

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIV. No. 12.

ST. JOHN, N. B., MAY, 1901.

WHOLE NUMBER, 168.

Just Published.

**BULLETIN OF**

**NATURE  
LESSONS,**

PRICE  
25 CENTS.

**A**UTHORIZED by the BOARD OF  
EDUCATION for use as an Exercise  
Book by the pupils in the Public Schools.

Will save the teacher much  
labor in preparing lessons,  
and pupils much time and  
paper in writing notes.

For Grade VII and advanced pupils in  
miscellaneous schools.

—BY—

Mr. JOHN BRITTAIN,  
OF THE PROVINCIAL NORMAL SCHOOL.

**J. & A. McMILLAN,**

PUBLISHERS,

98 Prince Wm. St., Saint John, N.B.

## DALHOUSIE COLLEGE, HALIFAX, N. S.

FACULTIES OF  
ARTS AND SCIENCE.

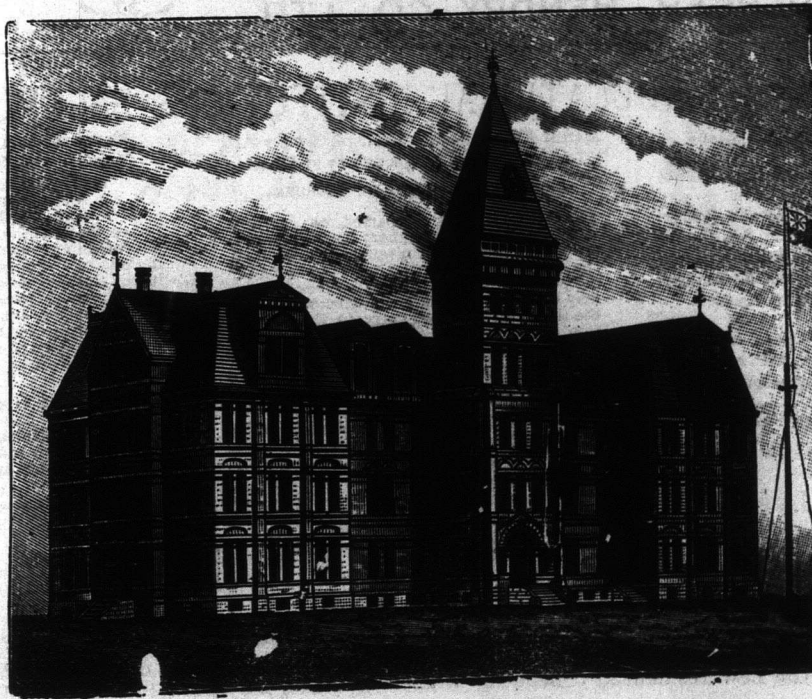
Session begins  
September 10th  
1901.

FACULTY OF LAW.

Session begins  
September 3rd

FACULTY  
OF  
MEDICINE.

Session begins  
September, 2nd, 1901.



ENTRANCE  
SCHOLARSHIPS IN  
ARTS AND SCIENCE  
Open for Competition  
at the Matriculation  
Examinations  
in September, 1901.

MACKENZIE  
BURSARY of  
\$200

Scholarships of  
\$120, \$100, \$90, \$75.

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. The President will be glad to correspond with any student wishing information.

**Make Your Work Easy**  
BY USING SAMPSON'S  
**EXAMINATION RECORDS.**

FOR PUBLIC AND PRIVATE SCHOOLS.

Arranged for recording results of Examinations throughout the year, with an annual summary of the tardiness, presence, absence and deportment of each pupil in a tabular and comprehensive form. Price: No. 1, complete record for 64 pupils, 40 cents; No. 2, complete record for 96 pupils, 50 cents.

ADDRESS.

**CUSHING & COMPANY, Publishers,**  
79-81 FIFTH AVE., CHICAGO.

**High Class Tailoring**

WE are turning out a class of work that has never been surpassed in this province. There is nothing too difficult, there is nothing too expensive for us. Nothing but what is good goes into our garments, and if you patronize us, you can't help being a well-dressed man. There is another point: Although we turn out a superior class of work, and employ the best paid workmen, our prices are very reasonable. An excellent Black Cutaway Frock Suit, \$22.50, \$25.00, and upwards.

**CUSTOM A. GILMOUR,**  
Tailoring. ST. JOHN, N. B.

**Harvard University.**

**LAWRENCE  
SCIENTIFIC SCHOOL.**

Twelve programmes of study leading to the degree of Bachelor of Science; in Engineering, Mining, Architecture, Landscape Architecture, Chemistry, Geology, Biology, Science for Teachers and General Science.

For information concerning admission, course of study, expenses, etc., address

J. L. LOVE, Secretary,  
16 University Hall, Cambridge, Mass.

N. S. SHALER, DEAN.

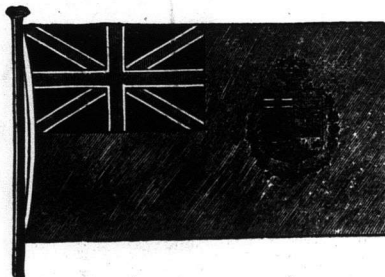
**FLAGS!** FOR EMPIRE DAY AND OTHER NATIONAL HOLIDAYS.

Every School should have a good Flag to raise on Empire Day, and stir up the feeling of loyalty to Empire and Flag. A splendid example for the rising generation. We supply Flags made of Imperial Bunting, the same as used in the Imperial Army and Navy at lowest possible prices to schools.

**Union Jack.**

We can furnish this Flag with or without border.

| Feet long | Price each |
|-----------|------------|
| 3         | \$1.25     |
| 4½        | 2.00       |
| 6         | 2.85       |
| 7½        | 4.15       |
| 9         | 5.00       |
| 10½       | 6.25       |
| 12        | 8.00       |
| 13½       | 9.75       |
| 15        | 11.50      |
| 18        | 16.00      |



| Length | Width | Price  |
|--------|-------|--------|
| 4½     | x 2½  | \$2.60 |
| 6      | x 3   | 4.00   |
| 7½     | x 3½  | 5.50   |
| 9      | x 4½  | 6.75   |
| 10½    | x 5½  | 8.25   |
| 12     | x 6   | 10.00  |
| 13½    | x 6½  | 11.50  |
| 15     | x 7½  | 13.00  |
| 18     | x 9   | 17.75  |
| 21     | x 10½ | 22.50  |
| 24     | x 12  | 28.00  |
| 27     | x 13½ | 33.50  |

**Dominion Ensign.**

Scarlet.

We can make any size or design to order.

The Bunting used is the same as is used in the Imperial Navy. Prices of Sewn Silk Flags given on application. Write for discount to schools.

**THE STEINBERGER, HENDRY CO., LTD.** 37 RICHMOND ST., WEST, **TORONTO.**

**MOUNT ALLISON EDUCATIONAL INSTITUTIONS, SACKVILLE, N. B.**

**University of Mount Allison College.**

DAVID ALLISON, LL.D., PRESIDENT.

THE University of Mount Allison College offers to students, whether desiring to take a full under-graduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces.

The new University Residence has been constructed and is furnished with every provision for comfort, convenience and health.

Annual Session 1899-1900 begins Sept. 2<sup>nd</sup> st.

Send for Calendar.

**Mount Allison Ladies' College, Owens Art Institution and Conservatory of Music.**

REV. B. C. BORDEN, D. D., PRINCIPAL.

INSTRUCTION is imparted on subjects ranging from the primary English branches through the whole University Curriculum to the Degree of B.A. Young ladies studying for the purpose of qualifying themselves to teach may here combine the accomplishments with the thorough drill necessary to their profession.

THE CONSERVATORY OF MUSIC is under the direction of a strong staff of experienced teachers, representing the best conservatories and teachers on both sides of the Atlantic.

Art students have the inspiration which comes from constant contact with the splendid paintings which constitute the Owen's gallery.

**Mount Allison Wesleyan Academy.**

JAMES M. PALMER, M. A., HEAD MASTER.

NO Institution of learning in the country has had a more successful history, and none is more worthy of patronage for the future. Many of the most prominent men now in professional, commercial and political life in Canada, and in other lands, had their training at Mount Allison Academy. A thorough English and Commercial Education is imparted and students are prepared for College Matriculation and for Civil Service examination. Every care is given to the private interests of the boys, so as to ensure their comfort and happiness.

The building is commodious, well heated throughout by the hot water system, and comfortably furnished.

Expenses very moderate.

For particulars apply to the Principal.

**McGILL UNIVERSITY, Montreal.**

**THE CURRICULUM** comprises courses in Arts, Applied Science, Medicine, Law, Veterinary Science

Copies of the Calendar containing full information and full particulars of the Royal Victoria College (the new residential college for women students) may be obtained on application.

**EXHIBITIONS IN THE FIRST YEAR** (value from \$90 to \$200) will be offered in competition at the opening of the Session, September, 1901. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

(Address McGill College, Montreal.)

**W. VAUGHAN, REGISTRAR.**

# The Biggest Book Store in

You can **SAVE MONEY** Canada. We do the largest Educational Book Trade in Canada. by buying direct from us.

You can get from us ANY book on ANY subject, anywhere published.

Send for our Catalogues, or for any information you may desire about books.

THE PUBLISHERS' SYNDICATE,  
7 & 9 KING STREET EAST, TORONTO.

**SUMMER SESSION.**  
CORNELL UNIVERSITY.

JULY 5TH TO AUGUST 16TH, 1901.  
84 Courses in 19 Departments.  
Single tuition Fee, \$25. Inexpensive Living.  
For Circular and Book of Views address  
The Registrar, Cornell University, Ithaca, N. Y.



FRANCIS & VAUGHAN,  
WHOLESALE & RETAIL

**Boot and Shoe Manufacturers,**  
19 King Street, North Side,  
SAINT JOHN, N. B.  
FINE BOOTS AND SHOES A SPECIALTY

## ACADIA UNIVERSITY. HORTON ACADEMY. + ACADIA SEMINARY.

The Academy prepares for University Matriculation, or for entrance upon Commercial, Mechanical or Agricultural life. Its well equipped Manual Training Department and the N. S. School of Horticulture, in its immediate neighborhood, give it exceptional advantages.

The Seminary provides a thorough Literary training which prepares for Provincial  
For Calendar giving full information, write to

Certificates or advanced standing in the University.

First Class instruction in Piano, Vocal and Instrumental Music, Painting and Drawing, Elocution, Shorthand and Typewriting are provided.

The Building is First Class in all its appointments and provides young women with a beautiful and comfortable home.

The College provides a strong Arts Course, with a large number of options after the Second year.

The character of the work done is shown by the large number of its graduates filling important places in the Dominion of Canada and the United States.

A. COHOON, Sec. Ex. Committee, Wolfville, N. S.

## KING'S COLLEGE, WINDSOR, N. S.

Courses in Arts, Divinity, Engineering and Science. Numerous Scholarships and Prizes. Course leading to degrees open to non-resident students. Women are admitted on the same conditions, and have the same privileges as men.

THE COLLEGIATE SCHOOL affords an excellent training for boys. Pupils are prepared for matriculation at the universities, and at the R. M. C., Kingston. Good playgrounds and a well equipped gymnasium, in charge of a skilled professional instructor. Calendars of the College and Prospectuses of the school may be obtained from the President of the College, who will readily furnish any information desired.

## MANCHESTER, ROBERTSON & ALLISON, ST. JOHN, N. B.

**Dry Goods.**

Every Department at all times contains the latest novelties and best values in Dry Goods, also Furs, Millinery, Curtains, Portiers, Furniture Coverings, etc.

**Clothing.**

Men's and Boys' Ready Tailored Clothing, the Best Value and Finest Stock in St. John.

**Carpets.**

Finest Stock of Axminster, Wilton, Velvet, Brussels, Tapestry and Wool Carpets. Linoleums, Oilcloths and Cork Carpets, Rugs and Mats.

**Furniture.**

We have the largest and finest stock of Household Furniture in the Maritime Provinces. Parlor Suits, Bedroom Suits, Extension Dining Tables, Side Boards, Easy Chairs, Rockers, Parlor Cabinets, Brass Bedsteads, in all the latest styles.

WRITE FOR PHOTOS.

**HOME STUDY.**

is personal. completed.

## THE UNIVERSITY OF CHICAGO

offers over 225 elementary and college courses by correspondence in 28 of its Departments, including Pedagogy, History, the Languages, English, Mathematics, Physiology, Zoology, Botany, etc. Instruction University credit is granted for college courses successfully completed. Work may begin at any time. For circular address  
THE UNIVERSITY OF CHICAGO (Div. K) CHICAGO, ILL.

## CANADIAN PACIFIC PAN-AMERICAN EXPOSITION, BUFFALO, N. Y.

May 1st to November 1st, 1901.

ONE FARE FOR THE ROUND TRIP.

GOING MAY 1ST TO JUNE 30TH.  
RETURN 15 DAYS FROM DATE OF SALE.

All Ticket Agents in the Maritime Provinces can sell via

### Canadian Pacific Short Line.

For Rates from any Station, Time-tables, Sleeping Car Rates, etc.

Or apply to write to  
W. H. C. MacKAY, A. J. HEATH,  
City Pass. Agt. C.P.R. D.P.A., C.P.R.,  
St. John, N. B. St. John, N. B.



**DIAMONDS & OPALS**  
Gold Chains, Bracelets  
Watches, Sterling Silver  
Goods at

A. & J. HAY'S, 70 King Street,  
St. John, N. B.

## Classics for Canadian Children.

No. 1 of this Series is now ready  
... It is entitled ...

... **Fairy Tales and Fables** ...

PRICE 10C EACH.

**T**HE BOOKS of this Series are intended to supply a long felt want for good and interesting reading for the young. Other numbers are in preparation and will be announced later.

DO NOT FAIL TO SEE THIS INITIAL NUMBER.  
IT CONTAINS DELIGHTFUL READING FOR CHILDREN.

**A. & W. MacKinlay, Halifax, N. S.**  
PUBLISHERS.

Our New Educational Catalogue is now ready.

## BOOKS FOR LIBRARIES

We will allow a substantial discount on Books for  
SCHOOL, COLLEGE, SUNDAY-SCHOOL AND PUBLIC

... **LIBRARIES** ...

ON BOOKS FOR

••• **PRIZES.** •••

EVERY TEACHER SHOULD HAVE A COPY OF OUR NEW CATALOGUE.

Headquarters for School Supplies of all kinds.

**T. C. ALLEN & CO., Halifax, N. S.**

**EMPIRE DAY NUMBER.**

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1901.

\$1.00 PER YEAR.

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia

**THE EDUCATIONAL REVIEW.**

Office, 32 Wellington Row, St. John, N. B. (Telephone No. 1200.)

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

## CONTENTS:

|   |         |
|---|---------|
| EDITORIAL.....  | 269     |
| EMPIRE DAY.....   | 270     |
| Poems for Empire Day.....                                 | 270-271 |
| Report of N. S. Schools.....                              | 271-272 |
| NATURE STUDY.....   | 272-273 |
| Astronomical Notes.....                                   | 273     |
| English Literature in the Lower Grades.....               | 274     |
| National Flags Displaying the Cross.....                  | 275-276 |
| A Floral Emblem for N. B.....                             | 277     |
| Macdonald Manual Training School, Truro.....              | 278     |
| Some Questions on Tennyson's Princess.....                | 278     |
| Empire Day in the Primary Grades.....                     | 278-280 |
| From N. B. Inspectors' Reports.....                       | 280     |
| Memory Gems—Busy Work.....                                | 281     |
| CURRENT EVENTS.....                                       | 281-282 |
| 'ROUND TABLE TALKS.....                                   | 282-283 |
| SCHOOL AND COLLEGE.....                                   | 283-284 |
| RECENT BOOKS.....   | 284-285 |
| MAY MAGAZINES.....  | 285     |
| NEW ADVERTISEMENTS—                                       |         |
| How are your Eyes? p. 285—Make your Work Easy, p. 286—    |         |
| Summer Vacations, p. 288—Pan-American Exposition, p. 287. |         |

### Always Read this Notice

*THE EDUCATIONAL REVIEW* is published about the 10th of every month. If not received within a week after that date, write to the office.

*THE REVIEW* is sent regularly to subscribers until notification is received to discontinue and all arrearages paid.

When you change your address, notify us at once, giving the old as well as the new address. This will save time and correspondence.

The number on your address tells to what whole number of the *REVIEW* the subscription is paid.

Address all correspondence and business communications to

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

CANADIAN HISTORY READINGS, edited and published by G. U. Hay, editor of the *EDUCATIONAL REVIEW*, sent post-paid to any address on receipt of one dollar. Invaluable for supplementary reading. Contains 350 pages of bright, interesting, stirring sketches of Canadian History.

THE writer of the article on Trees and Forests for the last number of the *REVIEW* sends the following correction: Your printers make me say that under proper methods of forestry trees would be allowed to stand until they reach their "greatest possible growth." I wrote, "greatest profitable growth." The fact is that there comes a time in the life of the trees when the annual increase no longer offsets the interest on the market value of the wood. Then, as a matter of business, they should be cut. The limit of growth, the size at which the trees might most profitably be cut, was

what I meant by "greatest profitable growth." Perhaps the correction is worth making, as it bears upon the underlying principle of economic forestry—that the land should be made to yield the highest possible return for the money invested. Silviculture, like agriculture, is essentially a matter of gain. The beauty and the poetry are incidental.

SOME time ago the *REVIEW* referred to the two cannons mounted in front of the school building at Campbellton, N. B., relics, dug from the waters of the Restigouche, of the last battle on this continent between the English and French, in 1760. The Yarmouth, N. S., academy grounds are also graced by two cannons, which did service in the early wars in western Acadia. Recently an old, rust-eaten cannon, which had lain in the waters of Louisbourg harbor for a century and a half, has been placed in front of Dalhousie College, Halifax.

DIED, at Ottawa, May 7th, Judge Geo. E. King, founder of the New Brunswick free school system.

ACADIENSIS is the title of a new quarterly magazine edited and published at St. John, by Mr. D. R. Jack. The magazine is devoted chiefly to local biography and history. The two numbers already published contain a great variety of contents, with some original illustrations, articles of marked ability and written in a pleasing style. The editor is to be congratulated on the excellent appearance and character of the magazine, and its fine corps of contributors.

MANY of our readers who intend to visit the Pan-American Exposition and Niagara Falls next summer will be pleased to learn of a reliable company to whom they may safely apply with the assurance of securing first class accommodations during their visit to Buffalo. It is composed entirely of Buffalo school principals and was organized to meet the necessities of teachers. All rooms are in the homes of highly respectable people and are within easy walking distance of the exposition grounds. Further information will be furnished on application. Address, The Teachers' Pan-Tourist Co., 433 Mooney-Brisbane Bldg, Buffalo, N. Y.

### Empire Day.

The twenty-third of May will be observed throughout the Dominion of Canada as Empire Day. This is the third year of its observance. The Dominion Educational Association which met at Halifax, August, 1898, recommended its observance, and the Council of Public Instruction of Nova Scotia was the first to adopt its recommendation, setting apart the 23rd of May for the purpose. The first year (1899) it was enthusiastically observed in many of the schools of the cities through the Dominion. Last year its observance was much more general, in the country as well as in the city schools; and this year there is every indication that *all* schools from the Atlantic to the Pacific will vie with each other in right loyally celebrating the day.

In Nova Scotia Dr. MacKay, the superintendent, makes, through the *Journal of Education*, the following general recommendations concerning the day:

The object of the day is the development of the Empire idea. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective, and in as varied manners as possible from year to year. As a rule, it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school-room.

Dr. Inch, Chief Superintendent of New Brunswick, has published in the *REVIEW* the following directions:

The recent death of our late beloved Queen renders it eminently fitting that Empire Day for the year 1901 shall be specially observed as VICTORIA MEMORIAL DAY. All the lessons and exercises of the schools on that day should have special reference to the progress of the Empire during the Victorian era; and to the gracious influences of the life and character of Victoria the Good upon the people of the British Empire, and of the world.

The *REVIEW* for May, 1899 and 1900, was specially devoted to the Empire Day idea. The February number of this year was a memorial number of our late Gracious Queen Victoria; and this month there are many suggestions that will be useful to teachers. We hope that every school will observe the day, by making every lesson—reading, geography, history, arithmetic—refer to the greatness and extent of the British Empire. Let the whole forenoon be devoted to lessons with this end in view. It will not be difficult to choose suitable matter for the reading lessons; the geography and history lessons can turn upon noted places and events, and the arithmetic lesson can be made one of the most interesting lessons by comparing areas and populations during the growth of the Empire in the past century and a half. Let "Empire Day" be prominent on the blackboards, with drawings and appropriate mottoes

from British poets, statesmen and warriors. Let there be decorations and flags. These have a good effect, especially in primary schools. (See "Empire Day in Primary Schools" on another page). A flag should wave from every school building in the land.

The afternoon gathering ought to be more public. Parents and friends may be invited, and a programme, consisting of songs, recitations, readings, speeches, be carried out, all having the same end in view—the encouragement and development of patriotic sentiment.

A word of warning: There may be *words* and flags and emblems on Empire Day, and no real teaching of patriotism. Teaching the child to know his country; to know his duty to his country, to his fellows and to himself, must be the key-note of the teaching of patriotism on Empire Day as on other days. Without such knowledge there can be no real patriotic impulse. If the flag waves over a country whose people are ignorant, selfish, and with low aims; whose leaders and statesmen are corrupt, petty and unworthy of trust; where both leaders and people are not impressed with the sacredness and power of the ballot,—then flag and people cease to be objects of respect; they may even become objects of loathing and contempt.

### The Anglo-Saxon Race.

Norman, Saxon, and Dane—sword against sword the while  
They sowed with their blended blood the germ of an endless  
seed,

That hatched in the winds and rains and fogs of a Northern  
isle

Burst forth in the new-born bud of the Anglo-Saxon breed.

Centuries long have passed, and the seedling plant has grown,  
And the shoots of the parent stem, o'erspreading their island  
space,

Are grafted in distant soils, but the grafted shoots have  
shown

That their sap is the same old sap of the Anglo-Saxon race.

And whether it's Uncle Sam or whether its "Kangaroo."  
"Wallaby," "Maple," or "Oak," in field or forest or flood,  
The men that tackle a job are the men that'll see it through,  
And the lever that works the crank is the Anglo-Saxon blood.

We may bungle at times, and blunder, we may fail at the  
first essay,

We may lack the finesse and cunning that subtler nations  
need,

But, God be thanked, we've grit, and it's grit that'll win the  
day

When the wolves of war are loosed at the Anglo-Saxon breed.

And if ever in evil case, with wounded back at the wall,  
Old England faces her foes, in the hour that pipes her need  
From the shoots of the parent stem will echo the answering  
call

Of the bugle that sounds the "charge" of the Anglo-Saxon  
breed!

Canada, Australasia, we stock of a Northern land  
Are stiff, and reserved, and proud, and the words that we  
speak are few,  
But we look you straight in the face, and we grip your out-  
stretched hand,

And God deal so with us, as we deal, in your need, with you!  
—Lord Ernest Hamilton, in the *Pall Mall Magazine*.

#### This Canada of Ours.

Let other tongues in older lands,  
Loud chant their claims to glory,  
And chant in triumph of the past,  
Content to live in story.  
Though boasting no baronial halls,  
Nor ivy-crested towers,  
What past can match thy glorious youth,  
This Canada of ours?

We love those far-off ocean isles,  
Where Britain's monarch reigns,  
We'll ne'er forget the good old blood  
That courses thro' our veins;  
Proud Scotia's fame, old Erin's name,  
And haughty Albion's powers,  
Reflect their matchless lustre on  
This Canada of ours.

May our Dominion flourish, then,  
A goodly land and free,  
Where Celt and Saxon, hand and hand,  
Holds sway from sea to sea.  
Strong arms shall guard our cherished home  
When darkest danger lowers,  
And with our life blood we'll defend  
This Canada of ours. —J. D. Edgar, M. P.

#### Canada.

Awake, my country! The hour is great with change.  
Under this gloom which yet obscures the land,  
From ice-blue strait and stern Laurentian range,  
To where giant peaks our western bounds command,  
A deep voice stirs, vibrating in men's ears  
As if their own hearts throbbed that thunder forth,  
A sound wherein who hearkens wisely hears  
The voice of the desire of this strong North,  
This North whose heart of fire  
Yet knows not its desire  
Clearly, but dreams, and murmurs in the dream,  
The hour of dreams is done! Lo, on the hills the gleam!

Awake, my country! the hour of dreams is done!  
Doubt not, nor dread the greatness of thy fate.  
Tho' faint souls fear the keen confronting sun,  
And fain would bid the morn of splendors wait;  
Though dreamers, wrapped in starry visions, cry—  
"Lo, yon thy future, yon thy faith, thy name!"  
Here in Canadian hearth, and home and name:  
This name which yet shall grow  
Till all the nations know  
Us for a patriot people, heart and hand,  
Loyal to our native earth—our Canadian land.

O, strong hearts, guarding the birthright of our glory,  
Worth your best blood, this heritage, that ye guard!  
These mighty streams resplendent with our story,  
These iron coasts by rage of seas unjarred  
What fields of peace these bulwarks well secure!  
What vales of plenty these calm floods supply!  
Shall not our love this rough, sweet land make sure,  
Her bounds preserve inviolate though we die?  
O, strong hearts of the North,  
Let flame your loyalty forth  
And put the craven and base to open shame,  
Till earth shall know the child of nations by her name!  
—Charles G. D. Roberts.

#### Report of Nova Scotia Schools.

The last annual report of the public schools of Nova Scotia, though not as full as usual, has nevertheless a large amount of information, valuable especially for teachers. The statistical tables reveal no striking advance in any direction, except, perhaps, in the attention given to manual training. There are 132 sections without any school, some of them because the conditions of life in their neighborhood are so hard that no suitable boarding-house for the teacher can be found near the school. A change in the school law, enabling school boards to unite two or more sections into one, may somewhat improve this condition of things, and add greatly to the efficiency of such schools.

School libraries have been enlarged by the addition during the year of nearly 2,000 volumes. On an average there are now six library books for every school in the province, or one book for every seven pupils. School sections have now the power to assess for school libraries, and a list of the most suitable books will soon be published. Teachers in every section should use their influence to have a small sum voted for books at the next annual meeting.

The number of pupils enrolled has fallen behind. The census for this year will soon reveal whether this is owing to a decreased population or to an increased industrial activity. It is quite evident, that if there has been an increase of population, it must have been very small.

It is generally conceded that the teacher makes the school; that if equipment stands for ten or five per cent of the success of the school, then the teacher stands for ninety or ninety-five per cent. If this is true, it is rather discouraging to find that although the amount voted for building and repairs increased \$58,000, yet the amount for teachers' salaries has decreased by \$4,000, although there were sixty-four more teachers.

There are eighteen county academies, with an attendance varying from 333 in Halifax to 23 in Inverness, giving a total of 1,665. In the other high schools of the province there are 5,584 pupils. The average age of academic pupils of the first year varies from 13.66 years in Truro to 16 years in Digby. This would seem to show that the common schools of Truro are doing better work than any others in the province. Three thousand four hundred and fifty-nine candidates went to the high school provincial examination. Of these over one-half obtained the grade applied for.

The Superintendent of Education discountenances any thoughtless or unnecessary changes in text-books, pointing out that a change in readers alone would involve an expenditure of \$25,000 to the pupils, besides

losses to booksellers, who would be found with more or less stock of the old books left valueless on their hands. He claims that, notwithstanding all the improvements in readers made by almost numberless attempts during the last quarter of a century, the Royal Readers still remain so little inferior (if at all) that it would not pay to change them for the best that have yet been produced. The new regulation, allowing schools to use approved supplementary readers, will give much satisfaction to those teachers who are not satisfied with the readers now prescribed.

In 1892 the teaching of hygiene and temperance from text-books in the hands of the pupils was made compulsory. Many objections were raised to the special emphasis laid upon such teaching. But the report shows that similar laws were found to be necessary in France, and that the results are likely to be satisfactory, as they have been for the most part in Nova Scotia. Military drill, the teaching of moral and patriotic duties, and the establishment of school gardens, are strongly recommended as a desirable advance in our educational work. An account is given of the progress of manual training in the schools of Nova Scotia from the first department of that kind under Prof. Russell in Halifax in 1891, to the establishment of the Macdonald Manual Training School at Truro in September, 1900, with Mr. T. B. Kidner as principal. The first school of cookery in connection with our public schools was started in Halifax in 1897. There are now two teachers of domestic science in Truro, and the classes are largely attended by most enthusiastic students from the normal school, the academy and the common schools.

In referring to late educational changes in England, it is pointed out that the tendency is to make the course of instruction in all schools more comprehensive, while enabling the details of the instruction to be adapted to the special circumstances of the school, and to emphasize scientific, art and technical education, even though at the expense of some of the time absorbed in the older classical instruction. The narrow and one-sided education that has hitherto prevailed will be replaced by a broader culture in which no important subject will be slighted, and in which, therefore, a more harmonious development and a more complete adaptation to environment will be secured. In the appendix to this valuable report, we find the reports from the normal school, from the inspector and the colleges. To these we may refer at a later date.

A new canal is proposed, in the interest of western shippers. It is to run from the Georgian Bay, through Lake Simcoe, to Lake Ontario.

For the EDUCATIONAL REVIEW.]

## NATURE STUDY.

### The Thing That Couldn't.

"The thing that couldn't" has occurred, and at least the sign-posts leading to nature's kingdom are day by day being pointed out in our public schools. Pointed out in a geography which possesses for us no authorized textbook, and which the jealous "3 R's" regard as an intruder.

In the nature study, certain definite work must be done in each grade. There must be a plan for each season, the matter obtainable and the pupils' knowledge determining the schedule. The buds in the spring to the buds in the fall, and from seed to seed,—to some it is all new, and to all there is some additional beauty in it.

Surely from April to October, there is no trouble as to where to begin. Flowers vary according to locality, but from any part of Nova Scotia the fragrant May-flower may be sacrificed. And just here comes in a question of ethics. When the lesson involves the sacrifice of animal or vegetable life, who does not see that for a bundle of new terms and a questionable amount of knowledge, we may tend to destroy the sense of beauty appreciation, and rather strongly inculcate wanton destruction? Handfuls of flowers are brought when a few would suffice, and flowers plucked for the joy of plucking strew the ground about the children at recess, or dying meekly lie before them in school. Only those which are used for personal adornment, or after being placed in water are used to beautify the desks, should be allowed in the possession of the pupil; and certainly no more than actually necessary should be destroyed in class. Many a sweet brier or clump of daisies, a bit of beauty for all, has been plucked only to be thrown upon the ground a few rods further on. Nor is this any fine drawn bit of sentiment. Some of our rarer flowers are becoming extinct in certain localities—the vandals making a clean sweep of all the flowers seen, none being left for reproduction. Have we not all a memory photograph of far more value than the blossoms would have been of the green shadows of some wood through which the flickering sunbeams tenderly touched a cluster of dainty blossoms, and which we left undisturbed to the greenness and the perfume and the silence. Perhaps no caution is needed in regard to the animal or even insect life. Not the value of either *per se* but the coarsening resultant upon the cheapening of life, is the point to be avoided.

But to our nature work. Different grades may be grouped for this. The sixth, seventh and eighth may very profitably work together. Incomparably better



work can be done out of school in little botanizing excursions, but as this is inadvisable except in small detachments, I have confined it to the high school grades.

A visit to some ledge or cutting or sea wall will give point to many lessons, in which the minerals of the section have furnished material. This does for fall and winter work and is in line with the regular text book work of the higher grades.

During the winter also, with ordinary pocket microscopes the leaves of the evergreen adapt themselves to a series of interesting lessons. Classifying and giving uses of our native trees in the outgrowth of the conifer lessons. Any of the delightful nature books now published in such abundance may be used to produce good results. A section may be read by teacher or pupils on Friday afternoon. This is reproduced, corrected by teacher and copied by pupils in blank books kept for the purpose. After reading on each occasion, a free discussion should follow as to whether any pupil knows or has heard proof of any of the facts stated in the reading. The chief—perhaps only—value of this talk is that the facts then seem more directly within the comprehension of the little folk.

I said there were many nature books. Each teacher must select for himself. I have this winter found particular values in a charming little book by Wm. J. Long, "Ways of Wood Folk." Almost any of John Burroughs' delightful essays are applicable to this task.

The birds open another wide area in this work. The names and habits of our common habitants must be in our plan. Encourage the pupils to bring the odd flower, the "funny" insect and to tell about the new bird. Then if no one in school can supply information and the teacher fail—"I don't know" has long ceased to be a shock to my pupils—simply postpone the talk until you and they have had a chance for research. With a copy of Mrs. Dana, a Comstock, and a book containing colour plates of the birds, on the desk, the youngest pupil finds the matter of "looking up" a pleasure.

And Nature, the old nurse  
Took the child upon her knee  
Saying, 'Here is a story book  
Thy father has written for thee.'

It is just that—a story book with a leaf turned every little while and eagerly read by the children.

B. G. JAMES.

Weymouth, N. S.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions. It would be a good plan at the beginning of the next lesson on the same subject to have the *corrected* expressions on the blackboard and have a short drill on them.

For the EDUCATIONAL REVIEW.]

### Astronomical Notes.

In the way of occasional and unexpected phenomena it is impossible to say what may happen in the celestial regions during this month. Since the middle of February we have already had of this sort the most brilliant new star that has flashed out for 300 years, and the southern hemisphere seems to be at present enjoying a sight of the largest comet since back in the eighties.

As to regular and predictable events, the most important by far is the total eclipse of the sun on May 17-18. The double date is enough to show that we shall have *no* share in the spectacle. It will begin an hour before our midnight on the 17th, and will be at its best an hour and a half after that same midnight, on the morning of the 18th. This means, of course, that, in longitude, it is for the benefit of the other side of the earth. And so too in latitude; for nobody on this side of 30° North will see anything of it, even as a partial eclipse. All of which is a great pity. That famous eclipse of last May, which we all saw here as a large partial eclipse, was a poor thing as compared with this one. Less than two minutes of totality was all that the most favoured land station had; and even at sea, where the best of most of them is wasted, it lasted less than two and a quarter minutes.

But this one of May, 1901, is a six-and-a-half minute total eclipse at its best, and the best of it is that its best occurs very close to an eligible land station. At Padang in the island of Sumatra there will be about six and a quarter minutes of totality, and there and thereabout are gathered observing parties from England and Holland and the United States.

When this eclipse comes round again in 1919, it will last a little longer than this year; longer still at its next recurrence in 1937; and, at its next in 1955, there will be seven and a quarter minutes of totality near Manila and that will be the longest total eclipse of the sun that will have occurred for over a thousand years.

Mercury will be visible as evening star at the end of May and during the first half of June. Venus is passing behind the sun just now. Mars is still in Leo, Jupiter and Saturn are close together near the Milk-Dipper.

A. CAMERON.

Yarmouth, 1 May, 1901.

The *Packet* has more than once had the pleasure of commending the EDUCATIONAL REVIEW, published in St. John, N. B., by Mr. G. U. Hay. The March number is the best we have yet received. One thing we especially like about the REVIEW is its wholesome Canadian patriotism and true British loyalty. Ontario teachers will find it an acceptable addition to their professional reading.—*Orillia Packet*.

FOR THE EDUCATIONAL REVIEW.]

### English Literature in the Lower Grades.

Two poems in the new fourth reader, now in use in New Brunswick schools, are Tennyson's "St. Agnes' Eve" and "Sir Galahad." Poems of greater charm it would be hard to find, but for full understanding we need to know the stories upon which they are founded.

St. Agnes was a Christian girl, who suffered martyrdom in the persecution of Diocletian. Many legends have been told about her innocence and purity, and she is sometimes depicted with a lamb, owing probably to the name, *Agna*, a lamb. Her feast was kept on the 21st of January, and there was a popular superstition connected with it in England, that is like the one commonly attached to Halloween, the eve of All Saints Day, namely, that by observing certain rites and customs, maidens might have a sight of their future husbands. The poet Keats has a beautiful poem founded on this superstition. "They told her how upon St. Agnes' Eve, young virgins might have visions of delight." The "vision of delight" which Tennyson's heroine is granted, is not of this earth. She is a saintly nun, and through faith and earnest prayer she wins a vision of the Heavenly Bridegroom.

In teaching this poem to a class of average children I would tell them the story of the superstition. Then, letting them read the poem, guide them to find out who, or what, the speaker is, try to have them picture the scene, the "snows sparkling to the moon," "the frosty skies," "the starlight keen," and let them notice the details themselves, asking some such questions as these; What do the lines make you see? If you were painting a picture to illustrate them, what would you paint? Many pupils will take pleasure in learning the poem by heart. They will see that the first two verses are a prayer, and the last an answer, but I would leave the deeper meaning until after a study of the following and companion poem, "Sir Galahad."

The story which serves as foundation for this poem, as Tennyson used it, is briefly as follows. The Holy Grail was the cup from which our Lord drank at the Last Supper. Joseph of Arimathea was said to have brought it to Glastonbury in Somersetshire, and there awhile it abode; and if a man could touch or see it, he was healed at once by faith, of all his ills. But then the times grew to such evil that the holy cup was caught away to Heaven and disappeared. But in the time of King Arthur, the cup appeared to the little sister of one of the Knights of the Round Table, Sir Percivale. She told her brother, and bade him pray that they might all see the vision and so be healed of all evil. Sir Galahad was the youngest, the most beautiful and the most

innocent of all the knights, and to him, first, the Grail appeared.

This short poem is like a sketch, or study, for the idyl of "The Holy Grail." It was published in 1842, and "The Holy Grail" in 1869.

The teacher should be familiar with the longer poem, in order to feel the spirit of "Sir Galahad," and especially with Galahad's account of his quest, the lines beginning "I, Galahad, saw the Grail." As with St. Agnes' Eve, I would have the pupils grasp the surface meaning first. Who is it who speaks? What does he describe? See the succession of pictures, the tournament. What was a true knight bound to fight for? "Dieu et ma dame" was the old motto, and remember Douglas's words to Wilton in "Marmion" "For king, for church, for lady fair see that thou fight." The dark forest, the secret shrine, the vision on the lonely lake, the sleeping towns, the winter storms. I would not lose the opportunity of letting the children express their sense of enjoyment of the beautiful *sounds* in both these poems; but would spend some time in hearing what they have to say about the rhymes, the metre, the fitting of sound to sense, as in lines 4 to 7, of "Sir Galahad." I would not tell them that they ought to enjoy the poems, but I would let them see that their teacher did. Lastly, and very carefully, I would lead them to see the link between the two poems; but I would be satisfied with suggesting it, if they do not find it for themselves. It is, of course, to be found in the sixth beatitude. It is one of the glories of art that it does not force great truths upon us, but, rightly studied, helps us to see them; and if we can teach our pupils the outward beauty of great literature, we may safely leave the inner lesson to "steal in silence down."

#### SUGGESTIONS FOR DETAILED STUDY.

The contrast in sound between lines 5-9 and 11, 12, in verse 1. Alliteration. Tennyson's use of "shrill" as a verb (see "The Passing of Arthur," lines 10 and 18). For descriptions of tournaments see "Ivanhoe" and "Elaine." Explain "the tide of combat stands," "shame and thrall," "crypt and shrine," "the stormy crescent," "stoles of white," "the cock crows ere the Christmas morn," (see Hamlet, Act I., Sc. I., 159, etc. The teacher may like to compare with "My spirit beats her mortal bars," Lorenzo's speech in the "Merchant of Venice" V. I, 61, etc. The fancy of "the music of the spheres" as treated by the poets, is suggested in connection with these two poems, and may be looked up in Milton. See "Arcades," 62-7. "Comus," 112-4, 241-3, 1021, "At a Solemn Music," and many references in "Paradise Lost."

E. ROBINSON.

FOR THE EDUCATIONAL REVIEW.]

### National Flags Displaying the Cross.

Several of the leading nations of Europe, at the beginning of this twentieth century of the Christian era, bear in their flags and escutcheons the sacred figure of the cross, a symbol of the Christian religion. There are interesting legends, in most cases, in connection with their adoption of this device; but the purpose of this article is merely to describe the cross-bearing flags. Something of the history and geography of Europe is involved in the briefest possible description of these flags and their present use. Where the flags mentioned are not well known, and no colored chart is at hand for reference, they may be learned by following these descriptions with pencil and brush, or by cutting and pasting colored papers.

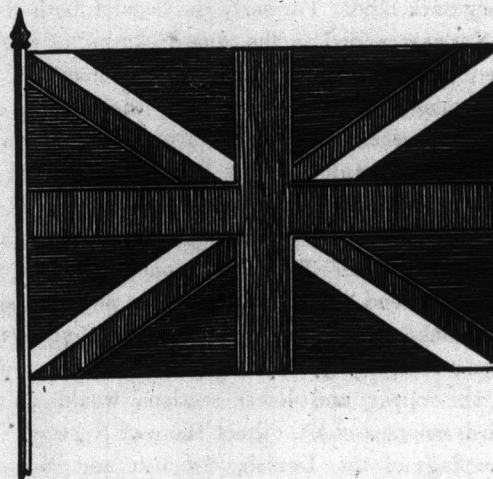
The use of the familiar St. George's Cross, red on white, as the national emblem of England, may be traced back with certainty to the Hundred Years' War, when "St. George for Merrie England" was the favorite battle-cry; and with some probability even back to the Crusades. It is now used as a special flag for the admiral in command of a British fleet. With the Union Jack of Great Britain and Ireland in the staff-head corner, it is the white ensign borne by all our battle-ships in commission. Shorn of its white ground, all but a narrow strip, St. George's Cross is the principal device in the Union Jack, which is more fully described below.

The cross of St. Andrew, an X-shaped cross of white on dark blue ground, the old flag of the kingdom of Scotland, is now used only as a component part of the Union Jack.

St. Andrew's Cross is the principal device in the jack of the Empire of all the Russias; for St. Andrew is the patron saint of Russia, as well as of Scotland. The Russians, however, have reversed the colors, making the cross blue on a white ground; and this simple flag, white, with the blue St. Andrew's Cross, is the ensign of the Russian war-ships. The Russians also venerate St. George; and a certain ship in the Russian navy is entitled to carry, as a special honor, the flag of St. George's Cross; the colors being white on red, the reverse of those in our flag, and the cross being slightly narrower than we make it.

The Russian jack (or flag to be carried at the bow of a war ship) may be described as a red flag with St. George's Cross in white, over which is laid a blue St. Andrew's Cross with white border. The British Union Jack of the seventeenth and eighteenth centuries, similarly described, was a blue flag with St. Andrew's Cross in white, upon which was laid the red St. George's

Cross with white border. From the first day of the nineteenth century, when the legislative union of Great Britain and Ireland came into effect, the X-shaped red cross of St. Patrick was placed beside the white cross of St. Andrew, occupying half the width, and having, of course, a narrow margin of white on its opposite edge to divide the red from the blue. (According to accepted rules, two "colors" cannot be used in this way without having between them one of the "metals," gold or silver, represented respectively by yellow and white. This rule, however, does not apply to quartering, or to placing a jack in the corner of a flag; but only to devices and the ground color upon which they are displayed.) Look at our Union Jack of the United Kingdom, and distinguish its three crosses; noticing the alternate arrangement of the arms of the crosses of St. Andrew and St. Patrick. A plain red flag with



this jack in the staff-head corner is the red ensign of our merchant ships; the white ensign, described above, the flag of our battle ships in active service, has the red cross throughout its length, as well as the jack in the corner; a plain dark blue flag, with the jack in the staff-head corner, is the blue ensign of the royal naval reserve. Formerly the British fleet was divided into three squadrons, called the red, white and blue, because they bore the red, white and blue ensigns respectively. Hence the refrain of the well-known song, "Three cheers for the red [squadron], white [squadron] and blue [squadron]." The "flag floating proudly before," which was "the boast of the red, white and blue" squadrons, was, of course, the jack, which a battle-ship always carries at the bow. Either a red ensign or a blue ensign becomes a Canadian ensign by having the arms of Canada displayed in its flag; and a like distinction is made for flags of other British colonies, The Union Jack in the canton bringing all under the banner of the cross. All British flags, when properly

made, are twice as long "in the fly" as they are in the hoist;" that is, twice as long as they are broad.

The flag of Denmark bears a broad white upright cross on a red ground; but the Danish cross differs from the cross of St. George in shape. When the flag is oblong, which is its proper shape for the merchant service, three of the arms of its cross are of equal length; while the fourth, that farthest from the staff, is longer. In other words, the vertical bar of the cross in the Danish flag is not drawn through the flag at the middle of its length, as in our flags, but near enough to the staff to make three arms equal.

The merchant flag of Norway is like that of Denmark, except that the cross is dark blue with white margin; a resemblance which reminds us that not very long ago Denmark and Norway formed one kingdom. Sweden has a yellow cross of the same shape on a field of very dark blue. Formerly the flags of both Sweden and Norway carried in the square canton, or staff-head corner, between the two arms of the crosses, a union device made by a combination of the national colors. By a very recent change, however, owing to national jealousies, this union device has been removed from the flag of Norway. It was, and is still, used as a separate flag, forming the perfectly square Union Jack of the two kingdoms. To make it, one might cut off the fly, or outer end, of the national flags pure and simple, so as to make them square; and then, dividing each into four parts diagonally, so join together two parts of each that the upper and lower sections would show the Swedish colors, and the others those of Norway.

The flags of the Danish, Swedish and Norwegian navies differ from the merchant flags in having a V-shaped portion cut away from the fly, so as to leave them swallow-tailed in shape; and in the case of Sweden and Norway, the outer arm of the cross is prolonged into this opening, tapering to a point of the same length as the outer points of the fly.

The national device of the kingdom of Greece is a broad white cross upon a ground of very pale blue. It is square in the jack, and also in the canton of the blue and white striped ensign; but in the royal standard, which is oblong, the cross is of the same shape as that in the Danish flag.

The war ships of the German Empire carry a white ensign, through which runs, as the principal device, a black cross with white margin, this margin divided from the white field by a narrow line of black; or it may be described as a narrow and parallel-edged cross of black upon a white ground. The cross has three arms equal, as in the Danish flag. To complete the description of the ensign, it has in the canton the jack

described below, in which the symbol of the cross again appears; and, where the arms of the first cross meet, a white circle with the black eagle of Prussia. A black cross, known as the "iron cross" of Prussia, the arms of which widen outward, (in the shape generally known as the Maltese cross, but not divided at the end as in the true Maltese cross), is used in other flags of the German navy. A square white flag with such a black cross extending to its edges is the official flag of a German admiral. The jack, which is oblong when used as a separate flag, may be described as the German tricolor, (the merchant flag of the empire, of black, white and red, in equal horizontal divisions,) with the addition of the black "iron cross," white-margined and outlined in black, placed in the centre of the flag and occupying half its width.

The flag of Switzerland is red with a white cross. As in the jack of the German war ships, the cross does not extend to the edge of the field. Each arm is only as long as it is wide; and the cross, in shape as if made up of five squares placed together, is borne in the centre of the oblong flag. The Swiss Cross with its colors reversed is the flag of the International Red Cross Society.

Switzerland and the obscure republic of San Domingo, or Santo Domingo, in the West Indies, it may be observed, are the only republics in the world that display the symbol of Christianity in their national ensigns; and the flag of the Dominican Republic, which a broad white cross divides into quarters alternately blue and red, is the only cross-bearing flag in America, except our own and that of Denmark.

It is noticeable that none of the Roman Catholic countries of Europe display the cross as a part of their national colors. Italy may seem to be an exception; but the flag of Italy is essentially a tricolor of green, white and red, vertically divided; and the blue-bordered shield with its white cross, which stands in the centre of the flag, is placed there incidentally, as the escutcheon of the reigning family, the House of Savoy. The white cross of Savoy, however, on a square red flag with blue border, is used as the Italian pilot flag.

The flag of the Rajah of Sarawak, an English ruler of an independent native state in the north of Borneo, may, perhaps, be regarded as a national flag. It is yellow, and bears a cross which for half its length and half the width of its transverse bar is black, the other half red.

The flag of Crete, which may also be mentioned, though not as the flag of an independent nation, is the white cross of Greece on its ground of pale blue, with a Turkish device in the staff-head corner, a white crescent on red ground.

Many flags now obsolete bore the cross as a device, including one of the earlier flags of the late South African Republic; but nations that have set aside the symbol and substituted others, France only excepted, are not among the leading nations of mankind to-day. It is a remarkable coincidence that the three great empires which now seem destined to rule the civilized world fly as the ensigns of their mighty navies white flags marked with the figure of the cross. V.

For the EDUCATIONAL REVIEW.]

### A Floral Emblem for New Brunswick.

The REVIEW for March makes the suggestion that the Twin-flower (*Linnaea borealis*) be adopted as the floral emblem of New Brunswick, and the editor asks me to express an opinion upon the subject.

Certainly, floral emblems and like matters, while from some points of view trivial, from others are not. As people advance in culture they care more for such things, which, with literature and art, help to refine their sentiments towards nature, man, and their native land. All such matters must have a special interest to everyone concerned with education, for the æsthetic, like the moral and the religious nature, is a powerful potential factor in the development of character, which is the first and greatest aim of education. The selection of a floral emblem, therefore, may well engage our attention, even though to secure its adoption may seem a matter of much difficulty. Great emblems, like great songs, spring from the great events which profoundly move a people, or else they grow naturally from the associations of a stirring past. But if it be true that a people is happy which has no annals, then the emblems of a happy people must be found some other way, and we are free to try to secure them by deliberate choice, and even, perhaps, to attempt to fix them by statute.

New Brunswick's emblem must, first of all, belong to the forest, for she is, above all, a forest country. By the forest has her history been profoundly influenced; from the forest has her wealth in the past largely come, as it will in the future if her rulers be but wise; and under the shade of her forests will yet develop and flourish her literature and her art. It is for this reason the proposal has been made to adopt a tree as the emblem of the province, her most abundant and valuable forest tree, the stately red spruce;\* but we can also use the flower, and perhaps better than the tree. It should be, then, a forest flower, one thoroughly at home in New Brunswick, and distributed through its whole extent. It should be so marked in character and distinctive in appearance as to be readily recognized by all without liability to confusion with other related sorts. It must conventionalize well for artistic use, and should be pleasing in color and fragrant in odor. Certainly the lovely Twin-flower (called by some the Fairy Thimble) not only meets these requirements better than any other, but meets them all extremely well. It is a running evergreen vine, and occurs everywhere abundantly in moist shaded woods, where it particularly delights to cover fallen moss-covered logs, while its beautiful pink flowers scent the air with the sweetest

\* Discussed in the New Brunswick Magazine for Jan., 1899.

odor of the northern woods. It may seem a drawback that the plant is not particularly characteristic of America, for it occurs in Northern Europe and Asia; but is not New Brunswick herself, thoroughly of the new world as she is, linked by the strongest of natural ties to the old?

The only possible competitors of the Twin-flower for this honor that I can find in our lists of plants are the Mayflower, the Cardinal Flower and the Canada Lily. But the first belongs to Nova Scotia, and is more characteristic of that province than of New Brunswick; the second is but an immigrant from the southwest, and is confined to our western streams; while the third is at home in open fields and not in the shaded forest.

Let us adopt the *Linnaea*, the beautiful, modest, pure, fragrant, forest-loving, New Brunswick-loving Twin-flower, for our emblem.

W. F. GANONG.

For the EDUCATIONAL REVIEW.]

### Macdonald Manual Training School, Truro.

The Manual Training School for Nova Scotia, opened in Truro by the munificent scheme of Sir Wm. Macdonald and Prof. Robertson, offers a vacation course of manual training in wood-work to teachers desirous of becoming acquainted with this latest development of our educational system. The course will commence on Wednesday, July 10th, and last for four weeks. Short daily lectures on the aims and methods of manual training will be given, but the time will be chiefly devoted to practical drawing and benchwork in connection therewith. The school contains an extensive collection of examples of different systems of manual training; specimens of the various woods, leaves, etc., as used in the work of the school, and a complete library bearing on the subject. The equipment for drawing and benchwork is in the very best and latest style, and everything necessary is provided.

The course is not intended to qualify persons as teachers of the subject; but satisfactory work done during this period will be counted towards the work of the Special Training Course of six months' duration.

There are no fees whatever in connection with the school; and all teachers are eligible for admission. Early application should, however, be made by persons desirous of attending, as it is anticipated that a good number will take advantage of the course. All teachers of the Province of Nova Scotia, taking the full summer course will, with the consent of the trustees of their school sections, be allowed an extra vacation of two weeks. Applications should be addressed to the Director of the Macdonald Fund for Nova Scotia, T. B. Kidner, Truro, N. S., who will be pleased to afford any further information required.

For the EDUCATIONAL REVIEW.]

### Some Questions on Tennyson's Princess.

1. Some annotators say that Aglaia is two years old. Cite the passage on which they ground this opinion. Study *all* the passages where she is mentioned, and compare such a child with any two-year-old of your own acquaintance.

2. What is meant by saying that "the child is the heroine of the story?"

3. What poetic (or other) periphrases are used in the poem for these: women's clothes, kind acts, chimney smoke, flattery, honour, fame, the future, mathematics, glaciers, aurora borealis, Orion's Belt, Zenobia, Cupid, Deborah, Pindar, Egeria, over the whole earth, the capital of a country, spray, the new moon, the full moon, eager students, angular writing, "fetch the grub?"

4. Lilia says:

"I would make it death  
For any male thing but to peep at us."

Quote and comment on all the passages which show that Ida was nearly, *but not quite*, as intolerant as this.

5. What were the fundamental faults in Ida's scheme of female education? If you can, embellish your answer with quotations from some other of Tennyson's poems.

6. Compare Ida's curriculum with that imposed on our schools.

7. Compare the science teaching at Ida's college with that of the Institute in the Prologue.

8. What bearing have the songs between the cantos on the motive of the poem?

9. Show that the poem is "A Medley," both in matter and style.

10. "Jewels five words long." Complete the passage, and quote from the poem a dozen other examples of what it describes.

11. Summarize and discuss the opinions on the Woman question expressed by the Prince, his father, Arac, Cyril, Ida, and Blanche.

12. Quote and comment on passages that seem to indicate the location of Vivian Place. (Where is it really? How do you know?)

13. What is there in the Prologue which is like the poem itself?

14. There are two phrases in the poem peculiarly applicable to the condition in which candidates should be when they go up to the Provincial Examinations. Find them.

15. "The *songs*, the *whispers*, and the *shrieks* of the wild woods." Whence come these three different sounds? When are they heard separately, and when 'shaken together'? Are you answering from observation, or hearsay, or reading?

16. Quote some passages to illustrate the poetic (and primitive) method of indicating (a) time when, (b) time how long, (c) era.

17. In one of the cantos 'blood' is called 'death' at one time and 'life' at another. Point out the special fitness of the term in each case.

18-20. Send the editor three other questions that you would like him to answer for you.

A. CAMERON.

For the EDUCATIONAL REVIEW.]

### "Empire Day" in the Primary Grades.

Loyalty and love of country cannot be developed in the minds of little children by mere words. A lecture on patriotism will avail little; an appeal to the eye as well as to the ear, together with some suitable work for the busy fingers, will produce an impression much more lasting.

The making of paper flags is, perhaps, one of the best exercises that can be suggested. Though this work requires a little time on the part of the teacher for preparation of materials, yet, if carefully planned for, it can easily be carried out, and it is a profitable as well as pleasing occupation for the children. If considered too great an undertaking for the whole school, the older scholars may take this work, while the younger ones make paper chains of red, white and blue for the decoration of the school-room.

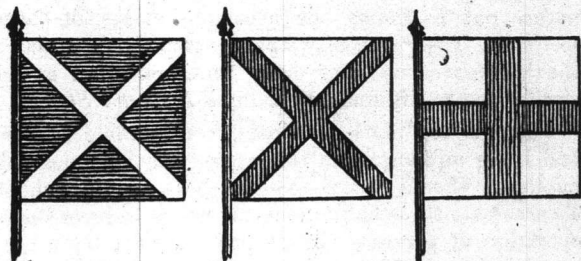
A few sheets of blue paper, such as is used for posters, can be had at trifling cost from any printing office, also a sheet or two of red paper, and the same quantity of white. Cut the blue paper into oblong pieces, about nine inches long and six and a half inches wide. Cut white strips, one inch wide and eleven inches long, also red strips of the same length, half an inch wide. Prepare some smooth flour paste, also swabs for applying it. The swab is easily and quickly made by wrapping a little piece of old cotton or muslin around a small stick about the size of a short pencil, tying the cloth on securely with coarse thread. Have sheets of heavy wrapping paper, or double sheets of newspaper, spread over the desks to keep them clean. Also have each child supplied with two pieces of old cotton for wiping paste off fingers and edges of paper. Small butter-plates, or dolls' dishes, or even flat shells, may be used to hold the paste.

Before the work is begun, a short sketch of the history of our flag should be given by the teacher, with black-board illustrations in colored chalk of the three separate crosses of which it is composed, St. Andrew's (Scotland) showing a diagonal white cross on blue field, St. Patrick's (Ireland) having a diagonal red cross on white field, and St. George's (England) also showing red on white, though differently placed, *i. e.*, one bar being horizontal and the other vertical.

In a few simple words adapted to the understanding of the children, the story may be told of the three countries lying so close together, for many years warring against one another, each having its own flag and its own king, until, finally, they agreed to live together as friends, having the same king and the same flag. Then the question came as to which flag they should have;

each country loved its own the best, and wanted it to be kept. At last they decided to keep all three; and, by uniting them, to make a fine "Union Jack" for all the British nation.

At this point in her story, the teacher may show how the three crosses were combined. On a blue field, as a background, place St. Andrew's cross; on it draw the narrower red cross of St. Patrick; across these draw wide horizontal and vertical white bars, and on them place the slightly narrower red cross of St. George.



Here we have the British flag, or "Union Jack." And when our grandfathers, or great-grandfathers, came to this country, they were still British subjects, and they brought the old flag with them, and we always intend to keep it!

The children may now begin to make their paper flags. Paste first two white strips diagonally across the oblong blue paper, forming St. Andrew's cross. Paste two narrow red strips along the centre of these white ones, forming St. Patrick's cross. The next step is to paste a white strip through the middle of the flag lengthwise, and another white one across it at right angles, forming the white background for St. George's cross, which is completed by placing narrow red strips on these white ones.

After the ends of the long papers have been trimmed off with a pair of scissors, these flags should be put under some light weight until they are dry, when they may be fastened with small tacks to some slim sticks prepared for the purpose.

A valuable exercise for the children is the drawing of the complete flag on the blackboard with colored chalk. This may be done by even the smallest of the scholars. In this drawing the first cross to be outlined is that of St. George, as it appears continuous on top of the others, the diagonal lines being drawn from the corners to meet that cross.

A march round the room, or on the school grounds, to the music of some patriotic song, with the waving of small flags, serves as a very happy exercise for the early development of loyalty and patriotism.

An effective decoration for the schoolroom at this season consists of the red, white and blue paper chains

already referred to. Various lengths and widths of paper are used for this, according to choice, *e. g.*, the strips may be four inches long and half an inch wide; or they may be eight inches long and one inch wide. Put a little paste or mucilage (a tooth-pick may be used as a brush) on one end of a strip. Lap this over the other end, forming a ring. Another strip may be passed through this ring and its ends gummed together, forming a second link, and so on to any desired length of chain.

THE FARMER AND HIS WORK.

At this season of the year talks on farm-life will be in order. Interest the children in the farmer's work. If in the country, they may observe and tell of his doings; of the animals he has, and what he keeps them for; of the implements he uses; what he buys and what he sells; why his barn is usually so much larger than his house, etc., etc. Children in town and city schools have little chance for personal observation of these things, and there is, therefore, the more need of enlarging their ideas through talks and pictures of farm life. They should also be encouraged to plant seeds of different kinds, and to watch the development of plant life.

"HOW THE CORN GREW."

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

Key D—

|  |             |            |             |
|--|-------------|------------|-------------|
| d  | d., d: m. m | r. d: d. s | s., m: d. m |
| There was a field that waiting lay, All hard and brown and     |             |            |             |
| s: . s   | l., s: f. m | r. m: f. s | m., r: d. m |
| bare; But in the spring a farmer came and fenced(1) it in with |             |            |             |
| r: . s   | s., m: d. m | s. l: s. f | m., f: r. s |
| care; But in the spring a farmer came and fenced it in with    |             |            |             |
| d: .   |             |            |             |
| care.  |             |            |             |

Then came a ploughman with his plough;<sup>2</sup>  
From early until late,  
Across the field and back again,  
He ploughed the furrows straight.

The harrow<sup>3</sup> then was brought to make  
The ground more soft and loose;  
And soon the farmer said with joy,  
"My field is fit for use."

For many days the farmer then  
Was working with his hoe<sup>4</sup>;  
And little Johnny brought the corn  
And dropped the kernels—so!<sup>5</sup>

And there they lay, until awaked  
By tapping rains<sup>6</sup> that fell,  
Then pushed their green plumes<sup>7</sup> up to greet  
The sun they loved so well.

Then flocks and flocks of hungry crows\*  
Came down the corn to taste ;  
But ba-ang!<sup>9</sup> went the farmer's gun,  
And off they flew!<sup>10</sup> in haste.

Then grew and grew the corn, until,  
When autumn days had come,  
With sickles keen they cut it down,  
And sang the "Harvest Home."

1, Arms curved to enlose space on desks ; or, desk-mates may turn to each other, and, stretching out their arms, rest hands on each other's shoulders. 2, Hands with palms touching, thumbs up. Movement across desk as nearly as possible from left to right and back again. 3, Thumbs linked ; hands spread out with fingers curved, so that finger-tips represent teeth of harrow on desk. Move back and forth. 4, One hand with fingers close together and bent to represent hoe, preparing hills for corn. 5, Left arm curved to represent bag of corn, from which right hand takes kernels, dropping them into the hills. 6, Gentle tapping of fingers on desk. 7, Hands turned, palms up, fingers pointing upward with slight upward movement. 8, Hands raised high above shoulder. Fingers representing birds flying to cornfield. 9, One arm stretched out suddenly with loud snap of fingers ; or, give one sharp clap of the hands preceding the stretching out of right arm. 10, Fingers representing birds flying up rapidly over left shoulder.

### From N. B. Inspectors' Reports.

In the procuring of libraries a very satisfactory amount of work has been accomplished during the year, and it gives me pleasure to again put on record an expression of my appreciation of the efforts made by teachers in raising the funds to procure libraries as well as other improvements for the school-room. I am also much pleased to know that there will be incorporated in the new edition of the school law specific directions for the care of libraries, as some instances have come under my notice where libraries have been destroyed principally through the neglect and carelessness of the teacher.—*Inspector Smith.*

After all, what better instrumentality can there be for inculcating in the minds of the young true patriotism and a respect for government and law than the public school? For here may be cultivated not simply a love of country for its past history and heroic deeds of ancestry, but also for what the country is doing for the children themselves in preparing them for the duties and privileges of citizenship, and thus developing the noblest qualities of mind and heart.—*Inspector Bridges.*

I think it a very creditable showing that in the comparatively few years since the inception of the free school system in this province, so much has been done, without making education compulsory, towards the organization of schools in the thinly peopled sections of these three counties. You may say that all this has been done by the free will of the people themselves. They have been urged, no doubt, by the inspecting officers and exhorted by their spiritual advisers, but no form of compulsion has been used, and they have freely given of their small means to secure for their children what nearly all feel to be the inestimable blessing of a common school education.—*Inspector Mersereau.*

Lack of expression is the great fault in reading. The habit of invariably emphasizing the last word in a sentence, or the last word in each line of a verse, is a common one, and it is an almost hopeless task to break the pupils of this habit when it is once fairly acquired. The best remedy is to guard against its introduction in the primer or first reader, where the fault generally begins.—*Inspector Meagher.*

One would like to see, in more cases, attention given to the care of trees and flowers, the arrangement and beautifying of school grounds, the painting and decoration of school rooms. The æsthetic culture and refined tastes of our people are, in a great measure, estimated from the appearance of school district property, since it stands as a product of the united power of the people. Naturally the centres of our towns and rural populations should be looked to as leaders in this forward movement. Wishes in this respect are not always realized. Sometimes in remote country districts the neatness, sympathy and taste displayed in efforts of this nature put to shame the accomplishments of larger sections. The teacher of the district should stand as the high-water mark of every sentiment that goes to elevate and purify human nature.—*Inspector Steeves.*

There is too much tardiness, considerable truancy, and I fear an increase in the cigarette habit among the pupils—I should better say the boys of our schools. To eradicate these habits it is necessary to have the co-operation of parents, who at present are often a hindrance rather than a help to the teacher. . . . They complain because their children are not constantly helped by the teacher instead of being taught to develop self-reliance—the most valuable training that the school can give. They complain of home lessons, in many instances, and expect their children to be promoted each year, without any influence or exertion on their part to induce even a minimum of work to bring about such a result. Crowds of children are to be seen on the streets of towns and villages much too late at night, and the time for music lessons, drawing, dancing and social diversions is too often taken from school hours. They do not appear to realize that habits of punctuality and regularity are more important to the pupil than knowledge itself. In the matter of home lessons, some teachers err by giving too many instead of insisting upon thorough preparation of a few. . . . The most successful teachers that I am acquainted with give no home exercises, and demand thorough preparation of the lessons assigned. Compared with the work done in the German schools—the best in the world—ours is very moderate. There, a pupil of fourteen is said to have accomplished as much as our university graduates. Work and regularity are their key-notes, and so they should be ours.—*Inspector Carter.*

### Plant Puzzle for Children.

The following names of plants and flowers are given in answer to the plant puzzle which appeared in the April REVIEW :

(1) Marigold, Sweet William ; (2) thorns, clover ; (3) lady's tresses, rose ; (4) lady's slippers, pink ; (5) poppy, elder, mint ; (6) snapdragon ; (7) peppergrass ; (8) Adder's tongue ; (9) flax ; (10) Dutchman's breeches, Indian pipe ; (11) marshmallow, winter green ; (12) forget-me-nots ; (13) nightshade ; (14) thyme, dogwood ; (15) four o'clock ; (16) snowdrops ; (17) pine ; (18) mistletoe ; (19) live forever ; (20) heartsease, yew ; (21) orange blossoms ; (22) willow, maiden-hair ; (23) madder ; (24) cane, hop ; (25) rosemary, rue ; (26) lettuce ; (27) birch ; (28) pear ; (29) monk's hood ; (30) poison-ivy.



### Memory Gems.

Such is the patriot's boast, where'er we roam,  
His first best country ever is at home.

—*Oliver Goldsmith.*

Old England is our home and Englishmen are we,  
Our tongue is known in every clime, our flag on every sea.

—*Mary Howitt.*

No change of circumstances can repair a defect of character.

—*Emerson.*

When a man dies they who survive him ask what property  
he has left behind. The angel who bends over the dying man  
asks what good deeds he has sent before him.—*The Koran.*

Not in the clamor of the crowded street,  
Not in the shouts and plaudits of the throng,  
But in ourselves are triumph and defeat.

—*Longfellow.*

Be England what she will,  
With all her faults, she is my country still.

—*Churchill.*

Arm of Erin, prove strong, but be gentle as brave,  
And uplifted to strike, still ready to save.

—*Dr. William Dreanan.*

O Scotia! my dear, my native soil!  
For whom my warmest wish to heaven is sent;  
Long may thy hardy sons of rustic toil  
Be blest with health, and peace and sweet content!

—*Burns.*

There ought to be a system of manners in every nation,  
which a well-formed mind would be disposed to relish. To  
make us love our country, our country ought to be lovely.

—*Burke.*

"Glorious is the world of God around us, but more glorious  
is the world of God within us."—*Sel.*

### BUSY WORK.

Make sentences in which the following words are  
used correctly; Sweet, suite; sold, soled; sentry, cen-  
tury; steal, steel; serge, surge; statute, statue; slay,  
sleigh; soared, sword; sale, sail; seen, scene; sees, seas,  
seize; stationary, stationery; surplus, surplice; stile,  
style; seam, seem; slight, sleight; stair, stare; size,  
sighs; re-seat, receipt; rye, wry; time, thyme; thrown,  
throne; tied, tide; to, two, too; told, tolled; tax,  
tacks; team, teem; through, threw; toe, tow; trait,  
tray; tear, tier; tease, teas; tail, tale; their, there;  
track, tract; use, ewes; urn, earn; vain, vane, vein;  
veil, vale; vocation, vacation; veracity, voracity;  
witch, which; wither, whither; Wales, whales, wails;  
way, whey, weigh; weak, week; wait, weight; wood,  
would; ware, wear; wade, weighed; waist, waste;  
weather, wether, whether; weakly, weekly; white,  
wight; wig, whig; yolk, yoke; zeal, seal.

### SEAT WORK FOR MAY.

1. Model and draw a horse's hoof.
2. Model and draw a cow's hoof.
3. Model and draw a cow's horn.
4. Draw and paint bunch of lilac blossoms.
5. Model, draw, sew various kinds of fishes.
6. Press, draw, sew ferns.
7. Draw morning-glory.
8. Paint, model, sew a frog.

9. Draw fishing hook.
10. Draw, model, sew straw hat.
11. Model, draw, sew turtle.
12. Draw bees.
13. Draw and sew beehive and bees.
14. Model and draw cocoons.
15. Model, draw, and sew butterflies.
16. Draw and paint mayflowers.
17. Draw bean taken from soil after it has  
"sprouted."
18. Draw bean after it is out of the ground two  
days.
19. Same after six days.

—*N. E. Journal of Education.*

### CURRENT EVENTS.

The quiet advance of the French armies in south-  
eastern Morocco is adding to the extent of French  
territory in North Africa. A railway is being pushed  
through the conquered region, to connect Algeria with  
the French possessions on the head waters of the Niger  
and the Senegal.

A great battle has been fought between two native  
rulers in Central Arabia, to decide which of them  
should be Sultan of Nejd, the fertile plateau in the  
centre of the great Arabian desert. The battle was for  
the most part a hand to hand encounter of men armed  
with swords, and 5000 men are said to have been killed.

A force of British and Abyssinian troops is to be  
sent against the Mad Mullah, a native leader who is  
gathering a large army in the upper Nile region.

The Cape to Cairo Railway is being extended from  
Buluwayo, the capital of Rhodesia, to Wanki, a place  
about 200 miles farther north, where a great discovery  
of coal has been made. It has been found that the  
Zambesi can easily be crossed at this point.

No decisive action is yet reported from South Africa.  
While there are almost daily reports of the capture or  
surrender of small parties of the enemy, there are still  
able Boer leaders in the field, with some thousands of  
followers, and the end seems no nearer than it did a  
month ago.

The English language is now spoken by one hundred  
and fifteen million people; Russian, by eighty million;  
German, by seventy million; Spanish, by fifty million,  
and French by forty-five million. The German emper-  
or's recent order for the compulsory teaching of English  
in the high schools of Germany recognizes the growing  
importance of the English language in international  
affairs.

A successful sun motor is in operation in California.  
It is formed of mirrors so arranged that they focus  
their reflected heat upon a boiler; and is used for  
pumping water for irrigation.

The Pan-American Exposition at Buffalo, N. Y., is  
now open to the public. The formal opening exercises  
will take place on the 20th of this month. It is expect-  
ed that President McKinley, the presidents of several  
South and Central American republics, and the Gov-

ernor-General of Canada, will take part in these exercises, though not present in person. By using the telegraph, they will be able to start some portions of the machinery. At the invitation of the government of the United States, exhibits will be made by Canada, Mexico, Honduras, Nicaragua, Salvador, Guatemala, Dutch Guiana, Bolivia, Argentina, Chili, Costa Rica, Brazil, Peru, Venezuela and Hayti.

A bill providing a yearly pension for ex-Queen Liliuokalani of Hawaii has come before the territorial legislature at Honolulu.

The Celtic, the new ocean steamship of the White Star Line, recently launched in Belfast, Ireland, is the largest vessel ever built. She is seven hundred feet in length, has nine decks, and with a full complement of passengers will contain 3,294 persons. Built more for comfort and safety than for speed, her time for crossing the Atlantic will be about eight days.

The plague in India was never more serious than at the present time. It has recently spread to Benares, the sacred city of the Hindus, whither flock hundreds of thousands of devotees from every part of the country. An outbreak of plague in such a centre is one of the most serious calamities which has yet occurred in the history of the pestilence in India; as infection must be carried to every district, however remote.

The coronation of the King will take place about the end of June, 1902. Over one-fourth of the world's inhabitants are subjects of King Edward VII.

The government has of late been spending over a million dollars a day in prosecuting the war in South Africa. The total cost so far, however, is less than one-tenth of that of the great civil war in the United States, and less than one-third of that of the Franco-Prussian war of 1870.

The Duke and Duchess of Cornwall and York arrived at Melbourne, Australia, on the 6th of May, and were received with the greatest enthusiasm. At the parliament buildings they were received by the Australian officials, and foreign and colonial representatives, among the latter being the postmaster-general of Canada. The decorations along the route were most elaborate, and it is believed that three hundred thousand people witnessed the procession. After the formal opening of the first parliament of the new commonwealth, the royal party will visit other cities of Australasia, and then leave for South Africa on the way to Canada.

Three officers of the Royal Canadian Dragoons, Capt. Cockburn, Lieut. Turner and Sergt. Holland, have been granted the Victoria Cross for saving the guns at Koomatiport; Lt.-Col. Girouard has been knighted for his good work in South Africa; and four other Canadian officers have been made Companions of the Bath. The latter are Col. Otter, who commanded the first Canadian contingent to South Africa; Lt.-Col. Steele, of the Strathcona Horse; Lt.-Col. Evans, of the Royal Canadian Dragoons; and Lt.-Col. Drury, of the Canadian Artillery in South Africa. Lt.-Col. Girouard, now Sir Edouard Girouard, K. C. M. G., D. S. O., who is a native of Montreal, was one of the most active engineer officers of the Nile expedition of 1897, and afterwards

director of the Soudan Railways. He was called from Egypt by Lord Roberts to command the transportation service of South Africa.

The establishing of a line of freight steamers from Lake Michigan to Europe by way of the Canadian canals is an important event of the new year. The vessels will discharge a part of their grain cargo at Buffalo, pass through the canals, and reload with grain at Montreal.

The Canadian government has decided to make the 24th of May a permanent holiday.

The Baldwin expedition, now being fitted out at enormous cost by a New York millionaire, is to sail from Dundee, Scotland, for the Arctic regions on the 17th of June.

The anti-foreign feeling, which led to the Boxer movements last year in China proper is now spread to the extreme western provinces of the empire. The attack upon the Russians along the frontier, which led to the Russian occupation of Manchuria, may be followed by a similar attack on the frontiers of Russian Turkestan and British Burma. British and Russian troops are said to be already advancing to meet the threatened danger at these points.

Lord Lansdowne, in the course of a debate in the Imperial Parliament, thus explained the difficulties and delays of the negotiations in China:

"China is, I will not say, without a central government; but her government is a refugee government, established in a remote provincial town; and we have to negotiate as best we can—sometimes with that government, sometimes with plenipotentiaries at Peking, sometimes through the medium of other Chinese officials. On the other hand, you have not a single power, but no fewer than eleven powers, with eleven representatives sitting in conference at Peking. It is surely not a matter of surprise that among those governments and those representatives there should be room for divergencies of opinion, which naturally tend to prolong the course of negotiations."

### 'ROUND TABLE TALKS.

A.—Please state the meaning of Pan-American.

*Pan* is the neuter form of the Greek adjective, meaning *all*. Pan-American means relating to all or every part of America.

1. Is there a text-book on vocal music prescribed for use in New Brunswick schools?

2. Were country schools in New Brunswick entitled to three days' holidays at Easter?

3. Please indicate how to solve the following exercises in geometry.

1. None has yet been prescribed.

2. Read the "official notices" in April REVIEW.

3. The answers are sent by mail as they are too lengthy for publication.

M.—Please name a suitable music book for Empire Day.

Canadian National and Patriotic Songs, published by Canadian-American Music Co., Ltd., Toronto.

W. M. B.—(a) How does the process of fertilization take place in the willow, poplar and alder? that is, how does the pollen of the staminate catkins reach the pistillate ones, and are these found on the same tree?

(b) Why do last year's pistillate catkins remain so long on the alder?

(a) In the willow and poplar the staminate and pistillate flowers are on separate trees. The pollen is conveyed by bees and also by the wind.

(b) In the alder the pistillate and staminate flowers are on the same tree. The pistillate catkins remain on the alder until after the seeds have ripened, and usually persist through the winter.

SUBSCRIBER asks the REVIEW "to give an opinion on the practice, too prevalent in many schools, of teachers requiring their pupils to write impositions as a punishment. Hundreds, sometimes thousands, of words are given, which are written by pupils detained after school. Too often these are not examined as to neat writing and correct spelling." The pupils, knowing this, have only one desire—to get through with the task as soon as possible, and therefore the work is done in a hasty, slipshod manner.

Impositions, that is, the writing of a word or phrase a certain number of times, or the copying of a certain number of lines from some book, are punishments that suggest the treadmill and other cruel and senseless penalties of by-gone days. They are certainly not in harmony with the modern idea of education, which seeks to brighten the schoolroom and make it attractive. It is worse than a waste of time, because pupils thereby form vicious habits of writing and spelling. If the laziness or carelessness of the pupil has prevented the completion in school of a fair share of work, detention after school, if the teacher has no other resources, may be resorted to; but the pupil should be required to perform such work under the eye of the teacher, neatly and correctly.

M. F. G.—Please solve the following question from the Academic Arithmetic, page 129, examination paper No. 52, Ex. 2: "A man hired a team to drive from Long Point Bridge to Port Hood, a distance of 15 miles, and back again for \$3, with the privilege of taking in one or two persons at any place in the road. When four miles from Long Point Bridge he took up the miller, and when ten miles from Long Point Bridge he took up the postmaster; on his return he set them down at the points he took them up. How much in equity should each pay?"

As the man rode 15 miles and 15 miles return for \$3.00, he paid 10c. per mile. As he rode 4 miles without any company, he pays 40c. After he took up the miller and rode 6 miles with him, they pay 30c. each. After they took up the postmaster they each rode 5 miles, and the three paid 16 $\frac{2}{3}$ c. each.

|            |   |                        |        |
|------------|---|------------------------|--------|
| Man        | 86 $\frac{2}{3}$ c. and return 86 $\frac{2}{3}$ c.        | = \$1.73 $\frac{1}{3}$ |        |
| Miller     | 30c. + 16 $\frac{2}{3}$ c. and return 46 $\frac{2}{3}$ c. | 93 $\frac{1}{3}$       |        |
| Postmaster | 16 $\frac{2}{3}$ c. and return 16 $\frac{2}{3}$ c.        | 33 $\frac{1}{3}$       |        |
|            |   |                        | \$3.00 |

SUBSCRIBER.—On page 88, Grammar Text, Nova Scotia School Series, we find: "The noun clause may be the object of a preposition; as, in 'whatever way he looked,' he saw danger." I have been told that the above so-called noun clause is not the object of a preposition, but cannot understand why it is not. Please state in the next issue of the REVIEW whether the above example is faulty or not, and if faulty, in what way.

"In whatever way (direction) he looked" = whatever direction he looked in = in every direction in which he

looked. Thus the whole sentence means that he saw danger in every quarter toward which he looked. Hence the preposition *in* shows the relation between the verb "saw" and the noun "quarter" or "direction" or "way," and governs that noun. Taking the sentence as given, the principal clause is, "He saw danger in whatever way," and the subordinate clause is "he looked." Or, if we may change the words, we have—principal clause = *He saw danger in every way*; Subordinate clause (attributive) = *in which he looked*.

The *ever* in the words, *whoever, whichever, whatever, wherever, whenever*, is equivalent to *every*; thus *wherever* = *everywhere, whichever way* = "every which way."

H. C. C.

W. E. H.—Some of my scholars have observed two birds this spring that they never observed before. They are pretty well acquainted with the birds in this district, and are anxious as to the name of these. I have no way of finding out the names but by appealing to you in "Round Table Talks." I will give as full description as they have been able to get.

No. 1.—About the size of a large night hawk; brown almost all over its body, with a large white spot on back—covering back from wings to tail; has a slim body and head; has a long bill. It was perched on the roof of the school-house this morning, and attracted our attention by pecking with its bill on the top of the roof. Its pecking sounded like the woodpecker's, only very much quicker.

No. 2.—This one was not quite as large as the robin, and seemed quite tame. Its body was of a bluish gray color generally, and underneath part of its wings and tail was red and brown, showing reddish at a distance. It has a red spot on its head, its tail is fringed with white, and it has two white stripes running lengthwise on its wings. It has a short, stout bill; makes a peculiar noise when it flies; has a round head.

No. 1 is no doubt the Golden Winged Woodpecker, often called the Flicker. No. 2 is probably the Pine Grosbeak, but your description is not sufficiently accurate to determine with certainty. Get your scholars to observe it again and write a better description; also of the Flicker, some of the most prominent marks of which are not given. It will certainly be of great benefit to your scholars to observe carefully and be sure of their descriptions before sending to the REVIEW. Then the "probably" will disappear from the answer.

### SCHOOL AND COLLEGE.

Mr. C. W. Brown, of the Morris Street School, Halifax, has resigned his position and will shortly remove to British Columbia.

Arbor Day was celebrated on May 10th in all districts in New Brunswick except Inspector Carter's.

The trustees have had a fine hardwood floor laid in the advanced department of the Bloomfield Superior School, Kings County, N. B. Out of money raised by school concerts, the room has been papered and painted, the walls decorated with maps, pictures and mottoes, and the desks cleaned and varnished. The rooms are now quite home-like, and it is, without a doubt, one of the best buildings in the county, and a credit to the district. About thirty new books have been added this

year to the already well-filled library, and three newspapers are taken by the school. The teachers are H. Ashley Wheaton, principal, and Miss Leoline Allaby, assistant.

The following prizes in the faculty of applied sciences, McGill, were won by Maritime Province students: Third year—John F. Robertson, Charlottetown, P. E. I.; McCarthy prize for field work; prize for practical astronomy, Frank E. Sterne, Morell, P. E. I., prizes for summer thesis, dynamics of machinery, machine design, mechanical drawing; second mathematical prize. Emerson S. Franklin, prize for physical laboratory. First year—Robert A. Chambers, Truro, N. S., prize for descriptive geometry. Geo. M. Kent, Truro, prize for physics. Clarence H. McDougall, South Maitland, N. S., second field work prize.

The Charlotte County Teachers' Institute will be held at St. Stephen on the 27th and 28th September.

The Albert County Teachers' Institute will be held at Hillsborough on the 6th and 7th of June.

Teachers and school officers in New Brunswick should bear in mind—that the annual school meeting hereafter will be held on the third Saturday in June, and that the trustees will retire whose term of office would have terminated in the following October. That the poll tax for the year (so regarded) from October 1900 to June 1901, has been fixed by the legislature at one dollar. That unless a report is made to the inspector of the work done on Arbor day two sessions of the school must be held. That Labor day is a holiday in all the schools. If desired by teacher and trustees, schools may be kept open on that day and the Christmas holidays may begin one day earlier. That there will be no Provincial Institute this year, but that the Dominion Institute will meet in Ottawa in August next. That a fee will be required this year from all candidates for the departmental examinations to be held beginning July 2nd next. That the number of teaching days shall not average more than five days per week during the time the school has been opened.

The *Nova Scotia Normal*, published at Truro, contains in its last number a portrait and sketch of Miss Mina A. Reade, teacher of elocution at the N. S. Normal School. Miss Reade has resigned her position to take a year's course of study in reading and elocution.

### RECENT BOOKS.

**BIRD PORTRAITS.** By Ernest Seton-Thompson, with descriptive text, by Ralph Hoffman. Cloth. Pages 40. Price \$1.50. Ginn & Co., Publishers, Boston.

The portraits of twenty birds are here given, pictured in their native haunts, life size. A short account of each bird has been added, with the main events of its life, forming a graphic sketch, in sympathy with the portraits which are life size and represent the bird in some favorite posture—the Song-sparrow singing; the Flicker gazing intently into a hole from his perch on some insect-bored tree; the Barn-swallow watching us with careless unconcern; the King-bird with his saucy, pugnacious attitude, ready for attack on any venturesome intruder; with others forming a list of our native songsters that will charm any bird-lover, or lover of the beautiful and artistic.

**ENGLISH: COMPOSITION AND LITERATURE.** By W. F. Webster, Minneapolis, Minn. Cloth; pages 275. Price, 90 cents. Boston: Houghton, Mifflin & Co. Toronto: Geo. N. Morang & Co., Ltd.

The author has had in view, in preparing this book, the teaching of the methods of simple, direct and accurate expression. In a clear and logical manner he has presented a four years' course in English composition. It is especially valuable, as it shows how the best literature may be woven into such a course.

**ELEMENTARY BOTANY.** By Percy Groom, M.A., F.L.S. With a Manual of the More Common Herbaceous Plants of Quebec and Ontario. By Prof. D. P. Penhallow, D.Sc., McGill University. Cloth; pages 252+209.

This English-Canadian work on botany has many excellent features to commend it to our students. The lessons on plants aim to combine the results of field and microscopic work with the text-book to marked advantage.

**TWO-BOOK COURSE IN ENGLISH.** By Mary F. Hyde. Book One, pages 211, price 35 cents; and Book Two, pages 328, price 60 cents. D. C. Heath & Co., Boston.

The leading aims of this course in English are to develop the child's power of thought, to form habits of correct expression and give him a taste for good literature. It does not begin by dissecting sentences, but by constructive work the child is led easily and naturally into the correct use of English. Special attention is given to oral composition, to the study of fables and classic myths, to written composition and letter writing. The books are exceedingly attractive in appearance, and are practical and progressive aids to the study of English.

**THE THIRD FLOOR;** a novel. By Mrs. Henry Dudeney. The W. J. Gage Co., Ltd., Toronto.

A bright story of London life. The character sketches are good and the descriptions written in an entertaining style.

**THE PARTS OF SPEECH AND THEIR USES; An Easy Method of English Analysis.** By H. W. Household, M. A. Cloth. Pages 140. Price 1s. 6d. Macmillan & Co., London and New York.

This is a simple and practical attempt, based on years of experience, to teach the structure of English sentences. The examples for illustration are easy, varied and appropriate.

**MANUAL OF ELEMENTARY SCIENCE,** by R. A. Gregory, F. R. A. S., and A. T. Simmons, B. Sc. Illustrated. Pages 429. Cloth. Price 3s. 6d. Macmillan & Co., London.

This volume embraces a course of study in physics and astronomy. The principles involved are in the first two subjects illustrated by experiments. In astronomy the student is recommended to make observations of the sky at every step.

**GREEK SCULPTURE:** A collection of sixteen pictures of Greek Marbles with introduction and interpretation, by Estelle M. Hurl. The Riverside Art Series, No. 7. Houghton, Mifflin & Co., Boston.

This is one of the most interesting numbers of this valuable series. A great variety of subjects has been chosen, and the illustrations, as well as the text, beautifully clear.

**THE WOODPECKERS.** By Mrs. Fannie Hardy Eckstorm. With five full-page plates and many text illustrations. Pages 131. Cloth. Price \$1. Houghton, Mifflin & Co., Boston.

A lively yet accurate and orderly account of the woodpecker family, treating somewhat exhaustively of five of the commonest species, and less fully of the others. The book is in a form quite certain to interest young people, and very likely to lead them to further observation and investigation.

MORANG'S EDUCATIONAL SERIES: *Cæsar's Gallic War, Book I. Virgil's Æneid, Book I; Xenophon's Anabasis, Book I.* Price 40 cents each. Geo. N. Morang & Company, Ltd., Toronto.

This series embraces the chief Latin and Greek texts used in schools. It is edited by English scholars, and the books are well printed, of convenient form, and at a very low price. Each volume has a complete vocabulary; illustrations with maps and plans of campaigns; introductions well suited to interest pupils in the subject matter; notes explaining difficult allusions and points in grammar and translation; and notes on translations and re-translation exercises.

THE BIRD BOOK. By Fannie Hardy Eckstorm. Cloth. Pages 276. Price 60 cents. D. C. Heath & Co., Boston.

A very useful book at a low price. It treats of water-birds and their homes; of structure and comparison; problems in bird life; some common land-birds; with hints on migration, observing and identifying birds.

SCHOOL MANAGEMENT AND METHODS OF INSTRUCTION, ESPECIALLY IN ELEMENTARY SCHOOLS. By Geo. Collar, B. A., B. Sc., Chas. W. Crook, B. A., B. Sc. Cloth. Pages 336. Price 3s. 6d. Macmillan & Co., London.

This work deals with every phase of education—the child, the home, the teacher, the school. In regarding the teacher's qualifications for his work, emphasis is placed on the importance of studying the relation of subject-matter to the mind as well as a knowledge of the subjects to be taught.

A SCHOOL GRAMMAR OF THE ENGLISH LANGUAGE. By Edward A. Allen, Professor of English in the University of Missouri. Cloth. Pages 169. Price 60 cents. D. C. Heath & Co., Boston.

The key-note to the whole book is prominence to essential principles. It is admirably adapted for all classes which require a knowledge of technical English grammar sufficient for the intelligent study of higher English. It is suited for the higher grades in the common schools, and is yet elaborate enough to meet the high school course.

THE CHILDHOOD OF JI-SHIB, THE OJIBWAY, and 64 pen sketches. By Albert Ernest Jenks, Ph. D. Cloth. Pages 130. Price \$1.00. Publishers, The American Thresherman, Madison, Wis.

This is a very interesting book of Indian life with unique and beautiful illustrations. The story is certain to please boys; with its woody flavor and fresh-air pictures.

### MAY MAGAZINES.

The *Canadian Magazine* for May contains some excellent material and the first instalments of two new serials. The June issue will be the hundredth number of the *Canadian*, and the publishers promise something especially good in the way of a valuable and artistic production. . . . *Littell's Living Age* in its weekly number for May 4th, has an article on King Edward VII, from *Blackwood's Magazine*, and one from the *Fortnightly Review*, Will Germany Fail? It is an excellent number; and the table of monthly contents embraces articles on topics of world-wide interest. . . . The May number of the *Atlantic* is largely devoted to educational and literary topics of high interest, containing several valuable and outspoken articles on topics of great importance, both literary and educational. . . . The *Century* for May is a Travel Number. Without leaving his fireside—or window-seat—the reader may voyage in imagination from China to Nepal, from Asia Minor to Italy, and from France to America by way of England. . . . Three and twenty pages are given up to Nature and Science, the St. Nicholas League, the Letter-Box and the Riddle-Box in the *May St. Nicholas*. . . . The humorous and unusual experiences in the life of a metropolitan clergyman are told by the Rev. David M. Steel, of New York City, who has just written about Some People I have Married, for the *Ladies' Home Journal*. . . . Very charming are the pictures of children which accompany a readable article on The Kitchen Garden, by Miss Winnington in the May Magazine Number of the *Outlook*. The article

outlines a most picturesque and interesting way of improving the home life of the people. \$3 a year. The Outlook Company, 287 Fourth Avenue, New York. In the *Chautauquan*, Martelle Elliott, head mistress of the high school at Poona, India, contributes a description of the curious Hindu Beliefs About the World and Heavenly Bodies. Prof. Andrew Baumgartner presents a graphic statement of How Children are Educated in Switzerland.

## HOW ARE YOUR EYES?

If they're perfect, you see without effort. If they ache or pain, or if you do not see as well as you should, they are defective and need attention. A little care now may save a lot of trouble later. EXAMINATION FREE.

L. L. SHARPE, Watchmaker. J. A. SHARPE, Graduate Optician.  
25 KING STREET, ST. JOHN, N. B.

## WANTED.

Lady Teacher to travel during July. References required. Apply by letter only. N. G. W., 278 PRINCESS ST., ST. JOHN, N. B.

WANTED.—A male teacher for one month's special work during vacation. Then, if satisfactory, will offer permanent employment. Good opening for energetic man with opportunity of becoming interested in the business. Write, giving references, to A. E. B., EDUCATIONAL REVIEW, ST JOHN, N. B.

## HALIFAX LADIES' COLLEGE

Art Studio and Conservatory of Music.  
(In affiliation with Dalhousie University).

REV. ROBERT LAING, M. A., (McGill),  
President.

MISS ETHELWYN FITCHER, B. A., (McGill)  
Resident Principal.

I. COURSES OF STUDY.—The courses of study include English, Mathematics, Science, Modern and Classical Languages, Elocution, Physical Culture, Art and Music, in all their branches. The courses of study include all subjects proper to the education and training of girls and young women.

II. TEACHING STAFF.—This College and Conservatory of Music has now become one of the best and most extensively equipped institutions of the kind in Canada. Both for numerical and educational strength, the teaching staff is probably unequalled in the Dominion. The members of the staff, over thirty in number, are graduates of universities of the first rank and of the best German and Canadian Schools of Music.

III. RESIDENCE.—The College provides residence for its own students and for the lady students of the conservatory living outside the city. The residential department is under the direct supervision of the resident principal and a trained and skilful matron.

For calendars containing full information, address,  
REV. ROBERT LAING, HALIFAX, N. S.

## EDUCATIONAL BOOKS

|  |   |   |   |
|--|---|---|---|
| <p><b>First Steps in Composition Exercise Books.</b><br/>By W. A. HUTTON and T. N. LEIGH.<br/>No. 1 For First Book Classes, - - 10 cts<br/>No. 2 For Junior Second Book Classes, 10 cts<br/>No. 3 For Senior Second Book Classes, 10 cts</p> | <p><b>Elementary English Composition.</b><br/>By FREDERICK H. SYKES, M.A., PH.D.<br/>"The best book of its kind I have ever seen. It is more than instructive. It is educative."<br/>"Geraldine" in Kingston Whig.<br/>Price, 40 cents.</p> | <p><b>Little People's Seat Work.</b><br/>Arranged by Miss M. NIMMONS.<br/>Part 1, For First Grade, - - 5 cents<br/>Part 2, For Second Grade, - - 10 cents</p> |   |
| <p><b>CLEMENT'S HISTORY OF CANADA.</b><br/>Price, 50 cents</p>   | <p><b>CASELLS FRENCH-ENGLISH and ENGLISH-FRENCH DICTIONARY.</b><br/>PRICE \$1</p>   | <p><b>CASELLS LATIN-ENGLISH and ENGLISH-LATIN DICTIONARY.</b><br/>PRICE \$1</p>   | <p><b>FITCH'S LECTURES ON TEACHING.</b><br/>Price, \$1.00</p> |
| <p><b>MacLean's High School Book-Keeping.</b><br/>FOR ADVANCED CLASSES.<br/>PRICE 60 CTS.</p>  | <p><b>Dexter and Garlick's Psychology in the School Room.</b><br/>PRICE \$1.60.</p>   | <p><b>Mensuration for Beginners.</b><br/>By F. H. STEVENS.<br/>PRICE 45 CENTS</p>   |   |

The Copp, Clark Company, Limited, Publishers, Toronto

|  |   |  |
|--|---|--|
| <p><b>Education Department, Nova Scotia.</b><br/><br/>The words "With Buchheim's <i>Modern German Reader</i>, Parts I and II," in 6, Grade X of Course of Study, page 161, October <i>Journal of Education</i>, 1900, should read:<br/><br/>"With Buchheim's <i>Modern German Reader</i>, Part I, first and second Divisions only—the first 59 pages. Optional for 1901 examination."<br/><br/>Halifax, N. S. February 1901. A. H. MACKAY, Supt. of Education.</p> | <div style="text-align: center;">  <p>DOUBLE SCHOOL DESKS FOR District Schools</p> <p>Prices on Application.</p> <p>S. B. LORDLY,<br/>62 BRITAIN STREET, - - ST. JOHN, N. B.</p> </div> | <div style="text-align: center;">  <p>If you wish pleasure combined with use</p> <p><b>Get A Camera</b></p> <p>It is both instructive and amusing. I carry a large line of all styles and prices, from \$1.00 up to \$50.00 Send for Catalogue.</p> <p>A. E. CLARKE,<br/>57 King Street, St. John, N. B.</p> </div> |
|--|---|--|

1901 FIFTEENTH SESSION. 1901  
JULY 23 TO AUGUST 9.

## SUMMER SCHOOL OF SCIENCE

—FOR—  
**MARITIME PROVINCES OF CANADA.**

PHYSICAL SCIENCES, BIOLOGICAL SCIENCES, LITERATURE, ETC.

Meets at Lunenburg, N. S., one of the most picturesque localities in the Maritime Provinces.  
Information supplied and circular giving full particulars furnished on application to the Secretary,  
**J. D. SEAMEN, Charlottetown, P. E. I.**



FROM  
Journal of Education,  
NOVA SCOTIA.

## SHORTHAND.

"The Education Department does not at present propose to issue certificates for proficiency in this subject.

The Certificate issued by the Business Educators' Association of Canada, on the Sir Isaac Pitman System will be accepted."

The only College in the Province having authority to issue this certificate ... is the ...

**Maritime Business College,**  
Halifax, N. S.

KAULBACH & SCHURMAN, Proprietors.

## CHEMICALS

... AND ...

## CHEMICAL APPARATUS

SUPPLIED TO SCHOOLS AND TEACHERS ON FAVORABLE TERMS.

**BROWN & WEBB,**

Wholesale Druggists, HALIFAX, N. S.

# WANTED!

## AGENTS

in unoccupied territory for the finest line of bicycles ever constructed.

We have a splendid proposition for the right parties . . . .

For Particulars Address:

**Box 426, ST. JOHN, N. B.**

## Cheerful Surroundings!

Give life and zest to all work in the school-room and make little folks like to come to school. This is the time of year to brighten up your school-rooms. If you want the walls papered

**REMEMBER!** that you can get from us a beautiful paper cheaper than ever before. Send size of school-room, number of windows and doors and their sizes (this is a good exercise in arithmetic for scholars), and we will send cost and samples. Get our figures for

**WINDOW SHADES!** We can supply excellent ones at reasonable prices.

**PICTURES FRAMED.**

**MAPS** mounted on spring rollers, and all work of that kind done promptly.

SEND YOUR ORDERS NOW TO

**F. E. HOLMAN & CO.,**  
52 KING STREET, SAINT JOHN, N. B.

# Teachers' Souvenirs!

The Oldest Souvenir House in America.

The Photograph Souvenir, our own invention. Over 100 designs.

Prices: One cent each and upward—Diplomas, Honor and Promotion Certificates a specialty. A complete line of closing and holiday supplies. Send address of Eight active teachers for valuable samples FREE.

The H. G. PHILLIPS SCHOOL SUPPLY HOUSE, WILLIAMSPORT, PA.

## University of New Brunswick.

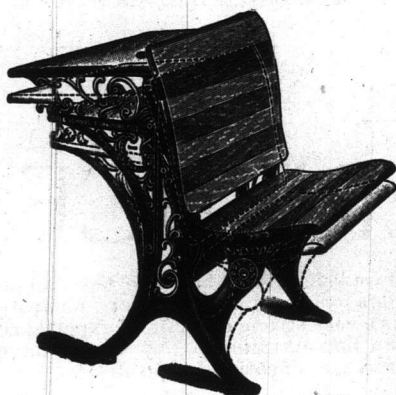
THE next Academic year begins September 27th, 1900, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$150) 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.

STEPHEN M. DIXON, M. A., BURSAR OF THE UNIVERSITY, FREDERICTON, N. B.

## OUR "BALL BEARING" SCHOOL DESKS

Stand to-day Above Criticism—The Standard of the World.



THE B. B. AUTOMATIC DESK.

Order Goods, conscious of the fact that you will get the best at the lowest figure—no matter where or who you are.

**The Canadian Office and School Furniture Co., Ltd.**  
PRESTON, ONTARIO.

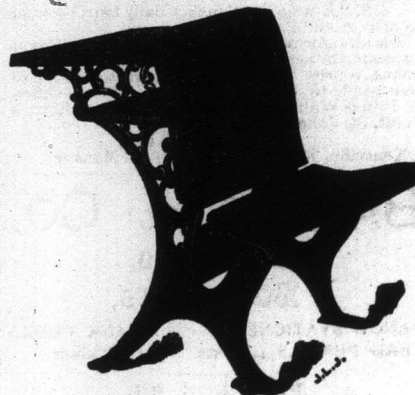
They were the only desks selected by the Government for the Canadian Educational Exhibit at the Paris Exhibition. We have for the sixth time been awarded the contract for desks for the TORONTO PUBLIC SCHOOLS, amounting this year to \$10,000.

During the last two years we sold over 28,000 of these desks, supplying in Canada about three fourths of all the desks required during that time.

These are noiseless desks, whose beauty and honesty of construction place them at once above criticism, and make them the desk above all desks. They have imitators, true, but no equals.

Awarded the Silver Medal, the highest award given on School Desks at the Paris Exposition.

Write to-day. Send for Circulars.



THE BALL BEARING DESK.

—THE—  
**MUTUAL LIFE**  
OF CANADA.

**POLICY HOLDERS** Constitute  
the Company and entire  
Profits are their's.

Business in Force, \$30,000,000.

**E. M. SIPPPELL,**  
Maritime Manager,  
SAINT JOHN, N. B.

**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.

**DOMINION ATLANTIC  
RAILWAY.**

Royal Mail Steamship "PRINCE RUPERT."  
1,260 Gross Tonnage, 3,000 Horse Power, ST.  
JOHN AND DIGBY.

Leave ST. JOHN Monday, Wednesday, Thurs-  
day, and Saturday, 7.00 a. m., arrive Digby 9.45  
a. m., making close connection with Express  
Trains for Halifax and Yarmouth.

Returning, leave Digby same days at 12.50 p. m.  
Arrive at St. John 3.35 p. m.

Royal and U. S. Mail Steamship "PRINCE  
GEORGE," 2,400 Gross Tonnage, 7,000 Horse  
Power, leaves Yarmouth Wednesday and Satur-  
day on arrival of Express Trains from Halifax,  
arriving in Boston early next morning. Return-  
ing, leaves Long Wharf, Boston, Tuesday and  
Friday at 4 p. m.

Parlor Cars are attached to Express Trains  
running between Halifax and Yarmouth, where  
connection is made with the Halifax and Yar-  
mouth Railway.

S. S. "Evangeline" makes daily trips between  
Kingsport and Parrsboro.

For all information, folders, plans of stateroom  
accommodation, exquisitely illustrated guide  
books, tourist pamphlets, etc., gratis and post  
free, apply to Dominion Atlantic Railway Office,  
14 Prince William Street, or New Pier, Reed's  
Point, St. John.

**P. GIFFKINS,**  
Gen'l. Manager.  
Kentville, N. s.

**BARNES & Co.**  
Stationers,  
Booksellers,

FANCY STATIONERY, BLANK BOOKS  
LEAD PENCILS, of all kinds.

P. O. BOX 44.

84 PRINCE WILLIAM ST.,  
SAINT JOHN, N. B.

**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.

**Kindergarten } SELBY & Co.,**  
AND } .. 23 ..  
**School Supplies } RICHMOND ST., W.,**  
**TORONTO.**

**SUMMER VACATIONS.**

It is wise to plan out your vacation  
beforehand. If you are teaching in the  
country you should go to the seashore. If  
you are teaching in a seaboard town you  
should go inward.

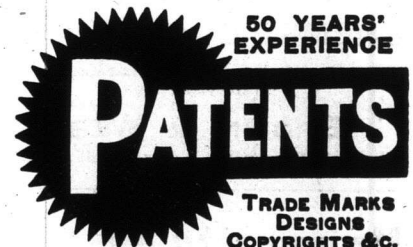
**The Intercolonial Railway**

can give you the choice of a great number  
of places from St. John, on the Bay of Fundy  
and the Atlantic Ocean from St. John to  
Sydney, the great boom town in the glorious  
summer land of Cape Breton, and from  
Shediac to Quebec, on the Gulf and River  
St. Lawrence, and Montreal.

This railway goes through a country  
unrivalled for beauty of scenery. It has the  
smoothest road-bed and finest equipment  
of any railway in this part of the world.

For all desired information address.

**E. TIFFIN, JNO. M. LYONS,**  
Traffic Manager. Gen. Pass. and Ticket Agt.



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. Communica-  
tions 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 cir-  
culation 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.

**NOTHING** speaks like

**EXPERIENCE.**

If the above statement be true, and we believe it to be, then the call to  
total abstainers to look for more favorable terms or for separate  
classification when insuring their lives is a very strong call, for all experience  
alike shows that being better risks than non-abstainers, they should have  
better terms on non-profit rates of separate classification for profits.

We will give the mortality experience of a number of companies in  
successive future issues of this paper, to show how great an advantage  
abstainers have over non-abstainers in the way of more favorable mortality.

**HON. G. W. ROSS,**  
President.

**H. SUTHERLAND,**  
Managing Director.

Head Office: Globe Building, Toronto, Ont.