

THE EDUCATIONAL REVIEW

Vol. XX. No. 3.

ST. JOHN, N. B., AUGUST, 1906.

WHOLE NUMBER, 231.

School Supplies



NOW is the time to take up the question of School Supplies for next term. Teachers and pupils in our educational institutions will find that we are prepared to meet their requirements with a complete stock of everything pertaining to the School. Our School List will be cheerfully forwarded on application, and as we have made special preparation in this department our many friends throughout the provinces may rely on prompt and efficient service. We receive many letters commending the quick service in our mail order department.

McMillan's, J. & A. McMillan, 98 and 100 Pr. Wm. St. St. John, N. B.

DALHOUSIE UNIVERSITY, HALIFAX, N. S.

Faculties of Arts and Science.

Courses in Mining, Engineering and in Civil Engineering are offered in the Faculty of Engineering leading to the Degree of B. E.

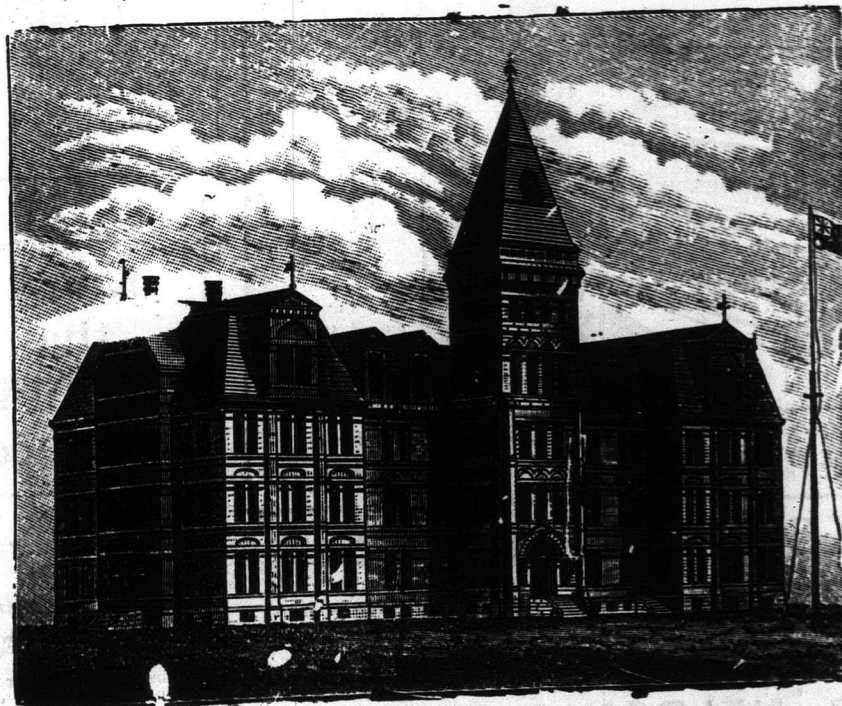
Session begins September 4th, 1906.

Faculty of Law

Session begins September 1906.

Faculty of Medicine.

Session begins August 27th, 1906.



Entrance Scholarships in Arts and Science.

Open for competition at the Matriculation Examinations, in September, 1906.

Mackenzie Bursary of \$200.00.

Sir Wm. Young Scholarship. \$50.00

The Calendar, containing full particulars of the courses of instruction, examinations, regulations, exhibitions, bursaries, medals and other prizes may be obtained by applying to the President or Secretary of Arts Faculty, who will be glad to correspond with any student wishing information.

HOW IS THIS FOR PRAISE?

"I have given the first part of your Analytical Latin method a good trial, and am convinced that I can learn more Latin in the next six months by your method than I did in my eight years of school and college, and by my occasional reading of ecclesiastical Latin since."

REV. G. C. FOLEY, D. D.,
Philadelphia.

Never mind what we say about our system. It is but natural that we should speak well of it; but if you will not take the word of Doctors of Divinity, whom shall ye believe?

L'Academie De Brisay, Ottawa



DIAMONDS & OPALS

Gold Chains, Bracelets,
Watch-chains, Sterling Silver
Goods at

A. & J. HAY'S, 76 King Street,
St. John, N. B.

CHEMICALS

CHEMICAL APPARATUS

Supplied to Schools and Teachers on
Favorable Terms.

BROWN & WEBB,
Wholesale Druggists, - HALIFAX, N. S.

RHODES, CURRY & CO, Ltd.

.....MANUFACTURERS ON.....

School Desks, Teachers' Desks, Church,
Bank, Store and Office Fittings.

BUILDING MATERIALS GENERALLY.

AMHERST, N. S.

Branches at HALIFAX and SYDNEY.

FLAGS.

Dominion Ensigns, as per official
notice of Chief
Superintendent, of January 2nd 1900.

.....ALSO British and St. George's
Ensigns, and Fort and
Union Jacks of all sizes.

Flags with Special Designs Made to Order.

A. W. ADAMS,
NORTH MARKET WHARF, - ST. JOHN, N. B.

TRU-FIT

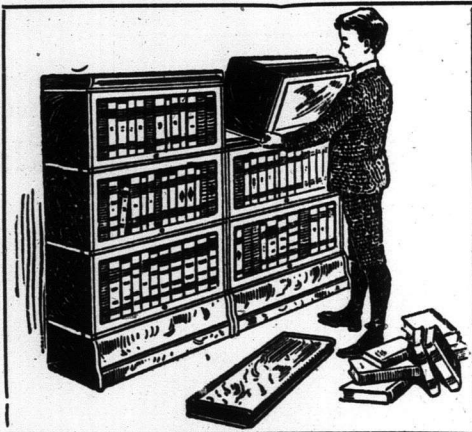
**\$2.50
SHOE**

FOR WOMEN.

FOR SALE BY FRANCIS & VAUGHAN, ST. JOHN, N. B.

SECTIONAL BOOK-CASES. THE FAMOUS GLOBE-WERNICKE SYSTEM.

An ideal book-case for home or office. It is the original sectional bookcase, the best known, best regarded and most extensively used in the world. There is no risk assumed, no experiment in getting a Globe-Wernicke. Its reputation is firmly established.



Its good features are unequalled and comprise perfection dust-proof roller-bearing doors and metal interlocking strips. It's the best constructed and lowest price sectional book-case in the market. But the catalogue tells the whole story and can be had for the asking.

ONE UNIT OR FIFTY. CONVENIENT, ORNAMENTAL, ELASTIC.

MANCHESTER ROBERTSON ALLISON, - - ST. JOHN, N. B.

BOOKS FOR PRIZES.

We have a fine assortment of Books suitable for Prizes at very low prices.

POETS, STANDARD WORKS, NATURE BOOKS, ETC.

Mail Orders will receive Prompt Attention.

E. G. NELSON & CO.,
CORNER KING AND CHARLOTTE STREETS, ST. JOHN, N. B.



Know
the
Maritime
Provinces

Your
Own
Line

.....THE.....
**Intercolonial Railway's
PUBLICATIONS**

contains valuable information for teachers and students regarding the country traversed by its rails.

Write to **JNO. M. LYONS**
General Passenger and Ticket Agent,
Moncton.

The University of Mount Allison College

SACKVILLE, N. B.

Faculties in Arts, Applied Science, and Theology.

ALL DEPARTMENTS WILL OPEN FOR THE ANNUAL SESSION, 1906-7, ON **THURSDAY, SEPT. 27th.**

For Calendar containing full information as to Courses of Study, Scholarships, Prizes, Degrees, etc.,

Address D. ALLISON, LL.D.,
President.

University of New Brunswick.

THE next Academic year begins September 27, 1906, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 5th, at all the Grammar School centres. An Asa Dow Scholarship (value \$90) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

HAVELOCK COY, Esq., M.A., REGISTRAR OF THE UNIVERSITY, FREDERICTON, N. B.

McGILL UNIVERSITY, Montreal.

THE CURRICULUM comprises courses in Arts, Applied Science, Medicine and Law. Eighteen Exhibitions in the First Year of the Faculty of Arts, (value from \$100 to \$300) will be offered for competition in connection with the Matriculation Examination. Copies of the Calendar containing full information regarding courses of study, etc., may be obtained on application to

J. A. NICHOLSON, M.A., REGISTRAR.

Acadia University.



LARGE STAFF OF PROFESSORS AND INSTRUCTORS. WELL EQUIPPED LABORATORIES. ALSO LARGE MANUAL TRAINING BUILDING, WITH INSTRUCTION IN WOODWORKING, IRONWORKING, AND DRAWING.

THE FOLLOWING COURSES ARE OFFERED :

- (1). Course leading to degree of Bachelor of Arts.
- (2). Course leading to degree of Bachelor of Science.
- (3). Abbreviated Science Course without diploma.
- (4). Special Course of selected studies.

THOS. TROTTER, D.D.,
President.

Either of the courses [2] and [3] qualifies for admission to the third year of the Faculty of Applied Science, McGill University, without examination.

SEND TO THE PRESIDENT FOR CALENDAR.

Founded 1790. KING'S COLLEGE, WINDSOR, N. S. Founded 1790f

Courses in DIVINITY, ENGINEERING, SCIENCE, ECONOMICS, HISTORY, LITERATURE, MODERN LANGUAGES, CLASSICS, Etc. Charge for Board and Residence, \$150 a year; every student has a bedroom to himself; bathrooms have been provided. A number of Scholarships and Nominations are available. The attention of teachers (both male and female) is specially called to the provision for preparing students in the same three years for the B.A. degree and "A" License (Nova Scotia). In future the 2nd, 3rd and 4th years of the Engineering Course will be taken in Sydney, study of Iron Works and Coal Mines on the spot, forming a very important part of the curriculum. All information gladly furnished by the President, IAN C. HANNAH, King's College, Windsor, N. S.

Edgehill, CHURCH SCHOOL FOR GIRLS. WINDSOR, NOVA SCOTIA.

INCORPORATED 1891.

The Bishop of Nova Scotia, Chairman Board of Trustees; The Bishop of Fredericton, member of Board of Trustees, ex-officio, Lady Principal, Miss Gena Smith (late Principal of King's Hall, Comp ton, P.Q.), formerly Headmistress of St. Stephen's High School, Windsor, England, assisted by Eleven Resident Experienced Governesses from England, Housekeeper, Matron and Nurse; Ex-

tensive Buildings, with capacity for 100 Residents. Heated by hot water; lighted by electricity. Grounds covering eight acres, with lawns for Tennis, Croquet, Basket Ball, Hockey, etc. School Dairy and Laundry.

Preparation for the Universities.
For Calendar apply to DR. HIND.

School Maps, Globes, Wall Atlases

School Stationery

Exercise Books and Scribblers

School Tablets

Black Board Slating

do. do. Cloth

And other Sundries for School Use

A. & W. MACKINLAY, LIMITED,

135 AND 137 GRANVILLE ST.,

HALIFAX, NOVA SCOTIA.

Books! Books!! Books!!!

WE HAVE THE LARGEST ASSORTMENT OF
BOOKS IN THE MARITIME PROVINCES.

STANDARD WORKS IN ALL BINDINGS

GIFT BOOKS

BOOKS FOR SCHOOL LIBRARIES

GET OUR PRICES BEFORE PURCHASING.
CATALOGUES MAILED TO ANY ADDRESS ON APPLICATION.

T. C. ALLEN & CO.,

Halifax, N. S.



THE ORDER FOR RELEASE

By Sir John Everett Millais.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., AUGUST, 1906.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

Office, 31 Leinster Street, St. John, N. B.

PRINTED BY BARNES & Co., St. John, N. B.

CONTENTS:

EDITORIAL NOTES.....	37
Provincial Educational Institute at Chatham.....	38
Summer School at North Sydney.....	40
Language.....	40
Our Rivers and Lakes.....	41
Art Notes,—VIII.....	43
Barye, the Sculptor.....	44
A Book Worth Reading.....	46
The Teaching of Elementary Geometry.....	47
Something for a Lazy Afternoon.....	48
Psychology for Teacher and Parent.....	49
Literature in the Whole.....	50
A Habit of Observation.....	50
Lines in Season.....	51
Acadia University Closing.....	52
Kings College Encenia.....	53
Recitations for the Youngest Children.....	54
The Streets of Paris.....	55
Current Events.....	57
School and College.....	58
Recent Books.....	58
Recent Magazines.....	59

NEW ADVERTISEMENTS.

J. & A. McMillan p. 33; University of Mount Allison, 35; W. J. Gage & Co. 55; St. John Exhibition, 56.

THE EDUCATIONAL REVIEW is published on the first of each month, except July. Subscription price, one dollar a year; single numbers, ten cents.

When a change of address is ordered both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "229" shows that the subscription is paid to June 30, 1906.

Address all correspondence to

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

THE EDUCATIONAL REVIEW is always continued to subscribers until a notice to discontinue is received. This is the fairest way; as nearly all our subscribers expect the REVIEW to be sent to them even after their year has expired, the understanding being that they will remit at the first convenient opportunity. But subscribers should not allow themselves to become delinquents and to be dunned. Dunning is expensive in the matter of time and postage.

The present number of the REVIEW will prove a welcome visitor to the hundreds of teachers who will read its pages previous to entering on their work for a new term, and we hope to make every future number stimulating and helpful. We wish our subscribers a happy and profitable year's work.

The teacher of few words—what a blessing she would be to some schools! The chattering teacher is the creaking hinge of the school, and the mischief of it is she keeps a-going constantly. Shattered nerves? No wonder.

DR. W. T. HARRIS, probably the best known educationist on this continent, has resigned the office of United States Commissioner of Education, which he has filled acceptably for the past seventeen years. His valuable reports, covering one or more large volumes each year, are veritable mines of information, while his writings on the philosophy of education have given him a world-wide reputation.

Do you intend to make your school premises and your surroundings better and more fully equipped at the end of the year than you found them at the beginning? If so, that will convince the trustees that you are the right man or woman to teach their school; and this will do more to solve the questions of permanency and better salaries for teachers than acres of foolscap covered with the most ingenious and convincing arguments.

"My boy does not have to work," said a mother a few days ago. Poor boy! We are not surprised that the remark was made in a police court where the boy had been arraigned for some petty offence. One of the worst things that can happen to a boy is to be taught that he does not need to work. What did God give a boy hands for, but to use in some right endeavor? For what was his brain given but to be employed in something useful? If kind fortune has blessed the boy with plenty, he will have the more with which to help others and make himself a blessing. But to permit a lad to grow up in idleness because he "does not have to work" is a good start toward the workhouse. It is the suicide of character and the creation of a nuisance. Idleness is the ruin of any life. Blessed is the boy who has to work. He has a future. The world will respect him, and, if he be faithful, will crown him by-and-by.—*United Presbyterian.*

The Meadow's Changes.

Who says the meadow is monotonous? There is no place so quickly transformed as the meadow. Every passing cloud trails its shadows across its surface, and every breeze tosses its drapery into billowy motion. Every season leaves its individual imprint. With the fall of the water, while the grasses are passing through all the shades of gray, blue, and green in their hurry to overtake the upland—the bog bean covers its spikes with feathery bloom. Little mounds of sweet gale and patches of royal fern add a touch of russet in response to the call of spring. Soon the gray and blue and russet take on as many shades of green, and at the fading of the bog bean the graceful arrow-head shoots up its glossy spears and opens its wax-like flowers. Then the whole meadow reflects the sky in the blue of the "flag flower pranked in white." When summer is at its height the little pale blue-bell and a whole horde of diminutive beauties struggle in the waving grasses to welcome the coming of their queen—the meadow lily. The perfume of the purple fringed orchid lures us to its hiding place on the outskirts of the thicket where the rose and meadow-rue are rioting.

Then comes the scent of new-mown hay, and we hasten to gather the nodding white cotton-grasses. Far out on the river bank the sedges are ripening and will soon be white—for Autumn is here, with its plumes of golden-rod and asters—blue and white. The thicket is holding a carnival of color. Red apples are glowing on the thorn, tempting the robins and other thrushes. The high-bush cranberry is bending under the weight of its scarlet clusters. The wax-like beads are reddening on the leafy stems of the Canadian holly, while underneath the ground is carpeted with the bronze and gold of the fading fern and graceful fronds of meadow-rue.

Again the water begins to creep over the fading grasses and soon the "curtain of snow will cover all with its white echoless silence."

INGLESIDE.

WE have received a copy of "Our Jabberwock," a sixpenny monthly magazine for boys and girls, published by the League of the Empire, London. It is full of good things—healthy stories, short plays, articles on birds and beasts, and much other matter of interest to young people.

Provincial Educational Institute at Chatham.

The New Brunswick Educational Institute for 1906 was held at Chatham, opening on Wednesday morning, June 27th, and closing Friday afternoon, June 29th. There was a strong representation from the eastern counties of the province, as well as from St. John, Fredericton, St. Stephen, Woodstock and other centres. The hotels at Chatham were taxed to their utmost to provide accommodation, and many private houses were opened to visitors through the attention of Dr. and Mrs. Cox and the committee assisting them. The sessions and public meeting were held in the large hall of the fine high school building, of which the townspeople of Chatham are justly proud. The weather was warm and pleasant; and the many beautiful lawns and shade-trees through the town, in their early summer verdure, were a delight to the visitors. The excursion on the Miramichi river will not soon be forgotten, nor the kind hospitality of Lt.-Governor Snowball, to whom the members of the institute are indebted for a most pleasant afternoon spent on that noble river. Premier Tweedie was a frequent attendant at the meetings, and Mrs. Tweedie, at the close of the institute, entertained the members at an informal and delightful garden party. The Premier also placed his stenographer and long distance telephone at the disposal of the members of the institute, a courtesy that was much appreciated.

The absence of Dr. John Brittain, the secretary, through illness, was very generally regretted. Principal Hamilton and Miss Milligan, of St. John, his assistant, attended efficiently to all the duties of that office.

It was appropriate to send to the British Columbia Teachers' Institute, meeting at Victoria, at the far west of Canada, a telegraphic greeting, which was cordially acknowledged by that body on the following day.

Dr. Inch presided in his usual dignified and efficient manner. In his opening address he referred to salaries of teachers, claiming that the average had increased in this province during the last few years from ten to twenty per cent. He quoted from a letter from Inspector Mersereau to show that while salaries were higher in the western prairie provinces, there were fewer comforts, and the cost of living there was higher.

Premier Tweedie, in his address at the public meeting, hoped that before he laid down the seals of office his government would increase the salaries and provide a scheme of pensions for teachers.

Mr. E. W. Pearson, director of music in the public schools of Philadelphia, gave an address on the teaching of singing, which was greatly appreciated. He held that to make this successful a definite course on the movable *do* staff notation is necessary, and that the grade teacher, with good supervision, is the only one who can accomplish this. He gave a large number of instances in which it had been done, taking but twelve minutes a day, and answered satisfactorily a variety of possible objections. At periods of the institute where opportunity offered, he instructed classes in the elements of singing with the greatest interest to all. His enthusiasm and confidence in his method were catching.

Inspector Bridges and Miss Mary McCarthy, director of music in the Moncton schools, followed his address with strong arguments in favor of music teaching in the schools, and commendation of Mr. Pearson's method.

Miss Ada E. Smith, of New London, Connecticut, gave two excellent addresses on geography teaching; Dr. Cox spoke on the Transfer of Latin and Algebra to Grade IX; Professor Lochhead, of Macdonald College, on Educational Unrest; Principal Hamilton, on the Decoration of School Grounds and School-rooms; and Dr. H. S. Bridges on Some Phases of Modern Education.

Dr. Cox's address brought out a lively discussion. He was strongly supported by Inspector Carter, who held that manual training, domestic science and commercial subjects belonged to grades seven and eight, and that to make room for these Latin and algebra should be relegated to the high school, as had been done a few years ago in the case of geometry. Dr. Bridges, Inspector Bridges, Mr. Myles, Principal Owens, Principal Foster and others opposed this unless the high school course was lengthened to four years.

Professor Lochhead maintained that the introduction of nature-study in the school curriculums, as at present constituted, was only partially successful. To realize its greatest possible benefit the course of study would have to be revolutionized.

Principal Hamilton made a strong argument on the educational value of decorating school-rooms with re-prints of works of art, and the means these afforded for giving elementary instruction in art to children.

Dr. Bridges said it was dangerous to experiment with education. Old methods were preferable in many respects to new. He emphasized the importance of language studies, and thought there was not now the intelligent mastery of books as in former days.

Principal Geo. J. Trueman, in his address before the high school section on the Admission to College on High School Certificates, presented a well-prepared argument in support of it. In the discussion which followed, many declared themselves opposed to more than one examination at the close of the high school course.

Col. S. U. McCully, in his paper on Military Training in the Public Schools, emphasized the importance of that promptness, order, obedience and other qualities developed by a systematic military training.

H. H. Hagerman, in his talk on the metric system of weights and measures, gave suggestions for developing in pupils' minds practical ideas in regard to the system.

Dr. Philip Cox was unanimously elected representative to the Senate of the University of New Brunswick, in place of H. H. Hagerman, M. A. Dr. Bridges, H. H. Hagerman, J. Frank Owens, Dr. Hay, George A. Inch, Dr. Cox, R. E. Estabrooks, B. C. Foster, E. W. Lewis and Miss Ina Mersereau were elected members of the executive committee.

The text-book committee of 1904 was re-elected for two years: Miss Annie Harvey, Dr. Bridges, S. W. Irons, F. O. Sullivan, B. C. Foster, Dr. Crockett and Inspector Carter.

The N. B. Teachers' Association met on the evening of the 28th and re-elected the old officers and executive. The salary schedule at present in force was adopted for the coming year.

Two noteworthy addresses at the public meeting on the evening of the 27th were those made by Rev. L. Guertin, D. D., of St. Joseph's College, Memramcook, and by Rev. Dr. Borden, of Mt. Allison.

In many neighborhoods there are places interesting from a historic point of view, and there are old people who can contribute much to the making of an accurate and a complete record of events. Now, why cannot the teacher, when he has reached certain stages in the study of history, send members of the class to make maps of localities in which noteworthy things were done, and to collect from the oldest inhabitants, and from all other sources, all facts which would be of value in the writing of history? The records so collected, with accompanying maps, could be embodied in compositions, and should be discussed, and, if necessary, revised in the class. The teacher who follows the plan here suggested will be teaching the children to go to original sources for history and geography, and incidentally to learn the value of accuracy and clearness in description.—*Western School Journal*.

Summer School at North Sydney.

The Summer School of Science for the Atlantic provinces met at North Sydney, Cape Breton, July 3rd to 20th. The visit there was one of unusual interest on account of the attractive scenery of the island and the great iron and coal industries carried on there. The Dominion Government steamer "Canada" was placed at the disposal of the school for two days, and excursions were made to Ingonish Harbor and to the Bras d'Or Lakes, touching at far-famed Baddeck. The members of the school will always entertain the kindest feelings toward Capt. Knowlton, his officers and crew, for the many attentions received during these excursions. The opportunity was also given to see the historic city of Louisbourg, the scenery of the beautiful Mira river, the coal industries of Sydney Mines and Glace Bay, and the steel works at Whitney Pier. The visitors were impressed with the operations carried on at these places. No mere report could convey any adequate idea of their immensity. Every opportunity was taken advantage of by polite officials and attentive workmen to explain the intricacies of the manufacture of coal and iron with their by-products; and the visitors were satisfied with the great object lessons which every day aroused their wonder and curiosity.

To have seen the Louisbourg of history, the picturesque and commodious harbour of Sydney, with its animated scenes by day and night, the attractions of Mira river and Bras d'Or Lakes; to inspect the workings of the Marconi telegraph system on board the "Canada" and to see the towers near Glace Bay; to listen to the weird stories of miners who work two miles out under the Atlantic and hear at night the dull thud of ships' anchors over their heads,—all these and many more new experiences were the lot of those who attended the Summer School at North Sydney. It is little wonder that, in a region like this, the larger classes were found out of doors instead of in the classrooms. But many students travelled far, and came for the sake of the regular work. These gladdened the hearts of the instructors and were pretty constant in their attendance.

President Seaman and Secretary Campbell were kept busy providing for the many meetings and engagements of the school, and though their resources were often taxed to the utmost, they were equal to all occasions.

The reception given by the ladies of North Syd-

ney and the many courtesies extended to the visitors were warmly appreciated.

The next meeting of the school will be at the new consolidated school at Riverside, N. B., on the invitation of ex-Governor McClelland.

Two governors, Lieut.-Governor Fraser, of Nova Scotia, and Lieut.-Governor McKinnon, of P. E. Island, attended and spoke at the opening meeting of the school this year. They also took part in the excursion to Glace Bay and Louisbourg. Next year the school expects to have three lieutenant-governors, at least, at the opening meeting.

The following are the officers for the coming year: Professor W. W. Andrews, president; J. E. Barteaux, vice-president for Nova Scotia; Dr. G. U. Hay, vice-president for New Brunswick; Miss Guard, vice-president for P. E. Island; J. D. Seaman, secretary-treasurer. Principal McKittrick was elected to the board of directors in place of Dr. J. B. Hall, whose term had expired, and Principal Geo. J. Trueman was chosen local secretary at Riverside.

Language.

Write the following in statements. Let pupils put their work on the board. Notice very carefully the spelling of each word. Have pupils make an oral statement about each word used. This can be made an excellent lesson for teaching one use of the comma:

1. Eight domestic animals; five persons.
2. Twenty wild animals; ten flowers.
3. Twelve garden vegetables; nine provinces.
4. Fifteen fruits; six countries.
5. Ten quadrupeds; four large rivers.
6. Twelve birds; five sour fruits.
7. Ten minerals; four kinds of cake.
8. Six grains; six kinds of vehicles.
9. Ten things seen on the way to school.
10. Ten things in the schoolroom; four books.
11. Twelve farming implements; four fuels.
12. Six bad habits; six building materials.
13. Ten games; twelve musical instruments.
14. Five articles of clothing; four kinds of apples.
15. Ten kinds of cloth; five kinds of money.
16. Twenty trees; six things seen in the sky.
17. Ten household articles; five kinds of windows.
18. Ten things bought at a hardware store.
19. Ten occupations; eight kinds of people.
20. Five kinds of snakes; eight languages.—*Exchange.*

You are to be congratulated on the REVIEW's rapidly increasing usefulness. Our teachers are now, more than ever, awakening to its value. It has helped me wonderfully through many trying periods of school work.

W. A. T.

Our Rivers and Lakes.

PROF. L. W. BAILEY, LL. D.

No spell could stay the living tide
Or charm the rushing stream.

Leyden.

In the second chapter of this series "our coasts" were considered, and in that which followed it, "our mountains and hills." These are connected with each other through "our lakes and rivers," which are equally full of interest and instruction.

Mountains, rivers and the sea are three connected parts of the earth's distillatory apparatus. From the waters of the coast comes the supply of moisture which, driven by the winds, falls as rain or snow, especially where these winds, by blowing over elevated land, have their temperature reduced. It is the sun which lifts the waters into the air, thus giving them what the physicists call "energy of position:" the hills and mountains are the condensers which cause the air to drop its load; it is gravity which causes the precipitated waters to flow back to the source from which they came, at the same time enabling them, by the energy set free, not merely to float our lumber and turn our water wheels, but also to cut into and to carve, more or less deeply, the surfaces over which they flow.

There are few natural phenomena more interesting than those connected with running water. They give to natural scenery a beauty which we never fail to miss when they are absent. They are the most life-like of all natural processes, and, taken together, illustrate a history, ever varying in detail, which if we choose to follow it out, shows the most singular parallels with that of human beings. Thus a river has its *birth*, in the womb of mother earth; it has its *infancy*, characterized merely as a time of gathering strength; its *youth*, impetuous, noisy and headstrong, defying all obstacles, not easily turned aside, carving its way with but few intervals of rest; its *maturity*, when, its work mostly done, it moves slowly and majestically upon its determined way; its period of *old age*, when, having reached the sea level and lost the energy which it at one time had, it no longer works, but drops its load, assuming now the appearance of a calm repose. It may even have its *second childhood*, when, through the elevation of the region which it traverses, its power of doing work is for a time again renewed. Streams, like men, have also their conflicts and adventures, their struggles for existence, followed by survival or extinction, as they may or may not be able to adapt themselves to changed conditions. Finally they may, in a sense, be not only dead, but

"buried," as has happened with many of the rivers of America.

Let us now see how far these parallels find illustration in connection with the rivers of Acadia.

Few countries are more thoroughly watered than the province of New Brunswick. Travel where you will within its borders and you are never very far from a water course. Take a good map of the province and you will find that, like the arteries and veins of the body, streams, large or small, traverse every portion of its area. Of these, about four hundred miles are navigable by steam, at least an equal amount in addition is navigable by canoe, and an almost indefinite number are large enough to be available for the driving of lumber. Connected with these are numerous lakes, more than forty of them exceeding a mile in length, and, where not in close proximity to settlements, abounding with fish and game, offering great attractions to the sportsman and tourist. Cascades also are numerous, affording great and widespread opportunities for the employment of water power in manufacturing operations or the development of electricity.

In Nova Scotia, owing largely to its more limited extent, no point being more than fifty miles distant from the sea, the streams, though numerous, are less important. The lakes, also, though very abundant, are usually of small size and little depth.

If now we attempt to institute a comparison between the rivers of Acadia—a most fascinating study, especially if based upon personal acquaintance and exploration—we shall first have to consider the places and circumstances of their *birth*. These are naturally, for the most part, remote from settlements, being upon the higher grounds constituting the "divides" between the natural slopes of the surface, and often densely forest clad. They will also be found, in the great majority of instances, to originate in lakes or ponds. These are gathering grounds for more or less considerable areas, and, in addition to brooks or rivulets, are themselves fed, like the latter, by springs, the discharges of which, owing to the coolness of the waters, are always sought by sportsmen as affording the best opportunities for fishing. These springs are occasionally of large dimensions, one, at the head of the Tobique lakes, being especially remarkable, covering an area of nearly half an acre, with water of exceptional clearness and purity, and a temperature which, even in midsummer, is not more than 42°. On the other hand, where streams originate from or pass through boggy land, they are apt to have the dark colour

and swampy taste due to the vegetable acids usually produced in such situations.

From the origin or birth of our water-ways we now proceed to consider their *history* and development. It has been stated above that rivers have their periods of growth, maturity and old age. How, we may now ask, are we to distinguish between a young and a mature or old river? Well a stream is young, in the sense which is here implied, when it still has the greater part of its work before it, that work being the making and deepening of its channel; it is old if that work is nearly done. Young rivers are usually swift, broken by rapids and falls, with their channels narrow and often bordered by rocky bluffs; old rivers are characterized by broad and open valleys, moderately flowing currents, with numerous islands, and more or less extensive flood grounds. Naturally their course will at first be determined by the position of the divides and the steepness of the slopes or watersheds; but if, with the aid of a good map, we try to trace them out, we are soon struck by the fact that while the minor streams evidently flow off, like rain on a roof, along existing slopes, or occupy valleys between enclosing hills, the larger ones in many instances cut directly across the latter as though they had been but little influenced by the irregularities of the present surface. Thus one of the principal tributaries of the St. John, viz., the St. Francis, starts from Lake St. Francis, hardly ten miles distant from the great St. Lawrence, and on the *northern* side of the great divide or "Height of Land" separating the Province of Quebec from that of New Brunswick, and yet, instead of emptying, as one would expect, into that river, cuts through a high range of hills to join the St. John, and then the combined waters of these and other tributary streams, still apparently unaffected by the obstacles in their way, turning southward traverse at least four other great axes of elevation to discharge into the Bay of Fundy. Only one explanation of this anomaly, shared with the St. John by the St. Croix and the Magagaudavic, as well as by the Hudson and the Potomac, is that the rivers are, in part at least, *older than the hills*; that these have risen athwart their path, but that, like men, having once "gotten into a groove," they could not well get out of it, and so, as the hills rose, have simply cut their grooves more and more deeply. That they are still at this work shows that they are, in part at least, still *young*.

To make this and some other points in connec-

tion with our rivers more clear, it is now necessary to say that at a period but little, if at all antecedent, to man's first appearance upon the earth—a period known to geologists as the Glacial Period—all this portion of America was, as generally believed, in a condition similar to that of Greenland to-day, *i. e.*, deeply buried beneath a continental or semi-continental glacier, even our highest hills being covered by hundreds, if not thousands of feet, of snow and ice. This great ice mass, too, was, as in the case of Greenland, "on the move," and therefore, as well exhibited both in that country and in Switzerland, in a condition to deeply abrade the surface on which it rested, ploughing deeply wherever the conditions were favorable, breaking off projected ledges, taking large quantities of rock material into its mass, transporting this to considerable distances, or pushing it in front of its advancing foot, there to remain, when the glacier finally melted away. Such accumulations of ice-transported rock material are in Switzerland, known as "*moraines*," and, as will be shown in a later chapter, are common over many parts of New Brunswick and Nova Scotia. Moreover, when the ice, through climatic changes, began to melt, the first formed streams, owing to the complete burial of the hills and valleys below, would be determined in their course, not by the latter, but by the ice-slopes above. Thus as ridges began to protrude, streams, fed by the melting ice, would have no difficulty in crossing them, at the same time determining a groove or "water-gap," which ever after they must follow. This is the explanation of the anomaly referred to above, and many of our rivers, or parts of them, are of glacial origin, produced when the land stood higher than now, and when, as a result of such elevation, both water and ice were far more effective agents of sculpture and removal than they ever since have been. But while many of our rivers, or some portions of them, were thus excavated, channels formed at that time, or previously existing, were in many instances obliterated, as the result of being completely filled up by the debris of the glaciers, thus forcing the rivers at a later period to carve for themselves entirely new ones. Finally, as the land during the period of elevation was not only higher, but more extended than now, coastal regions which are now submerged being then a part of the dry land, the mouths of rivers emptying into the sea would have their mouths far outside of their present position, they and their former channels, in some instances for hundreds of miles, becoming buried or "drowned"

as the land, after the Glacial Period, sunk not only to the present level, but *below* it. A final but relatively slight upward movement brought things to the conditions in which we find them to-day, although, as stated in a previous chapter, there is reason to believe that these oscillations have not yet wholly ceased.

With these explanations we may, in a later chapter, return to the study of our existing streams.

How One Woman Keeps Young.

How to keep young is one of the questions of perennial interest to the feminine mind. Amélie Rives, the noted author, who is said to look like a girl in her teens, recently, told of her reply to a physician who wrote her to send him the secret of what he called her perpetual youth. "I wrote back that he must consider the cost," she said. "It is a cost that few of his fashionable patients would make, for I rise at 7 or 7.30, ride or walk in the country roads, live close to my books, see few people, and retire at 10. What fashionable woman could endure my life? I remember thinking about it one winter morning, when I was walking along, the crisp, crackling snow under my feet, the fairy outline of a gossamer frost revealing every twig of bush and tree, and I was so invigorated and happy I could have whistled like a boy with delight; but if I had been a woman of fashion I couldn't have endured the silence, the empty distances, the quiet; why, a woman of fashion would die in my place, and I am quite sure that I should in hers."

A Place for the Boys.

What can a boy do and where can a boy stay
If he is always told to get out of the way?
He cannot sit here, and he must not stand there.
The cushions that cover that fine rocking-chair
Were put there, of course, to be seen and admired.
A boy has no business to ever be tired.
The beautiful roses that bloom
On the floor of the darkened and delicate room
Are not made to walk on—at least not by boys.
The house is no place, anyway, for their noise.
A place for the boys, dear mother, I pray,
As cares settle down round our short earthly way.
Don't let us forget by our kind, loving deeds
To show we remember their pleasure and needs.
Though our souls may be vexed with problems of life
And worn with besetments and toiling and strife,
Our hearts will keep younger—your tired heart and mine—
If we give them a place in their innermost shrine,
And to life's latest hour 't will be one of our joys
That we keep a small corner, a place for the boys.
—Boston Transcript.

Art Notes -- VIII.

BY HUNTER BOYD.

"The Order of Release." by Sir John Everett Millais.

The reproduction selected for this month is from one of the artist's best works, although it is not so well known as many of his other paintings. The original is dated 1853, and was exhibited in the Royal Academy of Arts in that year. It is now in the Tate collection of the National Gallery. When first shown the picture evoked much interest, indeed policemen were required to regulate the crowds who thronged about it. The price given for works of art is not always a fair indication of value, but many will be impressed on learning that Sir Henry Tate, the last purchaser, gave \$25,000.00 for it, and then presented the picture to the British nation. It is an oil painting on canvas, 3½ ft. by 2½ ft., and therefore the figures are less than life-size. They are, however, rendered with extreme care, and in the judgment of one eminent critic, as a piece of realistic painting, it may challenge comparison with anything else in the world.

The artist introduces us to a scene which belongs to a period a hundred years before the time when he depicted it. We are supposed to be in the ante-room, or waiting-room, of a gaol, situated near the border of England and Scotland, possibly in the town of Carlisle. A prisoner who has been in the rebellion of 1745 is seen wearing a kilt of the Gordon tartan, his right arm being in a white sling. His head falls upon his wife's shoulder, and his left arm embraces her and his child. The wife has procured an "order of release," and is handing it to the gaoler who stands in the doorway, and it will be necessary for him to take the "order" to his superior officer for verification before the prisoner can be released. The little child is asleep, but the collie who jumps up and fawns upon his master is intensely awake. A feature to be noted with special interest in the hands of all the persons, for Millais devoted special care to their treatment; and as emotional expression is not confined to features, we have here a good instance of accord between faces and hands in the working out of this little drama. We cannot expect to get very subtle details in a black-and-white copy of the picture, but the general bearing of the woman leads us to expect that whilst she displays an air of triumph, and some indication of contempt for the gaoler, there is also love for her husband, and a certainty that he will soon be at liberty.

The test that may properly be suggested in dealing with this scene is—if such an event ever took place, is it likely that the occurrence was as Millais has depicted it? We believe so for several reasons. The artist has been scrupulously careful in his reproduction of uniforms and textures. The "order" was painted from a genuine one. Special pains were taken in the treatment of the collie dog, and the little child was actually asleep when Millais seized the expression. (The woman who posed for the picture afterwards became the second wife of the artist). The actors in this silent drama have all entered so thoroughly into the situation, and Millais has so truthfully rendered it, that we are helped to an appreciation of the feelings which prevailed between the Scotch and English in 1745, as symbolized by the "good wife" with her order for pardon, and the turnkey with his bunch of keys. Such are the facts concerning the picture. The teacher should hold them all in reserve, and endeavor to secure conversation on the subject. In the junior classes the interest will probably centre about the little child, the dog, the broken arm of the man, and the strewn primroses. In intermediate classes, where British history has been studied, the picture will be of use in illustrating the costumes worn at that period. In the senior classes special attention may be drawn to the composition of the central group, and it will be found that affection makes them a unit.

Professor Blackie used to form a very picturesque feature in the Edinburgh streets. He was a cheery old patriarch, with handsome features and hair falling in ringlets about his shoulders. No one who had seen him could possibly forget him.

One day he was accosted by a very dirty little bootblack, with his "Shine your boots, sir?"

Blackie was impressed with the filthiness of the boy's face.

"I don't want a shine, my lad," said he. "But if you'll go and wash your face I'll give you a sixpence."

"A' richt, sir," was the lad's reply. Then he went over to a neighboring fountain and made his ablutions. Returning he held out his hand for the money.

"Well, my lad," said the professor, "you have earned your sixpence. Here it is."

"I dimna want it, auld chap," returned the boy, with a lordly air. "Ye can keep it and get yer hair cut."—*Tit-Bits*.

Barye, the Sculptor.

MISS A. MACLEAN.

Antoine Louis Barye (bä-ree) was born in Paris, September 15th, 1796. His father was a goldsmith. His family preserve as souvenirs of his earliest childhood figures of animals which he cut out of paper. In 1819 Barye received third prize for a medallion from the Ecole des Beaux Arts. The following year he won second prize in sculpture. For four succeeding years he competed unsuccessfully, and in 1824 his work was not even admitted. So he abandoned the beaux arts and returned to his craft, and for years set himself quietly, determinedly, to master his art. Nothing was neglected; he drew from the living model, he familiarized himself by observation and dissection with the physical structure of man and animal, he informed himself thoroughly about the best methods of melting and casting metals, he copied in the Louvre the works of the masters. But the Jardin des Plantes was his greatest studio then and throughout his life. In the garden the animals are to be seen in their cages; in the museum of zoology they are found stuffed; and in the museum of comparative anatomy are their skeletons. This was the day of the Cuviers. Frédéric, the younger, became curator of the menagerie in 1804.

After years spent in study, Barye made his first salon exhibit in 1827, a sculptured "Tiger Devouring a Crocodile." This work created great enthusiasm among the new school. Hitherto no one had thought of actually studying animals from life. The academic school was constrained to award him a medal of the second class. But powerful as this work was, Barye had not yet attained to maturity in his art. In the Salon of 1833 Barye exhibited ten works of sculpture, the most notable being the "Lion and Serpent." It produced even greater enthusiasm than the "Tiger and Crocodile." Very soon the enthusiasm gave place to anger among the academic sculptors. Barye, however, was decorated with the Legion of Honor, and the lion was purchased by the state and placed in the garden of the Tuileries. Someone says the lion lives, and if you wait long enough you will hear the deep growl as he shrinks in loathing from the serpent he is about to kill. Still there was too much detail in Barye's work—he had not yet reached grandeur. The years that followed till 1837 were busy and prosperous. Thiers was minister from 1832 till 1836, and wished some great work to commemorate Napoleon I. The inspiring hope of decorating the entire Place de la

Concorde was held out to Barye. But finally it was resolved to have an eagle with seventy feet span of wings descending upon the Arc de Triomphe, clutching in its talons trophies symbolizing the cities and nations conquered by Napoleon. Alas for France that none of these were carried out, and that she gave not her geniuses work worthy of them. The jury of thirty-six proceeded to treat Barye as they had treated Millet, Rousseau and others. His bronzes were refused. He interpreted this as an order to submit to academic ideas or cease to compete, and did not again compete till 1850, when the old jury was swept away with the monarchy. In 1840 he completed the lion, which is walking about the base of the Bastille column. This was another milestone in the onward march of the great sculptor. The lion is pacing with slow measured steps about the base of the pillar, breathing low growls as he goes. Charles Blanc says of this lion, "It is the image of the people guarding their dead."

But Barye had begun answering the action of the Salon of 1837 by making himself a manufacturer, hiring skilled labor and selling his products. These consisted principally of small statues of animals and birds. But oh, the folly of it! The folly of France! There stood one who could have done for Paris what the masters of Greek art had done for Athens, and they let him waste his time in making Lilliputians for a living. He did not neglect grand art altogether, however. The "Theseus and Minotaur" belong to grand art, and in 1847 he finished the "Sitting Lion." This was his first public answer in monumental work to the closing of the Salon doors, and the answer was a complete one. Here all details are effaced. The lion, grand, calm, terrible in his conscious might, sits there on his throne looking towards the ends of the earth. The state purchased it and placed it near one of the entrances to the Louvre.

Eighteen hundred and forty-eight came, and with it the revolution; the Salon was no longer closed, and the artists of the new school got their chance. Barye was himself made one of the judges. He re-entered the Salon of 1850 with the "Centaur and Lafrith" and the "Jaguar and Hare." Both are now in the Louvre. The Centaur is grand, but the Jaguar—such strength, such savagery, such suppleness!—you can feel its muscles slip under its bronze skin. It is not an individual, but a type—this is genius, immortality. Barye had attained maturity in art. The Jaguar was purchased in 1852 by the Imperial House, and Barye was named professor of

drawing and zoology at the Museum of Natural History, a position he held until his death. At the World's Exposition of 1855 the international jury awarded him the grand medal of honor in the section of art bronzes, and he was named officer of the Legion of Honor. In 1868 he was elected to the Academy of Beaux Arts.

Sylvester, Barye's friend, describes him at the zenith of his power: "He is of supple figure and above middle height, his dress is modest and careful, his bearing and gestures are precise, tranquil, worthy. His eyes, vigilant, firm, look you always frankly, profoundly in the face. He listens to you with patience, and divines your thoughts. All his words hit the mark, but they seem to come with effort from his thin, strong lips, for with him silence is virtue. He follows the maxim, 'It is better to be than to appear.' He has never taken an ambitious step, never spoken a servile word, never cherished a jealous thought, being ever ready to give full credit to others. I do not know a contemporary more ready than he to hear what is true and exact what is beautiful. A man convinced of his own worth, without vanity, solid in his affections, despising his enemies to the point of forgetting them, charitable toward others, severe toward himself." Corot and others, who knew him well, found him an interesting talker and critic, the mute reserved man becoming full of animation and sparkle. He was married twice. His first wife and their two daughters died, and he married again and had eight children. He seemed to have loved his home and family, but of his domestic life little is known. He painted as well as sculptured, and it was when painting backgrounds for his animals in the forest of Fontainebleau that he was most associated with his Barbizon fellow artists. He knew the wild animals of Fontainebleau well, and in the rocky gorges of the forest he imagined the Indian jungles and African wilds.

Heart disease kept him to his chair at last, and Corot's death was kept a secret from him. One day, toward his last, Madame Barye was dusting some bronzes, and remarked that when he felt better he ought to see that his signature on the bronzes be made plainer. He replied, "Give yourself no uneasiness, twenty years hence they will be searching for it with a magnifying glass."

The calm, determined, kindly man, one of the greatest geniuses of any land, ceased from his labors on June 25th, 1875. France mourned her gifted son, but she was not wise in time.

A Book Worth Reading.

To the Editor of Educational Review:

DEAR SIR,—This is an age of school libraries. Books, many and varied, much used and little used, are found on the shelves. I wish to make mention of one, which seems to me should have a special shelf to itself in the centre of constant use. In the carefully prepared lists issued from which to make selections for the schools, there is a title I do not remember seeing, *i. e.*, "The Opal Sea." Permit me to recommend this charming piece of literature to teachers and pupils of our public schools. Its value lies in its novelty of idea, beauty of style, coloring of thought and scientific information. A better and clearer explanation of the tides is given in a few words than it was ever my fortune to hear, even after repeated requests, in lengthy lectures at our normal school. Life inanimate (winds, etc.) and animate, above and below the surface of the sea, is clearly and almost poetically described.

I hope that these few words may draw the attention of those interested in such subjects. The author is John C. Van Dyke. The book first appeared March, 1906, and is published by Scribner's, New York, at \$1.50.

Sincerely yours,

A. W. L. SMITH.

Halifax, N. S., June 30, 1906.

The Language Box.

Keep a little box, with a slit in the cover, on your desk. Give to each pupil some small slips of paper, on which they are to write every incorrect expression heard at recess, on the playground, or when they are not at school, if you wish to break up bad habits as quickly as possible. The slips are to be dropped into the box, some time during the day. The language lessons are heard, in this case, late in the school day. At that time the box is opened, the slips read by the teacher, and corrected by the class.—*Normal Instructor.*

The teacher of grammar and rhetoric wrote a sentence on the blackboard, and then called upon William.

"John can ride the horse if he wants to," read the teacher. "Re-write the sentence in another form."

William surveyed it dubiously for a moment; then a flash of inspiration showed him his path.

"John, can ride the horse if the horse wants him to," he wrote.—*Youth's Companion.*

The Teaching of Elementary Geometry.

By M. R. TUTTLE.

Great improvements have been made in the teaching of this important subject within recent years. In former years the whole of the first book of Euclid would be gone through with before any original exercises were given. Many would learn the propositions verbatim, so that nearly all of its educational value was lost. With the introduction, at an early stage of their progress, of exercises to be worked by the scholars' own ingenuity, a great improvement was made. Intuition, imagination, conception and reason were more strongly developed. The further great changes that have recently been made are in line with the trend of modern education. The new education demands the practical. It re-enforces reason by appeals to the senses. It is objective before being subjective. What, then, are the recent reforms in geometrical teaching?

Mechanical drawing is introduced at a very early period of the pupils' course, in fact about as soon as he enters school; so, if his geometrical education is thus carried on from the first in connection with drawing and modelling, geometry proper might be commenced in the sixth or seventh grade. This would give a course of two or three years before undertaking deductive geometry in the high school. It would include such exercises as the measurement of angles and areas, by the use of instruments, the arriving at geometrical truths by the inductive method of drawing and modelling, the measurement of heights and distances.

This method would have the advantage of putting his knowledge to a practical use from the very beginning. He would be learning to do by doing from the first. Sometimes a boy of poor reasoning ability is skilful in the use of the powers that call into play the motor activities. These boys, by this method, would be encouraged, and thus led on to the more rigorous demonstrations of later years. Nor should this practical geometry be abandoned in the high school. So important is it that the Mathematical Association of Great Britain, the successors of the Association for the Improvement of Geometrical Teaching, as well as the various works on elementary geometry that have recently appeared, all agree that it should be continued after deductive geometry has been begun. Taught in this manner, geometry is an aid to arithmetic is aided by it, in turn. It is also an invaluable adjunct to manual training.

There is an admirable work on the subject which

has recently appeared, and which was reviewed in a late number of the EDUCATIONAL REVIEW, "Mechanical Drawing," by S. A. Morton, M. A., Halifax, N. S. It might be well to use this work as an introduction to, and in connection with, the texts in geometry at present in use in the schools of the Atlantic provinces. Nevertheless, there are series by the same author which combine both the inductive and deductive elements, either in one book or in two. One of this character would perhaps form a safer guide for teachers who are just entering the profession. Take, for instance, "The Elements of Geometry," by Lachlan and Fletcher, London, Edward Arnold. Would it not be a good plan for our textbook committee of the N. B. Provincial Educational Institute to suggest a good work? At present the subject is on the N. B. course of study, but the scheme needs elaborating. I have no doubt this scheme will have the sympathy and co-operation of the Provincial Normal School. We might ask them to set every year some questions on the subject for the entrance examinations.

A HINT TO TEACHERS.—A little girl sat listening to a poem. Her mother stopped frequently to explain and simplify. After quietly submitting for a time the little one said: "Mother, dear, I could understand so much better if you would please not explain."

Guess the Name of the Poem.

- Guess the name of the poem that tells you the time,
The poem where two are made one,
The poem by which a wide river is crossed,
The poem with which yarn is spun.
The poem whose anvil rings loud 'neath his blows,
The poem that falls from the sky,
The poem that shines where the moon has grown old,
The poem that cannot be dry.
The poem where forests are stripped of their leaves,
The poem that follows the deer,
The poem that sails without captain or crew,
The poem that rings once a year.

The Swallows.

"Gallant and gay in their doublets gray,
All at a flash like the darting of flame,
Chattering Arabic, African, Indian—
Certain of springtime, the swallows came!"

"Doublets of gray silk and surcoats of purple,
And ruffs of russet round each little throat,
Wearing such garb they had crossed the waters,
Mariners sailing with never a boat."

—Edwin Arnold.

Something for a Lazy Afternoon.

It was a hot afternoon in August. The glowing sun sent its scorching rays on the roof and sides of the little white rural schoolhouse which was unprotected by even a tree. In the schoolroom it seemed too hot to breathe, and the nineteen restless pupils, varying in age from five to sixteen, were lounging in their seats. As I tapped the bell for afternoon recess, and as the children filed listlessly past me, I realized that the language lesson on coal which I had planned for the last hour would be an utter failure.

Some interesting work must be given the children, something that would cause them to forget the heat; but when the children had taken their seats my heart sank with despair, for I was myself too tired to originate any instructive occupation.

Suddenly I had an inspiration. One class was studying map drawing by scale. Giving to the three little folks some colored shoe pegs for work in stick laying, I sent the rest of the pupils to the board with their rulers. Who ever saw a child who did not like to draw on a board? I had each child measure off a two foot space, and we called it a meadow. I then asked each to draw a picture of a tree, and we would see if any one could tell what tree was represented. How hard they thought! As I watched the trees grow on the board, some looking as if a west wind had broken them, and others as if they had been struck by lightning, I realized that these country children surely had "eyes that see not." Two of the drawings, one of a maple and one of a pine, were very good. As I asked them to prepare for dismissal, one large girl involuntarily exclaimed, "It isn't time to go home?" As the pupils filed out and were on their way, they watched the trees and made comparisons that would enable them to draw trees more correctly in future.—Adapted from an Exchange.

SPELLING.—Summary, arrival, corridor, efficient, Schenectady, betrayal, conceivable, arraigned, pavilion, lunatic, assimilate, laudanum, Delaware, corroborate, accessible, citadel, excelled, clumsy, luncheon, livelihood, carnival, amateur, rehearsal, umbrella, piteous, cemetery, Manhattan, particle, cocoa, erroneous, legacy, tournament, embezzle, illuminate, irrevocable, courteous, relegated, annoyance, reverence, dropped, inevitable, concede, outrageous, electricians, interference, conferring, counterfeit, yachting, standard, etymology.

Psychology for Teacher and Parent.

MRS. CATHERINE M. CONDON.

Every phenomenon has its meaning; and the scientist notes facts that, by the casual onlooker, would either pass unobserved or be deemed too insignificant for mention. But to the scientist "day unto day uttereth speech, and night unto night showeth knowledge." By the practice of passing nothing by without observation, careful comparison, study of the relation of isolated facts, in regard to time and space and causation, and then by giving those facts their proper place in the body of ascertained truth, the scientist is enabled in this way, and only in this way, by synthesis, to formulate and enunciate a law. No art or science is ever built up but by observation, comparison, judgment and inference. The art and science of education form no exception to this principle; but what a time it has taken to find this out!

Psycho-physiology, which concerns itself with the inter-relations of body and soul, is adding greatly to the knowledge and efficiency of parents and teachers; and that in proportion as they allow themselves to be guided by expert authority into the right track, and put upon their guard against wrong conclusions, and become habituated to a correct method. Add to this the immediate record of an observation with its circumstances of time, place, cause and effect and varying conditions, strict adherence to truth being the key-note; and although the contribution to scientific investigation may be small, it may prove a missing link, for which unavailing search has hitherto been made, or it may be the last iota of evidence that establishes the soundness of theory. Why have we not been more sedulous in our attempts at human culture, and more generous in giving the fruits of our experience to others?

The astronomer has a record, well-nigh continuous, running back for centuries, and, given time for his calculation, he would map out for you the starry heavens for a century to come. A difficult task, indeed, and one of the triumphs of human intellect.

But how much more difficult the task of the educator. The stars fast fixed in necessity pursue their beaten track in the heavens and their mighty revolutions with foreseen and absolute certainty. But man, a free agent, within his limited sphere, and needing in the formative stage constant care and guidance lest he go astray, how seldom, under even favorable conditions, does he receive the searching

observation and study that is bestowed upon his subject by the student of science!

The theory of Locke, that man comes into life a *tabula rasa*, on which you may write what you please, and that no ideas can exist which have not been acquired through the senses, has been for some time discarded by philosophers. It may indeed be questioned whether if Locke had been a father, and had continuously watched the development of his own child, he would ever have formulated such a theory.

More searching investigation brings in with startling force the fact of heredity; the child is a very *palimpsest*, written within and without, scored with lines innumerable, only some infinitesimal few decipherable, by their effects, to the keen eye of scientific research, and to the vision, rendered sharp by parental love which may be looking out for the development of known undesirable hereditary traits, so that by wise dealing they may be nipped in the bud, or their force transmuted.

The influence of heredity is profound for good or evil, according as it is recognized and given right direction, and we cannot ignore it if we would, but, like the rampant, fiery horses in Plato's noble simile, if skilfully managed, it will carry the individual onward and upward. Heredity is a spiritual force, and, while its manifestations must, in the first place, be observed by the senses, that is only half the task, for the nature, scope and limitations of this factor in human development must be spiritually discerned.

What watchfulness, what care, what ingenuity, what virtue, in a word, what wisdom of the heart, as well as the hand, is needed! Where shall we then begin? With the child. When? At birth. How ridiculous this will appear to those unthinking people who say that the child must have attained a certain age (differently stated) before he can become the subject of discipline, before he can be trained to habits of obedience and good behaviour and pleasant manner. It will be wise for all our teachers, in their own interest, in order to secure a happy school life, to take up this study of the child; and there are few so situated as not to have an opportunity of studying the infant in the cradle, and through all the stages of child-life up to school age. Much help may be obtained from those mothers who do not shirk their maternal duties, but "live with their children," and in that sweet and gracious life of service learn much which, if embalmed in

accurate and uninterrupted record, would in years to come stir up memories most precious and be of permanent value. If passed on to the child, when grown up, what a guide it would be, and what a warning, in good time, it might prove against certain tendencies that, if not checked, might prove fatal to character. For the teacher, what a full page in the book of human nature would have been scanned, could she but watch critically the unfolding of even one child from infancy till it had passed through her grade, and what an enlargement of sympathy and spiritual insight.

Psychology, like every other art and science, must begin at the beginning, or as near the beginning as it can. For the ordinary observer that limit is fixed at birth.

As an aid to the beginner, the most complete and scientific account of the manifestation of the soul of the child, and the first glimmering light of the intellect is to be found in the record, kept regularly, at least three times a day, with scarcely any interruption, by Dr. Wilhelm Preyer, Professor of Psychology in the University of Jena.

It was the record of his son, a normal child, without brother or sister, carefully shielded from disturbing influences, and it lasted over three years. All the senses, in their range, their order of unfolding, and their limitation, were observed scientifically and by a man whose candor, love of truth, freedom from bias and generous acknowledgment of the labours of others, is manifest on every page, thus creating confidence in the mind of the reader in the competence and good faith of his guide.

Preyer's *SOUL OF THE CHILD*, in two volumes. I. *The Senses and the Will*, \$1.50; II, *Mental Development in the Child*, \$1.00. D. Appleman & Co., New York.

To measure an angle by a watch, lay two straight edged pieces of paper on the angle, crossing at the apex. Holding them where they overlap, lay them on the face of the watch, with the apex at the centre. Read the angle by the minutes of the dial, each minute being six degrees of arc. It is easy to measure within two or three degrees in this way.

A lady once asked a little girl of five if she had any brothers.

"Yes," said the child, "I have three brothers."

"And how many sisters, my dear?" asked the lady.

"Just one sister, and I'm it," replied the small girl.
—*Little Chronicle*.

Literature in the Whole.

How should literature be studied? It should be studied to get straight to the heart of the author,—his thought and his feeling. Knowledge of historical and classical allusions and definitions of words are necessary to an appreciation of literature; but any chasing down of allusions for the sake of mere knowledge, any seeking out of the origins of words, any study of the life of an author when it sheds no light on the work in hand, is a waste of time; for it distracts the attention from the literature, and never allows the reader to catch the fires of a great creative spirit. So, too, while literature is the best instructor in composition, it should never be called upon to give this lesson until it has first unfolded its great truth to the reader. And there can be nothing more stultifying to a class than forcing these secondary matters to a prominent place in the study of literature, because, forsooth, they are the only things that can be marked and tabulated. How often a child in school is trained to dislike literature because he is made to spend his energy turning the leaves of a dictionary or some handbook, or learning the nauseating drivel to be found in some edited texts! When an instructor arrives at this stage of teaching where little things are seen out of all true proportion, his life has already fled, and soon the life of the class will flicker and die. Every student that makes details of supreme importance is like a near-sighted man studying some noble work of architecture. He may know the beauty of each individual column, the perfection of each pedestal and capital, the graceful lines of each window and door; yet this near-sighted man would have little sense of the strength and harmony of the whole. And there are many students in our classes making a myopic study of literature. Its minutest details are perfectly known; but the great broad significance of its mighty unity is never dreamt of.

The method, then, will be to seek first the truth. If in the search historic or classic references must be known, if new words are hiding the meaning, if figures of speech need explanation, if the biography of the author throws light on his meaning, learn these things. But always remember that they are but incidents; the real thing is the living truth which a great spirit has found and written down for the enlargement of the soul.—*W. F. Webster*, in "*Teaching English in the High School*."

A Habit of Observation.

Agassiz says, "You study nature in the house, and when you go out of doors you cannot find her." If you wish to become observant, irritate your curiosity, become inquisitive. Train it off into the region of the five senses. If people were as curious about the business of their neighbors in the fields and woods, in the household concerns of the birds, and the domestic relations and economies of the bugs, as they are about their neighbors in houses, how fast would our books of original observations be filled up; for it is the same power which, piped off in one direction or the other, makes us busybodies and gossips or observers and naturalists. To the latter end, read such books as open up the physical world; books which introduce, and provoke experiment and examination, rather than those which explain away and describe; settle down to the cultivation of a knowledge of the seemingly unimportant and uninteresting landscape wherein you find the extent of your riches to be; and you will live; and the deeper you delve the greater you will soon agree with Charles Kingsley, "that he is a thoroughly good naturalist who knows his own parish thoroughly."

But, it is not the eye that sees or the ear that hears. Behind the eye and ear must be the seeing and hearing brain, the inquiring mind, taking note of all that passes outside its windows, for such only are the senses. Do you ask, "What shall I look for?" "What shall I observe?" Anything, everything. Examine the colors of dawn and sunset. Cloud colors never got into literature till John Ruskin painted them. See what he says, let him introduce you to the glories of the heavens. Learn to know the birds by their cries and songs, and by their flights and figures. Note the time of their comings and goings, and find out what birds spend the winter with you. Note the putting on of the foliage; every tree has its time and tint in spring and autumn. Find what colors predominate in the flowers in the various seasons and months. Note the colors of autumn, and of families and groups of plants and of ripened fruit. Learn to distinguish plants and seasons by their scents at night. There is a geography of scents of every path and highway you will find, so that you could pick them out if you were blind. Note the works of frost, and snow drifted and stratified and sculptured by the winds of winter.

Saunter down the lonely highway and tarry in the first neglected fence-corner tangle of brambles, weeds and vines, for the remainder of the afternoon. Nothing interesting in our well-known neighborhood! Surely we should be ashamed to say it. All the problems of botany, biology, geology, zoology and evolution lie before me in the fields and woods about my home, inviting my observation, taxing my acuteness and reason. There is material for a novel and original book in every field. What we want is a habit of close observation.

All children are born naturalists, and it is only that training and occupation counteracts or overlays this faculty, that delight in nature is not more universal. The invitation of all nature to the eye is "Come and see." Henry Ward Beecher, in his *Norwood*, pleasantly observes, "Yea, let me abide with the artist in fine scenery or stroll with some learned professor, who shall name familiar flowers, and let me know what bug it was that bit me, and what bird sung to me." Let us glean at least a few treasures from this store-house of a world, when the terms are so pleasant and easy.—*Er.*

Lines in Season.

There is no unbelief;
Whoever plants a seed beneath the sod
And waits to see it push away the clod,
He trusts in God.

Whoever says when clouds are in the sky,
Be patient, heart, light breaketh by-and-by,
Trusts the Most High.
Whoever sees, 'neath field of winter snow,
The silent harvest of the future grow,
God's power must know.

—*Bulwer Lytton.*

Let me go where'er I will
I hear a sky-born music still;
It is not only in the rose,
It is not only in the bird,
Not only where the rainbow glows,
Nor in the songs of woman heard,
But in the darkest, meanest things,
There always, always something sings.

—*Emerson.*

Still o'er the earth hastes Opportunity,
Seeking the hardy soul that seeks for her.
Swift willed is thrice-willed; late means never more;
Impatient is her foot, nor turns again.

—*Lowell.*

Weakness never need be falseness; truth is truth in each
degree
Thundered-pealed by God to nature, whispered by my soul
to me.

—*Robert Browning.*

Acadia University Closing.

The past year at this institution, which closed June 6th, has had in it several things which will help to distinguish it from previous and subsequent years.

What is known as the second forward movement has just been successfully completed. The first forward movement secured sixty thousand dollars from the constituency, an amount which was supplemented by fifteen thousand from Mr. Rockefeller. When even this was first undertaken there were those who were emphatic in declaring the task to be an impossible one. The realization of this aim did not make possible, however, any appreciable advance for the schools. The mere payment of debts, without expansion in necessary directions, is retrogression. Hence the governing board felt the weight of responsibility which was upon them, when, at the completion of the first movement, President Trotter came forward with his resignation. And it was just the depth of this concern, evinced by the readiness of the governors generously to employ their own means to assist in the exigency, that induced the president to withdraw his resignation and give himself vigorously to a second forward movement far greater than its predecessor. The ensuing communications and interviews of Dr. Trotter with Mr. Rockefeller, through Mr. Rockefeller's secretary, issued in that wealthy gentleman pledging himself to pay into Acadia's treasury a dollar for every dollar obtained from the friends of the university, even up to one hundred thousand dollars. Thereupon began a resolute and energetic effort to raise nothing short of this large sum, an effort which has been so wisely and zealously prosecuted that announcement of its full success was made a few months ago. The rounding out of this enterprise is an evidence, not only of the skill of Dr. Trotter in such an undertaking, but of the love which possesses the Baptist people of these provinces for their schools at Wolfville, and of the large things that may be achieved where such love exists.

Within the year, also, and as another fruit of the president's energy, Mr. Carnegie has made an unconditional gift to the college of thirty thousand dollars, the whole amount to be used for a well-equipped science building. This building, it is expected, will be erected some time next year. There has thus been obtained for Acadia during the nine years of Dr. Trotter's incumbency upwards of three hundred thousand dollars toward a required enlargement.

But while the year gone will be remembered for its financial success, it will also be remembered as the one in which Dr. Trotter's official connection with the schools came to an end. Impaired health has made it necessary for him to give up this educational work for what is more congenial to him

and less taxing. The appointment of his successor is now under careful consideration; and it is hoped on all sides, whether the appointment be delayed or soon made, that the one chosen may suitably follow up what has lately been done so well.

The year will also be marked as the one in which Dr. Keirstead's absence was first felt, and the one in which Professor R. P. Gray first occupied the chair of English language and literature. The former gentleman so long wrought in Acadia's halls of learning, and with such signal ability, and filled so large a place in the religious and educational life of our "provinces by the sea," that he has been greatly missed by his co-workers and friends during his first year as professor at McMaster University, Toronto. But he is not lost to us, however, since good work done anywhere reaches everywhere. Professor Gray, who stepped into the place made vacant by Dr. Keirstead, has enjoyed the best advantages for study in American and English universities, and has had several years of experience as teacher and lecturer at the University of Rochester, N. Y. He has rendered such a good year of service at Acadia, both in the classroom and in the various relations of college life, as gives excellent promise for the department he represents.

On the 6th of June last Acadia College gave the degree of bachelor of science for the first time. There was effected not long since such an affiliation with McGill University as enables Acadia's B. Sc. men to enter the third year of the faculty of applied science at McGill. The recent readjustment of courses at Acadia, and the new relation thereby brought about with the large technical schools, is exactly in accordance with the requirements of our day, and expressive of the purpose of Acadia's governing board to keep abreast, as far as may be, with the appropriate exactions of our times.

The Baccalaureate sermon at the June closing was preached by Dr. Joseph McLeod, of Fredericton, who delivered a strong and timely address.

There was special fitness in having Dr. McLeod, who has long been a leader among the Free Baptists of New Brunswick, perform that service at that particular time, since union of the Baptists and Free Baptists of New Brunswick was consummated but a few months ago.

New Brunswick visitors noted the creditable place taken by students from their province in the list of those who just graduated from Acadia College. Frederick S. Porter, of Fredericton, carried off the Nothard and Lowe gold medal for the highest average in all subjects of the sophomore, junior and senior years; Raymond P. Colpitts, of Forest Glen, took rank next to Mr. Porter, and received the Governor-General's silver medal; while Wm. H. Coleman, of Moncton, won the Kerr Boyce Tupper gold medal for oratory. Joseph E. Howe, of Hillsdale, was the best all-round athlete in the insti-

tution, and withal was a first-class student in every department, graduating with honors in history and political economy.

Nineteen in all received the B. A. degree; two the B. Sc. degree; and three the M. A. degree in course. The honorary degree of D. D. was conferred upon Rev. George Sale, of Atlanta, Georgia, and of M. A. upon Rev. B. H. Nobles, of Sackville, N. B. Special exercises were held on anniversary day to mark the retirement of Dr. Trotter. An address to him was read by Mr. I. B. Oakes on behalf of the governors, this being accompanied by a purse of one thousand dollars. Dr. R. V. Jones read another address on behalf of the faculty. The graduating class presented the college with a fine portrait of the retiring leader. To all this Dr. Trotter made tender and fitting reply, thus closing his memorable administration.

It may be added that Horton Academy and Acadia Seminary, the school for boys and the school for girls, have both had a good year, the former having a registration of 100, and the latter 216. It is with abundant confidence in the institutions at Wolfville, Nova Scotia, that those entrusted with their guidance can appeal for an ever-growing number of young men and young women to turn their steps thither and avail themselves of the choice educational advantages there afforded.

King's College Encœnia. A. C. C.

The King's College Encœnia this year went off with no very special adventures. Dr. Hannah handed in his expected resignation, having come to the conclusion that (unless Church people are willing to contribute enough to put the college in line with the other institutions of the kind—which apparently they are not) there is no possible future for old King's, except to federate with Dalhousie to form a larger university for arts and science, and to use her venerable building in Windsor for a divinity college. At the annual meeting of governors, a motion with this end in view was proposed by Mr. Cotton, of P. E. Island, and seconded by the president; the opposition was such that it was modified to leave out all reference to federation, and to confine the proposal to making King's merely a divinity college. Even so, however, it was lost by 12 votes to 10.

At a meeting of the governors held in Halifax on 5th July, it was decided to re-appoint all the professors for one year, leaving the question of a new president to a committee. The future of King's College is thus still in the balance, and it is greatly to be hoped that her supporters will speedily decide either to add at least \$100,000 to her endowments or will come to the conclusion that ten colleges granting degrees are too many for three little provinces with a combined population of well under a million, and that the plan of the Presbyterians in seeking to build up a strong central university and maintaining a really fine divinity college for their own body is one that has been markedly justified by its success. *

Teachers' Institutes.

Considering the great preponderance in numbers of rural teachers, their lack of influence in educational institutes may, at first glance, seem strange, but if a little consideration be given the matter, a reason will not be difficult to discover.

Tenure of office being shorter in the country than in the city, a teacher may be engaged for a term or two, without getting acquainted with her co-laborer in the adjoining district, and she comes to the institute without even having talked the programme over with her next-door neighbor. The town teachers if they are not intimately acquainted, at least know one another by reputation, and when any question comes up relating to their own particular work, it has previously received some consideration, and some line of policy has been outlined, and when nominations for office are made, there is some cohesion among them as to those who would best represent their interests, while the country teachers who could outvote them by a very large majority do not even nominate those engaged in the same work. We do not for one moment insinuate that any intentional advantage has ever been taken of this inactivity on the part of the rural teachers, and must also acknowledge that country teachers are very backward about taking part in the work of institutes when requested to do so. They discuss very intelligently the drawbacks of ungraded work, suggest topics bearing upon the same, but take no action to bring them before Teachers' Institutes.

In the *Delineator* for August Clara E. Laughlin tells the story of the life of Rembrandt, whose pictures are held invaluable in the world's best collections of art, and Gustav Kobbé writes of the famous civil war song of the south, "Dixie," and its composer, Dan Emmet, the old minstrel. In the Campaign for Safe Foods, Mrs. Abel contributes a chapter on "The Market Inspector and the Buyer," which concludes this series of notable articles. There are numerous articles devoted to the interests of the home;—The Kitchen, House Furnishing, Needlework and Dressmaking; and the children's pages include a variety of features having for their purpose the entertainment of young folks.

THE July number of *Acadiensis* has articles on Jonathan Eddy and Grand Manan, The Union of the Maritime Provinces, The History of Tracadie, Halifax in Books, with other articles of interest. D. R. Jack, publisher, St. John, N. B.

Recitations for the Youngest Children.

Six and nine had a falling out;
I can't say what it was all about.
One was angry, and said, "Oh, fie,
You know you are worth three less than I."
The other cried, with a pout and frown,
"You're nothing but six turned upside down!"

—H. R. Hudson.

For a little girl five years old.—

I'm one and one, and one and two,
That is my age all told;
And if I live as long again,
I shall be twice as old.

How do birds first learn to sing?—

From the whistling wind so fleet,
From the waving of the wheat,
From the rustling of the leaves,
From the raindrop on the eaves,
From the children's laughter sweet,
From the plash when brooklets meet.

—Mary Mapes Dodge.

Good night!
Sleep tight!
Wake up bright
In the morning light
To do what's right
With all your might!

Play you are a little farmer.
Cut the hay.
Rake it.
Put it in your cart.
Haul it to the barn.

Exercise for Tired Children.—

I put my right foot in,
I put my right foot out,
I give my right foot a shake, shake, shake,
And turn my body around.

I put my left foot in,
I put my left foot out,
I give my left foot a shake, shake, shake,
And turn my body around.

I put my right hand up,
I put my right hand down,
I give my right hand a shake, shake, shake,
And turn my body around.

I put my left hand up,
I put my left hand down,
I give my left hand a shake, shake, shake,
And turn my body around.

I lean my head back,
I lean my head front,
I give my head a shake, shake, shake,
And turn my body around.

—Selected.

Parts of the Body

VIRGINIA PUTNAM.

Touch the eyes.—

Wink and Blink are my two eyes,
Kind friends they are to me;
For all the pleasant things on earth
With Wink and Blink I see.

Touch the ears.—

Hark and Listen are my ears,
I hold them very dear;
For music and the songs of birds
With these good friends I hear.

Touch the nose.—

Sniff is my funny little nose,
I like it very well;
For sweet perfumes and fragrant flowers
With little Sniff I smell.

Touch the cheeks and chin.—

Dot and Dent are my two cheeks,
And Dimple is my chin;
They get so full of laugh, sometimes,
It's hard to keep it in.

Touch the lips.—

Rose and Ruby are my lips,
They were made to smile, not pout;
They were made to keep the cross words in,
And to let the kind words out.

Place hand upon the head.—

Thinker is my little head,
In it I store away,
For fear that I may lose them,
My lessons every day.

Clap hands softly.—

Clasp and Clap are my two hands,
So many things they do,
It would be very hard, I think,
To name them all to you.

Place hand on the heart.—

Pitty-pat is my little heart,
It beats on my left side;
I try to keep it full of love,
And free from hate and pride.

Point to the feet.—

Hop and Skip are my two feet,
With them I walk and run,
They're always ready to start off
When errands must be done.

Point upward.—

To God, our Heavenly Father,
Who gave them all to me,
Since all these useful friends are mine,
How grateful I should be.

—Selected.

Closing Hymn.

Air—"Now the Day is Over."
 Now our work is over,
 Over is our play,
 Heavenly Father keep us
 On our homeward way.
 Make us kind and gentle,
 Loving, pure, and true,
 Be Thou ever with us
 In whate'er we do.

—*Kindergarten Review.*

There is a Quaker, I understand,
 Who, for three sons, laid off his land,
 And made three circles nicely meet
 So as to bound an acre neat.
 Now, in the centre of that acre
 Is found the dwelling of that Quaker;
 In centre of the circles round
 A dwelling for each son is found.
 Now can you tell by skill or art
 How many rods they are apart?

Jimmy: "A man had two eggs for breakfast every morning. He never stole them; he never bought them; he never had them given him, and he never kept hens. How did he get them?"

Jemmy: "Give it up."

Jimmy: "He kept ducks."—*Woman's Home Companion.*

The Streets of Paris, May 1st.

Extracts From a Letter By Mary Johnstone.

Everybody has been looking forward with mingled feelings to May 1st this year. A general strike among the workpeople, sufficiently far reaching in its results to amount to a revolution has been anticipated. The authorities of Paris with the double purpose of preserving the peace, and intimidating the strikers called into requisition 60,000 soldiers to supplement the regular garrisons.

I went out about 8 a. m., expecting at least to see all shops closed, and the streets filled with people. To my surprise, and I may add, also to my disappointment I found quite the contrary. Many shops even the largest, namely, the Bon Marche and Magasin du Louvre open, but absolutely tranquil and almost deserted, on the streets fewer people than usual, here and there a soldier or a group of soldiers, how could one escape them when there are more than 70,000 within the walls. Not only were there few people to be seen walking or loitering about, but hardly a conveyance. Looking closely at the tramways and omnibuses I found they were practically empty. The same state of things existed up to the late afternoon, when some few people having heard

of nothing startling having taken place ventured forth on foot. As some one remarked next day, Paris had assumed the aspect of an old time New England town on Sunday. Those whom one did encounter carried a visage not Parisian. I am speaking now of the general condition and aspect. There were exceptions.

Anyone entirely ignorant of passing events walking, say in the Tuileries gardens or the Luxembourg gardens on the 30th of April and May 1st must have felt without observing, that there was "something up." Where were the usual tourists, with their faithful "Baedeker's?" Where the loiterers making merry at their expense? Where the merry children with their balls, their tops, their skipping ropes? Where the groups of "Noonahs" enjoying their daily gossip while plying their needles industriously? I could not have believed either of these places could be so deserted in broad daylight. True it rained heavily a couple of times during the day, but from 3 p. m. until sunset it was superb. I went about in the different quarters of the city up to 7 p. m., and directly after dinner sallied forth again. Never on the boulevards have I seen such a small pretence to a crowd. Cafe after cafe we passed with empty, deserted tables outside, a most unusual thing even in severe weather, and no more persons within than one could count on his fingers. On my way to the Hotel de Ville I made a tour of Notre Dame, and stumbled upon the morgue in my wanderings. Everything was as still and silent as death itself. Ordinarily in such an evening prowling at this one cannot go a hundred yards without seeing or hearing someone or something amusing and interesting. I crossed the Seine by the Pont Austerlitz near the Jardin des Plantes and remarked at the time that truly Jean Valjean escaping from Javert could not have found that vicinity more deserted. At 9.30 I stood in front of the Hotel de Ville, and it is a literal fact that for more than five minutes not one person crossed "the Place." Yet even as we stood there in the moonlight, in spite of the tranquillity, there was that in the general aspect, that very absence of demonstration which made us remember that within the court and cellars of that very Hotel de Ville at that very moment were stationed upwards of 1,000 soldiers.

Now this very desertion of the streets and cafes was full of significance. One half the people stayed at home because they feared what might occur if they ventured forth, and the other half, the "might have been" disturbers of the peace were intimidated by the troops stationed in every conceivable place,

TEACHERS' MANUAL

HINTS ON HOW TO TEACH THE

New Canadian Geography

Part I. is a discussion of the general method to be pursued in teaching geography.

Part II. takes the lessons of the New Canadian Geography, lesson by lesson, and shows how each is to be taught. Under each lesson is added much additional information.

The teacher will find this manual will enable him to make the necessary preparation, in a few minutes, for teaching a given lesson, which would otherwise require hours of patient labor as well as access to a library of reference books.

Price 50 Cents

Special Price: To teachers using the New Canadian Geography a copy of the Teachers' Manual, for their own use only, will be sent free on receipt of **Ten Cents** to cover cost of mailing and postage.

W. J. GAGE & CO., Limited,
Publishers, Toronto

even the court yards of private dwellings and business houses.

The day did not pass however without incident. It was necessary for the military to disperse the crowd three separate times, and upwards of six hundred arrests were made. When one remembers that on any patriotic fete the arrests amount into the hundreds, this number is not appalling.

Just at the setting of the sun as I made my way from the Luxembourg gardens to St. Germain des Pres, a sight that I shall not soon forget arrested me. It was at Place St. Sulpice. The troopers of the Garde Republicaine stationed in the Mairie close by had just led out their horses for their evening drink; the whole basin of the fountain was surrounded with men and horses; everything was quiet and peaceful almost a solemn hush, and the last rays of the setting sun were caught by the bright steel helmets of the troopers. The setting, the imposing facade of St. Sulpice in the back-ground and the convent with its garden walls on the side, made an indelible impression on my memory. I drew near to the basin and observed the figures in the picture in detail, and could not but be touched by the perfect understanding between each trooper and his horse. Each spoke

to his animal as to a friend and the horse made up in intelligence of expression for its lack of language to reply.

CURRENT EVENTS.

Stromboli is again in active eruption.

The fourteen conferences of the Inter-Parliamentary Union is now in session in London. All the parliaments of Europe are represented. The representatives of the Russian douma, however, were obliged to withdraw in consequence of the dissolution of that body.

The enlargement of the Kiel Canal is made necessary by the increasing size of war ships. Its bed will be widened from sixty to one hundred and thirty feet, and its surface width will be increased to three hundred and fifty feet.

After a few weeks of open war, and several sharp engagements, a treaty of peace has been concluded between Guatemala and Salvador. Honduras is also a party to the treaty, which provides that future differences be referred to arbitration.

Five thousand miles of new railway will be laid this year in the Canadian West. A bridge which the Canadian Pacific will build across the Pelly River, near Lethbridge, Alberta, will be over a mile long and three hundred feet above the water level.

Opens
Sept. 1st

ST. JOHN EXHIBITION

Closes
Sept. 8th

The Best Fair in Eastern Canada

The Educational Features embrace SCHOOL WORK, a Complete Manual Training Exhibit, with Bench Work by pupils of the McDonald School, Kingston, N. B. and a Department of Woman's Work, Domestic Science and Art.

The Amusements *and* Attractions are the Biggest Ever Shown in Canada

HERE ARE SOME OF THEM:

A
MOTOR
BOAT SHOW
WORTH
THE
SEEING

Barlow's Trick Elephants from the New York Hippodrome
Wormwood's Monkey Theatre, direct from Europe
Montague's Cuckatoo Circus — the Feature at Atlantic City
Dida — the Creation of a Beautiful Woman out of Nothing
America's Leading Ladies' Band — Concerts Twice a Day
"The Pike" — Amusement Row, with a Laugh at Every Turn
Hellman — the Mystical Man of Magic
Grand Display of Fireworks, concluding with "Siege of Gibraltar"

2
AMUSEMENT
HALLS
WITH
LATEST
NOVELTIES

The First Fair on Earth to Demonstrate Wireless Telegraphy in Actual Operation

\$13,000.00 IN PRIZES

LOWEST RAILWAY RATES EVER OFFERED

ENTRIES CLOSE AUG. 20

For Entry Forms or any information address C. J. MILLIGAN, Gen. Manager, P. O. Box 411, St. John, N. B.

The new King and Queen of Norway have been crowned at Trondhjem, an ancient capital.

It is stated that the number of homicides per million inhabitants in Canada is three; in England, ten; in France, fourteen; and in the United States, one hundred and twenty-nine.

Native and foreign scholars are now at work in Shanghai preparing three new Chinese versions of the Bible. One is in the high classical language of the country, another in the low classical, and the third in the colloquial tongue which is used by three-fourths of the people.

A man who has recently died in England is believed to have been the last survivor of the wreck of the troopship "Birkenhead," the loss of which on the coast of Africa has given us one of the most striking stories of the discipline of British troops. The "Birkenhead" was originally a merchant vessel, and was built at St. Andrews, N. B.

Two cruisers will be used this year to maintain the authority of Canada and Great Britain in the Far North. One is to patrol the waters of Hudson Bay; the other to visit Baffin Bay, Lancaster Sound and Smith Channel. The headquarters of the mounted police for the Hudson Bay district will be transferred from Fullerton to Fort Churchill.

The Pan-American Congress now in session at Rio de Janeiro, Brazil, is not receiving a very hearty support from some of the Spanish-American republics. Mutual jealousies, and fear of the influences of the greater republics, makes them somewhat distrustful of its results.

The Russian Emperor has dissolved the parliament and appealed to the people, calling a new parliament to assemble in March. The chief question at issue is the expropriation of lands for peasants. In the meantime, the government has proclaimed a very liberal land policy, which it hopes will be supported by a new parliament, elected under a more extended franchise. But certain members of the dissolved parliament, some of whom met hastily in Finland after the dissolution, have issued a revolutionary manifesto, calling upon their supporters to refuse to supply money and troops to the government, and not to recognize any loans to the government made without consent of parliament. Bloodshed is to be feared as the result of this appeal; for the parliament just closed had already begun to regard itself as the real governing power, and the small group of late representatives who assume the right to speak in its name may find followers enough, in the disturbed state of the country, to bring about an armed uprising.

The Provincial Educational Association of Nova Scotia

WILL MEET AT THE

HALIFAX ACADEMY, HALIFAX,
September 25th, 26th, 27th.

There will be three morning sessions and one or two evening sessions. Much time will be devoted to

Discussion on the Adjustments of the Course of Study Demanded by Modern Conditions.

THE HIGH SCHOOL COURSE will receive special attention in discussing the Report of the Committee on High Schools and Colleges.

There will be no afternoon sessions, so that members may be free to study the Natural History and Industrial Products of the Dominion at the Dominion Exhibition, which will be open at that time.

A. MCKAY, SECRETARY.

It is said that Germany and Austria will send armies to the help of the Russian government in case of an uprising in Poland.

A new wireless method of transmitting power has been perfected by which a crewless boat can be steered from the shore, and its speed increased or slackened at will.

The attempt to murder the new King of Spain on his wedding day, which came so near being successful, is found to have been the result of an anarchist plot.

More discoveries of valuable minerals have been made in the Cobalt region, which is now recognized as one of the richest mining districts in Canada. Cobalt ore, which was formerly shipped to the United States for treatment, will be refined in Canada.

A year has passed since Peary sailed from North Sydney to find his way to the North Pole, and no word from him has been received. News of his success is expected in September, at the latest, if he has been successful. In the meantime, Wellman, another United States explorer, is preparing to start from the north of Europe with an air ship and motor sledges, hoping to reach the North Pole in a flight of three or four days from Spitzbergen. There are two other Arctic expeditions out with other objects, that of Harrison, an English geographer, who left Mackenzie river a year ago to winter in Banks Land and explore Beaufort Sea, and that of Mikkelson and Liffingwell, which left British Columbia in May last to discover new Arctic lands. In addition to these, a Danish expedition is about leaving Copenhagen to explore the northeast coast of Greenland and try to reach the Pole.

SCHOOL AND COLLEGE.

Rev. C. J. Boulden, M. A., Trinity College, Cambridge, the head master of St. Alban's school, Brockville, Ont.,

has been appointed to the presidency of King's College, Windsor. The appointment is regarded as a very strong one.

Mr. J. S. Lord, recently principal of the superior school, Fairville, N. B., has been appointed on the staff of the St. John schools. He has been succeeded by Mr. W. C. R. Anderson, B. A., a recent graduate of the University of New Brunswick.

Mr. G. H. Adair has been re-appointed principal of the Hopewell Hill, Albert County, superior school, with an increase of salary.

The following Nova Scotia students received the master of arts degree at Yale University in June: Joseph Austen Bancroft, Acadiaville; Earl G. Bill, Wolfville (Deforest scholarship and prize of \$400); Theodore H. Boggs, Wolfville (Scott-Hurtt fellowship); Roland G. D. Richardson, Lawrencetown; Arthur Taylor, Kentville.

At the annual school meeting of the ratepayers of Port Elgin, N. B., the compulsory education law was adopted by a unanimous vote.

Sir William C. Macdonald has handed over to the Board of Governors of McGill University the school of agriculture and teachers' training college now being built at St. Anne de Bellevue, near Montreal. The cost of the building, which is expected to be open for students early next year, will be over a million dollars, and there is an endowment of two millions for maintenance.

Mr. C. J. Callahan has resigned the principalship of the St. George, N. B., superior school, and will enter on the study of law.

Mr. Wm. Whitney, late of Milltown, N. B., who has been doing post-graduate work in Columbia University, N. Y., during the past year, has accepted a position in the manual training department in the new school at Fairhaven, Mass., lately founded by H. H. Rogers, the American millionaire.

Mr. Wm. Clawson, a former U. N. B. professor, has been awarded a scholarship at Harvard for the fine work he has done there this year.—*Gleaner*.

AN OPPORTUNITY **Netherwood,**

The Rothesay School for Girls.

SCHOOL TEACHERS, PROFESSIONAL MEN, can use their spare time to good advantage by representing our various INSURANCE interests.

MARINE, FIRE, ACCIDENT, HEALTH, AUTOMOBILE, HORSE, LIVE STOCK, YACHTS, BOILER, PLATE GLASS, GASOLINE and STEAM LAUNCHES, DAMAGE TO PERSONAL PROPERTY, etc.

LIBERAL COMMISSIONS ALLOWED in districts where we are not yet represented. Our low rates make canvassing easy. Send post card for full particulars.

WM. THOMSON & CO.
ST. JOHN, N. B. HALIFAX, N. S.

College Preparatory, Music, Art, Physical Culture.

Specialists in each department of instruction. Home School with careful supervision. Large Campus for Outdoor Sports.

For Calendar, address

MISS ETHELWYN R. PITCHER, B.A.
Or MISS SUSAN B. GANONG, B.S.,
Principals

Alexander Muir, the author of "The Maple Leaf," and principal of Gladstone Avenue school, Toronto, died suddenly at his home in that city as he was preparing to retire, after his usual day in school. He was seventy-two years of age.

Mr. H. Burton Logie, B. A., and J. Roy Fullerton, B. A., have resigned their positions in the Chatham, N. B., grammar school to pursue post-graduate work. They were presented with testimonials by the pupils, by whom they are held in high esteem.

Mr. Horace L. Brittain, who has efficiently conducted the Salisbury, N. B., superior school during the last term, has resigned.

Dr. Soloan, in his remarks at the closing of the N. S. Normal School, June 28th, said that the year has been most successful. There had been during the year about 160 students in attendance: five in the A class, 80 in the B class, 40 in the C class, and 26 in the D class. Of these, almost all were now qualified teachers.

Dr. J. B. Hall, of the normal school staff, will take a trip to the motherland during the summer vacation. He will take up some post-graduate work at one of the colleges of the University of Oxford. We wish the ever-genial Doctor a very pleasant summer's study.—*Truro News*.

Recent Books.

THE CHURCH IN FRANCE. By John E. C. Bodley. Cloth. Pages 182. Price, 3s. 6d. Archibald Constable & Co., London.

The book contains two lectures on the Church in France, delivered at the Royal Institution, London. Their interest is heightened by the recent revolution that has taken place in the ecclesiastical system in France. The book will be a great help to those who may wish to study past and existing conditions in the history of the church in France.

ELEMENTS OF POLITICAL SCIENCE. By Stephen Leacock, B. A., Ph. D., Associate Professor of Political Science, McGill University, Montreal. Cloth. Pages 417. Price, \$1.75. Houghton, Mifflin & Co., Boston.

The great value of this work is the authoritative and methodical manner in which the whole subject is treated. The book is divided into three parts—Part I treating of

the nature of the state, Part II of the structure of government, Part III of the province of government. Under these heads the author gives a vast array of facts on systems of government and social conditions that have existed and are now existing, coupled with judicious criticisms and conclusions.

SYSTEMATIC INORGANIC CHEMISTRY. By R. M. Caven, D. Sc. (London), and G. D. Lander, D. Sc. (St. Andrews and London). Cloth. Pages 374. Price, 6s. Blackie & Son, London.

This is a book for advanced students, written from the standpoint of the Periodic Law. The elementary parts of the subject are either omitted or recapitulated, in order to give greater prominence to those intended for students reading for their final degree or other advanced examinations.

FIRST STEPS IN MENTAL GROWTH. By David R. Major, Ph. D., Professor of Education in the Ohio State University. Cloth. Pages 360. Price, \$1.25. The Macmillan Company of Canada, Toronto.

The studies in this book are based upon constant observations and experiments made upon a child during the first three years of his life, and the author's interpretation of them. The records present a suggestive series to those interested in the psychology of infancy.

Arthur Hassall's Brief Survey of European History, cloth, pages about 400, price 4s. 6d., presents a historical sketch from the coronation of Charles the Great to the present day. Only the great events are emphasized, special attention being given to the causes and results of the great movements in history. It is provided with a good index and with maps. Blackie & Son, London.

Blackie's Model Arithmetic, Number Six, price 4d., contains a varied and abundant array of problems for solution. Blackie & Son, London.

Rev. S. Claude Tickell's exposition of Latin Syntax is a concise tabular summary of the rules and examples governing Latin prose composition, arranged in a series of formulæ; price 1s. 6d. O. Newmann & Co., London.

Gaston Boissier's Tacitus and Other Roman Studies is a critical and scholarly series of essays on the pre-eminent place in historical literature occupied by the great Roman. Cloth. Price 6s. Archibald Constable & Co., London.

MAPS, GLOBES AND SCHOOL SUPPLIES

Our New Catalogue may be had for the
Asking

We now have the ENTIRELY NEW EDITION of the
HOWARD VINCENT

MAP OF THE BRITISH EMPIRE.

Send for small fac-simile reproduction of same.

KINDERGARTEN MATERIAL Send for Special
Catalogue.

THE STEINBERGER, HENDRY CO.,
37 RICHMOND STREET, WEST. - - TORONTO, ONT.

Our English Towns and Villages, price 1s. 6d., Ben Jonson's London, Historical and Descriptive, price 1s. 6d., Blackie's Model Reader, Book -IV, price 1s. 4d., all in cloth and profusely illustrated, are interesting in contents, and can be used for supplementary reading. Blackie & Son, London.

Child Life in Our Schools, by Miss Mabel A. Brown, cloth, price 3s. 6d., is an interesting contribution from an English point of view, of the first steps in a child's education. It emphasizes the importance of nature-study, geography, school gardens and other means of directing the self-activity of children. It is finely illustrated, and its schemes of work for primary schools are very suggestive to teachers. Geo. Philip & Son, London.

A fine selection of reading matter for young people is to be found in Blackie's Story-book Readers, attractively presented in good type and illustrated, consisting of about 100 pages each, price fourpence a volume, and all selections from good authors. Among them are the following: Saxon and Norman, from Scott's "Ivanhoe;" In the Days of Nelson, from Winder's "With the Sea Kings;" On the Welsh Marches, from Scott's "The Betrothed;" Charlie Marryat, from G. A. Henty's "With Clive in India;" The Loss of the "Agra," from Charles Read's "Hard Cash;" Martin Rattler, abridged from R. M. Ballantyne's story. Blackie & Son, London. From the same publisher there is a smaller series for younger children, presented in the same attractive binding (red) and good type, price 2d. and 2½d. each, suitable for grades one and two. These are stories adapted from such authors for children as Geraldine Mockler, A. R. Hope and others. Teachers that are on the lookout for literature for the youngest children should consult these books.

Readers of French will find in The History of Aladdin and his Marvellous Lamp, price 1s. 6d., with notes and vocabulary, a story that is sure to interest old or young. Le Livre des Jeux, a book of twelve French games for English children, price 1s., well illustrates the interesting methods adopted of late years in the teaching of French to young people. The games are bright and lively, and will be entered upon with zest by children who are possessed with a little knowledge of French. Blackie & Son, London.

Winbolt's Latin Hexameter is a little book, price 2s., containing rules for hexameter writing, sufficient to cover a course of two years in Latin. It is convenient in form, and will prove serviceable to the student of Latin verse. From the same editor we have books V, VII, VIII, IX of Virgil's Aeneid, price 6d. each, without notes or vocabulary,—good text-books, and at a low price. Blackie & Son, London.

In Blackie's English School Texts, edited by W. H. D. Rouse, Litt. D., we have Holinshed's England in the 16th Century and Izaak Walton's Complete Angler, price 6d. each, well known classics, in a low-priced and convenient form. Blackie & Son, London.

A phonetic transcription of Black's La Première Année de Français, presents some difficulties, on first sight, to the ordinary reader on account of its somewhat cabalistic characters. Its promise—to ease the way to French pronunciation—does not seem hopeful. Adam and Charles Black, London.

Recent Magazines.

Leading articles in recent numbers of Littell's *Living Age* are Russia at the Parting of the Ways, which draws a vivid picture of the disturbed conditions through which Russia is now passing; an appreciation of John Stuart Mill, by John Morley; an Incursion into Diplomacy, by Sir Arthur Conan Doyle, an extremely interesting account of the work which he undertook to clear the name of British soldiers from accusations of cruelty during the Boer war.

The July *Canadian Magazine* has an extensive range of articles, which carries the reader to the Antarctic, to New Zealand, to the Alps and into the Rockies. Mr. McCready continues his excellent reminiscences of the first Federal Parliament at Ottawa, describing a duel between Messrs. Howe and Tupper. Judge Savary has an interesting paper on the Acadians, and among the short stories is one from the pen of the late Dr. George Stewart.

The *Atlantic Monthly* for July has a varied and interesting table of contents, including essays, poetry, stories, suitable for the season, that will be appreciated by summer readers.

Just Now  **Is Always the Best Time**

For entering the College. We have no summer vacations. Our cool summers make vacations unnecessary.

We want 100 well educated young men to learn shorthand. All over Canada and the United States there is a demand for Male Stenographers that cannot be supplied, and there is nothing like shorthand for getting promotion and big pay.

Send to us for booklet, "The Male Stenographer in demand." Catalogues containing terms, etc., to any address.

S. KERR & SONS,
St. John, N. B.

Everything that is right in Stationery.

BARNES & CO., ST. JOHN, N. B.

Quick Returns

"In five months I saved the total cost of my training at the Maritime. It was a good investment for me. Why I taught so long in a country school surprises me."

Our New Term Opens Sept. 4, 1906

KAULBACH & SCHURMAN,
Chartered Accountants,

MARITIME BUSINESS COLLEGE
HALIFAX, N. S.

50 YEARS' EXPERIENCE
PATENTS
TRADE MARKS
DESIGNS
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

Scientific American.

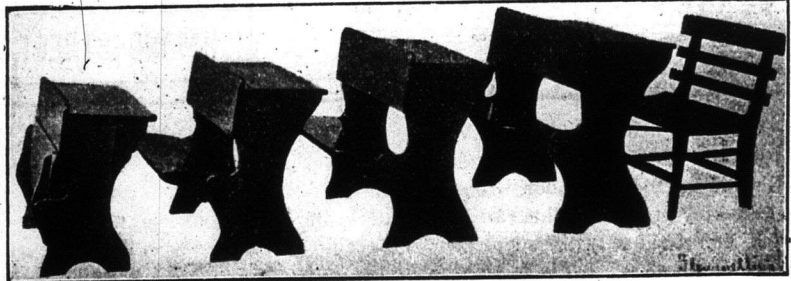
A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers.
MUNN & Co., 361 Broadway, New York
Branch Office, 625 F St., Washington, D. C.

SLATE BLACKBOARDS.

CHALK CRAYONS, SCHOOL SLATES,
SLATE PENCILS, LEAD PENCILS,
SCHOLARS' COMPANIONS.

W. H. THORNE & CO., Limited

HARDWARE MERCHANTS,
Market Square, SAINT JOHN, N. B.



SCHOOL DESKS, S. B. LORDLY CO., St. John, N. B.

The Standard of the World



IN the manufacture of School Furniture we are many laps ahead of our competitors. For durability, honesty of construction, and superior points of merit, our goods **EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE**

Our New Patent "Ball Bearing" School Desks, and all others. They are absolutely the **ONLY** School Desks ever made having a **Permanently Noiseless Ball Bearing Seat Hinge.**

This device is **NOT** an experiment, but has been thoroughly tested, and its practicability proved.

Our Combination "Ball Bearing" Adjustable-School Desk is the **greatest success ever achieved in School Desk construction.**

The time has passed when students must adjust themselves to fit the desks. Health and comfort demand that the desks should adjust themselves to fit the students.

Write for Catalogue.

That is why our Adjustable Desk should be in every school room in the land.

Canadian Office and School Furniture Co., Ltd.
PRESTON, ONTARIO, CANADA.