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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32 Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions and advertisements on our behalf.

It is gratifying to learn that the school of forestry recently established by the University of New Brunswick is likely to be successful and have a far reaching influence on one of the great industries of the province. Quite a large number of students have entered for the course and Professor Miller has the opportunity of doing a great and useful work in his new department.

Mr. Shaw deserves the thanks of the readers of the REVIEW for his clear argument in this number on what may properly be regarded as "culture" subjects. Surely he is right. If not the pages of the REVIEW are open to those who can successfully refute his arguments. "Culture is a product of efficient teaching whatever the subject may be."

It is a pleasure to hear of the large number of students crowding into our colleges in the maritime provinces at their reopening after the summer vacation. It is also gratifying to know that many of those seeking the higher education are teachers, who are not satisfied with present attainments but are striving for that culture and discipline which a good university affords. If a university were created for the sole purpose of better fitting teachers for their work it would amply justify its existence. Teachers trained in these higher institutions of learning have higher ideals and a broader outlook on life. They who have themselves drunk deep of the wellspring of learning can make others thirst, as did those great teachers of the early universities who kindled afresh the light of learning after the darkness of the Middle Ages.

City Superintendent Maxwell, of New York, think that the usefulness, from a moral and hygienic point of view, of the Carnegie Libraries is small compared with the advantages that would flow from the benevolence of him who shall increase the number of public school baths. He knew of no better way for philanthropists to promote the physical and moral welfare of the rising generation, their health, cleanliness and comfort, than to instal baths in all school buildings in the poorer neighborhoods." And he might add their safety. To teach a boy to swim and to be accustomed to the water would go far to decrease the long list of drowning accidents from year to year.

William Crocket, LL.D.

The REVIEW Supplement for this month contains the portrait of Dr. William Crocket, so long a familiar figure in educational circles in New Brunswick. Two years ago when Dr. Crocket retired from the principalship of the Normal School the teachers, assembled in the Provincial Institute, placed on record their "grateful appreciation of his labours and successes as an administrator of our free school system and as principal of our Normal School for many years, and their admiration for the manly and Christian qualities that have adorned his life."

Premier Tweedie (now the Lieutenant-governor of the province) in enclosing to Dr. Crocket a copy of the resolution of the board of education in relation to his retirement said: "Permit me to express my congratulations that after your long and useful services in the department of education you are retiring with the respect and honour due to a life of faithful devotion to the cause of education."

Dr. J. F. McCurdy, professor of Oriental languages in the University of Toronto has said of Dr. Crocket: "In his adopted country he has given unstinted the single-hearted service of his life, and his course has been an unbroken series of educational triumphs absolutely unique * * * * Here he has shown himself a master ever since, a teacher of teachers equal to all occasions and winning confidence as well as respect from all who have taken him as their guide."

Grateful tributes from grateful students! And in his declining years he has the happy consciousness that he has impressed the educational life of his country as few have been permitted to do. Three times principal of the Normal School—once at Chatham, which town enjoyed the teaching of his vigorous early manhood, and twice at Fredericton during his riper years—with intervals spent as superintendent of education in this province and as professor of classical languages at Morin College, Quebec, he has been a part of our educational growth for the past half century. Exact in his scholarship and his methods of teaching, obeying the dictates of an orderly mind and a well balanced judgment, and ever distinguished for his love of justice, there is little wonder that he has endeared himself to old pupils and associates who from far and near wish for him and the companion of his life the solace of a happy age.

To Whom Belongs the Glory.

A British writer in T. P.'s Weekly says—and apparently the weight of proof is with his statement—that the scheme for the capture of Quebec in 1759 originated in the brain of one of his brigadier-generals, Col. George Townshend.

But though Townshend, in all probability, supplied the strategy, no one in the force save Wolfe could have carried it out so successfully. He was the pivot upon which the little army turned, the genius which stirred the imagination of the private soldiers and moulded them into such a terrible fighting machine. When we read "of that army, marshalled in the darkness and carried silently up the midnight river—of those rocks scaled by the intrepid leader and his troops," it is only natural perhaps that the greater part of our admiration and gratitude should go out to Wolfe; but let us do justice to George Townshend, but for whose brain no battle would have been fought.

The Value of Neatness.

Personal appearance goes a long way in the schoolroom. Children are unreserved little admirers of whatever in their elders catches their fancy, and little girls, at least, are apt copyists. One calls to mind a teacher of years ago, whom one adored for her soft, glossy hair, her white hands and beautifully kept nails, and her pretty dresses. Her every word of admonition or reproof carried weight, and how one laboured to keep one's own rebellious locks in order, and to avoid, as far as might be, ink stains and rents of one's pink and lilac calico frocks!

One city teacher, who manages to be always perfectly "groomed," and very becomingly—albeit, inexpensively—dressed, says that she finds it pays in every way to try to look her best, and use her most charming manner day by day in the schoolroom. Her class certainly comprises some of the neatest children in the school, and the effect extends even to the classroom. Careless or untidy newcomers are not long in being impressed by the general atmosphere. "The children," says this teacher, appreciate the fact that I try to look nice for their sakes. Moreover, when I look well I feel better and I can teach better. And those little matters like polished finger nails and waved hair make those youngsters think that I am somebody special, and they treat me with consideration."

October Skies.

If you have a few minutes to spare on any clear October evening get a few of your oldest scholars together in some place, early in the evening, where you can command a view of the skies. If you know a few of the chief constellations and some of the brightest stars, which of course you do, you can make the minutes so interesting to those young people that they will want to meet again, and will be anxious to tell other people what you and they found out about starland. If you can obtain the loan of a field or opera glass, it will be an advantage, although it will be better to depend on the unaided eye in nearly all cases.

Double Stars.

Do you know any double stars? The middle star, Mizar, in the handle of the Great Dipper has a minute companion, named Alcor, almost touching it. This can readily be seen by the naked eye.

Pick out the bright bluish star called Lyra in the constellation of the same name, now sloping from the zenith in the early evening, towards the west. Above it are two faint stars forming with Lyra an equilateral triangle. The one just above Lyra, on the right, is a beautiful double, but it will require a glass to see it.

From Lyra draw a line through Altair (you know the bright star Altair which lies nearly equidistant from two stars, one above and one below it), and continue it twenty-three degrees farther to the two stars in the head of the constellation Capricornus, (you know that the distance between the two pointers in the Dipper is five degrees, so that there will be no difficulty in measuring about four and a half times that space, or twenty-three degrees.) Of the two faint stars one is double. The double star can be seen by the unaided eye, though not with the same ease as the double in the handle of the Dipper.

When you have found these you may look for other double stars, and perhaps someone will tell the REVIEW where they may be found.

The Planets.

Where are the planets that we see sometimes in the West? Saturn is in the South-east, in the evening sky, but nearly all of the others are in the East and you need to get up before daylight to see them. It will repay you to do so. Venus is a morning star, rising more than three hours before the Sun, and so

brilliant that it may be seen during the daytime, if we can catch it before sunrise and keep trace of it. Jupiter is also a morning star, not so bright as Venus. On October 13th these two planets will be about half a degree apart. After that date they rapidly separate, Venus passing to the east of Jupiter, to disappear after a few months in the rays of the sun, afterwards to reappear in late winter as evening star. Mars, the red planet, that we were talking about last season when it was evening star and wondering whether it is inhabited, as some astronomers think, is now a morning star, rising about two hours before the sun.

Lessons in English Literature.

BY ELEANOR ROBINSON

At the time when the poet Caedmon lived, the English people who had come over the North Sea were firmly settled in England and were learning Christianity. Many good men went about to the wildest and most distant parts of the island as missionaries, teaching those who were still heathens. Others went to live in monasteries or abbeys, where they could give their time to prayer, and study of holy things. In the monasteries also, the monks busied themselves in making copies of the scriptures, for in those days, as you know, there was no printing. These written books were very precious, but as they were nearly all in Latin, only learned people could read them. Indeed very few people, except the clergy, could read at all, even their own language, and they had to be taught in other ways than from books.

One of the most celebrated of the monasteries was the Abbey at Whitby, on the high rocky shore of the North Sea. The Abbess, Hilda, was a niece of King Edwin, and so learned and good that even princes and bishops went to her for advice. She ruled her abbey wisely, and the scriptures were so diligently studied there that it was a training place for good men and women who wished to give themselves to teaching and good works.

But the most famous man who lived at Whitby was not a priest or a scholar, but only a cowherd. His name was Caedmon, and he took care of the cattle on one of the farms belonging to the monastery. Most of the people there knew how to make verses, and sing them to the music of a harp, but Caedmon had never learned this art; so when

at feasts, the harp was passed from one to another that they might sing in turn, as he saw it coming towards him, he would go away from the table.

One night when he had done this, he went out to the stable where his cattle were, and when he had cared for them he went to sleep. In his sleep he saw One standing by him, who said, "Caedmon, sing me something." Caedmon answered, "I cannot sing, and that is why I left the feast and came out here, because I could not sing." Then He who spoke to him said: "Nevertheless, you shall sing songs to Me." "What must I sing?" asked Caedmon. "Sing about the beginning of creation," replied the other.

Then Caedmon began to sing, in his sleep, and the words that he sang were something like these: "Now we must praise the Maker of the heavenly Kingdom, the power and wisdom of the Creator, and the deeds of the Father of Glory. He it was, the Eternal God, who was the author of all wonderful works. He is the Almighty Guardian of all men, and He made first the heavens to be the covering of their dwelling places, and next the earth."

When Caedmon woke, he remembered the words which he had sung in his dream, and he went on making more verses like them, in words worthy to sing the praise of God. In the morning he went to his master and told him of the new power that had been given to him. He was taken before the abbess, and he told his dream and repeated his verses to her and to the learned men who were with her. When they heard him, they all said that God had given him the gift of song; and they read and explained to him a passage from the Bible, telling him to turn it into verse, if he could. The next day he brought the passage they had given him turned into excellent English verse.

Then the Abbess was very glad, and she ordered Caedmon to leave his cattle, and to come into the monastery and be one of the brothers. And there he learned all the sacred history, and studying it and meditating over it, made such beautiful verses about it, and sang them so sweetly, that his teachers in their turn learned from him. He sang about the creation of the world, and of man; all the history in the book of Genesis; the coming out of Egypt of the children of Israel and their entrance into the promised land, and many other stories from the Old Testament. Also, he sang about the birth of Our Saviour, and His Death and Resurrection; of the coming of the Holy Spirit and the teachings of the Apostles. He made other songs, too, about God's

mercy and justice, about heaven and hell, and the judgment day. All these songs he made in English so that the unlearned people could understand them. And in everything that he sang he tried to persuade men to turn away from sin, to love what was holy, and to try to lead good lives. And many men learned by his songs to hate evil, and desire goodness. He is the first English poet who sang of holy things.

Others of the English nation after him, says an old history writer, tried to compose religious poems, but none could equal him, for he learned not the art of poetry from man, but by God's grace he received the free gift of song.

Caedmon died about the year 680. "He made a fair ending of his life," says the old historian. He was ill for a fortnight, but went about all the time, so that no one thought he was going to die. But one evening he asked to have a bed ready for him in the house where people were taken when they were dying. After he lay down, he talked happily with his friends; after midnight he asked to be given the Holy Communion. Then he asked everyone present if they were in charity with him. They said that they were, and asked him the same question. He answered, "I am in charity, my children, with all the servants of God." Then he wanted to know how near the time was when the brothers should wake to sing praises to God. They said: "It is not far off." He said: "It is well, let us wait for that hour". And with holy words on his lips, he fell into a quiet sleep, from which he never woke.

Thus it came to pass, we read in the story of his life, that as he had served the Lord with a simple and pure mind, and quiet devotion, so he now departed to behold His presence, leaving the world by a quiet death; and that tongue, which had uttered so many wholesome words in praise of the Creator, spoke its last words also in His praise.

Thanksgiving Day this year will be on Monday, November 9th, King Edward's Birthday. Every teacher ought, as Thanksgiving day approaches, to draw some special attention to it. Tell the pupils stories of the day and how it was observed in the past. Teach the ninety-fifth Psalm. Have short reading from poems and prose on the *thought* of thanksgiving. Show how dependent we are on the summer's abundance for a supply for winter. Display, and have short talks upon, the principal fruits and vegetables of autumn. Have small bunches of grasses, wheat, oats, and other grains, neatly tied and hung about the room.

Nature Study Class.—VIII.

BY WM. H. MOORE.

You say it is chilly and we will have to get out our furs to wear when we go out at evening now. Have you ever thought much about the original wearers of our furs? Have you ever given any attention to such questions as: How many fur bearing animals have we in the Maritime provinces? Is the supply limited? Are the animals beneficial or injurious to the husbandman? It's surprising how little we know of the life histories of our fur-bearers.

Our fur-bearers may be divided into two classes, as the squirrels were classed in the September REVIEW, viz., hardy and half hardy, or those which are active throughout the whole year, and those which den up or hibernate during the cold season. They may also be properly classed as carnivorous, and rodents. These two ways of classification overlap each other, and we have hibernating carnivores, and active rodents. Another classification would put them in two groups, plantigrade, and digitigrade.

The plantigrades, or those which when walking place the whole foot upon the ground, are with us only half hardy and include the bear, raccoon, and skunk. These are carnivorous, and the porcupine which also places the whole foot upon the ground when walking is a rodent. But the fur of the porcupine is not suitable for the trousseau of other animals. The hind feet of the muskrat and beaver are fully walked upon, but are more especially adapted for swimming. Perhaps the fur bearing animal with which most of you are best acquainted in one way or another is the skunk. The fur of this animal is made into boas, muffs, collars, etc., and is known to the trade as alaskan sable when of prime quality. That however will not concern us greatly at present for there are other things of interest in connection with this animal. They are nocturnal and when disturbed hastily put up their white flag (the tail which has more or less white hair on it) and is a signal of distress; distress to the offending party through the olfactory nerves.

This animal seems to have no fear of any enemy, and apparently thinks it has equal rights either in the city or country. Its home may be in some hollow log, a burrow in the earth, or under buildings or hay stacks.

The young produced at one time may number from four to fourteen, and are born in the months

of May and June. Very heavy is the drain upon young bird life in the vicinity of one of these large families, for the old female is a keen hunter of wild and domestic birds, that nest near by. Later in the season creeping things comprise the bill of fare. In the autumn months, crickets and locusts are secured in goodly numbers the crickets being caught in their nightly place of rest under stones and sticks or brush, which are deftly overturned. In late fall fully a half inch of fat forms underneath the skin of these animals. Such is their condition when they go into winter quarters. Two may occupy the same den, sometimes coming out on foraging expeditions during thaws in winter time. We have known one of the pair to get caught in a trap and be eaten by its mate.

The raccoon's habits are similar to those of the skunk, but to the bill of fare of the latter is added grains of various kinds while in the milk stage, or while the kernels are forming, and fresh water clams are a favorite article of diet. The 'coons are rather more sociable among themselves and frequently hibernate together, as many as a half dozen in one den. This number seems to be made up of a female and her cubs that have been spared to live that long. The old males evidently keep "bachelor's hall" through the winter. The raccoon does not breed so profusely as does the skunk, and six is the greatest number we know of in one litter. It is when the 'coons get into a field of grain that they do much damage, not by the amount of grain eaten but by rolling down the stalks so flat that it is a most difficult if not impossible job to cut it. They do great damage in some corn fields by climbing the stalks and destroying the corn. The supply of skunks and raccoons is more than sufficient for any demands required of them through the warm months.

The bear was formerly a much dreaded animal. At present it usually haunts the dense forests and seldom does any damage to farm crops or animals. In districts where big game is plentiful, they get a goodly allowance of food from carcasses left by sportsmen, and by catching the young of the moose, caribou and deer. They feed largely upon berries and nuts in their season.

The bear is not even so prolific a breeder as the raccoon, as only from one to three young are born at one time, and trappers say that the young are only produced each alternate year.

The winter den of the bear may be under fallen

trees, in cavities formed by upturned roots, or among caves in rocks, where leaves and brush are gathered, and form a dry comfortable abode. A bear's sense of smell and hearing are very delicate so that it is very seldom that one is met with in the woods.

Two other of our fur-bearing wild animals, the identity of which seems to be confusing to many, are the Canada and bay lynxes. Many, many times we have been asked if a lynx, a lucifee, wild-cat, bob-cat or indian devil is all the same animal; if not the same, what difference is there?

We have two species of lynx, the Canada (*Lynx canadensis*) and the bay (*Lynx rufus*). Large specimens of the former have been known to weigh thirty pounds. The colour is light gray, a tuft or pencil of black hair on the ear tips, and perceptible growths of whiskers on the junction of jaw and neck. The feet are very large and hairy. Even the soles are protected with a covering of soft fur; beautiful yellow eyes with vertical pupil (when contracted) instead of horizontal as we see in some mounted specimens. The fur is of good quality when prime. The bay lynx is, as the name implies, of a rufus colour. In weight they average a few pounds lighter than the Canada. They have the black ear tufts and side whiskers similar to the other species, but the feet are small, round, and with the soles bare. The fur is of very poor quality and is scarcely to be classed as fur.

The Canada lynx is known as lucifee—this name being a corruption of the French loup cervier which means deer wolf—loup garou, and lynx. The bay lynx is termed bob-cat, wild-cat, lucifee and indian devil. Both species have short tails, a characteristic of the lynx family, distinguishing them from the true cats.

The lynxes are destructive to deer, bears and birds. The number of young produced at one birth is from three to six.

Suggestions for Autumn and Winter Nature Lessons.

Nine out of every ten teachers that one meets in the country school will tell you that they are waiting until spring comes before they begin Nature Study, the fact is that Autumn and Winter supply material for observation that is intensely interesting to every normal child.

A few days ago in a country school I heard a fifth grade read the lesson on the Red Squirrel, by R. R. McLeod. On questioning the children I found

that there was not one who had ever examined the pine cones to which the author was referring. Here was an opportunity lost for a real Nature Lesson. The next day I called for the same lesson in another school, and found that the children knew more about the cones from their own observation than I did. Opportunities like this are staring some teachers in the face every day, and they will not see them,

Or, again, why not get the children interested in the study of the Heavens? Every teacher knows a few of the constellations. Make a diagram of one of them, the Great Bear (big dipper) for example, and have the children copy it on paper with or without the aid of gilt-paper stars. Explain to them how to find the North Star. Most children will have no difficulty in using the diagram on the first clear evening. Try a few more constellations in the same way. Work of this kind, mixed with a little enthusiasm will do much to awaken in the children a desire to learn more about the wonders of the Heavens.

Suppose you have the 7th, 8th, and 9th grades in a small miscellaneous school. During the winter months, the Physics Primer is studied in the 9th grade. Why may not a little experimental work be constantly going on, in which these three grades, at least can take a part? For example the expansion of water in freezing may be studied, and the children be led to understand why ice forms at the top instead of the bottom of a pond, and also the effect of freezing water in the breaking up of rock to form soils. Capillarity may be studied in many different ways, as by hanging a damp cloth over the edge of two tumblers into one of which some water has been placed, or by putting into a dish of colored water, two small squares of glass touching at one edge and slightly separated at the other.

Again, the simple experiment of pressing a sheet of paper over the mouth of a tumbler containing some water, and then inverting the tumbler, opens up a new world of interest to the children under the guidance of an earnest, thoughtful teacher.

In the same way one could go on indefinitely enumerating things that can be done in a school without any apparatus. If you have never tried work of this kind, begin now, and write the REVIEW how you get along.

Asked to explain what a butters is, a schoolboy replied, "A woman who makes butter."

Culture the Product of Efficient Teaching.*To the Educational Review;*

Mr. Editor,—I have read with much interest your editorial in the July-August number on *The Plea of Utility in Education*, and also Mr. Steeves' comments in the September number on the same subject. If by utility in education is meant merely the imparting of information with no other aim than making the recipient a greater producer of wealth, I would agree with you. We would soon tire of such utility in education. There is no place for it in our public school system.

But the mistake lies in assuming that there are two classes of subjects, one of which lends itself exclusively to so called culture and the other exclusively to utility in its narrow sense, and that the utility subjects can not be used as effectively for culture as those subjects which have no direct application to industry. The claim of the advocates of the utility subjects is that the pursuit of these studies will result in culture equal in value to that derived from the study of any subjects now on our common or high school programme provided they are taught in the right way. Dr. L. H. Bailey says: "Any subject when put into pedagogic form is capable of being the means of educating a man. The study of Greek is no more a proper means of education than is the study of indian corn. The mind may be developed by means of either one. Classics and calculus are no more divine than machines and potatoes are. We are much in the habit of speaking of certain subjects as leading to 'culture'; but this is really all factitious, for culture is a product only of efficient teaching whatever the subject matter may be."

Science has now a recognized place on all modern programmes of study. It is even taught in arts colleges, the professed guardians of culture, and its value for culture when well taught is admittedly equal to that of any subject. But science taught with relation to life, to industry, becomes a utility subject. Does it then lose its cultural value? If the study of botany has cultural value—the study of the Mayflower for example,—will the study of a common weed, such as ragwort, have less value? Both are plants. Both may be used to teach the same great biological laws. Are we to think because the knowledge gained from the study of one can be put to some use in life that therefore it loses its educative power? In entomology if the study of the beautiful cecropia moth results in some measure of culture, will the study of the brown-tailed moth, or the canker worm be any less cultur-

al merely because a knowledge of these insects help people better to make a living?

Dr. Dewey says: "The assumption that a training is good in general just in the degree in which it is good for nothing in particular is one for which it would be difficult to find any adequate philosophic ground. Training, discipline, must finally be measured in terms of application of availability. To be trained is to be trained to something and for something."

" * * * * * It is no longer possible to hug complacently the ideal that the academic teacher is perforce devoted to high spiritual ideals, while the doctor, the lawyer, and man of business are engaged in the pursuit of the vulgar utilities."

"It is flat hostility to the ethics of modern life to suppose that there are two different aims of life located on different planes; that the few who are educated are to live on a plane of exclusive and isolated culture, while the many toil below on the plane of practical endeavor directed at material commodity. The problem of our modern life is precisely to do away with all the barriers that keep up this division. If the university cannot accommodate itself to this movement so much the worse for it. Nay, more; it is doomed to helpless failure unless it does more than accommodate itself; unless it becomes one of the chief agencies for bridging the gap, and bringing about an effective inter-action of all callings in society."

The mistake which the literary trained man makes is in assuming that the utility subjects have no other value than that of increasing the efficiency of the producer. Hence when such a person wishes to praise an agricultural college the best he can think of in its favor is that it will make our land more productive. But the leaders in agricultural thought insist that the farmer is no more important than the farm, that "the first tillage and fertilizing and pruning and spraying should be applied to the man not to the land nor the crop; and whilst the man is acquiring discipline for the direct prosecution of his business, he is at the same time opening his mind to all the sweetest pleasures of living." Dr. Bailey again says: "The real solution of the agricultural problem—which is at the same time the national problem—is to give the countryman a vital, intellectual, sympathetic, optimistic interest in his daily life. For myself, if I have any gifts, I mean to use them for the spiritualizing of agriculture."

The claim then for the utility subjects is that when properly taught they have two values, and the cultural value is not secondary to that of any subject.

P. J. SHAW.

The True Joy of the Woods.

We commend to our teachers the two extracts, following, with the hope that they may help to make our boys realize that there are other joys in the woods than the handling of guns or hunting harmless wild animals. The sad death of two lads from our schools recently, under peculiarly distressing circumstances, from the careless handling of firearms, should be a warning to parents and teachers to use greater care to safeguard the lives of their boys, and teach them the true meaning of sport.

Would it not be better for boys to know that it is more manly to spare the lives of the innocent birds, squirrels and other animals of the woods than to shoot them. Few boys are cruel by nature; and the truer sport of making friends with these little denizens of the forest, observing their sprightly ways and industrious habits, will soon become matters of lively interest to them and make a walk through the woods in the autumn days a joy that will increase as the years go by. Then the trees and other plants, and the changes they are undergoing in preparing for the winter's sleep, will interest boys as they wend their way these October days to the top of some lofty hill to look down upon woods and valleys purpled with the many-tinted foliage. It is a joy to live these crisp autumn days if we are in sympathy with the woods and their inhabitants. What a pity it is if we can find no truer joy than the joy of killing.

The Bloodless Sportsman.

I go a-gunning, but take no gun;
I fish without a pole;
And I bag good game, and catch such fish
As suit a sportsman's soul;
For the choicest game that the forest holds,
And the best fish of the brook,
Are never brought down with a rifle shot,
And are never caught with a hook.

I bob for fish by the forest brook,
I hunt for game in the trees,
For bigger birds than wing the air,
Or fish that swim the seas.
A rodless Walton of the brooks,
A bloodless sportsman, I—
I hunt for the thoughts that throng the woods,
The dreams that haunt the sky.

The woods were made for the hunters of dreams,
The brooks for the fishers of song;
To the hunters who hunt for the gunless game
The streams and the woods belong.
There are thoughts that moan from the soul of the pine,
And thoughts in a flower bell curled;
And the thoughts that are blown with the scent of the fern
Are as new and as old as the world.

So, away! for the hunt in the fern-scented wood,
Till the going down of the sun;
There is plenty of game still left in the woods
For the hunter who has no gun.
So, away! for the fish by the moss-bordered brook
That flows through the velvety sod;
There are plenty of fish still left in the streams
For the angler who has no rod. —SAM WALTER FOSS.

I Used to Kill Birds.]

I used to kill birds in my boyhood,
Bluebirds and robins and wrens.
I hunted them up in the mountains,
I hunted them down in the glens.
I never thought it was sinful,—
I did it only for fun,—
And I had rare sport in the forest
With the poor little birds and my gun.

But one beautiful day in the springtime
I spied a brown bird in a tree,
Merrily swinging and chirping,
"As happy as bird could be;
And, raising my gun in a twinkling,
I fired, and my aim was too true;
For a moment the little thing fluttered,
Then off to the bushes it flew.

I followed it quickly and softly,
And there to my sorrow I found,
Right close to its nest full of young ones,
The little bird dead on the ground!
Poor birdies! For food they were calling;
But now they could never be fed,
For the kind mother-bird who had loved them
Was lying there bleeding and dead.]

I picked up the bird in my anguish,
I stroked the wee motherly thing
That could nevermore feed its dear young ones,
Nor dart through the air on swift wing.
And I made a firm vow in that moment,
When my heart with such sorrow was stirred,
That never again in my lifetime
Would I shoot a poor innocent bird! —SEL

A correspondent who is a believer in teachers' institutes sends the REVIEW a notice of a California joint institute with an attendance of 347—the total number of teachers, with a possible single exception, of those engaged in that section! We have something to work for yet.

For Friday Afternoons.**Spelling Match.**

Two children appointed by teacher take opposite sides. Each chooses a good speller from the class, and the ones chosen choose, continuing thus until all pupils are selected.

Teacher "gives out" the word only once.

The child who spells correctly a misspelled word, chooses a child from the other "side," who then becomes one of his "side." Of course the chooser always selects the best speller from the opposite side.

At the close of the spelling lesson, the side having the greater number of children wins; and all who started out on that side clap for it—no matter which side they are then on.

Interest is kept up from start to finish, for no child is made to sit down when he misses, as in the old-time spelling match.—*Popular Educator.*

This is a game we call the Language Game: One child stands at the front of the room with his back to the board, and the teacher writes the name of some animal over his head. The children then give sentences about the animal in question, beginning, "This animal"—and telling some fact which will help the child at the board to guess the animal. This game can be used in the same way for flowers or birds.—*Primary Education.*

Geography End Letter Game.

A very interesting game for recesses and noons we call the geographical "end-letter game." It may be played the same as a spelling match, or the players may be seated anywhere in such a way that they may play in turn only a limited time, say one minute being allowed to each one. For instance one gives "London"; the next must give a city beginning with N, as "New York," the third one beginning with K, as "Kensington," and so on.

It is well to confine the pupils sometimes to one country, then again let them go all over the world.

A list may be as follows:

- Cities and towns of one country.
- Lakes and rivers of the world.
- Mountains and peaks of the world.
- Countries and islands of the world.

—*Teachers Magazine.*

October's Reign.

October once again is with us,
In its ripen'd beauty bright;
See it's forests varied gleaming,
Leaves with many colours dight.

Ripen'd cornfields richly waving,
Fields so slowly growing brown,
Asters in their autumn beauty,
Golden rod in brilliant gown.

Now it's colours deepen slowly,
From the tints to darker shade;
Then the change comes — oh! so quickly
For its grandeur soon must fade.

Breezes come with sighing voices,
Greeting children of the air.
Soon the leaves are lying lifeless,
And the trees are gray and bare.

When we view the ruin 'round us,
With a vain yet sad regret,
We would fain recall the brightness
That it might be with us yet.

The lost month we can ne'er bring back,
Till a year has passed again.
Then, with equal pomp and splendour,
Once again October'll reign.

Flume Ridge, N. B.

MARY SCULLIN.

The Autumn Leaves.**FIRST CHILD:**

I am a leaf from a tall elm tree
That stands high upon the hill top there;
Patiently my watch I keep
O'er all the hillsides and valleys fair.

SECOND CHILD:

I came from the maple tree
By the church with its huge iron bell;
Many a time I've heard it say,
"A tale of hope and peace I'll tell."

THIRD CHILD:

I am a leaf from the old oak tree
Deep in the woods; I know
All the secrets of fairyland,
And how the flowers grow.

FOURTH CHILD:

And I am a leaf from the aspen,
Do you know why I tremble so?
I heard a child tell a lie one day,
'Tis an awful thing to know.

FIFTH CHILD:

Down where the dead lie sleeping,
In a calm and quiet spot,
I came from the willow, weeping,
O'er the blue forget-me-not.

SIXTH CHILD:

I grew on the big old apple tree,
Where the blue birds and robins nest,
The children love me, and the breeze—
O, you can guess the rest.

SEVENTH CHILD:

And now we will make a wreath,
Red and yellow and green;
When you see you will all agree
'Tis the prettiest wreath that ever was seen.

All join hands and sing:

Away to the woods, away,
Away to the woods, away,
All nature is smiling,
Our young hearts beguiling,
O, we will be happy to-day.

Memory Gems for Big and Little.

Before you speak an angry word, count ten;
Then, if still you angry be, count again.

Kind words are little sunbeams,
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.

Cross words are like ugly weeds,
Pleasant words are like fair flowers,
Let us sow sweet thoughts for seeds,
In these garden hearts of ours.

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can.

Live pure, speak truth, right wrong,
Else wherefore born? —TENNYSON.

"Politeness is to do and say
The kindest thing in the kindest way."

Good manners is surface Christianity.—HOLMES.
When we climb to heaven, 'tis on the rounds of love to men.
—WHITTIER.

To have joy one must share it.
Happiness was born a twin. —BYRON.

Believe me, the talent of success is nothing more than doing what you can do well; and doing well whatever you do, —without a thought of fame.—Longfellow.

So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "Thou must,"
The youth replies, "I can." —EMERSON.

Ask of the trees themselves how they should be treated,
and they will teach you more than can be learned from books,—PREL.

Keep engagements to the letter,
Let this praise to you belong:
"Oh, his word is just as binding
As would be his legal bond."
Thus your name will e'er be honored,
If you always keep your word.

How To Deal With Whispering

I have found the three methods most helpful to myself in suppressing this inconvenience are love, understanding, and tact. If the first two look out of the eye, a glance is sufficient, ordinarily, if the feeling is good between pupil and teacher. If, however, some little boy's nerves or emotions have got the better of him, and you see, when you glance, that there is a determination to whisper, a good way to prevent the same is to beckon such a one to your desk and ask him if he will please go and get you a glass of water, or sharpen your pencil. By the time he has returned and you have said an appreciative "Thank you," the wish, or rather, impulse, to whisper, is gone.

Since idleness leads to whispering, as well as vice, a teacher can save herself much annoyance by taking a little time to keep every child, especially the nervous, active children, busy and happy.

We teachers, without meaning to be so, or even thinking we are so, are prone to selfishness. In the first years of our teaching, we are apt to regard as the most serious offences those which annoy us most, rather than those which will affect the future well-being of the child. Judged from the above consequences, which would be the greater evil, whispering or tardiness? Whispering or tale-bearing?

I called a little whisperer to me one evening, after school, to have a friendly talk with him about his fault: why it was inconvenient, and I did not want it. Catching my idea, he looked up into my face, his own clearing as he did so, and said, earnestly, "'Tisn't wicked to whisper, is it?"

I told him that it was not, but that I wanted my school-room nice and quiet, and that when he whispered it was not, and that I should expect him to do his part toward making it so in the future. He was only seven years old, but he understood and remembered.—*Selected.*

A correspondent asks: What causes the leaves to change colour? Leaves change because they have finished the season's work and are ripe. During the process of ripening chemical changes take place and useful material is drawn into the stem or branch. The change in colour is not due to frost, but takes place usually when the cold weather sets in. But one may see leaves turning red in midsummer. This shows that the tree has been attacked by insects or that early decay has begun.

How Our Birds Protect Our Trees.

Trees are like great hotels, they are so alive with their busy little insect people. Like hotels, when looking for rooms, there is a choice between outside ones and dark inside ones. The outside ones are in cracks in the bark, and here, in fall, visiting moths stow away their eggs in snug bed chambers and sleepy butterfly children wind themselves in their silken covers and rest quietly till spring calls them to unfold their wings and seek the flowers.

Beneath the bark, in the inside rooms, live the wood borers, and up and down the long hallways boring ants run busily to and fro.

In the spring the eggs left in the bark hatch into hungry worms and thousands of these new guests climb up to the airy roof gardens of the hotels to dine in the green restaurants on fruit and leaves. Indeed, so many hungry insect folk board in the hotels and live on the wood and leaves that if no bound were put to their work, the boarders would quite eat up their hotels.

One small wood borer alone can eat a whole great tree, and myriads of the hungry creatures are always at work in our shade trees.

Wood ants find the holes the borers have made and go on from them, tunneling deeper and deeper into the heart of the trees until they have honey-combed the timber with their galleries. Anyone who goes to the woods can see them work. Did you never find a pile of sawdust at the foot of a tree, or see a streak of dust on the bark? That is the work of the ants; and while you watch, one of the little black workmen will often come out of a hole in the bark, drop its load of dust, and hurry back inside for more. The poor trees suffer sorely. But fortunately they are not only hungry insects but hungry birds also, and the birds, knowing full well that the trees are among the best bird restaurants, flock to them eagerly.

The woodpeckers spend most of their time chiseling through the bark for insects, so well hidden in the wood that only such sharp bills and barbed tongues as theirs can reach them. In the winter they join the cheery chickadees and nuthatches as eggers, searching diligently over the crannies of the bark for insects' eggs. The champion of their band seems to be the chickadee, which has such a hearty

winter appetite it thinks nothing of eating 5000 eggs a day.

Every country boy knows how mice girdle the apple trees, gnawing their bark just above the snow in winter. They do so much harm we should often have to go without apples if it were not for the hawks and owls; but these are great mousers, and, between them, work night and day to save the orchards.

The tree-top protectors are more numerous than any of the other tree birds, and when the leaves come out in spring, fall to work with a will.

Orioles, vireos, cedar birds, and cuckoos are the prize caterpillar birds, but when there has been a plague of insects in an orchard or village, baring the trees of leaves, nearly all the birds of the neighborhood have come to the rescue. And so the birds work all through the year—the tree-trunk birds and owls in winter and the tree-top birds in summer—all working to protect the trees, saving for us both our shade and our fruit, which the insects are only waiting to destroy. —*Selected.*

Are Church-Goers the Only Sufferers?

Mr. A. Wylie Mahon, of St. Andrews, N. B., contributes a clever article to the September Canadian Magazine on "The Souls of Anecdotes," in which the following occurs:

"I know a clergyman who, in a dream, found himself in a strange land, where every worn and wasted form had a laughable suggestion about it of better days, where every tearful voice had a faint, far-off echo of mirth and merriment, and every groan was the ghost of a laugh. Some of these strange forms cast reproachful looks of blame at the dreamer. At length, he discovered that he was in a weird ghostland of anecdotage, and that the weary, wasted ones who looked blame upon him were the ghosts of the stories he had worn the life out of by telling them so often in his sermons."

Five-year-old Tommy was being put through a test in numbers, before the admiring family, one day at dinner. Finally, papa asked him the question that had proved the Waterloo of the older children in past years.

"Now, Tommy," said papa, "how many are two apples and three pears?"

"Five fruits!" promptly answered Tommy.—*The August Delineator.*

Some Common Errors in Diction.

Some of the common errors which occur in everyday conversation are perhaps not apparent to all of us from the fact of their frequent use. Some are of a provincial nature while others can almost be considered as continental. The geographical extent over which the words are prevalent, I do not intend to discuss but simply to try to give the correct interpretations based on such authorities as the Century, Standard and Webster's Dictionaries.

Let us take the pronunciation of the word "pianist." The three authorities above give "pi-an-ist" only (accent on second syllable) in contradistinction to "pi-an-ist" (accent on first syllable)—a form of pronunciation used frequently by people who do not take the trouble to ascertain for themselves the correct form. The word "suggest" has two forms of pronunciation one where the first g is suppressed, and the other where it is sounded. The latter is correct. "Trait" is correctly pronounced with the final t sounded. "Against" is pronounced a-genst, "chastisement" has the accent on the first syllable, the i being short; "culinary" has the u long in the first syllable, not as in cull; "discourse" and "finance" are both accented on the second syllable; and so "hearth" is "harth" not "herth"; "heaven" is in one syllable not in two; "Italian" is "It-al-yun", not "eye-tal-yun"; "nuptial" is "nup-shal" not "nupt-yal"; "supple" is "sup-pl" not "su-pl"; "immediate" is in four not in three syllables; "vaudeville" is "vode-vil" not "vod-e-vil"; "vitriol" is "vit-ri-ol" not "vit-rol."

In addition to these examples of faulty pronunciation we often evince great carelessness in our choice of words. The following will illustrate my meaning. "The dog is barking I will go and take him in." "Take" is a verb signifying the removal of something. In this case the intention of the person is evidently to allow the dog to come into the house and the proper word to use is "bring." "I haven't seen him since a while" is a common expression in some localities. "Since" is a definite measurement of time from a previous date to the present moment and hence should be used only when a previous date is mentioned. In the above construction "for" would be a good substitute. "I received this bracelet on a present" should be "I received this bracelet as a present" or better still, "This bracelet was presented to me." "You will be

coming back one of those days" is a common construction in a certain town. "My horse died on me last week" is as common as it is erroneous. "He stopped in town all night" should be "He stayed in town all night." "To stop," means to arrest a body in motion; "to stay" means to continue in a state of rest. Regarding the verbs "sit" and "set," "lie" and "lay," a safe rule for following is to consider "set" and "lay" with their inflections as transitive verbs requiring objects, and "sit" and "lie" as intransitive verbs. There is only one exception to this rule. We say, "The sun sets." Here "sets" is an intransitive verb. We say "He set the hen" but we should say "The hen is sitting."

—A. W. F., MAITLAND (N. S.)

How to Make Loyal Citizens.

The words of Earl Grey, Governor-General of Canada, to the children of Toronto on Empire Day should be told to every boy and girl in this wide dominion:

..... I have a request to make to you individually, and it is a request from his Majesty the King. He knows what sacrifices you would make; he knows your loyalty; but he wants you to do something which is difficult, and, therefore, the more honourable to do. He wants you to resolve not to die for the land you love, but to live for it. For that reason he asks that you should study to fit yourselves for the work that lies before every citizen of this country and of the empire. Learn to control yourselves, be intelligent, take the opportunity our splendid school systems offer to become well informed men and women, so that your lives will be the lives of loyal citizens, capable and willing in supporting the nation's institutions. If you do these things you will grow to be a strong, virtuous and noble people, whose influence will radiate not only throughout Canada, but throughout the whole empire.

The next House of Commons will contain 221 members instead of 214 as at the election of 1904.

Ontario,	86
Quebec,	65
Nova Scotia,	18
New Brunswick,	13
Prince Edward Island,	4
Manitoba,	10
Saskatchewan,	10
Alberta,	7
British Columbia,	7
Yukon,	1

221

The increases are Saskatchewan 4 and Alberta 3.

Brace Up, Boys!

Once upon a time there was a boy who used to slouch along with the most utgainly, shambling gait. His shoulders dropped and his arms looked to long for anything. - He knew that he didn't stand straight and look manly and strong like the other fellows who belonged to the boys' brigade, and it made him shy and awkward. His mother and he used to talk it over, and, finally they decided to do something about it. They couldn't afford a gymnasium and the boys' brigade didn't belong to their church. So they found a set of rules for bodily exercise and the boy practised them a dozen times a day during vacation, besides playing baseball and going fishing, and it was a surprise to his comrades when he went back to school to see how erect and self-confident he had become, with his head held up and his shoulders thrown back. It was hardly to be believed that this tall, straight youth was the same stoop-shouldered shrinking youngster of the last term. He was just the same persevering fellow, however, and he sends the rules which transformed him, for the benefit of any fellow who wants to brace up:—

1—Stand erect, "head up," chin in, chest out, shoulders back, at short intervals during the day, everytime you think of it in fact, and draw 10 long, deep breaths each time.

2—Talk about or run with from 5 lbs. to 40 lbs-weight on top of your head.

3—Walk or stand with the hands clasped behind your head and your elbows wide apart.

4—Make it a habit to keep the back of the neck close to the back of the collar.

5—Try to look at the top of your vest or your necktie.

6—Stand now and then during the day with all the posterior parts of the body as far as possible touching a vertical wall.

7—Practise the arm movements of breast-stroke swimming while standing or walking.

8—Carry an umbrella or cane behind the small of the back or behind the neck.

10—Walk with thumbs in the armholes of the vest.

11—Try to squeeze the shoulder blades together many times a day.

12—Look upward when walking.

—*Farming World.*

How to Overcome Depression.

Sometimes teachers as well as other people become discouraged if things go wrong with them. Here are a few selections culled from various sources that may help to win a cheerful frame of mind. Write them out and keep them by you for such emergencies:

Depression is not to be overcome by fighting it. To forget all about it, in the expression of the best gifts we have, even though they may not be remarkable, will put depression so out of mind that it will not need to be fought. A kind word to a friend will do more to lift the cloud of one's own depression than hours of a mere effort of the will to overcome the gloom. Expression of one's best is the best cure for depression.—*Sunday-school Times.*

One day, when Tennyson was unusually depressed, his nurse observed to him gravely: "You ought to be ashamed of yourself for grumbling in this way; you ought to be expressing your gratitude for your recovery from your bad illness by giving us something—by giving it to the world." He went off repentant to his own room, and returned in half an hour with "Crossing the Bar."

If you have the "blues," read the twenty-seventh psalm; if your pocketbook is empty, read the thirty-seventh psalm; if people seem unkind, read the fifteenth chapter of John; if you are discouraged about your work, read the one hundred and twenty-sixth psalm; if you are all out of sorts, read the twelfth chapter of Hebrews; if you are losing confidence in men, read the thirteenth chapter of I Corinthians; if you can't have your way in everything, keep silent and read the third chapter of James.

A crowd of troubles passed him by,
As he with courage waited;

He said: "Where do your troubles fly
When you are thus belated?"

"We go," they said, "to those who mope,
Who look on life deected;

Who weakly say good-bye to hope,
—We go where we're expected!"

—*Francis Elkin Allison.*

An educated blind person is as a rule self-reliant, self-supporting and an inspiration to those with whom he comes in contact. An uneducated blind person is a burden to himself and to his friends. Education is free to every blind boy and girl in the Maritime Provinces and Newfoundland, but this fact is not always known to the parents of such children. Our boys, girls, and adults in order to help forward the work of the School for the Blind, at Halifax, can best do so by sending to the Superintendent the names, ages and address of all blind persons under twenty-one years of age. Address to C. F. Fraser, Superintendent School for the Blind, Halifax, N. S.

The Story of the Fossil Fern Told.

Once a family of ferns lived in a forest.
They did not care for the bright sun more than ferns do now.

They liked the cool shade under the trees.
They liked the moist soil by the forest lake.
One little fern grew close to the edge of the water.
She bent down toward the waves.
The waves rolled up toward her.
For a long time they did not reach her.
But after a while great storms came on the lake.
The water rose higher and higher.
Fine, soft mud came with each wave.
It covered the fern and all her family.
Year after year the storms came.
But the old father river was not far away.
The soft mud could not go away.
But it, too, had changed.
It was now hard rock.
The man knocked upon the rock with his hammer.
Then the rock gave a leaf from his stone book.
Do you think anyone ever saw the fern family again?

Many years after a man came to the forest.
All the old trees were dead, but a few of their grandchildren were there.
The mud grew deeper and heavier over the fern.
There was a picture on it.
It was a picture of the little fern.
There it was, the leaflets, midribs, and veins.
The man could read the stone's story.
It told him how the fern grew by the forest lake; how the waves covered it with mud; and how the mud hardened into stone.—*Flora J. Cooke, in Elementary School Teacher.*

Spelling Device.

Write the names of those who have a perfect spelling lesson on the board. For each succeeding correct lesson add a white cross. When there are four white crosses after a name give a blue cross, erasing the white ones. For each succeeding five white crosses give a blue one. When there are five blue crosses give a red one in their place. When a lesson has misspelled words in it, erase a white cross. The red and blue crosses are safety stations and are not to be erased on account of incorrect lessons. Absence from school does not count as an incorrect lesson.—*Sel.*

Correct!

It was at a class in arithmetic that the following household problem was exactly solved: "Suppose that in a family of five there are only four potatoes for dinner, and the mother wants to give each of the children an equal share—how is she going to do it?" For a few minutes there was silence in the room while everybody calculated hard. Finally one of the little boys rose to his feet, and, after attracting the attention of the schoolmaster, gave this unexpected answer: "Mash the potatoes, sir."

Some College Definitions.

Commencement—The end.

Senior—One who rides a pony in the race for a sheepskin.

Junior—One who knows it all and tries to teach the faculty.

Valedictorian—A wind instrument belonging to the graduating class.

Upon moving into a new neighborhood the small boy of the family was cautioned not to fight with his new acquaintances. One day Willie came home with a black eye and very much spattered with dirt.

"Why, Willie," said mamma, "I thought I told you to count a hundred before you fought?"

"I did, mamma," said Willie, "and look what Tommy Smith did while I was counting!"—*Montreal Witness.*

"My boy does not like to go to school" said a parent to me the other day. "His teacher keeps him going over the same primer until now he knows it by heart." There is no surer way of giving a boy a distaste for school and literature than to keep him at the same reading book until he can "pass." There may have been some excuse for it a score or more years ago when books were scarce, but now when children's primers are so many and such beautiful specimens of art and literature it is a sin that children should not be provided with what will appeal to their interest and give them a taste for varied and good reading suitable to their years.

We look forward with pleasure to receiving your paper every month, containing as it does matters of such varied educational interest, which we should not find elsewhere.—*Hon. Secretary League of the Empire, London.*

A Fine Bit of Word Painting.

The following will make a good declamation for a boy who has a little dramatic power, and it contains also a good deal of material that can be utilized as a recitation and language lesson. The authorship is not certainly known but it has been ascribed to Judge Arrington, of Texas:

A Famous Brewery.

Where is the liquor which God the Eternal brews for all his children?

Not in the simmering still over the smoky fires choked by poisonous gases and surrounded by the stench of sickening odors and rank corruption doth our Father in heaven prepare the precious essence of life, pure cold water.

But in the green glade and grassy dell where the red deer wanders and the child loves to play; and low down in valleys where the fountains murmur and the rills sing; and away up in the tall mountain tops where the naked granite glitters like gold in the sun, where the storm cloud broods and the thunder storms chash; and far out on the wide, wild sea where the hurricane howls music and the big waves roar,—there he brews it, this life giving water. Yet everywhere it is a thing of beauty, sparkling in the dewdrop, singing in the summer rain, shining in the ice gem till the leaves are turned to living jewels, spreading a gold veil over the setting sun, or a white gauze about the wintry moon, sparkling in the cataract, sleeping in the glacier, dancing in the hail shower, spreading its snow curtain softly about the wintry world, and weaving that many colored iris the seraph zone of the skies whose warp is the rain drop of earth, whose woof is the sunbeam of heaven checkered over with celestial flowers by the mystic hand of refraction.

Still always it is beautiful this life giving water. No poison bubbles on its brink, its foam brings not madness and murder, no blood stains its liquid glass, no pale widows and starving orphans drop burning tears into its depths.

No ghost from the grave rises up to curse it in words of eternal despair. Speak on my friends, would you exchange it for the demon's drink, alcohol?
—Selected.

Poetry, is simply the most beautiful, impressive and widely effective mode of saying things, and hence its importance.—*Matthew Arnold.*

One morning, just before starting to school, little Bobbie, aged six years, was watching his mamma put up his noon lunch. Suddenly he said: "Mamma, I wish you'd let Katie put up my lunch instead of doin' it yourself. Won't you?"

"It's no trouble, my dear."

"I know."

"Then why——"

"'Cause, mamma, she's got a better appetite than you, an' she puts more in.—*The August Delineator.*

A splenetic Englishman said to a Scotchman, something of a wag, that no man of taste would think of remaining any time in such a country as Scotland. To which the canny Scot replied, "Tastes differ; I'se tak' ye to a place, no far frae Stirling, whaur thretty thousand of your countymen ha' been for five hundred years, an' they've nae thocht o' leavin' yet."

The great Irish tragedian, Barry Sullivan, was once playing Richard III, and had just come to the lines:

"A horse, a horse,
My kingdom for a horse,"

when someone in the gallery shouted:

"Would a donkey do as well?"

"Yes," replied the actor, "please come round to the stage door."

Heard during military drill at the Summer School, Sackville: *Student* (drilling class).—"Class—Advance one pace, counting two with the left foot."

Captain Hill.—"What is the correct marching position?"

Student.—"Head up, shoulders erect, knees bent."

Gayly chattering to the clattering
Of the brown nuts downward pattering,
Leap the squirrels, red and gray;
Drop the apples red and yellow,
Drop the russet pears and me'low,
Drop the red leaves all the day.

—*Ruskin*

He might forget his book or slate
When he was just a little late;
But you will never, never find
A boy who leaves his lunch behind.

The teacher had been instructing the class about the three kingdoms of the universe, and to make it plain she said: "Everything in our school-room belongs to one of the three kingdoms—our desks to the vegetable kingdom, our slates and pens to the mineral kingdom, and little Alice," she added, looking down at the child nearest her, "belongs to the animal kingdom." Alice looked up quite resentfully, and her eyes filled with tears, as she answered, "Teacher, I think you are mistaken; for my mama says that all little children belong to the kingdom of heaven."—*Lippincott's Magazine*.

CURRENT EVENTS.

The proposal to unite the provinces of Nova Scotia, New Brunswick and Prince Edward Island is older than the Dominion; but the enlargement of Manitoba and the provinces on the St. Lawrence gives it a fresh interest at present. The three provinces together are now so small in comparison with the other provinces of Canada that the proposed Province of Acadia could have no undue influence in the affairs of Canada as a whole, and the local interests are not so different as to require separate governments. The sentimental objections to losing historical independence should be no more difficult to overcome than they were in the case of Cape Breton, once a separate province, but now a part of Nova Scotia. To increase the area and importance of the proposed new province, a recent writer suggests adding the Gaspé peninsula and the Island of Newfoundland. If Newfoundland is to come into the Confederation it will probably wish to come in as a separate province. Here, if anywhere, the sentimental objection would prevail unless the whole new province were to be called Newfoundland.

A machine has been devised for writing shorthand. It has but six keys, yet its combinations are sufficient to record speech at quite a serviceable speed. Its units are not single sounds, but syllables. The keys print on paper that is self-feeding from a roll, and the characters printed can be read by a trained eye at a glance. The new instrument is known as the stenotyper.

Pidgin English, a sort of jargon that it was supposed the Chinese could easily learn, is going out of use, since it is found that they can learn English, French and German without much difficulty when properly taught.

The Cullinan diamond, the largest in the world—so large, indeed, that no one knew what to do with it until the Transvaal government decided to purchase it for presentation to the King—is being polished in Amsterdam. It was found necessary first to split the stone into three pieces, to remove two very bad flaws. This was successfully done before the polishing began.

The polishing disk, on which the stone is pressed down by a weight, revolves at the rate of two thousand four hundred revolutions per minute; and the process will take ten or twelve months, working twelve hours a day, before it will be completed.

Asiatic cholera is alarmingly prevalent in St. Petersburg, where it has even made its appearance in the Winter Palace. Schools have been closed, and the school buildings converted into hospitals. The dread disease has also appeared in other Russian cities, and the strictest measures are being taken by other nations in Europe and America to prevent its introduction from Russian Ports.

A new Atlantic cable is to be laid, to connect Germany with Brazil. This does not seem to support the idea that wireless telegraphy will soon supplant the cables.

The new railway is opened from Damascus to Medina. Devout Mussulmans can now make their pilgrimage by rail.

The preservation of the forests is one of the gravest questions in Canada to-day. The loss by forest fires this year will amount to many millions of dollars. A striking evidence of the great extent of the fires is seen in the statement that twenty-two ocean steamships at one time were lying in the St. Lawrence, between Montreal and Quebec, unable to proceed because of the smoke.

It is said that the Canadian Pacific Railway will eventually build an all-Canadian line to the Yukon. The road will cross the first range of the Rocky Mountains by Pine River Pass.

The Canadian Pacific Railway now owns or controls thirteen thousand miles of railway, and five fleets of steamships, and employs nearly seventy-five thousand persons.

The St. Vincent is the eighth vessel of the Dreadnought type to be added to the British navy, and is the largest and heaviest of all.

The shortest time for a journey around the world is claimed by a British traveller, who left Liverpool last year on the third of May, and on his return landed at Dover on the thirteenth of June, making the circuit in a little over forty days.

At a recent trial of his flying machine in France, Wilbur Wright, the American inventor, kept his aeroplane in the air for more than an hour and a half, making a distance of over sixty-one miles in that time, and coming to the ground without accident. His brother, less fortunate, at a similar trial near Washington, had the machine wrecked by the breaking of a propeller blade, and was badly injured, while Lieut. Selfridge, who was with him, was killed by the fall.

A valuable find of fossil bones is reported from German East Africa. They belong to extinct animals of the dinosaur family, and are thought to be of later age than similar skeletons found in America.

A very complete specimen of the hairy mammoth has just been found in Alaska. It is said to be the first one

found in which the trunk was perfect, and is therefore of especial interest.

In the state of Chihuahua, Mexico, there is a ranch nearly as large as the whole province of New Brunswick; stocked with a million head of cattle, and hundreds of thousands of sheep and horses. Its owner is the wealthiest man in Mexico, and his house has accommodation for five hundred guests, if needed.

A Californian inventor has a device by which a moving train is kept in automatic connection with the despatcher's office, and can be automatically stopped at any time. The adoption of such a device should put an end to train disasters due to collision.

Experiments in wireless telephony in Germany and elsewhere are giving wonderful results. If expectations are realized, every man may carry a pocket telephone and be called up wherever he is when wanted. Perhaps two persons calling you at once may be more annoying than the operator saying: "Line 's in use."

The Sultan of Morocco has abandoned the struggle against his rival brother, and the late insurgent chief has been proclaimed ruler of the country.

The longest mountain chain in the world has but lately been discovered. It is in Thibet, and has no name which applies to its whole length; but it is higher than the Himalayas, in respect to the average height of the mountain passes, and has a total length of about two thousand miles. The discoverer is the well known Swedish explorer, Dr. Sven Hedin.

Manual Training Department.

F. PEACOCK.

A New Organization.

During the session of the Provincial Institute at Fredericton in June last a society to be known as The Manual Training Teachers' Association of New Brunswick had its beginning. Mr. T. B. Kidner, manual training director for the province, was made hon. president. Mr. H. V. Hayes of the St. John manual training school, president, and Miss Alethea Wathen, of the provincial normal school, secretary-treasurer.

A constitution was adopted providing for a membership, consisting of teachers and others interested in the department of drawing, manual training, domestic science and art. The annual dues are twenty-five cents.

An arrangement was made with the REVIEW to set apart a page each month to be known as the "Manual Training Department," for the discussion of those subjects and methods which the association aims to disseminate.

A magazine in manuscript form, made up by the joint effort of the members, will be in constant circulation among them.

The object of the Association is to help the manual arts in our schools, and to aid in giving practical subjects that prominence in our educational system which

they deserve. All teachers interested in such a project are invited to become members and use their influence in this direction.

Manual training, and allied subjects must occupy an ever expanding place in that system of education which is to serve the best interests of the community, to draw out the constructive resources of the nation, and to inspire and stimulate the people, giving them such a mental grip and manual dexterity as will make them leaders in the industries and professions.

The Place of the Manual Arts in the School.

A great deal has been said about the harmonious development of heart, hand, and head, "and this is of course the proper object of education." The unprejudiced observer, however, will at once see that much of that which is called teaching falls sadly short of this high aim. Instead of this uniform and well rounded education the great majority of our school subjects and tendencies deal only with the head. I know of students who have graduated from some of our best schools, as leaders, whose manual and artistic possibilities had been so neglected that they could scarcely write a business letter in a legible hand, and who knew absolutely nothing about drawing. The latter fact alone is sufficient to set one thinking; for drawing, besides being in itself an universal language, is one of the very best subjects for the training of the hand and the feelings. These students had a taste for Greek and Latin or perhaps they were endowed with an abnormal mathematical faculty, and this accident was allowed to outweigh any manual dexterity, artistic taste, or inventive genius which their classmates may have possessed. In fact the latter qualities are scarcely recognized at all under the present system of subjects, presentation, and examinations.

I do not wish to belittle mental training. We do not have too much of it, but too little training of the other faculties, of the child. We want subjects presented to the pupil that will require him to use his brain, but that will also draw upon his other activities. We want conditions under which the boy's whittling and carving propensities will be diverted from defacing the desks to some useful and constructive object under which his creative genius and decorative tastes can expand, thus enabling him to use his talents, to improve his condition and benefit his fellows, and put him on an equal footing with his classical or mathematical classmates. Instead of

trying to crush out the activities of the child these must be directed and made a positive factor in the process of his education. This is the problem that should give us pause, and during the pause let us think of manual training. By "manual training" I do not refer to a few trivial models which may form a part of this or that course in hand work. That would be like thinking of the practice pages as the object of a course in writing; or the written exercises as the final result of our composition teaching. But I do have reference to the broad principle of giving the rising generation a useful and well balanced education by training and developing their physical activities as well as their mental powers.

In considering this matter we must neither let prejudice nor an indisposition to work play a part. We should remember that methods as well as men, and machinery, sometimes outlive their usefulness; and we should be progressive enough to take up the new subjects and methods that are evolved, and at least give them a fair trial.

As we consider manual training in this broad and unbiased way I think we will be compelled to say that it presents possibilities for improving our educational condition that we cannot afford to disregard, and that it must come to be recognized as a cardinal feature of our school work.

Nova Scotia Provincial Educational Association.

Three hundred and seventy-six teachers were enrolled at the meeting of the N. S. P. E. A., held at Truro on the 2nd, 3rd, and 4th of September, the first week of the school year.

In his opening address the Superintendent of Education referred to the gratifying fact that the government grants to teachers would be no longer, as heretofore, subject to deductions on account of an increase in the number of teachers. He pointed out that the changes proposed in the program of studies would require the fullest discussion so that the various subjects might be seen from every point of view. Summer and vacation schools should be utilized to a greater extent by our teachers, many of whom have not had the advantages of professional training. The Military School in Halifax, the Summer Science School at Sackville, and the still more thoroughly organized vacation school affiliated with the Normal School

and the Agricultural College at Truro were all available to teachers. If the school year was to be somewhat shortened it might be desirable to provide for a four years' high school course, covering about the same work as the present three years' course, but, perhaps, more thoroughly, and without duplicating the work of the colleges. A standard matriculation for all our colleges, a course of four years in any one of them, with a uniform post graduate examination on some of the principal subjects, would be the regular way of obtaining a High School Headmaster's Diploma. Those wishing to do so might specialize on narrower courses in English, the Ancient Classics, Modern Languages, Mathematics, or Science, and thus obtain diplomas to teach in these special subjects.

The remaining sessions of the Association were devoted mainly to a discussion of the Report of the Committee of Sixteen on the Common School Course.

Dr. Soloan, chairman of the committee presented the Preliminary Report, in which the general principles adopted by the committee were very ably and fully explained. The present program is said to be, on the whole, "well balanced, correct in educational principles, and judicious in detail." It is thoroughly up-to-date, and in the hands of well trained teachers the results would be all that could be desired. As an aid to the teachers the program should give more in detail, for each subject, the content most available for the various stages of mental development, together with full suggestions as to the best methods of teaching. Those subjects should be emphasized which enable our pupils to deal with actual conditions and concrete relations; in arithmetic, common and useful calculations; in grammar, the correction of common errors and the enlargement of the pupils' power of expression; in geography, the phenomena exhibited in our immediate surroundings and the interpretation of the earth in its relations to man as an individual and social factor; in reading, good literature only; and as the vitalizing element of all elementary studies,—nature study, which increases the joy of living by putting the pupil into a sympathetic attitude towards nature. Any over pressure that may exist does not arise from too many subjects in the program, but from deficient interpretation of their purpose, that is, from bad teaching. The best results in reading, writing and arithmetic are attainable only through a rich and varied program of studies arranged in the pedagogical order. In order to secure economy of

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time and energy there must be careful correlation of studies, for the water-tight compartment system of instruction is a thing of the dead past. For the large majority of pupils the knowledge which is likely to be most useful in after life, is at the same time the most educative. In training for efficiency it is a prime necessity that the pupil should study his physical and social environment, and from his concrete experience proceed to their interpretation.

Such a detailed, suggestive, and pedagogical program as Dr. Soloan recommends would be of the greatest value to inexperienced teachers and would be in line with the plan which is now being adopted in other advanced countries.

The various sub-committees presented reports on special subjects.

Mr. W. A. Creelman, following the New York program, presented in excellent form a most valuable report on English. Teachers using the methods so clearly explained could scarcely fail to give their pupils the ready and practical use of good English and a lively appreciation of good literature, without at an early age, wasting their time on the arid subtleties of grammar.

Principal O'Hearn, of Halifax, presented the sub-report on Mathematics, recommending the elimination of the less practical subjects, mere arithmetical puzzles, and much of the metric system, in order to secure greater accuracy and facility in the essentials.

Mr. P. J. Shaw, of the Agricultural College presented a very full and suggestive report on Nature Study which is now taking such a prominent place in the modern programs of all the best schools. In the common school it is a fundamental subject, not only utilizing the child's restless spirit of investigation to bring him into intelligent touch with the natural objects and processes which surround him, but also providing him with material for the best study of languages, of drawing, of geography, and of all intelligent science work in the high school. Such an education is both liberal and practical.

The report on Classics, presented by Mr. J. W. Logan of the Halifax Academy, was adopted.

Dr. Soloan submitted interesting reports on Hygiene, Art and other subjects.

The fullest opportunity was allowed for discussion, but the result was somewhat disappointing. For it was remarked that many of those reputed to be the best teachers and the ablest thinkers were for the most part discreetly silent. Perhaps they were the most conscious of their own limitations.

Mrs. Ada L. Powers, of Lunenburg, read a paper advocating more intensive scientific Temperance Instruction in the schools, the use of graded literature, of wall charts and of nature study methods to vitalize what is now too often a lifeless, inane book drill. Principal McKittrick, of Lunenburg Academy, who had seen the new methods in operation in his own schools spoke most enthusiastically of the good results in clarifying the ideas of pupils on a subject of vital importance to the life of the nation, and in creating a public sentiment strongly in favor of hygienic and temperance reform and total abstinence. On motion of Dr. Soloan and Dr. Magee a cordial vote of thanks was tendered Mrs. Powers for her instructive and valuable address.

The Nova Scotia Teachers' Union was reorganized with Mr. Creelman, of Truro, as president, and Principal Smith, of Windsor, as secretary. The union has on several occasions supported teachers against unjust treatment by foolish parents. Teachers belonging to the union may have the comfortable assurance that while acting prudently, they will have in any disputes that may arise with parents or trustees the sympathy and financial support of their fellow teachers.

A High School Teachers' Guild was formed to promote the interests of high schools. It recognizes the disparity of mental ability and opportunity among high school students and recommends that the abler students should, under proper restrictions, be allowed to take up more than six subjects of study.

An evening was devoted to an address by Principal Cumming, of the Agricultural College. The pecuniary and moral advantages of farm life were pictured so clearly and convincingly that many principals of schools felt like resigning their positions forthwith. Principal Cumming outlined the course of study for the affiliated summer school, conducted by the faculties of the College and the Normal School, assisted by Prof. Dearness, one of the ablest teachers of science in the public schools of Canada. Any teacher attending this summer school for four weeks each vacation for three years will receive a rural school diploma and, under certain conditions, a special grant in addition to the usual grants.

A pleasing incident in connection with the Association was an address from Dr. Allison, former Superintendent of Education. After most interesting reminiscences naturally arising from a visit to

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the scene of his former labors and the meeting of so many old familiar faces, he gave such a glowing picture of the great natural resources of the Province and of the charms and advantages of farm life that all present felt that the study of science, which made such advantages accessible and available, should occupy a prominent place in every school program.

Principals Lay and McKittrick were re-elected to the Advisory Board of Education as the representatives of the Association. It was suggested that those nominated for this position should promise before the vote was taken to carry out the expressed views of the Association. They very properly declined to place themselves in this humiliating position, even at the risk of losing votes. The teachers wanted to elect honest, level-headed educationists who could be trusted to apply common sense and pedagogical skill to the solution of all questions as they might arise in varying circumstances.

SCHOOL AND COLLEGE.

Mr. Fenwick Shaw began his duties as principal of the Stewiacke, N. S., school at the opening in September.

Mr. S. Raymond Weston is again in charge of the school at Loggieville, N. B.

Mr. W. E. Haverstock, of North Sydney, is principal of the Sydney Mines schools, vacated by Principal McKenzie, who has joined the staff of the Colchester Academy, as teacher of advanced mathematics and junior science.—Truro News.

At the Shelburne Academy last year taught by Principal F. H. Spinney, now in Montreal, there were 14 who applied for Grade "D" and all passed successfully making good averages.

A new school building has been opened at Millerton, Northumberland County, of which Principal Carr has charge. The new building has three rooms, and an excellent situation for a garden which will probably be opened next spring.

F. J. Patterson has resumed his duties as teacher of manual training in the Hampton Consolidated school. By a special arrangement with the trustees Mr. Patterson will teach three days of each week in the new school at Sussex and two days at Hampton.—Sussex Record.

Westmorland County Teachers' Institute.

SACKVILLE, OCT. 8TH & 9TH, 1908.

FIRST SESSION—THURSDAY, 11 A. M.

Enrolment.
Address by President, - - Geo. J. Oulton, M. A.

SECOND SESSION, 2 P. M.

Paper, "Writing," - - - - - Miss Bourque
Paper, "Where Our Course Falls Down," Mr. F. Peacock

THIRD SESSION—FRIDAY, 9.30 A. M.

Paper, - - - - - A. B. Maggs, M. A.
Address "Teaching of Grammar," Mr. Geo. H. Somers

FOURTH SESSION, 2 P. M.

Discussion, "How can we make our pupils better spellers."—Opened by A. D. Jonah, B. A.

Institute divided into Sections:

French Teacher, - - - - -	Miss Bourque.
Teachers in Miscellaneous Schools, - - - - -	Insp. O'Blenis.
Teachers in Primary and Intermediate Schools, - - - - -	Miss C. Barton.
Teachers in Advanced Schools, - - - - -	Mr. T. T. Goodwin.

At I. C. R. Stations Teachers will procure First-class Single Fare Tickets and obtain Standard Certificates.

Mr. W. M. Burns, of Hillsboro, N. B., has been appointed principal of the school at Gibson, N. B., in place of Mr. J. W. Hill resigned.

Miss Agnes McKenzie, of Ottawa, sister of the celebrated Dr. Tait McKenzie, of Philadelphia, has taken charge of the kindergarten department of the Truro schools which are now affiliated with the Normal School. Mrs. Patterson, recently the capable head of the kindergarten at Truro and well known to readers of the REVIEW for her many excellent contributions to kindergarten literature in these columns, has removed from Truro. The REVIEW extends its somewhat tardy congratulations and wishes her that happiness she so well deserves.

Mr. D. L. Mitchell, B. A., of Sunbury County, N. B., has been appointed inspector of schools for York, with some of the districts in adjacent counties, in place of Mr. Nelson W. Brown, B. A., who has held the position for the past two years, and was removed because of his failure to secure the qualification of grammar school license. Mr. Mitchell is a graduate of the University of New Brunswick, and was formerly principal of the grammar schools at Chatham, Gagetown and at Bathurst. Mr. Brown has recently been nominated as the liberal candidate for York County in the House of Commons.

Acadia University opened September 30. Acadia Seminary and Horton Academy opened earlier in the month, both with a large attendance. The latter has an entirely new staff. Mr. Ernest Robinson, recently of the Dartmouth schools, is principal and Mr. Jos. Howe, of the Sussex grammar school, is house master.

Miss Margaret Doane, of Truro, has been appointed principal of the schools at Apple River, Cumberland County, N. S., made vacant by the appointment of Miss J. Wallace Mortimer to the principalship of the Ashby, C. B., school.

The fine new grammar school building at Sussex, N. B., was opened with appropriate ceremonies on Labor Day, Sept. 7th. Addresses were delivered by Rev. Dr. Kierstead, of Toronto; Dr. Inch, chief superintendent of education; Chan-

cellor Jones of the University of New Brunswick; Inspector R. P. Steeves, and others. The building is a monument to the public spirit and enterprise of the people of Sussex.

By means of a picnic held June 23rd, Miss Margaret McNabb, teacher at Dumbarton, Char. Co., raised \$95.00, which has been used in making extensive repairs on the school building.

Mr. Chas. E. Knickle, of Lunenburg, succeeds Mr. E. B. Smith as principal of the Port Hawkesbury schools.

The social in the school house in Lower Derby, Northumberland County, held Friday evening, Sept. 18th, cleared \$150.00. The proceeds in aid of the school.—Advocate.

Acadia University has appointed Mr. Roy Elliott Bates, M. A. as professor of English Literature in place of Professor R. P. Gray. Mr. Bates graduated from Acadia in 1904, winning the governor general's medal with honours in English. The following year he spent at Harvard, and in the fall of 1905 he proceeded to Oxford as Acadia's first Rhodes scholar. He has had a distinguished career at Oxford, specializing in English and taking his master's degree this spring.

The Mt. Allison Institutions at Sackville opened on Thursday, Sept. 24th, with large accessions of students for the coming year.

The University of New Brunswick opened on Monday, September 28th, with nearly fifty new students.

The Westmorland County Teachers' Institute will meet at Sackville on October 8th and 9th. The full programme is published on another page.

The Kings County Teachers' Institute met in the new high school building, Sussex, Sept. 24th and 25th. A later report will be furnished.

In the Exhibition held in St. John during September the pressed plants and note books from the Dalhousie, N. B., Superior School, won much praise for their excellence. This school was awarded the provincial sweepstakes' prize.

Dr. J. R. Inch, Chief Superintendent of Education, is on a visit to Vancouver, B. C.