

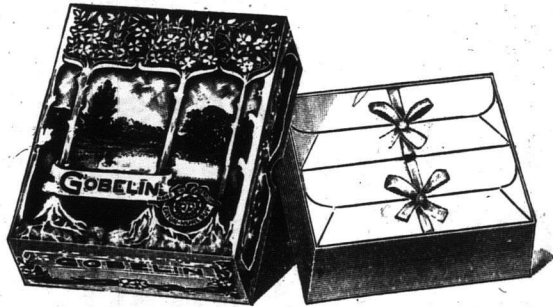
THE EDUCATIONAL REVIEW

Vol. XIX. No. 8.

ST. JOHN, N. B., JANUARY, 1906

WHOLE NUMBER, 224.

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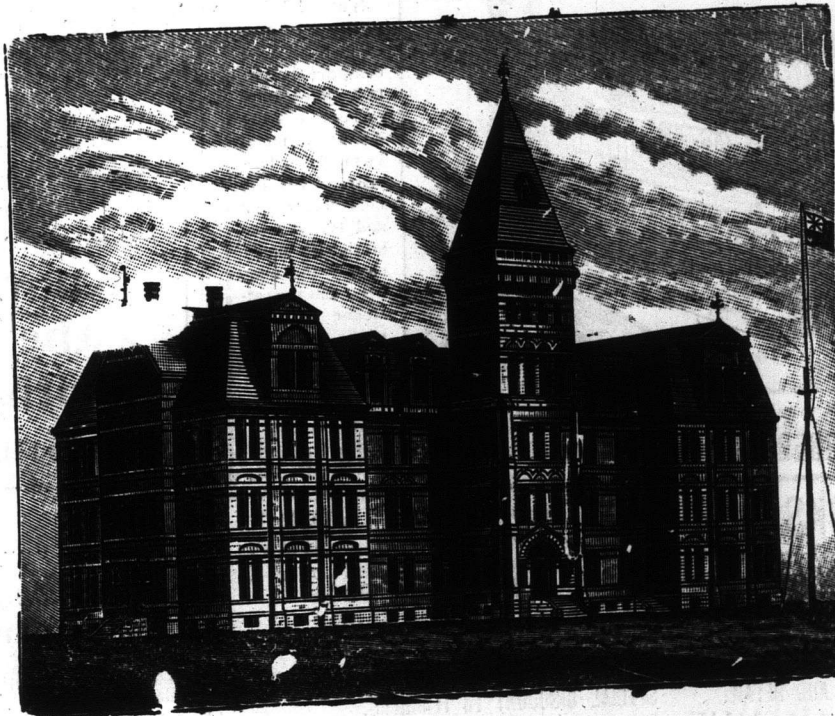
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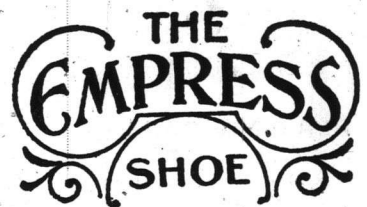
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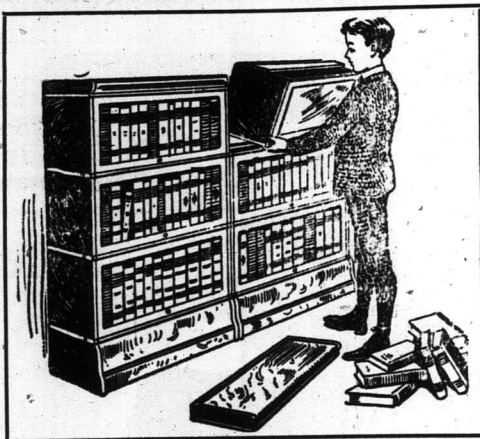
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Copies of Calendar containing full information may be obtained from the undersigned.

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Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

Office, 51 Leinster Street, St. John, N. B.

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

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

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

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

OUR best wishes to the readers of the REVIEW for A Happy and Prosperous New Year.

AMHERST, N. S., has placed itself in the front by increasing the salaries of its women teachers. The REVIEW has been able to record instances of salaries increased for several months past. What cities, towns and country districts will be heard from next?

It is conceded that the very best people should be secured for the work of teaching. Their services cannot be retained at unremunerative salaries. Although salary may be a secondary consideration with many teachers, it is nevertheless a measure of appreciation on the part of those who give it.

The N. B. Educational Institute will meet at Chatham in June.

DURING the month of December the Sydney C. B. *Post* began an evening paper as an addition to the large and flourishing morning edition which it has been publishing. The *Post* has shown a marked improvement of late, and is a vigorous example of the growth of an enterprising and progressive community.

THIS MONTH we present our readers with a picture and autograph epitaph of Benjamin Franklin instead of the usual general art picture, which will appear in the February number. There are many incidents in the early struggles of the life of this eminent philosopher which will stimulate the average boy.

REFLECT on the opening of the new year whether you gained more by your successes or by your failures last year.

THE REVIEW would like to hear more about the schools. One teacher is doing something different from others,—a way of presenting a lesson that has secured attention, interest and good results; a device that has been successful in promoting good order and punctuality; another that has improved the deportment of the school. Let us have these for publication that hundreds of others may share in the benefits. Send them on or before the fifteenth of each month.

THE personality of a teacher is what wise employers wish to secure above all else and it is largely capable of cultivation. In the first place a teacher should have good food, avoid worry and anxiety, and have a comfortable room in which to be quiet. In the long run these are half the battle. To keep up a strong personality the teacher must not waste nervous energy. He must say no to social and other calls good in themselves, but which would waste his energies if he tried to attend to them all. The problem is what to select and what to leave out of the many demands on his time and abilities. Teachers should study what is best for themselves and their pupils, do what is best, and then never mind what people say.

The Old and the New.

How often do we hear it stated, "The schools of today are not what they were when we were young, especially in the three R's—reading, writing and arithmetic." The men who talk that way know nothing whatever by experience of the interior working of our schools. They are busy men—mechanics, merchants, professional men. They compare their own well-earned acquirements with the acquirements of children leaving the schools, forgetting the education of the years of experience that have elapsed since they left school.

An interesting comparison of the schools of sixty years ago with our own has recently been made by Principal Riley of Springfield, Mass., who discovered lately in that city a bound volume containing the questions and answers of an examination test given in 1846 to 250 pupils of grade nine of the high school.

The tests in spelling and arithmetic which were given to 250 ninth grade pupils during the last year by Principal Riley on the questions used in 1846 showed 51 per cent of correct spelling, as compared with 41 per cent for 85 pupils of the high school in 1846, and 65 per cent as compared with 29 per cent in arithmetic. The comparison in geography is equally unfavorable to the old schools.

The average age at which pupils entered the high school was as high as it is today. This gives evidence that the schools half a century ago were weak in the pet subjects on which they spent their strength.

We give below the spelling and arithmetic tests so that our teachers may institute a comparison if they choose with their own schools.

SPELLING.—Accidental, accessible, baptism, chir-ography, characteristic, deceitfully, descendant, eccentric, evanescent, fierceness, feignedly, ghastliness, gnawed, heiress, hysterics, imbecility, inconceivable, inconvenience, inefficient, irresistible.— 20 words.

ARITHMETIC.—1. Add together the following numbers: Three thousand and nine, twenty-nine, one, three hundred and one, sixty-one, sixteen, seven hundred, two, nine thousand, nineteen and a half, one and a half.

2. Multiply 10008 by 8009.

3. In a town five miles wide and six miles long, how many acres?

4. How many steps of two and half feet each will a person take in walking one mile?

5. What is one-third of $175\frac{1}{2}$?

6. A boy bought three dozen of oranges for $37\frac{1}{2}$ cents and sold them for $1\frac{1}{2}$ cents apiece; what would he have gained if he had sold them for $2\frac{1}{2}$ cents apiece?

7. There is a certain number, one-third of which exceeds one-fourth of it by two; what is the number?

8. What is the simple interest of \$1200 for 12 years, 11 months, and 29 days?

History of the River St. John.

A series of articles, published in the Saturday edition of the *St. John Daily Telegraph* for the past year or more, by Rev. W. O. Raymond, LL. D., has just been issued in book form. The result is a volume of 376 pages, largely documentary in character, but a mine of historic information on the St. John River valley from the time of its discovery by Champlain in 1604 to the coming of the Loyalists in 1784. The book is illustrated by several full page portraits, and engravings, with plans, maps, fac-similies of signatures, etc. Dr. Raymond in his numerous citations has quoted the exact language of the writers, giving us a series of glimpses of the past as they appeared to the eyes of the principal actors of Acadian story—de Monts and Champlain, Biard, Biencourt, La Tour, Charnisay, the Sieur de Soulanges, Governor Villebon, Membertou the Micmac, and Secoudon the Maliseet. The Indians and their mode of life is accurately described and we are enabled to see them as they appeared to the eyes of the first explorers of the Acadian wilderness. Next we have the tragic tales of Indian wars and massacres, the touching story of John Gyles the little English captive, the record of the feeble attempts of the French at colonization, the narrative of the struggle for mastery of the rich river valley between the French and the English, all woven together with the skill and patience of a historian and the love of one passionately devoted to his story.

Dr. Raymond has won the gratitude of the students of our history in laying before them in this acceptable form the narrative of early French exploration in this country. The book is a mine of information to present and future readers. Especially valuable is it to teachers in supplementing the somewhat meagre records in the text-books of our early history. Teachers may obtain the book from Dr. Raymond for one dollar.

Nature-Study.**Hints for January Talks.**

For the younger grades a series of talks illustrated by pictures of birds and other animals will prove interesting and beget in the children an appreciation of animal life,—how animals prepare for winter, where the birds have gone, which remain for us for the winter, such as the English sparrow, chickadees, nuthatch, pine grosbeak, etc. What do they find to eat, what are the different things you have seen them doing? How are they protected from the cold?

The winter is a good season for studying the common domestic animals, such as the cat, dog, horse, cow and others. The cat belongs to a large family, the members of which can only be illustrated by pictures—the wild cat, lynx, tiger, panther and others, but they have the same characteristic as the domestic cat: They are flesh-eating; they approach their prey stealthily and spring quickly upon it; they have sharp claws which can be drawn into and out of sheaths; they have soft cushions on the bottom of their paws which enable them to tread noiselessly, they have sharp teeth for cutting and biting their prey; they have long sensitive whiskers which help them to feel their way in the dark; their cool moist noses help them to scent keenly; their erect ears enable them to hear the slightest noise.

Pictures will help to distinguish the various breeds of dogs and their relatives the fox and the wolf. Has the dog claws that can be drawn into sheaths? Does he spring on his prey like the cat? Does he hunt at night? Has he the same quick scent and hearing? Is his tongue rough like that of the cat? Name some of the common breeds of dogs. Illustrate their faithfulness and other traits by stories—of Eskimo dogs, St. Bernard, shepherd, Newfoundland, and others.

How do grass-eating animals get their food? How do their teeth differ from those of the cat and dog? Their feet? What animal feeds on either flesh or vegetables? (The bear). What is chewing the cud? Name some animals that are relatives of the cow and horse. (The sheep, goat, deer, moose, etc.)

Get the children to tell you what they can about their home animals; their tameness, uses, fitness for their surroundings, and to give stories about them.

Get the children to tell you what they can about the air, the winds and their direction, water, ice. Continue the weather records for this month. Keep up the observations on the stars and their movements in the sky. What is the planet Jupiter's position compared with that when you began to observe it in November or December?

Did you notice the two stars quite close to each other, like a pair of bright eyes, in the early hours of Christmas Eve in the south-west sky? These were the planets Saturn and Mars in conjunction, the latter a little the brighter, and reddish. They set about nine o'clock on the first of the new year. They both shine by the reflected light of the sun. Why is it then that Saturn, which according to its larger area should be about fifteen times as bright as Mars is not quite so bright? Watch these planets in the early evening sky as they draw apart during the month.

The magnificent group of constellations which adorns the winter sky is now fairly visible in the east and south-east. Orion, the finest of them all, is also the best one to use as a pointer to help us to find the others. At 8.30 o'clock in the evening about the first of January, it is almost due south-east, and about one-third of the way from the horizon to the zenith. Its two brightest stars, Betelgeuse and Rigel, lie to the left and right of the line of three which form Orion's belt. Two others, not quite so bright, Bellatrix and Saiph, complete a quadrilateral which incloses the belt and also the smaller group on the right, known as the sword. The middle one of these last three stars is perhaps the most remarkable object in the heavens. A field-glass will show it double, and a small telescope resolves the brighter of the three stars seen with the field-glass into four components, to which a powerful instrument adds two more.

The line of Orion's belt points downward to Sirius, which even at its present low altitude is easily the brightest star in the sky, and upward to Aldebaran, and beyond it to Jupiter, near which to the northward are the Pleiades.

The very bright star in the Milky Way, north of Aldebaran, is Capella, in the constellation Auriga. Below this is Gemini, marked by the twin stars

Castor and Pollux, from each of which a line of finer stars runs toward Orion. Below these again is Canis Minor, with the bright star Procyon.

The great square of Pegasus is well up in the west. Aquarius is below it. Cygnus is low in the northwest, and Lyra is still lower, Vega being near setting. Cepheus, Cassiopeia, and Perseus lie in the Milky Way between Cygnus and Auriga, and Andromeda and Aries are south of them, almost overhead. Ursa Major, Ursa Minor, and Draco lie below the Pole, and so are not conspicuous.

January Birthdays.

January 1, 1728. Edmund Burke born in Dublin; orator, statesman, philanthropist; as M. P. he recommended measures which, had they been adopted, would have averted the Revolutionary War in America; his essay on the "Sublime and Beautiful" is an English classic.

January 3, 106 B. C. Marcus Tullius Cicero, a great orator and writer and an illustrious Roman; rose from a humble station to the highest office in the Roman Republic. Catiline conspired to kill him and others and burn Rome, but Cicero drove him from the city by his eloquence. Of literary labors he says: "They nourish our youth and delight our old age. They adorn our prosperity and give a refuge and solace to our troubles."

January 6, 1811. Charles Sumner, born in Boston; a great orator; opposed to slavery.

January 15, 1726. General James Wolfe, born in Kent county, England; was distinguished in the army when but twenty years old; his success at Louisburg placed him at the head of the army; at twenty-three years of age he took Quebec, dying from wounds in the moment of victory.

January 17, 1706. Benjamin Franklin born in Boston, of English parents (see sketch, p. 190.)

January 18, 1782. Daniel Webster born in New Hampshire; great statesman and orator.

January 19, 1807. General Robert E. Lee; chief Confederate general in the United States Civil War.

January 22, 1561. Francis Bacon born in London; one of the greatest philosophers of modern times; a great orator, statesman and author; his essays are literary masterpieces. When sixteen he wrote: "They learn nothing at the universities but to believe; they are like a becalmed ship, they never move but by the wind of other men's breath."

January 24, 1712. Frederick the Great, King of Prussia; was brought up and educated with great severity, and made to endure many hardships as a

lad; was a great warrior; was involved in the Seven Years' War with but one ally—England; had varied successes and ill-fortune.

January 25, 1759. Robert Burns the national poet of Scotland, born near Ayr; his father a poor farmer; suffered many hardships in early life, and was intemperate in his later years; died at the early age of thirty-seven. His most famous poems are: "Tam O'Shanter," "Cotter's Saturday Night," "To a Mountain Daisy." Scott, then a very young man, met the poet at Edinburg, and has left a very interesting account of his appearance.

January 31, 1574(?) Ben Jonson, great poet and dramatist, born at Westminster; wrote "Every Man in His Humour," "The Alchemist," and many other plays. His tombstone in Westminster Abbey bears the inscription, "O rare Ben Jonson!"

[These birthdays may be made the occasions of recitations from the authors' works, and these and other additional notes expanded into short compositions.]

Our Native Trees.

BY G. U. HAY.

The Pines.

"This is the forest primeval. The murmuring pines and the hemlocks,
Bearded with moss and with garments green, indistinct
in the twilight,
Stand like Druids of old, with voices sad and prophetic,
Stand like harpers hoar with beards that rest on their
bosoms."

Those who have camped out in a pine forest will recognize the appropriateness of the poet's word "murmuring." But not so with the rest of the description. One seldom sees a living pine tree covered with the "old man's beard," which the poet in his license describes as a "moss." Rather commend us to the description of Lowell, who says:

"Spite of winter, thou keepest thy green glory,
Lusty father of Titans past number!
The snowflakes alone make thee hoary,
Nestling close to thy branches in slumber,
And thee mantling with silence."

The white pine is here meant, the monarch, the loftiest and largest of girth of all our eastern Canadian trees. Most of these "Titans past number" have fallen by the axe of the lumberman, and the younger and smaller trees only remain, except in the depths of a remote forest where the ground is covered with the accumulated leaf mould of centuries. The white pine (*Pinus Strobus*) takes its

name from the color of its wood, which is light, nearly white, soft, compact, and one of the most valuable of timbers. A cubic foot weighs twenty-four pounds. It has probably been put to more uses than any other tree in America. In the early years after these provinces were discovered, the pine trees were cut and taken across the Atlantic to make masts and spars for Old World navies. Its timber has been carried over to the Old Country for inside house finishings. For building purposes it is unexcelled, as it is easily worked and stands the weather. For furniture and cabinet work it takes a fine polish, and is esteemed for its durability and beauty.

The pines may be told from the other evergreens by having their leaves in a sheath at the base. In the white pine there are five very slender, pale green leaves, from three to five inches long. The pines, like the spruce and fir, produce their seeds in cones, but the pine cones require two years to mature. The pollen-bearing and seed-bearing clusters are found on the same tree, hence they are monoecious plants. The pollen is scattered in May, borne far and wide by the winds. Most of the seed-bearing cones are developed on the upper branches, and the nut-like seeds, two being borne at the base inside of each bract or scale, are ripe in the second autumn. The empty cones, with open bracts, cling to the tree for some time, or soon fall. The white pine cones are large—from four to six inches long, and one inch thick when the bracts are closed.

The leaves of all evergreens fall off after two or more years. Those of the white pine stay on the trees three or four years.

The red pine (*Pinus resinosa*) has rather smooth, reddish bark, flaky when old, with two leaves in each sheath. Its wood is compact, light red, and rather heavier than that of the white pine,—a cubic foot weighing thirty pounds. It is used for bridge and building timber. It is not resinous as its Latin name seems to imply. Its cones are much smaller than those of the white pine. This tree is much less common than the white pine in these provinces. The red pine is a beautiful shade tree, its tall, straight trunk and heavy clusters of foliage make it easily distinguished from other pines and evergreens.

The Jack, or Labrador pine (*Pinus divaricata*), is the smallest of our pines, with spreading branches; leaves two in a cluster like the red pine, but short, an inch, or an inch and a half, in length, with numerous small cones, curved upwards. The wood is weak, light red, and a cubic foot weighs

twenty-seven pounds. Its chief use is for railway ties. It covers large areas in light sandy soil from the Atlantic to the Pacific, and extends far north.

It is a good exercise to learn to distinguish the pines, not only by their needle-like leaves, but also at a distance, by their form, and by their clusters of foliage.

The Distinctive Features of Acadia.

PROFESSOR L. W. BAILEY, LL.D.

Every separate region of the earth's surface has its peculiar features which are not exactly repeated in any other, and connected with these features are the equally distinctive characteristics of the peoples who inhabit them, their history, their language, their occupations and their development. A journey across the American continent by either of the great trans-continental lines of travel would, to a stranger, suggest these contrasts in a most forcible way. Near the sea coast the influence of the ocean tends to determine maritime pursuits, to fix the termini of the great arteries of commerce, to determine peculiarities of climate and productions, unlike in many features to those of the interior, to give to these again, as the parts first discovered and settled, a more lengthy history, and generally a more advanced degree of culture and refinement than are to be found elsewhere. The prairie region suggests an ocean, but it is an ocean of waving grain, where agriculture is the predominating factor in the life and development of its possessors. In the mountain region, on the other hand, agriculture is impossible, and among lofty hills, narrow defiles, swift torrents and possibly glaciers, profit is sought below rather than upon the surface, and mining is the controlling factor, the source of wealth and growth. There the scenery, the soil, the forest, the rivers and the lakes of any one tract are wholly unlike those of any other, and give it a character not to be mistaken.

Acadia (originally termed Arcadia) is one of the natural divisions of America, distinct in its situation; its physical features, its climate, its human and its geological history; and with these features and their relations every inhabitant of the country ought to be, in some degree at least, familiar. Let me enumerate those which are most obvious, leaving for later consideration the details of each and the causes to which they are to be ascribed.

OUR SITUATION.—The region to which the name Acadia is here applied embraces the so called maritime provinces, New Brunswick, Nova Scotia and Prince Edward Island. If Newfoundland be added, they represent that portion of the continent attaining the most easterly meridian, and therefore approaching most nearly to Europe. This fact alone is of the utmost significance, because it gives us the shortest line of ferriage to that continent, as it was also, probably, the first portion of America to be reached by Europeans. The latter fact helped to give prominence to its early history; the former is now becoming of increasing importance in connection with the construction of the great trans-continental lines of travel and the shortening of inter-communication between the west and the east. It is this which gives prominence to the port of Halifax; it may in time give even greater importance to the still more easterly port of Sydney.

Acadia is also situated in a comparatively northern latitude. This is an important factor in its climate, but that it is not the only one is indicated by the fact that the parallel of latitude which passes through southern New Brunswick and Nova Scotia is also that which passes through the sunny climes of southern France. We need not just now consider the cause of the contrasts between the two—the one characterized by the length and severity of its winters; the other constituting a region to which, in the winter season, flock so many thousands of those who would seek mild and equable climatic conditions—but, in passing, may note the fact that while our winters are undoubtedly long and cold, they are also very invigorating, while the delightful summer climate is each year attracting in ever increasing numbers those who would escape the heated cities of the States farther south.

The two great factors referred to, our northerly and easterly position, bring us into such relations with the great oceanic currents that our coastal waters remain cool throughout the year, and thus help to make our fisheries the finest in the world.

If now, with the aid of an atlas, we consider the relations of the Provinces enumerated above to each other, we find them, except P. E. Island, distributed around the sides of the Gulf of St. Lawrence, and, in a general way, sloping towards the latter. Then, with the Gulf of St. Lawrence they constitute one of the great depressions of the continent, a depression which may be termed the

Acadian Basin, comparable with the great Mississippi basin, and though much of this is now submerged, the submergence is only to very shallow depths, while in Prince Edward and some other islands the bottom rises to the surface. Moreover, while New Brunswick constitutes a portion of the mainland, Nova Scotia is almost, and Prince Edward Island and Cape Breton are wholly, surrounded with water, so that the one may be conveniently termed Continental Acadia and the others Insular Acadia. We shall hereafter see that these relations, too, are not without most important consequences.

THE CONFIGURATION OF ACADIA.—The Province of New Brunswick, or Continental Acadia, lying in a general way between the meridians of 64° and 67° west longitude and the parallels of 45° and 48° north latitude, has the general form of a parallelogram, the longest diagonal, which is also the shortest direct line of railway from the Province of Quebec to the boundary of Nova Scotia, being 246 miles. The total area has been computed as embracing 17,677,360 acres, or 27,260 square miles. The Province of Nova Scotia, lying south and southeast of New Brunswick, has, in general, a triangular form, the apex being at the isthmus of Chignecto, while the base, excluding Cape Breton island, is two hundred and fifty miles long, the extreme breadth being about one hundred miles. New Brunswick and Nova Scotia, together with Cape Breton and Newfoundland, surround the St. Lawrence basin, along the western side of which lies Prince Edward Island, curving like a crescent, parallel to the adjacent shores. Between New Brunswick and Nova Scotia lies the funnel like trough of the Bay of Fundy, separated at its head from the waters of the Gulf by an isthmus only sixteen miles in breadth. All these features, together with their minor details, such as are depicted in any good atlas, are, as will later appear, most intimately connected with the history of Acadia, both past and present.

Another important element in the physiography of Acadia is that of its *Relief*, i. e., the inequalities of its surface. Without presenting any extremes, it shows the usual geographical contrasts of highlands and lowlands, plains, plateaus and hills, a few of which rise to the dignity of mountains. Thus a great variety of scenery is introduced, while "divides" or water sheds are formed, and these, besides acting in many instances as the chief con-

densers of moisture, determine the number, direction and character of numerous water-courses, give origin to lake basins, control the distribution of population, the position of county boundaries, the position of railways and other channels of communication, and, to a large extent, the natural products and the industries of different sections of the country.

The *drainage* system of Acadia, determined as above, presents many special features worthy of study. Few areas of similar extent are to be found which are so well watered, few have streams presenting greater attractions and variety in the way of beauty, few there are in which are such stores of energy to be hereafter drawn upon for purposes of industrial development. With these streams and lakes are linked many important events in the early settlement of the country; they are now, and must ever remain, controlling factors in the location of towns and cities; for they afford the easiest and cheapest means of bringing to the sea-board the products of the interior. No two of these streams are exactly alike, and the differences at once raise, in an inquiring mind, a desire to know their cause.

The *climate* of Acadia has already been referred to in a general way; but obviously in a country presenting so many and such marked contrasts in other physical features, there must also be many local peculiarities of temperature and humidity, and it is interesting to trace the causes to which these differences are due.

Dependent upon all the above causes, and varying with them, we have next to notice the peculiarities in the *flora* and *fauna* of Acadia, embracing the distribution and character of our forests, with their native inhabitants; similar facts as to the denizens of our inland and coastal waters; and the best methods of preventing serious injury to both. In the same connection all economic products, of the mine as well as of the forest and the fisheries, are of importance to those who take an interest in the welfare and development of the land they inhabit.

Finally, behind all the features as exhibited by the Acadia of to-day, lies its *earlier history*, not merely that which is contained in human records since the time of the first European occupation of our shores, but that also of which the events are only to be found in the pages of the great Stone Book—events which, occurring, it may be, many

millions of years ago, afford the only intelligible explanation of how things came to be as we now find them.

In future chapters it shall be our aim to consider, in a simple way, the physiographic features briefly enumerated above, with their relations to present human interests; and, in the sequel, to trace, in an equally simple way, if possible, the main facts of our geological history.

Notes On English Literature.

By G. K. BUTLER, M.A., Halifax.

Rip Van Winkle.

Posthumous: is a word which will draw from some pupils very amusing explanations. I have been told that it means a work written by a man after he was dead.

Woden: what other Saxon gods have given names to our days? From what source do we get the names of the months? How does it happen that September (septem, Latin, seven), is so-called? It is our ninth month.

P. 68, l. 1.—Parse "remember" in this line. What verbs beside "must" have the same power? What are such verbs called? What is subject of "must?" l. 10.—What is meant by "print their outlines on the sky?" Are Irving's weather notes true for Nova Scotia or New Brunswick? l. 16.—Meaning of "fairy mountains?" They or their frequenters seem to have had magic power or this story couldn't be told. It might be interesting to see if any of the children actually believe it. l. 21.—Why "Dutch colonists?" When and by whom was New Amsterdam taken? It seems almost retributive that his successor on the English throne was a Dutchman.

P. 69, l. 2.—Parse "may he rest." ls. 5 and 6.—Meaning of "latticed windows," "gable fronts?" l. 10.—Up to what date was the State a colony of Great Britain? By comparing the historical dates and the length of Rip's sleep it is possible to limit the time within which the story is supposed to have happened. ls. 18 and 19.—Is it true that a "hen-pecked husband" is meek abroad? The general opinion now prevailing is, I think, quite the reverse. l. 23.—Ask for meaning of "curtain lecture" before giving any explanation. I was told by a seventh grade pupil that it was a lecture on curtain hanging given by a wife to her husband. l. 25.—Ter-magant is synonymous with what word just used? l. 27.—How was Rip "thrice blessed?"

P. 70, l. 1.—It is said that no man who can attract children and dogs can be bad at heart. The paragraph beginning with line 3 needs a considerable amount of dictionary study. l. 8.—What do we call a "fowling-piece?" Macaulay in Horatius speaks of the "fowler." l. 37.—Meaning of "ado?"

P. 71, l. 2.—"Well-oiled" is sometimes expressed by the phrase "easy going." l. 3.—Of what would Rip's "brown" bread likely be made? Of what is ours? l. 10.—"Household eloquence" is another way of expressing what he earlier called by what name? l. 13.—"A quiet answer" is said to turn away wrath. What about no answer at all? l. 21.—In what way could Rip be said to "go astray?" Is Wolf true to dog nature? l. 32. Does a "tart" temper become more tart? And is his statement about the tongue true? If so, there is a warning to us teachers in his words. l. 36. et seq.—Compare the Deserted Village and its inn "Where village statesman talked with look profound." l. 38.—Meaning of "rubicund?" Any who have read the Spectator will remember Sir Roger's tenant the innkeeper who wished to have Sir Roger's portrait on his sign.

P. 72, l. 8 et seq.—This is our third schoolmaster this year. Which one was the superior? Are any of them true pictures of the present state of affairs? l. 13.—Meaning of "junto?" l. 20.—"Adherents" means what? Give in other words. What is political term in use? l. 32.—Meaning of "call the members all to naught?" Parse "all." l. 34. Another word here for "termagant."

P. 73, l. 3.—Modern word for "wallet?" l. 22.—Meaning of "bark" in this line? l. 27.—Meaning of "impending?" Here it is used in its literal sense, generally it is not. l. 37.—"Fancy" means what?

P. 74, ls. 3 and 4.—Does Wolf behave naturally? l. 10.—Is Rip true to his nature here? l. 31.—How does an amphitheatre differ from a theatre? To whom do we owe the theatre? Who made use of the amphitheatre and for what purpose? Where are the most famous ruins found?

P. 75, l. 1.—Parse "unknown." What part of speech is "that?" l. 6.—"Outlandish" has much the same meaning as what word on preceding page? l. 32.—Generally a person's knees act how under fear?

P. 76, l. 33.—What does Rip mean by "blessed?" Compare French "sacre."

P. 77, l. 20.—Why should he shave his head?

P. 78, l. 6.—What figure of speech is "the silver Hudson?" l. 17.—Parse "very." What part of speech is it usually? l. 34.—How many stars and stripes would there be in the flag as Rip saw it? How many now, and why the change? l. 37.—"Metamorphosed" is a long word for our word? This word is Greek in origin. From what other languages does English derive words? How do other languages form new words? English generally goes to some other language for them.

P. 79, ls. 5 and 6.—"Disputatious" and "phlegm" may be looked up in the dictionary. l. 14.—"Bunker's Hill," "Seventy-six," will bear comment. l. 18.—"Uncouth;" it may be remembered in what words the writer speaks of the dress of the old men on the mountain. l. 25.—What are the two great political parties in the States now, and which one is in power?

P. 80, l. 1.—By what name do we speak of those whom the rabble at the tavern would have called "tories?" l. 15.—Rip must have been on the mountain at least how long? l. 35.—"Precise counterpart" means what?

P. 81.—On this page we are told that he had been away how long?

This piece, which is probably the best known of all Irving's works, has been dramatized and the part of Rip Van Winkle for many years was taken by the late Joseph Jefferson, who made it famous.

"An all-important function," says Dr. Eliot, "of the teacher, seldom to be seen in our public schools, is the helping forward of the brightest children. Our schools tend too much to become machines with an average product; the bright are held back, the dull are pressed forward, the pace must be a medium one. What a hideous injury to bright children—almost as bad as as the injury which a labor union works on the brightest members of the craft, the compelling them never to do their best. You can hardly do a greater injury to a human mind than that."

WHEN a great singer was told that another prima donna was in the field, she said, "Ah, that is good; we can never have too much good singing in the world." When a teacher hears of another's success, instead of feeling a pang of jealousy, she will say, "That is good; we never can have too much good teaching in the world."



Epitaph written 1728.

The Body of
 R. Franklin Printer.
 (Like the Cover of an old Book
 Its Contents torn out
 And strip of its Lettering & Gilding)
 Lies here, Food for Worms.
 But the Work shall not be lost;
 For it will, (as he believ'd) appear some more,
 In a new and more elegant Edition,
 Revised and corrected,
 By the Author.

BENJAMIN FRANKLIN, WITH COPY OF HIS EPITAPH.

Benjamin Franklin.

(Born January 17, 1706; died April 17, 1790).

The life of Benjamin Franklin, the second centennial of whose birth occurs on the 17th of this month, is so full of interest to boys and girls on account of his early struggles that we devote a little space to it. He was the youngest, except two daughters, of a family of seventeen children. He was sent to school at the age of eight, and showed great aptitude for study. The poverty of his parents, however, led to his being taken from school at the age of ten to "help in the shop," and he was afterwards apprenticed to his brother James to learn the trade of a printer. He was a great reader, wrote ballads, mastered arithmetic and studied navigation at the age of sixteen. He adopted a vegetable diet that he might save money to buy books.

At the age of seventeen he went to Philadelphia, having quarreled with his brother. He arrived there with one dollar in his pocket. He bought three rolls of bread and ate one as he walked up street with the others under his arms, and his pockets stuffed with stockings and shirts. A girl stood in a doorway and commented on the funny appearance he presented. This girl afterwards became his wife. The governor of the province became interested in him and promised to set him up in business, a promise which he failed to keep. Franklin spent eighteen months in London, perfecting himself in his trade of printer, reading and writing much; committed follies of which his strong common sense made him afterwards much ashamed. Returned to Philadelphia where he established the Pennsylvania Gazette and soon became a man of mark. His great intelligence and industry gained for him a prominent place in education, in municipal affairs, and afterwards in the councils of the united colonies. He studied diligently the ancient and modern languages, and was honored later with degrees from St. Andrew's, Edinburg and Oxford universities, and also from Harvard and Yale.

The invention of the lightning rod was a result of his studies in electricity. He proposed a plan of union for the American colonies which was rejected in England as too democratic. After the disastrous defeat of Braddock he organized a volunteer militia and took the field as their commander. Later he proposed a plan for the conquest of Canada. When the project of taxing the colonies came up Franklin was an uncompromising opponent. On

the eve of the Revolution, "he was," says Bancroft, "twice venerable, from genius, fame in the world of science, and age, being already nearly threescore and ten." In his voyages across the Atlantic he made observations on the Gulf Stream, and his chart of it forms the basis of charts now in use.

Shortly after the Peace of 1783, he retired to private life, after having served his country for fifty-three years. "His venerable age, his plain deportment, his fame as a philosopher and statesman, the charm of his conversation, his wit, his vast information, his varied aptitudes and discoveries, all secured for him the enthusiastic admiration of a circle of ardent friends embracing the very widest range of human characters."

His epitaph, written by himself many years before his death, has become famous.

The Disciplinary Value of Grammar.

For the REVIEW.

John Stuart Mill, the great apostle of the Utilitarians, has this to say about the teaching of grammar and analysis:

Consider for a moment what grammar is. It is the most elementary part of logic. It is the beginning of the analysis of the thinking process. The principles and rules of grammar are the means by which the forms of language are made to correspond with the universal forms of thought. The distinctions between the various parts of speech, between the cases of nouns, the moods and tenses of verbs, the functions of particles, are distinctions in thought, not merely in words. Single nouns and verbs express objects and events, many of which can be cognized by the senses: but the modes of putting nouns and verbs together express the relations of objects and events which can be cognized only by the intellect: and each different mode corresponds to a different relation. The structure of every sentence is a lesson in logic. The various rules of syntax oblige us to distinguish between the subject and predicate of a proposition, between the agent, the action, and the thing acted upon: to mark when an idea is intended to modify or qualify or merely to unite with some other idea: what assertions are categorical, what only conditional: whether the intention is to express similarity or contrast, to make a plurality of assertions conjunctively or disjunctively: what portions of a sentence, though grammatically complete within themselves, are mere members or subordinate parts of the assertion made by the entire sentence.

Can it not be said that school instruction when employed upon the materials of grammar is both better from an intellectual point of view and also more *practical* than when engaged in changing centigrade degrees to Fahrenheit, metric weights and measures to English weights and measures, or

even in explaining the action of the common pump? Can any discipline be better adapted than the severe discipline of grammatical study to check the illiteracy of the rank and file of our coming citizens, and thereby to ensure the stability of our Canadian democracy?

TEACHER.

Mental Arithmetic.

F. H. SPINNEY, Oxford, N. S.

PROPORTION.

The variety of problems capable of solution by proportion is practically unlimited. For that reason I have, in mental mathematics, introduced this principle at an earlier stage than that assigned in the curriculum. In dealing with lower grades it is made very plain in the following way:

- (a) 2 is the same relation to 4 that 5 is to ?
 (b) 12 " " " 3 that 15 is to ?

Every member of the class after a short drill will give these answers very readily. Now, let us see if we cannot express the above in a shorter form:

(a) 2 is to 4 in the relation that 5 is to ?

That is somewhat shorter; but it takes up a great deal of our valuable time to write all those words for every question. "How does the telegrapher talk over the wires?" "By dots and dashes." Well, let us talk by dots only. Let one dot stand for each word; and place one above another to save space:

(a) 2 is to 4 in the relation that 5 is to ?

2 : 4 :: 5 : (?)

Now let us try a very simple question by this method:

If 8 apples cost 20 cents, how much will 16 apples cost?

8 : 16 :: 20cts. : (?)

If a man can pick 16 bbls. apples in 10 hours, in what time can he pick 48 bbls.?

16 : 48 :: 10 hours : (?)

Advancing now to more difficult forms we have:

If 2 men in 3 days earn \$10, how much can 3 men earn in 8 days?

The wages depends on what? The pupils can be led to see that the wages depends on the product of the number of men and number of days. Then:

6 : 24 :: \$10 : (?)

Unitary problems will furnish abundant practice in mental drill for the lower grades. In the higher grades proportion can be used for the solution of all kinds of per cent problems. A coat cost \$40; it was sold for \$50; find the gain per cent? It is at once inferred that \$10 is the gain. Then:

\$40 : \$10 :: \$100 : (?)

A merchant sent his agent \$618 to be invested in goods after deducting his commission for buying at 3 per cent; find value of goods bought?

\$103 : \$618 :: \$100 : (?)

A bankrupt has \$6000; his debts amount to \$8000. How many cents can he pay on the dollar?

\$8000 : \$6000 :: \$1 : (?)

The thoughtful teacher can apply this principle to many other kinds of problems. Its conciseness is very pleasing to the pupil after he has learned the longer methods usually adopted. The form is also very attractive, and it will be observed that pupils who formerly took little, or no interest, in arithmetic, become quite enthusiastic over this very interesting method.

Arithmetical Problems—Grade VIII.

1. Find area in acres, etc., of a triangle whose base is 600 yds. and height 250 yds.
 2. How high is a cylinder of 20 in. in basal diameter and holding 30 gals.?
 3. Find volume of a cone 10 in. in basal radius and 30 in. high.
 4. Find area of ring between the circumferences of two circles whose radii are 30 in. and 36 in. respectively.
 5. If the cost price is 2-3 of marked price and the discount 10 per cent, find gain per cent.
 6. A note of \$300, dated May 10, at 3 mos., with interest at 4 per cent, was discounted May 30th at 7 per cent?
 7. Find compound interest on \$450 for 1 yr. 6 mo. at 4 per cent, payable half yearly.
 8. Divide \$60 among A, B and C, so that A may have half as much as B, and one-third as much as C.
 9. Find area of the larger of two concentric circles when the radius of inner is 10 ft. and radius of outer 15 ft.
 10. A room 12 ft. by 18 ft. is 10 ft. high, has 3 windows, 3 ft. by 8 ft., 4 doors 3 ft. by 7 ft., to be papered with paper 18 in., 8 yds. to roll, at 15c. a roll, covered with carpet 27 in. wide at \$3 a yd; find cost of each.
 11. A house worth \$4500 is insured for three-fourths its value at 1½%; find net cost if it burns.
 12. A ceiling 5.6 in. long, 4.8 in. wide, is plastered at 25c. a sq. yd.; find cost.
- Answers—1, 15 ac. 79 rds. 10 yds. 2 ft. 36 in. 2, 26.47 inches. 3, 3141.6. 4, 1244.0736. 5, 35%. 6, \$303.12, \$298.76. 7, \$27.54. 8, \$10, \$20, \$30. 9, 706.86. 10, \$1.85, \$96. 11, \$1175.62½. 12, \$8.04.

Literature in the Primary Grades.

Many of our primary teachers know of the delights that good wholesome children's literature inspires. These teachers have sympathy with childhood; they love what the children love; they know how to tell—not read—a good wholesome story. These stories, if properly selected and well told, are a stepping-stone to the love of good literature—and what more precious possession can any child take away from school than that.

There are many things that go to make up a good story. It should be childlike, and suited to the understanding of children. It should be simple, straightforward, pure. It should be full of fancy. To make a child love good reading, give him something that appeals to his love of the beautiful. Introduce him to thoughts that are worthy of being remembered. He is an active little being, hence the story must have strong healthy action.

Mrs. Nora Archibald Smith tells us that "we must beware of giving a one-sided development by confining ourselves too much to one branch of literature; we must include in our repertory some well selected myths, fairy stories which are pure and spiritual in tone, and a fable now and then. Nature stories, hero tales, animal anecdotes, occasional anecdotes about good, wholesome children, neither prigs nor infant villains, plenty of fine poetry, and for the older ones legends, allegories, and historic happenings."

Dr. G. Stanley Hall says: "Many boys enter college who have never read a book through except cheap novels. On the other hand, no one commends a bookish child. But worse than either is the child whose brain is saturated with low or cheap reading, and is altogether illiterate for all in print that makes the ability to read desirable. In the selection of school reading the children's votes should be carefully taken though not always as final. Of one hundred and twenty-four Boston school-boys of thirteen years old, who were asked what book first fascinated them, "Robinson Crusoe," "Mother Goose," Jack the Giant Killer," were mentioned in that order of preference by the great majority, and might more readily be allowed young children than most others named. "Cinderella," "Jack and the Beanstalk," "Tom Thumb," "Gulliver," "Aesop," "Red Riding Hood," "Arabian Nights," which came next, are unexceptionable, and should be told every child who has not heard them before coming to school."

Miss Sarah Louise Arnold writes: "Learn what the children like and begin with these likes. The field of literature is well suited to the children. The best of literature is that which was written for the children of the world. It should *not* be forgotten that if we would teach the child to like that which is good in reading we must establish the liking in early years. It is not enough that we should tell him in later days that certain books are good and bid him to read them. When he is grown up he will choose that which he likes, and our work is to lead him to like good things. We cannot, then, begin too early. The very cradle songs should be wisely chosen. The nursery tales should be those which have fed the children of many an age and clime."

In the next number we shall begin a series of articles in the literature suited to the different grades of the primary schools.

Dr. Clifford contributes to the *Baptist Times* a letter on the settlement of the education controversy in England. He says:

"We are encouraged to hope that the people of England will obtain these three things: (1) popular control of State education; (2) the abolition of theological and ecclesiastical tests in the State teaching profession; (3) the exclusion of sectarianism of every type from the curriculum of the schools. "Let us," he adds, "municipalize education on the broadest and most democratic lines. Abolish secrecy of management; bring the administration to the light of day. Let the people not only rule themselves through their freely and directly elected representatives, but also let them know all their representatives do, and how they do it."—*Educational Times*.

An "Old Subscriber," on taking leave of the REVIEW, says:

"Your journal keeps improving. Every number is filled with useful hints. I wish to thank all the contributors for the help and pleasure received from the different subjects explained and discussed. I consider the REVIEW of infinite value to the practical teacher. A Happy and Prosperous New Year to you all!"

A good reading lesson always furnishes something worth talking about. The teacher must remember, however, that it is the pupil who needs the practice in talking. The teacher should keep as still as possible. A great talker is seldom a good teacher. Let the pupil do his full share of the talking.—*Selected*.

Recitations for the Primary Grades.

The Leaves and the Wind.

"Come little leaves," said the wind one day,—
"Come o'er the meadows with me and play;
Put on your dresses of red and gold,—
Summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all;
Over the brown fields they danced and flew,
Singing the short little songs that they knew:

"Cricket, good-bye, we've been friends so long!
Little brook, sing us your parting song,—
Say you are sorry to see us go;
Ah, you will miss us, right well we know!

"Dear little lambs, in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade;
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went;
Winter had called them, and they were content.
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

—George Cooper.

Gems (Selected.)

Suppose we think about number one,
Suppose we all help someone to have fun;
Suppose we ne'er speak of the faults of a friend,
Suppose we are ready our own to amend,
Suppose we laugh *with* and not *at* other folk,
And never hurt anyone "just for a joke;"
Suppose we hide trouble and show only cheer,
'Tis likely we'll have quite a "Happy New Year."

Puzzles.

1. Feet have they, but they walk not.—Stoves
2. Eyes have they, but they see not.—Potatoes.
3. Teeth have they, but they chew not.—Saws.
4. Noses have they, but they smell not.—Teapots.
5. Mouths have they, but they taste not.—Rivers.
6. Hands have they, but they handle not.—Clocks.
7. Ears have they, but they hear not.—Cornstalks.
8. Tongues have they, but they talk not.—Wagons.

Golden Days.

Chick-chick-a-dee-dee! Saucy note
Out of a sound heart and a merry throat.
As if it said, "Good-day, good sir!
Fine afternoon, old passenger!
Happy to meet you in these places
Where January brings few faces."
—Ralph Waldo Emerson.

Receipt for a Happy New Year.

Recitation for four little children.

First—
Take each of the three hundred and sixty-five days,
Now coming to us along sunshiny ways.

Second—
And put into it just as much as you may
Of cheery hard work and of jolly good play.

Third—
And every once or twice in a while
Just tuck in a corner a glad little smile.

Fourth—
Then fill all the spaces below and above,
As full as can be of kindness and love.

All—
Just follow this rule—you'll have, it is clear,
The happiest kind of a happy New Year.

—Selected.

The Silly Young Cricket.

A silly young cricket accustomed to sing
Through the warm sunny months of summer and spring,
Began to complain when he found that at home
His cupboard was empty and winter had come.

Not a crumb to be found
On the snow-covered ground,
Not a flower could he see,
Not a leaf on a tree;

"Oh! What will become," said the cricket, "of me?"

At last by starvation and famine made bold,
All dripping with wet, and trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant

A shelter from rain,
And a mouthful of grain
He wished only to borrow,
And repay it tomorrow;

If not, he must die of starvation and sorrow.

Said the ant to the cricket, "I'm your servant and friend;
But we ants never borrow, we ants never lend.
But tell me, dear sir, did you lay nothing by
When the weather was warm?" Said the cricket, "Not I.

My heart was so light
That I sang day and night
For all Nature looked gay!"
"You sang, sir, you say?"

Go then," said the ant, "and dance winter away."
Thus ending he hastily opened the wicket
And out of the house turned the poor little cricket.

A Laugh in Church.

She sat on the sliding cushion
The dear wee woman of four;
Her feet, in their shining slippers,
Hung dangling over the floor.

She meant to be good—she had promised;
 And so with her big brown eyes,
 She stared at the meeting-house windows,
 And counted the crawling flies.

She looked far up at the preacher;
 But she thought of the honey-bees,
 Droning away in the blossoms
 That whitened the cherry-trees.
 She thought of the broken basket,
 Where, curled in a dusty heap,
 Three sleek, round puppies, with fringy ears,
 Lay snuggled and fast asleep.

Such soft, warm bodies to cuddle,
 Such queer little hearts to beat
 Such swift, round tongues to kiss you,
 Such sprawling, cushiony feet!
 She could feel in her clasping fingers
 The touch of the satiny skin,
 And a cold, wet nose exploring
 The dimples under her chin.

Then a sudden ripple of laughter
 Ran over the parted lips,
 So quick that she could not catch it
 With her rosy finger-tips.
 The people whispered, "Bless the child!"
 As each one waked from a nap;
 But the dear, wee woman hid her face
 For shame in her mother's lap.

Speaking about nature study, reminds us of a certain boy well known to us in the remote past. Before he was twelve he knew the name of every fish in the inlet of the Atlantic, on the coast of which he lived; knew not only the name, but the ways of it in the deep; when it came and went its value for food or market; its anatomy, coloring; its favorite bait, etc. Of birds he knew the names and they were many; could accurately describe the structure of each nest, and the materials out of which it was built; the number of eggs; their size and color; the location of the nest on the ground, in tree, under or on rocks. All other animals, wild and tame, he knew the ways and the names of; likewise the names of all the flowers, plants, shrubs, trees, wild or cultivated. All this and much else he learned from no schoolmaster, but from Mother Nature herself. In the large city, the child must learn these things in a second-hand way, from the formal lesson in the book, but the country boy or girl, more happily situated, absorbs knowledge from every bank and brae, rock, rill, mountain, sea, and lake.—*Western School Journal*.

A Well Conducted Recitation.

The subject of the lesson was Siberia, and the whole class was transported thither in imagination before the lesson had proceeded far. The pupils were led to formulate statements by questions that made them think what must be if certain known facts were taken into account. For instance, when there had been a little talk about the three great rivers, the teacher asked what must be the state of things near the mouth of these. All were very ready to tell of the frozen, inaccessible water. But when she asked what must happen when the spring sun thawed the upper or southern portions of these rivers, all were not so ready to reply. So she asked for the name of a river near by whose rise and course were familiar to the class. She said, "Let us imagine some things about this river." Then she graphically pictured a state like that common to these Arctic rivers, readily securing the statement, "When the southern portions of these rivers melt, the water, unable to follow the course of the river-channel, must spread out over the land." Then they were ready to understand the heavy floods of the tundras.

When they spoke of the fossil elephants found in the ice of the Arctic slope, so well preserved that dogs would eat the thousand-year-old meat after it was taken from its natural refrigerator, the question was asked, "What is meant by the word fossil?"

It was very interesting to note the readiness with which the boys and girls told what they knew. "I have seen a fossil shell." "I have seen a fossil plant." "Coal has sometimes the print of a fossil fern." Gradually the statement was secured that a fossil was an object that had become petrified, or turned to stone, and that the elephants were like fossils, in their cold-storage state. The teacher talked about the Don Cossacks and gave some excellent word-pictures of the life led by the nomadic tribes of the north. Each point discussed seemed to lead naturally to the next. There was perfect freedom, yet perfect order. No reply, however unexpected or wide of the mark, failed of a pleasant reception and apt word of comment that precluded all possibility of disturbance. Preparation was the keynote of the recitation.—*Selected*.

The REVIEW and *Canadian Magazine* for one year \$1.80
 (not \$1.50 as stated in the December number).

Questioned no More.

Take a child for a cute answer. Wednesday three teachers from Morgan Park visited our schools for the purpose of looking into Prof. Hall's method of teaching arithmetic. The professor took them into the fourth grade room to witness a recitation. The questions were answered so readily that one of the teachers expressed her doubts, intimating the children had been crammed beforehand.

"Ask some questions yourself," said the professor.

This question was propounded to little Leslie George by one of the Chicago teachers:

Divide seven by two-thirds.

Leslie readily solved the problem and then, as is customary, applied the example to some practical question. Said Leslie: "I had seven pies which I divided among some children, giving two-thirds of a pie to each child. How many children were there?"

Leslie began: "Reducing the seven pies to thirds gives twenty-one thirds. Each child received two-thirds of a pie, so there would be as many children as two is contained in twenty-one, which is—"

Leslie stopped, knit his brows, looked perplexed, thought deeply for a moment, then a light came over his face, and, looking up, he shouted: "Ten children *and a baby!*"

"How much pie would that give the baby?" asked Prof. Hall.

"One-third," promptly answered Leslie.

The hand of a little girl went up.

"What is it?" asked the professor, turning to Rev. Greene's little girl.

"Please, sir, that is too much pie for the baby."

The Chicago teachers asked no more questions. They were fully satisfied.—*Waukegan Daily Register.*

A little maid with a social nature was anxious to come into the parlor when her mother's friends arrived. Finally, mamma said, "You may come in when the ladies are here if you can be quiet, and remember that little girls should be seen, not heard." The little one pondered for a moment, and then asked, "But, mamma, what shall I do with the mouthful of words I've got?"

Too Many Distractions.

I cannot help thinking that too many distracting matters are allowed to find a place in connection with our public schools at the present day. Many things that are well enough in moderation, yea, thoroughly commendable, become mischievous distractions through excess. Among these I would name athletics, class and school "contests," dancing and other social amusements now becoming so common in connection with school and class "functions." To me, it is very clear that pupils' minds must be drawn away from their legitimate school-work by these things, in a great many cases. By this means, the pupils are robbed of the benefits the schools should confer upon them, and the money of the taxpayers, who support our schools, is wasted to a great extent. The evil is growing rapidly, as it seems to me; and, if it is not checked by the action of the pupils, teachers and school authorities, there will be a justifiable explosion, by and by, when the people come to have a "realizing sense" of the evil.—*School and Home Education.*

"My school," said a teacher, "is the world in miniature. If I can teach these boys to study and play together, freely and with fairness to one another, I shall make men fit to live and work together in society. What they learn matters less than how they learn it. The great thing is the bringing out of individual character so that it will find its place in social harmony."

A writer tells how a little child once preached a sermon to him.

"Is your father at home?" I asked a small child at our village doctor's door-step.

"No," she said, "he's away."

"Where do you think I could find him?"

"Well," she said, with a considering air, "you've got to look for some place where people are sick or hurt, or something like that. I don't know where he is, but he's helping somewhere."

Let the class choose sides as for an old-fashioned spelling match. The teacher may then write upon the board various numbers, the more difficult to read the better. Then proceed as in a spelling match, each side reading in turn, and see who will "stand up the longest."

Carleton County Teachers' Institute.

The annual session of the Carleton County (N. B.), Teachers' Institute met at Woodstock, on the 21st. and 22nd. December, H. F. Perkins, Ph.B., presiding. About ninety teachers were present, representing nearly every school section in the county, and the proceedings were marked with great interest. Opening addresses were made by President Perkins, Inspector Meagher, and Mr. T. B. Kidner. A paper was read by Mr. R. E. Estabrooks on Professional Etiquette. After a spirited discussion a committee consisting of Messrs. Estabrooks, Draper and Meagher, was appointed to draw up a set of rules to govern the professional conduct of teachers. In the afternoon a paper on the Teaching of History was read by Mr. James O. Steeves. After a discussion on this the institute adjourned to the Woodstock manual training rooms where an interesting lesson was given by Miss Louise Wetmore, the teacher. Inspector Meagher presided at the public educational meeting held in the evening, where addresses were given and a fine musical programme carried out.

During the second day's session Miss Louise Wetmore gave a lesson on cardboard work and a paper was read by Dr. Brittain on the Consolidated School vs. The Little Red Schoolhouse. Miss Nellie Bearisto read a paper on the Muscular Movement in Writing, illustrating methods by blackboard examples. The following officers were elected: H. F. Perkins, president; Jas. O. Steeves, vice-president; R. E. Estabrooks, secretary; W. M. Crawford and Miss Nellie Bearisto, additional members of executive. A meeting of the county teachers' association was held before the close of the institute. Mr. Haviland was elected president and Mr. Estabrooks, secretary. Mr. Draper was appointed a delegate to the provincial convention.

THE REVIEW seems to get better each month and I would find it very hard to do without it, as we have been inseparable friends ever since I began teaching. Its helpful hints pay the subscription price many times over in the course of a year.—
M. E. T.

Picture Study Queries.

C. G.—No! The famous Campanile that fell down in 1897 was St. Mark's, Venice. It is being rebuilt.

R. McK.—It would be excellent if the teachers in a large school would compare results of exercises on these pictures, or teachers in a parish could confer together. I should appreciate packages of matter of that kind.

GERTRUDE.—The nimbi over the heads of the angels are painted as transparent discs. These symbols are very ancient, earlier than Christianity, in fact, and probably signified *power*. Wings are also symbols, e. g., of swift flight.

COUNTRY TEACHER.—I cannot tell you of any other descriptions of Blashfield's picture. You may be interested in H. W. Longfellow's "The Belfry of Bruges." Let the scholars recall Canadian boat-song,—“Ah, I remember with what profound emotion I listened once more to those tuneful village chimes,” etc.

R. S. T.—True, the sentiment of "Liberty Bell" is not British, but a picture of it helps the children to understand how one of such dimensions is fixed to a beam.

BELLE.—Chaucer wrote *chimbe*; Latin *campana*; French *scampanare*. Bell-ringers are sometimes called *campanologists*.
H. B.

S. E. C.—The picture, "Christmas Chimes," in this month's REVIEW, is just what I needed to frame for a Christmas picture for our school. The REVIEW is very helpful to me. I always find something bearing on my work each month. I am teacher of Grades VII, VIII, IX, and X, and principal of a superior school of 125 pupils.

How to Make my New Year Happy.

Tell me all the good you can about the people that you know. Tell me only the good about the people of whom you speak. Tell me the things that will make me think well of people and of life. Tell me the things that will make my sun shine, my heart glad, and my soul to rejoice. Tell me the things which will straighten up my thinking, and give me the right principles of work and of play and of thought. Tell me the things which will make me ashamed of compromise and pretense.—*Edward Franklin Reimer.*

CURRENT EVENTS.

A new inland sea has been formed in Southern California, by the inflow of the waters of the Gulf of California into the Salton basin. The flooded district is said to be a hundred miles in length, and twenty-five miles in width. Underground fissures caused by earthquake shocks are supposed to admit the water from the gulf into what has hitherto been a dry basin below sea level.

Fossil bones of a gigantic animal of the dinosaur tribe have been found in Montana. The great saurian was thirty-nine feet long; and, unlike most of the huge animals of that period, was a flesh-eater.

A new paving material, elastic, tough and durable, is now being tried in England. It is made of tar mixed with iron slag, and is called asphaltine.

The oxy-acetylene blowpipe is now employed in welding. It gives a temperature much higher than that of the oxy-hydrogen flame.

A British explorer has visited a part of Abyssinia until now unvisited by white men, and has found there a very rich gold region, and thousands of the natives engaged in washing gold.

The flagship of Prince Louis made the voyage from New York to Gibraltar in seven days, seven hours and ten minutes, the average speed being something over 18.5 knots an hour. This is the highest recorded speed for warships, for such a distance.

The withdrawal of the British troops from the West Indies, which is about completed, is in accordance with the new policy of concentration of the forces. Coaling stations will be maintained at Jamaica and St. Lucia. The strong defences at the latter place, from which the garrison was withdrawn on the fifteenth of last month, will be kept in a state of efficiency; and troops can be quickly sent to occupy them if occasion requires.

It is understood that the dockyards at Halifax and Esquimault will be transferred to Canada, and become the headquarters of Canadian naval militia for the Atlantic and Pacific coasts respectively.

The resignation of the Balfour government, and the appointment of Sir Henry Campbell-Bannerman as leader of the new government is the occasion for a change in court ceremonies which recognizes for the first time the position of prime minister in the British government. Hitherto, in all state ceremonies, the premier took rank only as a Privy Councillor. It is now ordered that he shall in future "have place and precedence next after the Archbishop of York." The only persons who rank above the Archbishop of York, excepting members of the royal family, are the Archbishop of Canterbury and the Lord High Chancellor.

Captain Amundsen, a Norwegian explorer who, for the past two years and a half has been working along the northern coast of Canada in search of the magnetic pole, has, as before announced, succeeded in making the north-west passage. His little vessel, a 47-ton sloop named Gjoa,

in which he left Norway in June, 1903, is now wintering near the mouth of the Mackenzie River, and may easily continue her voyage next summer through Bering Strait to the Pacific Ocean. All the waters through which Captain Amundsen has sailed have been reached by earlier explorers; but his vessel will be the first to enter the Arctic Sea from one great ocean and come out into the other after sailing around the northern end of this continent.

Another explorer intends leaving the mouth of the Mackenzie River next summer in search of unknown lands. His name is Mikelsen, and his purpose is to go northward along the western shores of Banks Land, in the expectation of finding land still further north. If his plans can be carried out, he will return to the mainland for next winter; and make his final effort in the spring of 1907.

Halfway between Sydney and Louisburg, the Cape Breton Coal and Iron Company will build their new town of Broughton, which they will make the headquarters of their business in the development of the great coal beds in that part of Nova Scotia.

Immense deposits of magnetic iron ore have been discovered at the mouth of the Columbia River, and others farther north and in Canadian territory. It is thought that British Columbia will yet have steel works to rival those of Cape Breton and Ontario.

The reassembling of the Hague Conference may be indefinitely postponed, because of the invitation issued some time ago by the government of Switzerland for an international conference at Berne to consider amendments to the Red Cross convention. Until this matter is disposed of, the date of the Hague Conference cannot be fixed.

Turkey has yielded to the demands of the powers in respect to the government of Macedonia.

Encouraged by Japan's success, China seems about to resist foreign influence, and maintain her right to govern her own lands and her own people in her own way. No further concessions, it is said, will be granted to foreigners in Chinese territory; and efforts will be made to cancel those already granted. The Boxer movement was a popular uprising against foreigners as individuals. The new movement is an organized movement for the protection of Chinese sovereign rights against foreign aggression.

Sea gulls have been brought into use as ocean carriers, and may prove as useful in that way as carrier pigeons are on land. Experiments recently made in France have led to this conclusion.

The premier has summoned a forestry convention to meet at Ottawa on the 10th, 11th and 12th of this month, under the auspices of the Canadian Forestry Association. The preservation of our existing forests, as the most important source of the world's timber supply of the future and the need of tree planting on our western prairies, are among the subjects that will come up for discussion.

Mutual hatred of the United States is credited with restoring friendly relations between Columbia and Venezuela.

It has been decided that the best route for the new Transcontinental Railway lies north of Lake Abitibi. The location of the route through New Brunswick has not yet been determined.

Both in the Baltic Provinces of Russia and in the Caucasus region, serious disorders still prevail, amounting almost to organized rebellion. Several towns in the Baltic Provinces have fallen into the hands of the insurgents. The people of these provinces are not Russian, but Lithuanian, and formerly had a government of their own; but Lithuania was united with Poland in the fourteenth century, and has since had no independent existence.

The Czar has definitely refused to grant universal suffrage at the demand of the socialists and others. The new representative assembly, if the disturbing elements do not prevent its election, will be chosen under a restricted franchise.

All the horrors of civil war are filling the crowded cities of Russia, where striking and riotous workmen are coming into conflict with police and soldiers; and in smaller towns, particularly in the southern provinces, where the people who suffer from the strike have in some instances turned upon the strike leaders for revenge. Anarchists who have long laid their plans for the overthrow of the monarchy, are unwilling to let it pass into the new form of a constitutional monarchy without a final struggle. What they now fear is not the continued rule of the Czar, but a popular government that will indefinitely postpone their plans. The most terrible scenes of bloodshed have occurred in the southwest provinces of Russia, where thousands of Jews have been killed by Christians, not because they were Jews, but because they were social-democrats, who threatened the very existence of Russia, as their avowed purpose is to overthrow the Russian government and all other governments and abolish national lines. They openly advocate killing every ruler or official, whether elected or appointed, so that none shall dare attempt to rule. The people who were responsible for the recent massacres assumed that all Jews were social democrats, which may not have been far wrong as a general assumption, and believed it necessary to kill them all or drive them out of Russia. The same political reasons account in part for the disturbed state of the Caucasus, where, however, the social-democrats are not Jews, but nominally Christians. Here, in one region, where the central government is unable to maintain its authority, the theories of the social-democrats and anarchists are being practically tried. If a man is guilty of stealing, or of any similar offence, he is not tried and punished. His neighbors avoid his company and show amends. If, in the meantime, he is thought to be their disapproval until such time as he repents and makes dangerous to the community, some one is secretly detailed to shoot him down in the street. This is the sort of rule the people have to fear if the anarchists get the upper hand; and bad as was the old form of absolute monarchy, they think it better than this.

SCHOOL AND COLLEGE.

There were eighty-six applicants for third class license at the N. B. Normal school examinations in December—sixty-three from the English department, and twenty-three from the French.

Mr. F. A. Dixon, M. A., of Sackville, N. B., has been appointed to succeed Inspector Mersereau, M. A., who has obtained a year's leave of absence which will be spent in the West. Mr. Mersereau is the senior inspector of New Brunswick, and during his long term of service has won many friends by his impartial and vigorous administration. Mr. Dixon, his successor, has had large experience as a teacher and his scholarship and knowledge of the schools makes the appointment a very fitting one.

At an interprovincial convention held at Moncton on the 28th November, arrangements were made to issue four primary readers for French schools in the Maritime Provinces. The books will be ready at the end of this year.

Mr. G. H. Harrison, B. A., for many years principal of the Carleton County Grammar School at Woodstock, N. B., has resigned his position to enter into a general insurance business in that town. He will be succeeded by Mr. Chas. D. Richards, B. A.

Mr. Herbert Rose, of Hamilton, Ont., Rhodes scholar from McGill, has won both the Ireland and the Craven scholarships at Oxford University. Mr. Rose graduated with highest honors from McGill and his success at Oxford has been phenomenal. He has won the Craven scholarship at the beginning of his second year, and this is not usually attempted until the third year. Winning the Ireland at the same time makes the achievement an exceedingly rare one. Among those who have succeeded in winning both scholarships are such men as the Right Hon. Herbert Asquith, a member of the new Campbell-Bannerman cabinet; Goldwin Smith and William Gladstone.

Mr. S. Kerr, of the St. John Business College has just completed the thirty-eighth year of his management of that institution. Mr. Kerr's influence as a teacher of business methods and practice has steadily increased with the years, and there are many men scattered over the continent who owe much of their success to the sound and thorough training received from him.

The Maritime Business College, Halifax, Messrs. Kaulback & Schurman, principals, send to the REVIEW their New Year's cheque as usual, good for the payment of "One Thousand Good Wishes." The cheque is cordially accepted, and the REVIEW extends its best wishes in return for a year of increasing prosperity to this excellent institution.

The name printed Mrs. L. D. Jones in the report of the Restigouche County Institute in the December REVIEW should read Mr. L. D. Jones.

Allow a boy to neglect his studies, you allow him to neglect his duties; teach him to "skim over" his lessons, and he will learn to "skim" through life. But teach him to be truthful, conscientious, and thorough in his school work, and he will be the same forever.—*Herbert L. Wilbur.*

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