with the superintendent I visited the principal's room of a large school in the leading city of the west. Forty pairs of eyes

of boys and girls glanced in our direction as we entered, but without the slightest consciousness, seemingly, of our presence, and were then bent on the teacher as he conducted the recitation. As we took our seats, two lads who had noiselessly glided to the platform relieved us of our hats and umbrellas and were back instantly in their seats, reciprocating with a smile our nod of recognition of the courtesy. There were many glances turned our way during the recitation, but the eyes showed, not consciousness of themselves or their visitors, but an earnest self-centering on their work. At recess the superintendent beckoned a girl to the front and engaged her in conversation. A boy quietly brought a chair for her. Teacher, visitors and scholars mingled together during the recess, as well bred people do in a drawing room; but when any advances were made the teacher or visitors initiated them. What an agreeable impression such a school makes, and how one wishes time were taken everywhere to get such results, even if we have to draft anew our courses of study.

Suggestions for Seat Work.

1. Pupils write lists of names of objects in the schoolroom beginning with a certain letter. Take, for example, the letter c. The list will be chair, curtain, chalk, ceiling, etc.
2. Write all words possible derived from the same root words, as: hope, hopeless, hopeful, hoped, hopefully, etc.
3. Write a list of geographical names each beginning with the last letter of the preceding word, as British Columbia, Alberta, Andover, Regina, etc.
4. Take a short word, as *reader*, and make as many words as possible from the letters in it as: ear, red, rear, dear, are, etc.
5. Let the small children mark familiar words in newspapers and magazines.
"Busy work" or "seat work" should have a purpose beyond merely keeping the child busy.—*Sel.*

Until a good library is attached as a matter of course to every one of our elementary schools, a great opportunity of refining the taste and enlarging the knowledge of the young will continue to be wasted, and the full usefulness of those institutions will remain unattained. After all, it is the main business of a primary school, a chief part of the business of every school, to awaken a love of reading, and to give children pleasant associations with thoughts of books.—*Sir Joshua Fitch.*

The Summer School.

The Summer School for the Atlantic provinces met at Yarmouth, N. S., from July 11th to July 28th. The cool, bracing weather that came with the breezes from the Atlantic was grateful and refreshing, especially to those who were from inland situations. The beautiful scenery in and about Yarmouth, the fine residences, well kept hedges and lawns and luxuriant foliage, were a constant source of delight. An occasional fog wrapped the town in its mantle, but the fine weather when the sun made its appearance could not be excelled anywhere. The citizens had their plans admirably arranged to ensure the comfort of their visitors. A reception, an excursion down the harbour, a drive about the city and its environments, with numerous other attentions, enabled the members of the school to enjoy in a very pleasant and social way the meeting with citizens and to see all objects of interest in and about the town. The outings were so arranged as not to interfere with work. It is probably quite safe to say that in the whole nineteen years of the school no session has been held in which better results were obtained in the special subjects of the school. Every day there were classes from nine to one o'clock, and often the rooms were crowded with eager students, and the laboratory and field work were of great service to them.

The English literature class, conducted by Miss Eleanor Robinson, was, as usual, of absorbing interest to the members of the school. The course in plant study, by Mr. G. U. Hay, and for the latter part of the session by Mr. J. Vroom, supplemented by frequent excursions afield, gave special attention to the life and environment of the vegetable world. Professor L. W. Bailey, in addition to his subject of geology, also gave lectures on zoology in the absence of the regular teacher. His public lecture on the geology and physical geography of Nova Scotia was an excellent and instructive address from a master of the subject such as Dr. Bailey. Mr. F. G. Matthews' class in drawing was of the greatest interest to many who devoted their entire time to the subject; and his instruction in manual training and to the amateur class in photography were of great benefit to those interested in these subjects. Dr. Turnbull, of Yarmouth, gave a very practical course in physiology. The reception at his house, with an exhibition of the X-ray, was one of the most enjoyable features of the session. The chemistry and physics classes, under the charge of Mr.

R. St. J. Freeze and M. J. E. Barteaux respectively, gave an excellent opportunity for practical work in these subjects.

The evening meetings and discussions were very interesting. The educational address of Dr. Inch was listened to with marked attention. Principal Soloan's hints to teacher and pupil how to utilize vacations, called forth much consideration and will be discussed in a future number of the REVIEW. Other seasonable topics were presented, and the evening by Dr. W. H. Drummond, the poet of French habitant life, will long be remembered for the rare intellectual treat it afforded.

In summing up results of the school one can dwell with pleasure on what led to success: The tact and industry of the president and secretary, Mr. J. D. Seaman and Mr. W. R. Campbell, whom the school wisely re-elected to these positions; the excellent local organization, due to the foresight of the council and citizens, Principal Kempton with his staff of associate teachers, and the local secretary, Mr. Geo. W. Blackadar; and finally to the excellent working spirit shown by the students, which proved an inspiration to those who directed the classes.

There was a suggestion made in regard to the future work of the school,—that students as far as possible avoid too many subjects and devote their energies to one or two.

The next meeting will be held in Cape Breton if suitable arrangements can be made as to place.

The total enrolment of the school at Yarmouth was about 130.

While travelling on the steamer that runs between Revelstoke and Nelson, B. C., the captain told the following story: A Cockney who had recently arrived in Canada was complaining of the way in which the King's English is mutilated in this country. "Why what do you think I 'eard the other day at a railway station when a train stopped? A man put his bare 'ead out of the car window and said, 'where am I at?'"

"Well, what should he have said?" said a stander-by.

"What should he 'ave said?" said the Cockney, disgusted; "Why, 'where is my 'at,' of course!"

A subscriber who has lately removed to the west writes: "Although I am teaching in the territories I feel as though I had lost a great friend when I don't get the REVIEW."
I. H. F.

Art in the Public Schools.

HUNTER BOYD, Waweig, N. B.

I. ITS FUNCTION IN PEDAGOGY.

In a series of questions published in *EDUCATIONAL REVIEW* of October, 1901, there was a sentence to this effect: "Show the bearing of this whole movement on the training of the emotions." In reply it may be said in brief that if the nobler emotions are not appealed to and refined and strengthened, "this whole movement" is only an occasion for unnecessary expenditure of time and money on the part of our teachers. Of course we readily admit that illustrative material may be made more interesting if it is beautifully executed, and in the teaching of history, geography, and "common things," its aid has been found invaluable, and we are grateful that the supply is now more abundant, and the cost greatly reduced. But its chief function is the imparting of information.

On the other hand there is a comparative dearth, in many schools, of material that appeals directly and strongly to the noblest emotions in the scholars, that is, of reproductions of works of art that are truly beautiful, and at the same time suitable for school use. It is cheering to know there is a more widespread desire for its introduction, and the best method of using it.

We shall best arrive at a solution of this problem by distinctly understanding the function of art in relation to pedagogy. Nearly all the subjects on the curriculum in the public schools are analytic in their tendency, and even poetry has not been exempted from the scientific process. The subjects are addressed to the intellects of the scholars, and it is not easy to develop enthusiasm in their study. Indeed botany is associated in many minds with hard technical words and long lists of Latin names. It is true we do not really know a thing until we can name it, but it is surely a misfortune if the dissecting process obtains to such an extent that the emotions are quiescent. We need the synthetic element in our teaching also, and it is the function of art to contribute to this. The intellectual processes are suffused by emotion and by the same emotions when art makes its presence felt in the schoolhouse. The emotions are not very active in a grammar lesson, nor in mathematical exercises, unless it be the emotion of distaste, and maybe fear of disfavour for wrong answers. But let music be heard, or a beautiful picture introduced, and the emotional nature of the scholars is wrought upon, and probably in the

same way, and at the same time. Art brings in a unifying agent into the school atmosphere. Not all can enjoy the advantage of pianoforte music, nor secure the privilege of examining a real work of art, but more or less of musical drill, and some fairly good reproduction of a good picture is practicable for a much larger number of teachers and scholars. But let it be clearly borne in mind that a new source of pleasure is to be introduced or augmented where it already exists. We earnestly trust that a greater burden will not be placed on the little memories and antipathies engendered where they do not at present exist. For some persons poetry was robbed of all possible pleasure-giving because scholars were required to analyse and analyse persistently. In addition to particulars concerning the author, and circumstances relating to the composition of the poem, archaic forms have to be explained, and "poetic license" accounted for. But we are pleading not for the insertion of a new topic, so much as the introduction of a new influence to pervade the atmosphere of the schoolroom.

Goethe in "Wilhelm Meister," has said: "Men are so inclined to content themselves with what is commonest; the spirit and the senses so easily grow dead to the impression of the beautiful and perfect, that every one should study, by all methods, to nourish in his mind the faculty of feeling these things. For no man can bear to be entirely deprived of such enjoyments; it is only because they are not used to taste of what is excellent that the generality of people take delight in silly and insipid things, provided they be new. For this reason one ought every day at least to hear a little song, read a good poem, see a fine picture, and if it were possible, to speak a few reasonable words."

II. THE CHOICE OF MATERIAL.

Doubtless by this time most teachers are of the opinion that it is well to make use of pictures in the schoolroom. Not a few in the provinces are in possession of a large assortment of material, and in many instances on taking charge of a new school one of the first duties is to attend to the decoration of the walls. But there are those who readily confess that their acquaintance with art is very limited, and they have been governed in their choice of subjects mainly by size and cost of reproductions. They have not been working according to any particular plan in their selection, as for instance, "animal painters" as Edwin Landseer or Sidney Cooper, or Rosa Bonheur. Neither do they propose to make their scholars acquainted with the work of any particular school

of artists, *e. g.*, the Barbizon school; but rather that they thought this or that picture was "pretty," "nice," or "cute." Indeed they were not aware of any particular motive except to relieve the monotony of the schoolhouse, or furnish something for the scholars to "write an essay upon." There is little fault if any to be found with this state of things, and much for which to be grateful. Possibly in some instances if one were to enquire for reasons the statement would be made that very little was heard at normal school about the esthetic movement and its principles. At any rate a growing desire is evident for some guidance in this matter, and the progressive teacher is left with two alternatives, either to devise an original plan, and slowly gain experience, or apply for English or American publications which deal with this comparatively new but important branch of pedagogy. Those who follow the first plan would probably like to compare notes with others who are making headway in the same department, and those who rely upon the second method are most eager that definite instruction should be given to the students who are passing through our normal schools. Possibly all would welcome a means of communication in the columns of the REVIEW. A list of books suitable for the needs and the income of the average teacher would be welcome and the names of publishers of productions, others than the admirable and inexpensive *Perry* and *Brown* series, would be acceptable. In the states of Massachusetts and Connecticut the directors of art have suggested lists of pictures suited to the various grades, and a further classification is made according to the seasons or notable days of the year. But it is felt by some that a point of contact should be found for Canadian educators; and an "Art for Schools Movement" for these provinces, or for the dominion, would soon make it worth while for a publisher to issue a series of pictures after Canadian artists, or at any rate some uniformity of choice of themes may prevail in our schools. In this connection attention may be directed to the "H. B." set issued by an American firm.* Many of the series are in colour and the set of twenty-five can be had for less than half price by our teachers.

III. THE METHOD.

The method of using such pictures can be better dealt with when a specific case is mentioned, but meantime in answer to the enquiry, "How would you begin to explain a picture?" We would say, "Take *Punch's* advice, 'Don't.'" Give the artist,

the picture, the scholars the first chance. When the surface meaning is exhausted and questions arise about details in the picture, stimulate discussion, and only when interest is awake proceed to explain. We respectfully solicit experience in this department, and shall be glad to give any information about the more commonly known pictures if such is not readily accessible by other means.

"God uses us to help each other, so
Lending our minds out."

*Royal Picture Gallery Company, 152 and 158 Lake street, Chicago, Ill.

How Nature Study Should be Taught.

Begin every lesson by showing either a specimen or an experiment, or by asking a question about some observed phenomenon.

Direct pupils to observe nature whenever they are out of the house.

Have pupils keep note-books of every feature of the progress of the seasons.

Direct pupils to collect such specimens as are needed, telling them just how, where, and what to get.

Watch the markets, and make use of the material they bring within range.

Have pupils describe and name an object and describe its parts, before you teach them its functions, habits, etc. This is "the study of structure before that of functions."

Never tell pupils anything that reasonable effort can lead them to learn for themselves. They become "doers by doing."

Commend all voluntary observations and individual studies on the part of a pupil.

Do not make the lessons so elementary as to make thinking unnecessary on the pupil's part, and do not permit them to degenerate into mere object lessons.

If there is a good prescribed course available, follow it with care; but if not, use any material obtainable, remembering that the aim is culture, not instruction.

In order to teach yourself more about the subject, do not hesitate to ask questions, by correspondence or otherwise. Remember it is not essential that the instructor should learn all his facts by the observational method which he asks his pupils to adopt.

Review the subject in a good summer school of the right kind, where both profit and recreation may be obtained.—*Dr. Edward F. Bigelow, Stamford, Ct.*

The Spirit of Helpfulness.

Address of G. U. Hay to the Graduating Class St. Stephen, N. B., High School, June 30.

I need not remind you that though your school life is ended today your education is by no means complete. Tomorrow you will feel a certain freedom, a feeling that there are no more school lessons to learn. Your time will in a certain measure be your own, your energy and industry will be directed into new channels; you will come more in contact with the world, and you will begin to realize what kind of a schoolmaster is this world in which we live. Some find it a very hard school indeed. I trust it may not be so to you. The kind of post-graduate education you are likely to get from it will depend in a large measure upon yourselves. If you are always willing to learn the best that this world has to teach you, and will cultivate the qualities of self control, self-reliance, unselfishness, obedience and cheerfulness there is no doubt you will get along very well in the world's attempt to educate you.

I would like this afternoon to address a few words to you on possibilities after graduation and the doors that are open to graduates. Now, the great majority of those who leave school have to be content with the lot of "average citizens," and a very happy lot it is if you young people are trained to fill it with industry, earnestness and faith. I know of no happier lot in this world than to find some congenial occupation and to work at it earnestly with brain, heart and hand, and to sweeten that toil by devoting a certain amount of your leisure time to the reading of good literature and the study of the features of the natural world that lie so temptingly about us all thro' this Canada of ours. This is a beautiful world in which we live. It is our duty as intelligent beings to learn something about it so that we may best enjoy it as we pass through, and make it the happy place that the Creator by his goodness and wisdom designed it to be.

You have read in your history of England that King Alfred so divided his time that a third should be devoted to work, another third to reading, study and recreation, and the remaining third to rest and devotion. A third of a day to study, recreation and reading! How the busy man of affairs laughs at such a waste of time! and yet he may be dwarfed intellectually and in spirit by the lack of this much needed leisure. I met a New Brunswicker recently in a thriving city of the west. He had built up a fortune in less than a score of years. But had you seen and talked with him you would not have envied him his wealth. The race for money had apparently destroyed any taste, if he ever had any, for the calmer and more rational enjoyments of life. Money is a very good thing to have, if we have not too much of it, and, if the strain and worry of getting it has not blunted the moral sense and dulled the desire for the higher intellectual life.

Canada is a new country and the energies of her people must be devoted for a time, as in other new

countries, to the making of a living and perhaps to the making of a reasonable amount of money. But my plea to you today is—do not allow the making of money in your future life to dwarf your intellects; to blunt your sensibilities of the beautiful in Nature, in Art and Literature. Above all do not lose sight of character. Conduct, says Arnold, is three-fourths of life. There are conditions in money making today on this continent that are neither honest nor wholesome. Money is often made for selfish ends without regard to the rights of individuals or of the public. Aggregations of money, of capital, are being made that are dangerous to communities and that aim to crush individual rights. And this is because men are too eager for money and power and have not the character to use these for the benefit of the public but only for their own selfish ends. How can we find a remedy for such a state of things? It must be in wiser education and conduct. No truer words have been said than those of President Eliot, of Harvard, that the aim of education is "to lift the whole population to a higher plane of intelligence, earnestness and faith." The schools alone cannot do this. The world will have to do some teaching along this line, and less in the line of trusts, shams, and graft.

I have said that the majority of those who go out from our schools must be content with the lot of "average citizens." The minority of youthful citizens in our schools, those who are to become the governors, ministers, legislators, poets, philosophers, leaders of thought and industry, the men and women who plan work for others to do, may, with a little assistance, be left to work out their own destinies. Such men and women have done so in the past. They will do so in the future in spite of disadvantages.

But there are some people who seem to have no object or purpose in life. Every little difficulty that arises seems to turn them aside. They like to go along the path that is easiest and where there is least resistance. Perhaps it may be that there is very little in some of these people; and as an old lady once said in speaking of a friend, "You can't get more out of people, my dear, than there is in them." It may be that many persons are shy and retiring and are pushed aside by those who have not half the ability, but who have more energy. Whatever the cause there are people who seem to be leading half-starved lives and do not seem to know it; some who have not discovered the divine gift that is within them. Some one has said what a change it would make in this world if each one understood his or her special gifts and went to work at once to cultivate and apply them for the benefit of himself and society.

Now we cannot imagine any boy in the graduating class before us saying—"My work is now done. The world owes me a living. I will earn easy dollars—that is, I will get money with as little effort and with as little work as possible." Nor can we imagine any girl of this graduating class saying—

"There is no need of my doing anything. My father is wealthy. I can spend my mornings in reading the latest novel, my afternoons in lounging in a hammock or playing bridge-whist, and my evenings in going to parties."

Every self-respecting boy would scorn the thought of getting a dollar without earning it. Every girl of spirit would loathe the prospect of spending the mornings and evenings of the best of her life in idleness or in the gratification of self.

"But what is there for me to do?" some one may ask. "I do not have to make my own living. I have no aptitude for business. I do not wish to become a teacher or enter any of the other professions." Well, let it be granted that you do not have to earn your own living; and that you have no necessity or inclination to become a teacher or doctor or go into business. Suppose you have no aptitude for anything in life from which you may draw a salary,—does it follow that those divine gifts within you are not to be cultivated and be made a blessing to yourself and to society? How can this be done?

The answer is: Every human soul should make the most of itself as a mark of simple gratitude to Him who created it. Every human being born into a community has obligations to the other members of that community. The education he receives, the privileges he enjoys in a well regulated town like this are not paid for by one household but by every household according to its ability to pay. If the one who is educated here in the many excellent schools that are freely provided and who enjoys other privileges moves to another country he preserves a lifelong attachment to his native place. One of the most gratifying things to me on my recent visit to the far west was to see so many people from the Maritime Provinces occupying prominent positions, and to note the attachment that all had for the place of their birth; quick at all times to speak well of it and to stand up boldly for its good name if necessary. That is the true spirit of loyalty.

And not less is this spirit of loyalty and attachment shown by those who stay at home and help to build up their own town or community and its institutions. Education, whether we receive it in the schools or in the business or social life of the community or by communing with books and nature, has for its purpose the opening of a life of activity and usefulness for each one of us. That life in its fullness and what it accomplishes for ourselves and the world around us means very much. It means that we shall keep our bodies healthy, pure and wholesome; it means that the intellect shall be clear, inquiring and receptive; it means that the spirit shall be strong, human and full of sympathy for others. How large is this God-given human nature of ours, and how full of promise it is for those who strive to think and to accomplish! Not one of its many sides may be neglected. The man who devotes his life solely to the making of money may starve his soul. Herbert Spencer says—"The performance

of every function is in a sense a moral obligation."

Let me in a few words try to show how we may use this body, mind and spirit of ours so that they may be of the greatest service to ourselves and to others.

First, as to the body,—it must be kept in good health, if the senses are to remain alert and keen. Every wholesome exercise of the body invigorates the spirit; curling, snow-shoeing, skating and hockey in the winter; walking, camping out in the woods, rowing, and all healthy outdoor games in the summer. But don't be satisfied with playing ball or hockey by proxy—don't sit down and cheer and eat candy and peanuts while others play the game. If you have to go a mile or two don't take the street cars (I hope none of you are financially interested in the street railway), but walk and enjoy the wholesome exercise, the pure air, the wayside flowers and the joyous songs of birds in the trees. The objection I have to automobiles (I may tell you in confidence that I haven't money to buy one), to street cars, and the vans that carry children to school is that the good old-fashioned habit of walking is in danger of becoming a lost art; and people are missing the exhilaration that comes from a good bracing walk in the open air.

Why do I lay such stress on this bodily exercise and what advantage is it to the whole community that you should have sound bodies? Because if you are healthy and aim to keep healthy, your senses will be alert and keen, you will look well after your own business and the business and other interests of the town that may hereafter be entrusted to you; your intellects will be sharpened by wholesome physical exercise and you will delight in good wholesome literature instead of weak novels and thus add something to the culture of the community. And there is another fact that should have weight: Every intelligent stranger who comes to your town will notice beautiful houses and grounds, fine horses and carriages; but what will impress him most will be the alertness and physical health of the men and youth whom he meets on the streets and the poise of figure and clear complexions of the women. A healthy town with healthy people in it has a reputation that is worth preserving.

And now a few thoughts about the training of the mind. Have you ever considered how the mind acts upon the body. Every act of the body is thought over in the mind beforehand either deliberately or quickly. If you pitch a ball there is a mental image of the curve it will make and where it is going to light. If you go on a journey there is picture in your mind how you will go, what you will do and what you will see. And so it is with every bodily act that we are conscious of. It is preceded by a mental image of the act. Thus the body is the servant of the mind. How important it is then that the mind shall be carefully trained. Hitherto your mental as well as your moral and physical training have been directed in the home and school. From this time forward your education will be more in

your own hands. Now if you have tried to do your best in the school and home you have one good habit pretty well formed, and that is the power of sustained effort,—the habit of doing the best thing not only once or twice but to keep on doing it through life, and doing it with accuracy and thoroughness. If this habit is pretty well grounded the education that you will get from the world will be very considerable, for the world encourages trained workers and helps to bring out the qualities of the keen enquiring and receptive mind.

There is one point that I have referred to before and which I must not lose sight of, and it is this: That those who engage in business or a trade or a profession, or those who may be above the necessity of earning a salary owe it as a duty to themselves and the community to cultivate their minds for their own benefit and for the benefit of the public. Many of you—all of you, I hope—have a taste for literature. What an excellent thing it would be in your post-graduate course in the world's school to form a reading club, and gather in with you some of the graduates of past years to continue the study of literature begun in your school course, or if this is not possible let two or three join together and with the assistance of a reader or scholar of some experience plan out a daily course of study in the poets and prose writers of English literature. And do not be too modern in your choice of authors. Let one or more of the following writers be on your list: Chaucer, Spenser, Shakespeare, Addison, as well as Wordsworth, Browning, Tennyson, Longfellow, Thackeray, Scott, Dickens, and others that might be named. If you read novels let Scott and Dickens be your first choice and do not be in a hurry to read the stories written in recent years. Many are worthless. It is a pleasure to know that there never was a greater demand than during the past year for reprints of the works of Shakespeare, Scott and Dickens. These have stood the test of years and are certainly deserving of more attention than those of late writers.

If you have a love for nature you can do much by the study of your surroundings to occupy your minds profitably and give benefit to others. What is needed in New Brunswick, as it is needed in other provinces of Canada, is a systematic study of our plants, birds, insects and other animals; our forests and streams with their products; our climate, soils and minerals. Much can be done by the students trained in our schools to make better known to the world our resources. What more inviting study than that of our birds who woo you from tree top and meadow with their charming melodies. A small opera glass or field glass and a book on birds with a little enthusiasm and considerable patience will make you acquainted with the differences and habits of the birds who frequent our woods and fields in summer. The many different kinds of plants that inhabit our woods, meadows and moors have a wonderful beauty and structure, and still more wonderful are the habits of many of them. Then at night

when darkness shrouds the earth, when bird and insect and blossom are resting, there are the stars that come out above you and invite you to study them. You have noticed that one star differs from another in brightness. Have you learned to distinguish the difference in color of the principal stars? Have you thought why one is red, another blue, another yellow, another white? Have you learned the names of and been able to trace the constellations in their course through the sky? If not, these and a hundred other problems will fasten your gaze and fascinate you as you look upward night after night.

There is so much to delight and instruct you in the study of nature, that once you are interested it will become a life long pleasure, and be a pleasure to those around you, for enthusiasm is contagious. Getting out of doors as much as possible, and being interested in things out of doors will keep you perpetually young in spirit at least, especially if you can spend a month or two in summer in the country or in camping out. The novelty that comes from roughing it in the wilderness, the exhilaration that springs from making one's way up and down some of New Brunswick's rapid rivers in a canoe, or camping out on the shores of some of our picturesque lakes, or of going through great stretches of forest, or climbing mountains, not only give health and pleasure at the time,—the remembrance of them will call up a feeling of delight in after life and cause the blood to move more swiftly through the veins. It is a healthful and joyous recreation, and when it can be combined with some study of nature it helps to benefit the world as well as yourselves. This getting nearer to nature and studying her many forms will help us to a more wholesome way of living; it will refresh and renew the spirit.

I have spoken of the care of the body and the cultivation of the mind. How necessary these are to our happiness and the happiness of others! Then there is the spirit which animates body and mind. We should seek to cultivate the spirit. There is the spirit of thankfulness to Him who has created this beautiful world and would teach us how to enjoy it rationally. There is the spirit of helpfulness. Cultivate that. If you enjoy the book you are reading go and read it to some invalid or lend it to some one who has not had the same advantages that you have had. If you take delight in your "literature class" call in others to share that delight. If you have found a rare plant in your walk; or if the song-sparrow, or purple finch, or thrush, have poured out notes more joyous than usual, make everyone in your neighborhood have seeing eyes and hearing ears. You will have many opportunities in your lives to cultivate the spirit of helpfulness and it can be done by a thorough sympathy with and consideration for the life and surroundings of others.

You may be assured that your lives will be happy—and we all desire happiness—if you fail not to "keep up your spirits;"—the spirit of thankfulness, the spirit of helpfulness, of cheerfulness, of forbear-

ance, the spirit of giving up your own pleasure for that of others, the heroic spirit that will carry you through life without flinching under trial.

Now I am afraid this brief address has not made clear the doors that are open to you after graduation, or has not given you much advice about the particular occupations you may follow. I did not intend to do that, but rather to point out what may claim your attention outside of your occupation, and how you may make a good use of your leisure time.

Address of F. B. Meagher, M. A.

To the Graduating Class of the Woodstock, N. B., High School, June 28th.

I esteem it both a pleasure and a privilege to be called upon to address you this evening, but regret that some one has not been selected whose language would give expression to thoughts lofty and worthy of remembrance—some one whose eloquence would do justice to an occasion which is not only a landmark in your educational progress, but in your lives as well, for your school days are now over, and in a certain limited sense, you are about to go forth into the world. Perhaps the happiest days of your lives have been spent. Other happy days you will see but into them will enter the cares and responsibilities of life, and then you will realize the full force of that oft repeated quotation from Virgil's *Æneid*, "*Forsan et haec olim meminisse juvabit*," for their memory cannot fade away. Your school days are over, but in a wider sense you have not severed your connection with this school. You will have a kindly place for it in your thoughts and be loyal to its interests; you will have a friendly regard for other graduating classes for old times' sake; and you will always gratefully remember those teachers under whose patient and efficient care you have been trained and fitted in a measure for the work of life.

Some years ago (how many I would not like to say) a class graduated from a well known high school. They had no such fitting and appropriate exercises as you have here this evening, but instead were subjected to the dread ordeal of a public examination. Some acquitted themselves brilliantly, some indifferently, and with others again it was clearly a case of "*vox faucibus haesit*," for they could answer no questions at all, but these were minor incidents, and were soon forgotten in the glad feeling of relief which came when it was all over. Now for one long last look at the old familiar rooms which they would never again enter as pupils, then good-bye all around, and they are away. The members of that class, and it was a large one, are now scattered far and wide, distance and lapse of time may have caused their school-day friendship to grow cold, but neither the one nor the other can break that tie which still binds them to the old high school of happy memory which they all attended together and where they were taught by one whose fame is now spread over the English speaking world. Many of them have done well in life. Some

are pursuing the even tenor of their way unburdened by the weight of ambition, and some, alas, have joined the great majority. Of those who entered college a few won a high place in the roll of their Alma Mater, and not a few who went forth resolved to do so had their hopes come to an untimely end in the first written examination, and they who worked faithfully on undaunted by failures deserve more mention here, but lack of time forbids.

This is the history in brief of that class and I have instanced it because in a way it is a type of all classes. Your hopes and aspirations are no doubt the same as theirs; your friendship may be more firmly cemented by mutual intercourse or it too may grow cold in the lapse of years, but it can never die, for the same common tie will still bind you all together; you too will win honors, and you also will meet the reverses which must be bravely borne, for in this will lie the true test of your worth. The triumph of success is a great thing, but the triumph over failure is a better and greater, and they who can keep steadily on in the face of repeated failures, until they attain the goal of their ambition are most worthy of imitation, for they have been trained in that great school of strong and patient endeavor which upbuilds character and makes earnest and self-reliant men and women. They shall bear the palm for they are worthy of it as your class motto implies.

In conclusion I wish to congratulate you on so successfully completing your high school course, and extend to you my best wishes for your future welfare and prosperity.—*Woodstock Dispatch*.

Letter Writing.

The exercise in letter-writing given in language books are often stilted and unnatural and require a child to express, instead of his own thoughts, those of a person in some other situation or condition, often quite foreign to his experience. Natural and easy letters will result when the children are at home with their subject.

In a class of over forty, some one is nearly always absent on account of illness. We always write to these pupils. We tell them every bit of pleasant school news that we can remember, about lessons, visitors, examinations, attendance, and any little event of the day. That they may not be too monotonous reading, each writer adds a bit of his own personal experience or adventure. Then a proud boy is selected as mail carrier.

There are several ethical lessons connected with this exercise: We must always send kind messages, be thoughtful for sick people, and not mention unpleasant things; we must remember that our mail carrier should be too honorable to even glance at the letters entrusted to him. Loyalty and sympathy are also developed in this way.

The Review's Question Box.

G. H. H.—Would it not be well for teachers to invest ten cents a year in the reports of the Geographic Board of Canada and spell place names uniformly?

A correspondent writes: "It has occurred to me that you would have printed the name of the author had you known that the song beginning "It is Only a Small Bit of Bunting" (page 304, EDUCATIONAL REVIEW for May) was written by Mr. J. C. Morgan, M. A., inspector of public schools for the North Riding of Simcoe and the town of Orillia, Ontario.

M.—I am troubled with tardiness. Is there any cure for it?

Do not be too much troubled about it. There are other things worse than tardiness. I was with a superintendent recently when a teacher came to him to complain of the annoyance caused by tardy pupils. He told the teacher that it was wrong to be too much disturbed about it; that tardiness was not a sin; oftener it was a virtue. Think about this. The school above referred to was in the poorer parts of a large city, and the superintendent felt the teacher should discriminate between the boy or girl who had to be late in order to earn a few pennies to eke out the family income or to assist a tired sick mother, and the child who was habitually and carelessly late.

No, do not worry about tardiness; try all you can to overcome it. Make the first fifteen minutes the most interesting of the day. To pupils carelessly late deny the privilege of taking part in these exercises, and let them sit apart from the others. Don't pay much attention to them. When they see what they are missing—the most pleasant exercise of the school—they will come in time, if it is possible.

In the face of the almost unanimous opposition of the teachers, the New York Education Committee has determined upon the abolition of corporal punishment. The power of expulsion is, however, to be vested in the hands of the principal teacher. The change can hardly be looked upon as one for the better. Although improper or frequent use of the cane cannot be too severely condemned, it is certain that a good thrashing does a boy who deserves it far less moral injury, than would be inflicted upon him by the disgrace attendant upon his expulsion from school.—*Exchange.*

O ye! who teach the ingenious youth of nations,
Holland, France, England, Germany or Spain,
I pray ye flog them upon occasions,
It mends their morals, never mind the pain.

—Byron (*slightly altered*).

The First Day of School.

The first day of all days is the crucial test especially for the inexperienced teacher. All her theories acquired in normal schools may avail little if she lacks the ability to put her own heart thoroughly in touch with the souls of the little ones before her; and the children before her are invariably "so unlike those in the practice classes!"

During the first day every act, from the greatest to the least, is of vital importance and significance. The position in which she finds herself placed calls for the most painstaking preparation, not only for special work in the classes, but for the general work of the school. Any sign of weakness or indecision in this day's programme is detrimental, nay, disastrous.

In the higher grades real work can begin at once, but in the intermediate and lowest grades a day or two can wisely be taken for talks, songs, entertainment and "getting acquainted."

Do not find fault with the work of the teacher who preceded you. Remember there has been a long summer vacation and it is not strange the children should forget. Do not expect to accomplish the perfect organization of your school the first day or the first week. If it be done at the end of the first month you will have accomplished much.

Suggestions for a first day programme may be of some value. The pencil and paper on each desk is previously placed. On these slips the children should write their names, their row and the number of their seat. The old practice of going up and down aisles taking the names of pupils is unwise, for many a teacher has lost the control of her school by the vain attempt to keep the children in order while doing this. The slips are passed forward and in three minutes you have the names of fifty children.

Previously written by yourself upon the black-board is the appropriate memory gem which serves for a talk and is memorized; for you are wise enough to select not more than two lines, but those two lines are full of meaning, and you have one or two bright little anecdotes to tell about the thought.

Even if you plan the work for various classes, there will be sure to be much extra time. Your general preparation fills just such moments.

You know some poem which is appropriate to the season. Tell the children it is better to begin learning it today than to put it off until next week, so you perhaps teach them Henry Van Dyke's little poem:

These are the things I prize
 And hold of dearest worth;
 Light of the sapphire skies,
 Peace of the silent hills,
 Shelter of forests, comfort of the grass,
 Music of birds, murmur of little rills,
 Shadow of clouds that swiftly pass,
 And, after showers,
 The smell of flowers,
 And of the good brown earth—
 And best of all along the way, friendship and mirth.

At another convenient place in the programme you are prepared to tell them some interesting fact in nature. Best of all is the short story which you have prepared. You do not read it. You *tell* it and "to be a good story-teller is to be a king among children," so establish this coveted kingship on the very first day. The story should be one of the choicest and best you know. If possible, illustrate that good story on the blackboard.

Then let the children sing. They will be delighted to sing to you their favorites. As each song is finished, say something pleasant to them about the song or about their singing. Tell them you like it, that they sang it well, that it is a pretty song, who wrote it and what it means. Above all, find no fault with any harsh tones or too loud voices,—only make a mental note of these. They can be rectified later in the school work. Let the children sing on, song after song, if they all wish it.

The gymnastics and marching will be usually enjoyable if, in addition to the usual movements, you can show them other and new motions.

The drawing lesson, always enjoyed, should, if possible, have a place in the first day's programme. Carefully prepare some design which you will first draw, then colour, at the blackboard, while the children watch you. If uncertain of your ability, practice upon it several days before school opens. Your design should be very simple but effective. It may be but a stubby little twig with an apple and three green leaves clinging to it, but the children are led to see that the red colour in your apple exactly matches the red in that real apple on your desk—for of course there is one like it on your desk—and the green of your leaves is like the real green leaf on your desk. The children see that you had a plan and that you accomplished it directly and successfully.

Distribute papers and let them try to do the same with pencil outlining, ink and brush work, or water colors.

Plan to speak of some current event that is of

present interest to the whole country. Inform yourself about it; simplify the facts and tell them to the children in simple language.

In all that you plan to have the children do this first day, aim to have the work such that, while not easy, it can at least be done by all and well done. Tact in asking questions, assigning board work, reading or seat work, is required. A child dreads to fail outright the first day of all days. He is more disheartened than at other times.

A good teacher is a gift direct from God just as surely as is a good poet or artist; and looking back upon our own education we can trace our best work, our noblest aspirations, our very character, to the influence of one true and noble man or woman, and not to any one text-book or any particular study.

As the last child leaves the room at the close of the first day, and you sit in silence before the empty seats and think of the day, you will naturally ask, "What have I accomplished today?" Little in any text-book, perhaps, but you have gained and kept their attention, you have won obedience, promptness, accuracy; you have gained kindness, order, interest, and, best of all, most treasured of all, their love.

Is not this a good beginning?—*Adapted from Popular Educator.*

The Beginning of a Western Town.

A correspondent writing from Rosenroll, Alberta, gives a suggestive sketch of the rise of a western town. The letter is dated about the first of May. By this time it has probably doubled in population and buildings. She says:

"Camrose, our new town, expects to be a railway terminus this fall. It was laid out last September. Lots sold at good rates from the first, but some that were sold for \$200 last fall have had \$500 refused for them since. Two churches are occupied and two others are being built. Modest little structures they are, but they form the centre of considerable of the life of the surrounding country. The two licensed hotels tell the story of another kind of life. Most of the two dozen and more buildings are business places.

"Camrose has a good site on a pretty slope rising from Stoney Creek. For awhile there was anxiety about the water supply but several good wells have lately been bored. Water was obtained at 80 or 90 feet.

"In the December REVIEW in speaking of the government support given to schools, there was an error. The amount received from the central government until late years was seventy per cent. of the district's expenses. This has been somewhat reduced. The money is paid on a different basis. Quite a large proportion of the grant depends on average attendance, equipment, etc. This is an incentive to provide good buildings, fences and apparatus." B. E. D.

Teachers' Institute.

The twenty-sixth annual meeting of the Annapolis and Digby Counties Teachers' Institute was held at Digby, May 26 and 27. There were representatives present from other counties adjoining including Inspector MacIntosh and Principal McKittrick of Lunenburg, and Principal Morton of Bridgewater! The excellence of the papers and discussions were quite equal to those of recent years. To the president, Inspector Morse, belongs much of the credit of the success of these annual meetings. The first paper was read by Principal Morton of Digby Academy, on The Three R's. In reading greater variety of readers is necessary; spelling should be taught from the context; in arithmetic accuracy is the test. This excellent paper gave rise to an animated discussion in which Principal Smith, Principal Morton of Bridgewater, and Miss Kinley took part. Miss Hattie M. Clark gave an instructive talk on Drawing. In a miscellaneous school she would make two divisions of this subject; the first, including the lower grades, to deal with outline work only, while the second, composed of the higher grades, should add shading. Principal A. W. L. Smith of Annapolis, read a paper prepared by T. H. Spinney, in which a method of reducing the vulgar fraction to the decimal form differing from that in the text book was introduced and received demonstration upon the board at the hands of the reader. Miss Mary T. Kinley read a suggestive paper on The Country School; its Discouragements and Inspirations, which was discussed by Dr. J. B. Hall, Mr. A. DeW. Foster and Miss Mabelle Fash.

In the absence of Professor Haley, of Wolfville, Dr. Hall addressed the institute on the elements which enter into the training of pupils, and gave some very practical and useful suggestions on the course of study, the pupils' surroundings and the teacher. Miss A. B. Juniper, teacher of domestic science at the Middleton Consolidated School, gave an excellent address on this subject and its bearing in education. To many domestic science means instruction in cooking only, but such a meaning is very restricted. It is a training which is of incalculable benefit in teaching girls to keep good homes and become intelligent mothers.

After an address by Mr. G. A. Boate on the drawing of projections, the institute appointed delegates to the Provincial Educational Association—and named the executive committee for the ensuing year.

At the final session Mr. W. K. Tibert, of Bear River, gave a lesson on elementary science to a class of grades seven and eight, which earned the well-deserved commendation of the institute.

"The REVIEW helps me very much in my work. It is always to be found on our school reading table and the pupils enjoy it with us." E. G. P.

A Country Newsboy.

People who travel on railway trains frequently notice dogs rush out from farm houses and try their speed in a race with the "iron horse." Such dogs, if properly trained, might be as useful as the case mentioned in the following, which is taken from the paper called *Our Dumb Animals*:

The railroad ran along one side of a beautiful valley in the central part of the great state of New York. I stood at the rear end of the train, looking out of the door, when the engineer gave two short, sharp blasts of the steam whistle. The conductor, who had been reading a newspaper in a seat near me, arose and, touching my shoulder, asked me if I wanted to see a "real country newsboy." I, of course, answered "Yes." So we stepped out on the platform of the car.

The conductor had folded up his paper in a tight roll, which he held in his right hand, while he stood on the lower step of the car, holding on by his left.

I saw him begin to wave the paper just as he swung around a curve in the track, and a neat farmhouse came in view, way off across some open fields.

Suddenly the conductor flung the paper off toward the fence by the side of the railroad, and I saw a black, shaggy form leap over the fence from the meadow beyond it and alight just where the newspaper, after bouncing along on the grass, had fallen beside a tall mullein stalk in the angle of the fence.

It was a big black dog. He stood beside the paper, wagging his tail and watching us as the train moved swiftly away from him, when he snatched the paper from the ground in his teeth and, leaping over the fence again, away he went across the fields toward the farmhouse.

When we last saw him he was a mere black speck, moving over the meadows, and the train rushed through a deep cleft in the hillside and the whole scene passed from our view.

"What will he do with the paper?" I asked of the tall young conductor by my side.

"Carry it to the folks at the house," he answered.

"Is that your home?" I inquired.

"Yes," he responded; "my father lives there and I send him an afternoon paper by Carlo every day in the way you have seen."

"Then they always send the dog when it is time for your train to pass?"

"No," said he, "they never send him. He knows when it is train time and comes over here to meet it of his own accord, rain or shine, summer or winter."

"But does not Carlo go to the wrong train sometimes?" I asked with considerable curiosity.

"Never, sir. He pays no attention to any train but this."

"How can a dog tell what time it is, so as to know when to go to meet the train?" I asked again.

"That is more than I can tell," answered the conductor; "but he is always there, and the engineer whistles to call my attention, for fear I should not get out on the platform till we have passed Carlo."

"So Carlo keeps watch on the time better than the conductor himself," I remarked, "for the dog does not need to be reminded."

The conductor laughed, and I wondered, as he walked away, who of your friends would be as faithful and watchful all the year 'round as Carlo, who never missed the train, though he could not "tell the time by the clock."

The Joy of Hard Work.

Give your scholars hard work and encourage them to do it. Even the dull ones will catch something of the enthusiasm and bravely make an effort to win your approval. Never set hopeless tasks but gradually lead up to harder and harder work as the year advances. One of the best ways to teach pupils to think quickly is the simple drill in mental arithmetic two or three times daily, calling on one and another for the answer rather than having them give it in concert. There is nothing so apt to clear the cobwebs from the childish brains as a quick test in adding or subtracting and the boys and girls really love the brisk work.

Five minute lessons on tablet or blackboard in geography are much enjoyed too. Have each pupil write capital and largest city at the top of two columns and then rapidly read the names of countries to them. Give ample time to write each word carefully and correctly but none to look about them to see what others are doing. In this way a large number of children can be at the board at once and most children enjoy putting their work where all can see.

There is really no end to the mental stimulants that may be given if one is alive to the pleasure to be derived from hard work. "Work while you work," is the only motto for the schoolroom. A young girl told me that once her teacher handed her a problem with the remark, "Here is one you may try but you won't get it. I worked a week on it myself before I solved it." She barely took time to eat and

sleep and at the end of four days was ready with a faultless solution. That lesson helped her all through life and still inspires her in the face of almost unsurmountable difficulties.—*Selected from the Educational Gazette.*

The Battle Hymn of the Reformation.

The world knows Martin Luther as a reformer; comparatively few know him as a musician and hymnologist, writes Allan Sutherland in the *August Delineator*. Luther wrote some thirty-seven hymns and Psalm revisions, and these have been translated into many languages. His masterpiece, however, was "A Mighty Fortress is Our God," the great battle-hymn of the Reformation, which is as dear to the German heart as the Fatherland itself, each being inseparably associated with the other. It is said that this hymn accomplished as much for the Reformation as did the translation of the Bible. D'Aubigne says that "it was sung in all the churches of Saxony, and its energetic strains often revived and inspirited the most dejected hearts." It was sung at Luther's funeral, and its first line is carved on his tomb. It was first published about 1527, and has been translated at least eighty times, doubtless the most accurate being the version of Thomas Carlyle. That of Dr. Frederick Henry Hedge, beginning "A mighty fortress is our God," is the most popular in use in this country. Kostlin has well written: "This hymn is Luther in song. It is pitched in the very key of the man—rugged and majestic, trustful in God, and confident, speaking out to the powers of the earth and under the earth, an all-conquering conviction of divine vocation and empowerment." The world has many sacred songs of exquisite tenderness and unalterable trust, but this one of Luther's is matchless in its warlike tone, its rugged strength, and its inspiring ring.

An English newspaper says that a schoolmaster was in the habit of punishing scholars who came late to school in the morning by keeping them in in the afternoon. One who was five minutes late was kept in ten minutes, and so on in proportion. One morning it chanced that the schoolmaster was half an hour late, and a smart boy among his pupils was not slow to remind him of the fact. "I'm very sorry for being late-boys," said the schoolmaster, with a twinkle in his eye; "and, as I punish you, it's only fair that you in turn should me; so you will all stay and keep me in for an hour this afternoon."

Selected Paragraphs.

The Japanese are serious-minded people, as their literary habits show. The recent report of the librarian of the imperial library at Tokyo shows that there is little demand for light literature in that capital, for fiction of any sort, contrary to the experience of most of the popular libraries in England, France and America. The Japanese mind runs to science, mathematics, medicine, language, and to what may be termed the graver forms of literature. More than 40 per cent. of the works taken out of the imperial library are of this character. The Japanese are very fond of history, in the making of which they are extensively engaged at present in the eastern war.—*Philadelphia Ledger.*

In a city of 4,000 inhabitants in the middle west, in May, the school board raised the salary of the superintendent and of all but two teachers. Why the exception of the two? They had no faith that the raise would be granted, and would not sign a petition to the board. All who asked received. Imagine the consternation of the neglected. They argued that if the salaries were to be raised all would share in it, and they shirked. There are a lot of shirkers just now in this matter of professional promotion. There are thousands of teachers in this country, literally, who are receiving an increase in salary who have not lifted a finger, not even a faithless prayer for it. It is refreshing to know of one town in which the school board took their inactivity at par.—*N. E. Journal of Education.*

A school teacher dreamed that she quit teaching and bought a farm. She felt happy in the prospect of freedom and profit. The first crop planted was wheat, and the yield was large; again the teacher was happy. The total amounted to 7,000 bushels, and the market price was a dollar a bushel; she sold it all and felt that now she could afford to do something she long had wished to do. But the wheat had been sold to 7,000 different people, a bushel to each one. A few of them paid cash but more did not, and many of them neglected to pay even when reminded. She was troubled, but awoke to find she was still a teacher. It required no Joseph to interpret the dream; she saw the point, gave heed to the printer and remitted promptly for her subscription.—*The Western Teacher.*

Marking time will kill a man much more quickly than marching at a quick step. In war times I remember to have seen a man tied to a tree and forced to mark time, with a guard over him to prod. He could mark time, as slowly as he pleased, but he had to keep at it. I thought the man would die. He could have marched twice as long without fatigue. The teacher who marks time is the one with nervous prostration. There is life and elasticity in progress. It is better for the blood, for the nerves, for the digestion to have something a-doing. It kills any one to teach the same this year that she did last. The one who has a perfect method, a perfect scheme of devices, is liable to break down early for lack of the elasticity of progress. Don't mark time.—*N. E. Journal of Education.*

Russia cannot win so long as Japan continues to exist. In that cluster of islands is to be seen, what has never before been recorded in history, nearly fifty millions of people, so perfectly united as to be fused by the fires of patriotism into a single individual, determined to die or to live as a free nation, and fighting as only such a mass of humanity, so inspired, can fight for such an end. They cannot be beaten, and no lover of humanity and freedom ought to desire it.—*Chester Holcombe, in the July Atlantic.*

Our schools are filling up with a spry, deft, alert, attentive, non-introspective generation of young people who will make agreeable neighbors and comfortable citizens, but they seem to be losing certain qualities of ruggedness that should distinguish a people. Our students are far too willing to take the teacher's word for it. There seems to be too little of that fixity of purpose and independence of attitude that leads one to say even of an unschooled man that he has good stuff in him. As a body, our students ask few questions, they seldom challenge a classmate's statements, they are glad to be passed by in a recitation, to avoid interrogation. They like to bloom without being torn to pieces for analysis. They are not fond of knotty problems. There is little of that rejoicing in strength to run a scholarly race. I think parents make a mistake in not commending teachers more often for requiring students to work out questions for themselves.—*G. B. Aiton, High School Inspector.*

A Use for Pictures,

My children always beg for "pictures" when we write compositions. I have cut pictures from old magazines, etc., using advertisements as well as others. Very often the children are proud to bring pictures they have cut out. I cut pictures of corn, melons, potatoes, tomatoes, pansies, sweet peas etc., from a seed catalogue. These pictures I let some of the girls paste (one at the top of each sheet of paper) in a tablet, and when composition day dawns they are passed to the class.—*Pop. Educator.*

CURRENT EVENTS.

The Canadian Pacific is planning to put on their road next year a fast train that will make the trip from Montreal to Vancouver in seventy-six hours, which is a little more than three-fourths of the time now required. It is also proposed to adopt electricity instead of steam in the operation of its trains in some parts of British Columbia, where good water powers are available.

A new great seal of Canada has been received at Ottawa, bearing the effigy of King Edward instead of that of the late Queen. The old seal will be sent to the royal mint for defacement.

The King of Italy has given his award in respect to the new Anglo-Portuguese boundary in South Africa. The line will follow the Kwando river from the Zambesi to the twenty-fourth meridian east; thence running along the meridian as far as the thirteenth parallel of south latitude, and following that parallel until it reaches the frontier of the Congo Free State.

Lord Kitchener proposes the increase of the army in India to nearly double its present strength, as a necessary precaution against invasion; and the movement of forces nearer to the northwest frontier, as the point of greatest danger. It seems to be assumed that a Russian invasion is but a matter of time.

The first meeting of the Washington Conference, as it is called, for the arrangement of a treaty of peace between Japan and Russia, will be held at Portsmouth, N. H., early in August. The plenipotentiaries of both nations are now in America.

It is reported that the Prince of Bulgaria will shortly proclaim himself king, and, if necessary, fight for the independence of his country, now under the suzerainty of Turkey.

The revolution in Norway has not yet led to a disturbance of the peace. It is said that the throne has been offered to Prince Karl, second son of the King of Denmark. If he ascends the throne, the youngest daughter of King Edward of Great Britain, who married Prince Karl in 1896, will become Queen of Norway; while the Princess Margaret, King Edward's niece, who has married the son of the

Crown Prince of Sweden, is now the prospective queen of Sweden.

Commander Peary has set out for Greenland, where he will establish a base of operations and pass the winter, preparatory to making another attempt next summer to reach the North Pole. His vessel, the *Roosevelt*, is especially built for the purpose, and is supposed to be the fastest and strongest ship that ever sailed for the Arctic regions.

Two rival expeditions have just started for the interior of Labrador, both from the United States. One is led by the widow of the luckless explorer who last year lost his life in the wilds, and the other by the friend who was with him and brought his body back to the coast after nearly perishing for want of food.

John Paul, the Scottish sea rover, who is known in United States history as John Paul Jones, and regarded as the founder of the United States navy, but who was in his later years an officer of the Russian navy until virtually dismissed from that service, is now demanding more attention and reverence than he ever received in his lifetime. His remains have been found in France, where they lay neglected with his death in 1792. They have been received with great honors by a representative of the United States government, sent to France for that purpose, and will be brought to America for burial in the grounds of the naval academy at Annapolis, Md. No one in his own day, least of all himself, probably, would have imagined that his memory would be thus honored by the country whose service he entered to shield himself from a charge of piracy, and abandoned for that of the Empress Catharine.

A new explosive is said to have been invented in France, consisting of ammonium nitrate and powdered aluminum, the gases from the explosion of which are harmless. It has the further merits of being safe from spontaneous decomposition or premature explosion by shock or friction, of burning only with difficulty, and of not being affected by frost or dampness.

Adrenalin, a powerful astringent discovered a few years ago by a Japanese chemist, and found useful in delicate surgery as a means of stopping the flow of blood, has hitherto been prepared only by a very costly method. It is now reported that it can be cheaply made from coal tar.

The Canadian government will set aside an area of ten townships for settlers from Great Britain, the land to be selected by an imperial commissioner and the colonists sent out under the auspices of the British government.

The bubonic plague is constantly increasing in violence in southern Asia. An official report just published shows that there were over a million deaths from it last year in India.

An astonishing incident has occurred in the Russian Black Sea fleet. For two weeks, the Prince Potemkin, the largest battleship of the squadron, was in the hands of mutineers. The other vessels

of the fleet were sent against her, but did not attack; and she was finally taken to a Roumanian port and surrendered, the Roumanian government later handing her over to the Russian authorities. It is a striking example of the dissatisfaction and insubordination that prevail throughout Russia, which the government seems unable to suppress, and the malcontents equally unable to turn into an organized revolution.

The Japanese have occupied the island of Sakhalin, which the Russians have held for the last thirty years or more as a part of Eastern Siberia. Geographically, it belongs to the Japanese archipelago. It is said to contain valuable coal mines, and will provide Japan with perhaps the finest fishing ground in the world. The island is six hundred miles in length, with forest clad mountains in the interior, and a climate resembling that of our Labrador coast.

Several of the Russian ships sunk in Port Arthur have been raised by the Japanese, and it is thought that all or nearly all of the others will be afloat by the middle of August. They are less damaged than was expected.

Canada will assume control of the Halifax garrison September 1st, and probably the fortress at Esquimalt will be taken over on the same day. The imperial officers in charge will be transferred to Canada for the present.

SCHOOL AND COLLEGE.

Principal W. H. Magee, Ph. D. (Cornell), has resigned the charge of the Parrsboro, N. S., schools and will be succeeded by Mr. J. Crerar MacDonald, late principal of Baddeck Academy, C. B. Dr. Magee has been long connected with the higher educational work of Nova Scotia, and his courses, especially in chemistry and physics, have been very successful, the result of the exceptionally excellent training he received. His successor, Mr. MacDonald, has a classical and scientific A license and has a good record of efficient teaching.

The first coloured girl student to graduate from the University of New Brunswick was Miss Margaret M. Winslow of Woodstock, N. B., who recently graduated at the head of her class, taking honours in and winning the Montgomery-Campbell medal for the ancient classics. A good record.

Prof. S. M. Dixon, of Dalhousie University, Halifax, has been appointed to the newly created chair of civil engineering at Birmingham, England. Professor Dixon is a graduate of Dublin University. He occupied the chair of physics at the University of New Brunswick and at Dalhousie with distinguished success, and had recently been appointed professor of civil engineering at Dalhousie.

A. Stanley Mackenzie, Ph. D., a native of Nova Scotia, a graduate of Dalhousie, and late professor of physics in Bryn Mawr college, Pennsylvania, has been appointed to the chair of physics in Dalhousie University. Professor Mackenzie was one of the most successful students trained by Dr. J. G. Macgregor and Professor Charles Macdonald, and has had a year's work at Cambridge University in England.

Professor James Leichti, professor of modern languages in Dalhousie University, has been honored with the degree of LL. D. by Muhlenburg University of Pennsylvania, a Lutheran institution.

Mr. F. A. Dixon, A. M., for many years the principal of the Sackville high school, has resigned. At the closing exercises of the school his pupils presented him with a handsome set of Kingsley's works, with warm expressions of their esteem. Mr. Dixon has been succeeded by Mr. A. D. Jonah, vice-principal of the school, and Mr. Lloyd Dixon, A. B., (Mt. Allison) has been appointed to Mr. Jonah's position. Mr. Dixon has done efficient service and will be missed from the active educational work of the province. Mr. Jonah has been a careful student and a progressive and capable teacher.

Mr. Lawrence Colpitts, M. A., has resigned the principalship of the Buctouche school and will take an advanced course of study in Germany.—*Sackville Tribune*.

E. M. Kierstead, D. D., professor of English literature, logic and psychology, in Acadia University, has been appointed to the chair of systematic theology and apologetics, in McMaster University, Toronto, and has accepted the appointment. Dr. Kierstead is a native of Collina, N. B., and a graduate of New Brunswick University. He will be greatly missed at Acadia and from educational circles in the Maritime Provinces where his commanding abilities, brilliant scholarship, and power as a speaker have long been recognized and appreciated.

Professor A. G. McKay, a native of Nova Scotia, has been appointed chancellor of McMaster University, Toronto.

Miss Gertie Rosengren, teacher at Canobie, Gloucester County, N. B., with the help of her friends of that and neighboring places, has raised the sum of \$63, by means of an entertainment held recently. The money will be expended in purchasing school apparatus.

Professor W. T. Macoun, horticulturist at the Central Experimental Farm, Ottawa, has been appointed horticulturist at the Macdonald Agricultural College at St. Anne's, near Montreal. Dr. F. C. Harrison, bacteriologist, and W. Loughhead, professor of biology and geology at the Guelph Experimental Farm have accepted similar positions at the Macdonald college.

A party of lady teachers of the Winnipeg public schools will spend the summer vacation touring in British Columbia and Alaska waters.—*Free Press*.

Mr. Wm. Whitney, who has been the capable instructor of the manual training departments of the St. Stephen and Milltown schools, has resigned in order to take a further course of study. He will be succeeded by Mr. G. A. Boate, a graduate of the Truro Manual Training school, and whose work in several Nova Scotian towns has been very creditable.

Among the graduates of Yale University this year were the following from the Maritime Provinces: Geo. W. Massie and H. J. McLatchey, both of Fredericton, and graduates of the U. N. B., received the degree of B. A.; E. C. Weyman, of Apohaqui, N. B., took the degree of M. A., and won a scholarship. He will return to Yale next year and pursue post-graduate work. T. H. Boggs,

of Wolfville, and A. H. Taylor, of Kentville, graduates of Acadia, took the degree of B. A., the former receiving a fellowship and the latter a scholarship. Both will return to Yale for post-graduate work and as instructors next year. H. W. Martin, of P. E. Island, received the Ph. D. degree.

Graduates of other United States colleges, hailing from the Maritime Provinces, were,—University of Vermont, Burlington, Leslie Herbert Huggard, M. D., Henderson Corner, N. B.; Dartmouth College, Hanover, N. H., Wm. Jas. Campbell, Summerside, P. E. I., B. A.; Wellesley College (Female) Wellesley, Mass., Hilda Alford Tufts, Wolfville, N. S. At Harvard University, Cambridge, Mass., Thos. M. Tweedie, graduate of Mount Allison, Sackville, in class of '02, special degree; law school degree of LL. B., William McKnight (A.B. University of New Brunswick, '01, Harvard '02), formerly of Queens Co., N. B.

As a result of the recent Normal School examinations for license in New Brunswick, four candidates were successful in gaining a Grammar School License, six for Superior School; forty-two passed in Class I, one hundred and fifty-two in Class II, and three in Class III.

Misses Bessie B. and Clara A. Bridges, sisters of Dr. H. S. Bridges and Inspector H. V. B. Bridges, of New Brunswick, who have spent several years in teaching in South Africa, have been granted nine months leave of absence, a portion of which they are spending in Great Britain and on the continent of Europe. After visiting different points of interest and examining the work of some of the English schools they will visit Canada.

Mr. C. D. Richards, B. A., recently of the Woodstock, N. B., Grammar School, has been appointed principal of the Gibson, York Co., school.

Miss Julia Neales, after a year's leave of absence, the greater part of which was spent in England, will resume her duties after the vacation in the Woodstock grammar school.

Sussex, N. B., is moving in the matter of a new school building. It is proposed to build one of brick or stone at a cost of from \$25,000 to \$30,000, on a plot of eight acres of land, situated on a commanding elevation. This will furnish a fine object lesson, especially the setting aside of a generous amount of land for school gardens and play grounds.

J. Hollis Lindsay, who graduated from the School for the Blind, Halifax, in June, 1904, has since been studying in the American Conservatory of Music, Chicago. Mr. Lindsay has just been awarded a diploma by the conservatory and has also further distinguished himself by carrying off the special gold medal of his class.

At the closing exercises of St. Joseph's College, which took place in June, the degree of B. A. was conferred on two graduates and three others received commercial diplomas. Numerous prizes were distributed at the close of a successful year's work.

King's College, Windsor, N. S., has wakened from a long lethargy under the able and tactful administration of President Hannah. At the encennial exercises, June 22nd, the president announced that forty new students are definitely assured for the coming year. At that time last year he had known definitely of only eight, but the number was

increased at the opening of college to twenty-five. The enthusiasm of President Hannah is catching. There is no doubt that his administration will be abundantly successful. With a growing engineering school at Sydney, a mining school at Glace Bay, money contributions flowing in, and other evidences of vitality, future progress is assured.

The closing exercises of the Nova Scotia Normal school at Truro were held on the 22nd of June. Principal Soloan presided, and addresses were delivered by Hon. Judge Longley, Mr. James Fraser, Dr. Stockley, Ex-principal Calkin, Principal Soloan and Supt. A. H. Mackay. Mr. John LeBlanc, of Belle Cote, C. B., won the Governor-General's silver medal for greatest proficiency, and diplomas were awarded to 152 successful students.

The closing exercises of the Fredericton, N. B., high school, June 30, were of more than usual interest on account of this being the centennial of the foundation of the school. During the last 100 years the school has been under the direction of nine different gentlemen, (a good record), including the last and the present principal, Mr. B. C. Foster. Supt. Dr. Inch stated that in his opinion the Fredericton high school was one of the best in Canada, and was at its highest standing at the present.

Dr. Ernest Hall, a school trustee of Victoria, B. C., is anxious to abolish the high school cadet corps of that city, on the grounds that military training in the schools is not sanctioned by the school act, and that it tends to foster a spirit of militarism. Cadet corps in the city schools of British Columbia and other cities of the west are certainly attractive features of school life. As the *Victoria Colonist* says, such training "tends to develop alertness, precision, punctuality and many other desirable qualities. No one denies its beneficial effects in strengthening and improving the body." The alert demeanor, amenity to discipline, healthy appearance of the boys in western schools is probably due in large measure to this training.

Nelson, B. C., *Tribune*: Our schools have during the past session maintained the standard of efficiency which has distinguished them for so long in the province, and principals C. M. Fraser and Albert Sullivan are to be congratulated. Few cities in the province have a more efficient staff, and no one privileged to be present at the closing exercises in Miss Margaret H. Moody's classroom could doubt that both discipline, patriotism, and religious influence of the highest type pervade the atmosphere of the public school.

The St. Andrews *Beacon* urges upon the New Brunswick government the importance of increasing the salaries of teachers and the necessity of providing a residency in connection with the provincial normal school, adding that the boarding life of the pupils is far from being satisfactory, is a menace to their health in many cases, and is not conducive to good results in study.

A Dominion exhibition will be held this fall at New Westminster, and the superintendent of education for British Columbia, Mr. Alexander Robinson, has been asked, says the *Colonist*, to take charge of a proposed educational exhibit which will include for competition the whole of the schools of the province. The exhibit will consist of specimens of penmanship, drawing, manual training work, the ordinary routine exercises of the public

schools, the text books in use, and any other features of interest that may be suggested. The object of this most commendable scheme is to give to strangers, and visitors generally, a comprehensive idea of the educational system of the province as carried out in actual teaching in the schools. A committee, consisting of the superintendent, Messrs. Eaton and Argus, of Victoria and Vancouver, respectively, and three provincial inspectors, Messrs. Wilson, Stewart and Gordon, will have the arrangements in charge.

The Edgehill School for Girls, at Windsor, N. S., closed a very prosperous year in June. The school is known everywhere for the excellent training it gives. Its location and surroundings, and the commanding view of the beautiful scenery about Windsor, are well fitted to aid in such a training. Miss Lefroy, the principal, has resigned her position which she has so admirably filled for several years and has returned to England.

The Netherwood school at Rothesay is another girls' school beautifully situated amid the fine scenery of the Kennebecasis. It has been growing in efficiency and popularity for years past under the wise and excellent management of Mrs. J. S. Armstrong, who has had associated with her for the past two years as principals, Miss Pitcher and Miss S. B. Ganong. Mrs. Armstrong has retired from the principalship, though still retaining the duties of instructor in the school. The scholarship and experience of the ladies who have assumed the complete charge of Netherwood are an excellent guarantee of the future good prospects of the school.

Mr. Ernest E. Fairweather becomes principal of Annapolis Royal Academy in place of Mr. A. W. L. Smith, resigned. Mr. Fairweather is a graduate of King's College and has distinguished himself as a student.

Mr. Frank E. Wheelock, B. A., (Acadia), has been appointed vice-principal of the Consolidated School at Middleton as teacher of grade 10, and Mr. B. S. Banks takes the place of Miss Mabelle Fash as teacher of grade 9.

An interesting experiment is being tried at the Middleton, N. S., Consolidated School during the present summer vacation. Scholars are brought in relays from each district in turn, and under the charge of one of the instructors keep the school garden in order and continue their work in nature-study. No regular indoor work is attempted.

Professor Roland T. Gray, a graduate of Rochester University, has been appointed to the chair of English literature at Acadia in place of Professor Kierstead. The appointment is believed to be an excellent one.

RECENT BOOKS.

THE ARTISTIC CRAFTS SERIES OF TECHNICAL HANDBOOKS. Edited by W. R. Lethaby; STAINED GLASS WORK. A text-book for students and workers in glass. By C. W. Whall. Cloth. Pages 381. Price 5s. net.

This text-book for students, teachers, librarians and workers, illustrates not only processes and workshop practice, but also helps to create good taste in the making of objects and judgment in selection. The book is admirably illustrated and well written. It is accompanied by a series of School Copies and Examples, twelve in number, 15¼x

12 inches in a portfolio. Price 5s. net. In this series it is intended to make available for school purposes fine works of art from historical and nature subjects. Students will appreciate the excellent material found in this book and the beautiful plates that accompany it.

GEOMETRY. Part I. By A. H. McDougall, B. A., Principal of Ottawa Collegiate Institute. Cloth. Pages 112. The Copp Clark Company, Toronto.

This practical little manual is designed to cover work in geometry for continuation classes in public schools and lower school classes in secondary schools. Accuracy in reasoning, in measurement, and in proofs are insisted upon throughout, and constant tests of this accuracy are required. The book should serve a useful purpose in the teaching of practical geometry.

"CARROTS"—JUST A LITTLE BOY. By Mrs. Molesworth. Illustrated. Cloth. Pages 126. Price 1s. Macmillan & Company, London.

An entertaining little story—quaint, and told in charmingly simple language—of the "baby" of an English family, and how he grew up through boyhood.

EASY GRAPHS. By H. S. Hall, M. A. Cloth. Pages 64. Price 1s. Macmillan & Co., London.

The attempt to put together consecutively and in small compass all the essentials of elementary geographical work will be appreciated by students of algebra.

THE ETHICS OF FORCE. By H. E. Warner. Cloth. Pages 126. Ginn & Company, Boston.

This is a modest and reasonable presentation of the chief arguments against war. The author traces clearly and effectively the conditions that provoke nations to discord, until "Finally, a point is reached, unexpectedly, where the national honour is involved, and nothing is left but mutual destruction." The conditions that prevail at the present time make the book of particular interest.

SPECIMEN LETTERS. Edited by Albert S. Cook, Professor of the English language and literature in Yale University, and Allen R. Benham, fellow in English, of Yale University. Cloth. 156 pages. Mailing price, 65 cents. Ginn & Company, Boston.

"All letters, methinks, should be free and easy as one's discourse," wrote one who thought of the pleasure of reading a well written letter. All have occasion to write letters, and yet few know how to do so as to afford a genuine pleasure for those who receive them. The present book is a selection of familiar and entertaining letters by a number of writers and in a variety of styles. Here the novice can see how even trivial matters are invested with grace and charm, and perhaps learn to imitate the care and naturalness of the masters of epistolary style.

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THE INTERMEDIATE GLOBE GEOGRAPHY READER. By Vincent T. Murché, F.R.G.S. Cloth. Pages 200. Price 1s. 9d. Macmillan & Company, London.

This reading book for children is a very attractive one, containing interesting historical sketches of the early as well as the present inhabitants of Britain; the growth and decay of towns; the work and workmen of busy England; the advance of industries; chats about journeys through the country; formation and flow of rivers; the rainfall of the country, etc. The book is fully illustrated. The ten coloured plates, of which that of the choir of Canterbury cathedral is a marvel of artistic beauty, are alone worth the price of the book. We know of no more attractive and instructive reading book for children or adults on the making of England than this one.

HIGH SCHOOL CHEMISTRY. Revised edition. By W. S. Ellis, B.A., B.Sc., Collegiate Institute, Kingston, Ont. Cloth. Pages 220. The Copp Clark Co., Toronto.

The advance in the knowledge and practical application of chemistry has been so great in the past ten years that a revised edition of this useful work has been a necessity. The author's training and his practice as a teacher have enabled him to produce a work fully up to the times in chemical science and of high educational value to those who know how to use it.

AMERICAN PHONOGRAPHY. By William L. Anderson, senior commercial teacher in the Dorchester High School, Boston. Cloth. Pages 325. Ginn & Company, Boston.

This system embraces the best and newest features which American phonographers of the Pitman school have produced. The author has combined these features and added others which should make the book of great value to students of shorthand.

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STINGAREE. By E. W. Horning. Cloth. Pages 393. Price \$1.50. The Copp Clark Company, Toronto.

The dash and adroitness which mark this story recall the adventures of the "knights of the road" in the England of a century ago. The hero, Stingaree, is an Australian bushranger, whose skilful maraudings and ingenious escapes from his pursuers by the aid of a companion and a remarkable white horse, form a series of daring adventures. His generosity, goodness of heart, and a taste for music and literature, are redeeming features of a bandit who does not plunder for the sake of gain, and whose chief excuse in robbing His Majesty's mails is to obtain the latest copies of *Punch*.

THE WINGED HELMET. By Harold Steele MacKaye. Cloth. Pages 389. Price \$1.50. The Copp, Clark Company, Toronto.

The romantic times, nearly four centuries ago, in which Francis the First and the Duke of Bourbon were central figures, furnish a fitting theme for the novelist; but the author of the story has not the inventiveness or literary power to realize the situation. He shows a great lack of skill—but not of words—in interpreting the spirit of a romantic age into which none but masters of his art should enter.

THE PLACE OF INDUSTRIES IN ELEMENTARY EDUCATION. By Katherine Elizabeth Dopp. Third edition. Cloth. Pages 278. Price \$1.00, with postage \$1.11. The University of Chicago Press, Chicago.

This is an enlarged illustrated edition of a book that has won a deservedly high place,—one filled with fresh thoughts, and is a new and genuine contribution to education. The author has seized upon the instincts and racial characteristics of the Aryan peoples, and with these as a basis she has built up a progressive curriculum in which the industries occupy a place corresponding to that which anthropologists have given them in the development of the race. She has thus given a historic background, as interesting as it is

natural, to the various occupations and industries of school life, and follows it up by laying stress on the educational significance of handwork for the grades. The book will refresh the thoughts of and be a stimulus to every teacher who reads it.

RECENT MAGAZINES.

The August *Delineator* is an attractive number—in mid-summer fashions and interesting topics for the general reader and practical householder. The first chapters are given of a new serial story called *At Spinster Farm*, where a woman who forsook the busy city for the countryside found real peace and happiness. For the children there are as usual entertaining stories and pastimes.

The *Chautauquan* for July has its usual timely installment of Highways and Byways, a record of world's events, an illustrated sketch of the Ancient City of Treves, a story entitled *Mary E. Merington*, and a full programme of the Chautauquan summer school assemblies—an inviting display.

There is good reading in the *Atlantic Monthly* for July. The *Outlook in History*, by Wm. Roscoe Thayer, is a clear review of all the elements which enter into the writing of history; a plea for *Publicity in Express Companies* is a searching study of the vast but little understood business of these in America. Other articles of present day interest are *Some Results of the Eastern War*, and a discussion of *Large Fortunes*, their justification and use. There are attractive essays, special literary papers, stories, poems and a brilliant contributors' club.

The opening article in the *July Canadian Magazine* is a bright, readable paper on *The Home and Haunts of Joseph Howe*. This is illustrated with some excellent photographs of ancient and modern scenes in and about Halifax. Nova Scotia is also represented by a second contribution, a "Donald" story by W. Albert Hickman, who has certainly found a splendid mine in the delightful character who is so typical of the Scotch-Canadian of the Maritime Provinces. There are some excellent illustrations and seasonable stories and sketches.

In Littell's *Living Age* are reprint articles from leading reviews. Among these are *Ruskin's Views of Literature*, *The Literary Associations of the American Embassy*, and an article of uncommon interest entitled *The Call of the East*. All in the number of the *Age* for July 8.

NOVA SCOTIA PROVINCIAL EDUCATIONAL ASSOCIATION.

The Nova Scotia Provincial Educational Association will meet at the Normal School,
Truro, on the 22nd, 23rd, 24th August, 1905.

PROVISIONAL PROGRAMME.

TUESDAY, 22nd.

- 9 a. m.—Enrolment of members.
- 10 a. m.—*The Course of Study and How It Is to be Understood and Utilized.* By Dr. A. H. MacKay, Superintendent of Education.
- Appointment of Committee on Resolutions.
Report of the Special Committee on School Support.
Report of the Committee on Pensions.
The Teaching of Mathematics. By Cecil J. Jones, B. A., Ph. D., Acadia College.
High School Continuation. By E. B. Smith, M. A., Port Hood.
Discussion.
- 2 p. m.—*Recreation.* By Rev. Dr. Steele, Amherst.
The Usefulness of Scientific Training. By Mrs. May B. Sexton, S. B., Halifax.
Discussion.
Pedagogic Lessons from the Life of Helen Keller. By Principal Fearon, Halifax.
Corporal Punishment, Its Moral and Legal Aspects. By Ira A. MacKay, Ph. D., LL. B., Halifax.
- 8 p. m.—*Public meeting.* Addresses by several of the most prominent public speakers of Nova Scotia, Hon. Mr. Justice Graham, Hon. Mr. Justice Russell, Hon. Mr. Justice Longley, and Hon. Judge Chesley.

WEDNESDAY, 23rd.

- 9 a. m.—*How to Teach Children to Think.* By Rev. J. J. Sullivan, St. Bernard's, Digby.
The Public School as an Agency for the Development of Moral Character. By Miss M. Lavinia Hockin, B. A., Amherst.
Teachers' Pensions. By S. A. Morton, M. A., Halifax Academy.
Discussion.

- 2 p. m.—*Why and How Singing Should be Taught in the Schools.* By Rev. Father O'Sullivan, St. Mary's Cathedral.
The Importance of Household Science as a School Subject. By Miss Anna B. Juniper, Middleton.
Old and New Methods of Education. By Rev. Henry D. deBlois, M. A., Annapolis Royal.
- 8 p. m.—*Civics, and the Peace and Arbitration Movement.* By S. A. Chesley, M. A., Lunenburg.
Art in the Schoolroom. (Illustrated by stereopticon views). By Dr. Eliza Ritchie, Halifax.
Conversazione.

THURSDAY, 24th.

- 9 a. m.—*Advantages of Nature Study.* By Loran A. DeWolfe, B. A., Truro.
School Gardens. By Miss Winifred Moses.
The Educational Influence and Value of Manual Training. By Professor Salmon, King's College.
The Parents' National Educational Union,—Home and School Training Harmonized. By Major B. R. Ward, R. E., Halifax.
- 2 p. m.—*The Relation of our High Schools to our Colleges.* By E. W. Sawyer, M. A., Wolfville.
The Teaching of Geography. By J. E. Woodman, M. A., S. D., Dalhousie College.
How the Schools Can be Utilized in Promoting Public Health. By Dr. G. E. DeWitt, Wolfville.
Report of the Committee on Resolutions.
Discussion.

As the reading of each paper will, on the average, take about thirty minutes, from sixty to ninety minutes will be left at each session for discussion, asking questions, etc.

By the School Regulations, teachers attending the Association will be entitled to an additional week of holidays.

When purchasing your railway or steamboat ticket, please ask ticket agent for Standard Certificate, which may be exchanged after endorsement by the Secretary for a Free Return Ticket.

A. MCKAY,
Secretary P. E. A.

P. S.—Please bring this programme to the notice of any friend who might attend and help, or be helped.

In a cemetery near the mouth of the Chebogue river, in Nova Scotia, there may be seen the marble figure of a young girl in a reclining attitude, asleep on a sheaf of wheat, her hand clasping a sickle. This is the sequel of a romantic love story. Many years ago a medical student, while studying at Edinburgh, one day took a long walk into the country. Passing a harvest field he saw a "nut brown maid" asleep in the position represented above. He fell in love and afterwards married her. The young physician and his wife settled in Nova Scotia. At her death, after many years of happy married life, the husband caused this memorial to be placed in the churchyard beside the grave of his departed wife.

There is a saying that "every time a sheep bleats it loses a mouthful of hay." Every time a woman worries she loses a little of her attractiveness and takes on marks of age.—*Success.*

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