

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., DECEMBER, 1900.

WHOLE NUMBER, 163.

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BY EDWARD MANNING, A. M.

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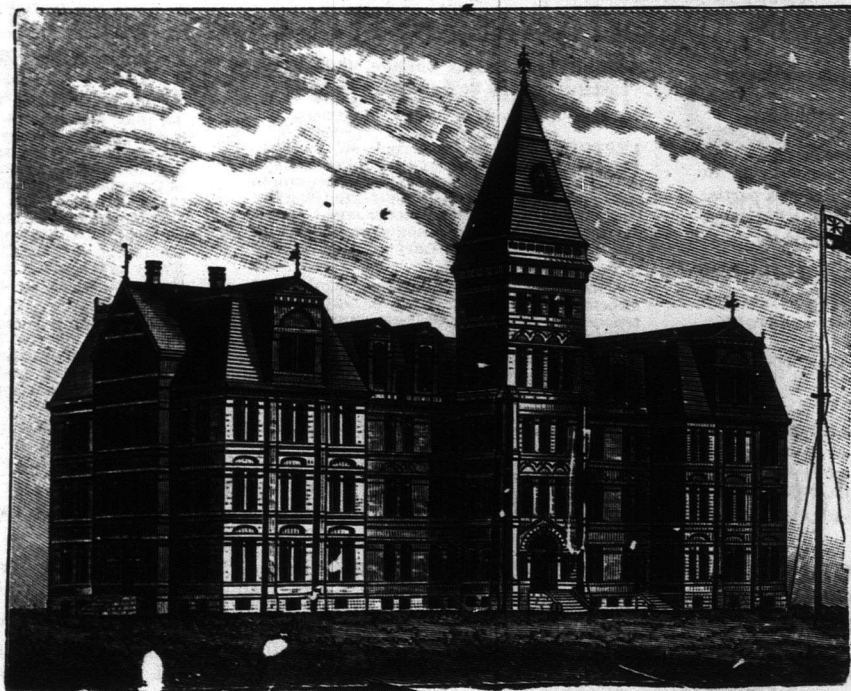
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The October **JOURNAL OF EDUCATION** is not likely to be issued before the middle of December.

Teachers and School Trustees are hereby notified of the regrettable and unavoidable delay.

Halifax, N. S.,  
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# The Educational Review.

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G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia

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### Always Read this Notice

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

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A MERRY CHRISTMAS and a Happy New Year to all our readers.

OUR advertising columns will inform those in search of books for the holiday season where they may obtain them to the best advantage.

A CHRISTMAS Supplement goes with this number of the REVIEW, containing musical selections appropriate for school exercises.

THE attention which is given to recent books in this number will be appreciated by the many who buy useful books to a greater extent at this season than at any other.

THE space usually devoted to Work in the Classroom and Primary Department, is given in this number to the suggestive paper on Difficulties in Miscellaneous Schools, which will be found worthy a careful reading.

THE attention of teachers in Nova Scotia is directed to the announcement in another column by Superintendent MacKay concerning the delay in issuing the *Journal of Education*.

MESSRS. A. & W. MACKINLAY, Halifax, recently received an order from the Kingston, Ont., school board for number one of their "Classics for Canadian Children," for introduction in the Kingston schools. The excellence of number one was noticed at once.

The admirable Series of Observation and Drawing Lessons, published by the Macmillan Co., London, and reviewed in these columns a few months ago, may be obtained from T. C. Allen & Co., Halifax.

Do not allow the Christmas season to go by without securing that handsomely bound volume of "Canadian History Readings," just issued by the EDUCATIONAL REVIEW.

IN this number of the REVIEW, Mr. Kidner points out very clearly and directly the necessity—first, that the instructor in manual training shall be a *teacher*; and second, that he shall be equipped with a sound working knowledge of what he is going to teach. To get the very best results from such a system, and second the wise and liberal policy of Sir Wm. MacDonald, we should hasten slowly. It will be the wisest and surest course, and one that will ensure permanent success, to equip in the most thorough manner possible, the teachers who are to introduce manual training in the schools of these provinces. We should profit by the early experience of schools in the United States, where much money was wasted, valuable time frittered away, and the system rendered non-effective and brought into disrepute for a time by teachers whose zeal was greater than their knowledge. Mr. Kidner's note of warning is timely and worthy of the best consideration of our educational authorities and the teachers themselves.

THE sympathy of many friends has gone out to Inspector R. P. Steeves of Sussex, in the recent terrible loss he has suffered by the death of his wife, leaving four young children, one of them an infant only a few days old. She was an exemplary wife and mother; and her devotion to her family and the interest she took in her husband's work makes the bereavement a very sad one.

### Canadian History Readings.

The series of supplementary readings in Canadian history, begun by the REVIEW nearly three years ago and published in quarterly leaflets, has been finished and is now presented in a handsome bound volume as "Canadian History Readings, Vol. I." The object of these readings is to arouse an interest in the most striking events in our country's history, and to encourage a taste for further study and reading, especially on the part of scholars in the public schools. The text-book that contains a mere compilation of facts, arranged in order, may do very well as a work of reference, but does not inspire children with a desire to read the history of their country as history should be read. Indeed it has rather the opposite effect. The facts are presented in a dry and unsatisfactory manner, and are learned as tasks. Thus, no real love of reading is formed, nor any interest felt in the great achievements of the makers of the country.

The Readings in Canadian History, dealing chiefly with persons and events, striking episodes and personal incident, have a charm for the youthful or the mature reader. They should be placed within reach of every school and home, and no library, public or private, should be without them.

The volume is an attractive one both in variety and the interest of its contents. It contains nearly 350 pages, and is handsomely bound. It will make an appropriate Christmas or New Year's gift for any Canadian either at home or abroad. The volume may be obtained during this month for *One Dollar*, by addressing the EDUCATIONAL REVIEW, St. John, N. B.

### Home Study.

There is considerable discussion of the question, in newspapers and elsewhere, of home study for pupils. Some would do away with all home study. This may be taken as the view of parents whose children are not able to stand the strain of too much study, especially after a day spent in school; or of parents who have occupation for their children at home. Teachers are generally of the opinion that more or less of home study is desirable. The writer of a paper, read at the Westmorland County Teachers' Institute recently, expressed the opposite view, and according to the reports of the discussion which followed, his views were condemned by the teachers present.

Some parents want the society of their children in the home circle during the evenings, without too much worrying over lessons up to late hours. In some homes, especially where there are no servants, the services of

the older children are required as helpers. In others, children have to practise music or other special exercises after school, and in others the claims of society call children out to parties often until late hours.

An English writer says that the difference between the German schoolboy and the English is that the former goes to school to learn and the latter to play. Till six years this German lad is left entirely alone so far as an education is concerned. Then his evil hour arrives, and for eight years he works; and work in a German school does not leave much leisure for frivolity, being of the most exacting sort, both at home and at school. But the German lad manages to get through it somehow and arrives at manhood with a sound mind in a sound body. He leaves the gymnasium or real-schule at fourteen, better educated than many of our own young men who leave the university. In the English school, between out-door sports and the study of Latin, on which subject two-thirds of a boy's time is practically wasted, for it is of no earthly use to him in after life, education is not that serious business that it is to the German school boy.

This is the opinion of the English writer. That it is in great a measure true, we have no doubt; and there is in it a lesson for us. Too often the work of the schools is not of that serious character that its importance demands. It is subordinate to too many things—amusements, society, and other distracting occupations. Too often the children in our schools are listless or absorbed. The German child has his heart in the work. In visiting a school in Nova Scotia recently, the writer's attention was called to some children of German parents, whose accuracy of statement, intelligence and enthusiasm in their work was most marked. This is a characteristic of the German mind, which looks upon education as a preparation for life—a serious business that does not permit of too much trifling. The German idea of all work and no play for the schoolboy cannot be imitated entirely in this country; but it is a menace to the country's best interests if education is not treated more seriously so that it shall become the absorbing occupation of boys and girls between the ages of six and fourteen. And when we speak of serious work we mean work without that worry and nervous strain, incident to long hours and weary tasks to be learned from books; but work that will interest and bring into play the activities of the child and make him think and do.

Are home studies a wearisome iteration of lessons instead of an absorbing occupation? Are they a strain instead of a wholesome stimulus to children? Do they appeal to memory only and not to the investigating spirit? do they sap the vitality of growing children, deprive them of needed rest and make them unfit for study the following day? Are not the amusements and frivolities of life a serious check to both home and school study? These are questions that parents and teachers should carefully consider; and they should come together and consider them. We shall return to the subject again.

## Rambles Through Forest, Lake and River.

## No. IV.

There is a great deal of genuine pleasure in camping out in the wilderness. Every day brings new and delightful experiences in the shape of paddling along stretches of quiet lakes, careering down rapid streams and shieing the boulders that lie thick in the way, walking over old portage paths, or following the tracks of moose, or deer, or caribou. To see wild animals in their native haunts, with no thought of killing them, but only of observing their ways, is as interesting as it is novel; and these wild animals look at you with quite as much wonder and interest, providing you keep a respectful distance or approach them quietly. I shall never forget the sight we obtained of a fine bull moose one afternoon as we rounded a point on one of those quiet lakes in northern New Brunswick. He was only a few yards distant, and we dropped our paddles and remained motionless. He was certainly a noble specimen; and as he gazed on us with dilating eyes and nostrils, with every nerve and muscle alert and quivering, he seemed to grow more magnificent each moment. Such antlers and such a neck and front! When at last we raised our paddles, he gave a snort of distrust and started for the woods with a slow majestic trot, scorning to run. A little further along we came upon a cow moose and her calf. Here the mother-love would not permit too near an approach. She edged the calf off into the woods and stood for a moment between it and the fancied danger until she was assured of its safety; then quickly followed.

A friend of ours and his guide who were in the woods at the same time with us attempted a bit of rough play with a cow moose and her calf one day. Coming upon them while the mother was feeding on the lily roots and stalks in the muddy lake, they gave chase, and pursued the animals to the shore. The calf could not keep up to the mother and was captured. Its piteous bleating gave a new turn to affairs. The mother, who had sought refuge in the woods, charged upon the captors with every hair bristling with rage and defiance. They were glad enough to drop their prize and beat a hasty retreat. They were only in fun, of course; but how was the mother to know that? No wild animal will submit to be touched; and to touch its offspring is a still greater profanation.

The caribou is a shyer animal than the moose or deer. At the approach of winter they seek the mountains. In the spring they return to the low grounds and marshes on the borders of lakes, where food is more abundant and where they rear their young. It was in a bog near the edge of a lake, one fine afternoon, that we watched a cow caribou and her calf. The mother was feeding, but with every sense alert, the nostrils spread to catch every breath of air, and constantly looking sharply around at the calf, who was ambling

along behind, and evidently not thinking it any harm to make a little quiet diversion once and a while into bye-paths on his own account. But in spite of this apparent waywardness there seemed to be a concert of action as should be in every well-governed family; for when we made our presence known, the youngster was close to the mother's heels as they made a bee-line for the woods beyond.

Some readers of the REVIEW who heard the Rev. William J. Long describe a "Caribou School" at the recent meeting of the American Institute of Instruction at Halifax will read with interest the fuller account of it in his book on "Wilderness Ways." He tells us that the gait of caribou is a swinging trot, and that jumping is not natural to them. But a wider range of living has forced them into the habit; and he watched a "school" where a herd of mothers taught their young to jump.

"As I watched them the mothers all came out from the shadows and began trotting round the opening, the little ones keeping as close as possible, each one to its mother's side. Then the old ones went faster; the calves were left in a long line stringing out behind. Suddenly the leader veered in to the edge of the timber and went over a fallen tree with a jump; the cows followed splendidly, rising on one side, falling gracefully on the other, like grey waves racing past the end of a jetty. But the first little one dropped his head obstinately at the tree and stopped short. The next one did the same thing; only he ran his head into the first one's legs and knocked them out from under him. The others whirled with a *ba-a-a-ah*, and scampered round the tree and up to their mothers, who had turned now and stood watching anxiously to see the effect of their lesson. Then it began over again.

"It was true kindergarten teaching; for under guise of a frolic the calves were being taught a needful lesson,—not only to jump, but, far more important than that, to follow a leader, and to go where he goes without question or hesitation. For the leaders on the barrens are wise old bulls that make no mistakes. Most of the little caribou took to the sport very well, and presently followed the mothers over the low hurdles. But a few were timid; and then came the most interesting bit of the whole strange school, when a little one would be led to a tree and butted from behind till he took the jump. There was no 'consent of the governed' in that governing. The mother knew, and the calf didn't, just what was good for him."

To watch animals in their native haunts requires the utmost skill, patience and care. One must be content to remain quiet about their lurking-places for hours, and even days, before the expected opportunity occurs, and then perhaps be doomed to disappointment. Often moose are found feeding in some muddy lake, when the canoe man may, with the wind in his favor, approach very near without being seen. Deer also may be seen on their feeding grounds by a cautious approach. Ordinarily, with a good glass, by taking up some commanding position by an inland lake, one can watch the movements and study the habits of these animals to considerable advantage.

G. U. HAY.

[For the EDUCATIONAL REVIEW.]

### Object Lessons and Nature-Study.

By J. BRITAIN, NORMAL SCHOOL, FREDERICTON.

#### Lessons on a Block of Wood.

Each pupil is supplied with a block of wood, as in Lesson I.

#### LESSON II.

1. Draw on paper or a slate the outline of a surface, similar to one of the faces of your block, but half an inch longer and one-fourth of an inch wider.
2. Divide this surface into square inches (and parts of a square inch) by drawing lines an inch apart across it, in two directions.
3. Find, by adding together the square inches and the parts of a square inch, how many square inches are included in the whole surface.
4. Multiply the number denoting the length of the surface in inches by the number denoting its breadth, and compare the product with the number of square inches you found in the surface by counting.
5. Find the area of a surface, twice as long and twice as wide, as one of the larger faces of your block; and then find how many times as great this area is as the area of that face, and *why*.
6. Find the area of one of the smaller faces of your block, and then the area of a surface three times as long and three times as wide; and divide the greater area by the less. Account for the result.
7. If a surface is four times as long and four times as wide as one of the faces of your block, how many times as great will its area be? *Why* do you think so?
8. Point out several surfaces in the room whose area may be found in the same way as that of one face of your block.
9. Draw on the blackboard an outline of the face of a cubical block, each of whose edges is one foot long.
10. The face of such a block is called a *square foot*.
11. Divide the square foot outlined on the blackboard into square inches, and count them in rows.
12. In what way could you have found the number of square inches in the square foot without counting them?
13. Draw the outline of a square yard on the floor. How many square feet are in it?
14. Find the area in square yards—in square feet—in square inches—of a cubical block each of whose edges is one yard long.
15. Find by actual measurement the length, breadth and height of the school-room.
16. Find the area of a block of wood which would just fill the school-room.

#### Lessons on an Evergreen Tree.

The pupils have previously studied the development of buds, and have found that leaf-buds develop into branches (or, if terminal, into continuations of the main stem or its branches) bearing foliage-leaves.

The upper parts of several spruces, each shewing three or four whorls of branches, cut off from young trees about six or seven feet high, have been procured and brought into the school-room. One specimen for every four pupils will be sufficient. The best trees can be found in pastures and open spaces.

When the lesson is about to begin, the children collect in groups around these tree-tops. They should be asked after finding and giving the answer to each question, to tell the reasons which led them to the conclusion given. Otherwise some of them will simply accept the answer given by others, without seeing why it is correct at all.

#### OUTLINE OF LESSON I.

1. What does this little spruce bear at present?
2. How many buds do you find at (or close to) the end of the main stem?
3. What would these buds have become next spring, if the tree had not been cut off? *Why* do you think so?
4. What would the bud on the very end of the stem have become? And what would those close around it have grown to be?
5. How are the buds on the main stem, below the cluster at the top, arranged? *What* would they have developed into?
6. When did the part of the main stem which now has buds on it grow out? *Where* and *what* was it last winter? Give proofs.
7. *Where*, then, was the terminal bud of a year ago?—of two years ago?—of 1897? and *what* grew around or close below each when it was there?
8. Show me what the buds which surrounded the terminal bud of a year ago—of two years ago—of 1897—are now.
9. Show me what the scattering buds which were below each of these terminal buds have become.
10. How many circles or whorls of branches do you find on the main stem?
11. When the highest whorl of branches was a whorl of buds, *where* did the main stem end? and *how*? Answer the same question in reference to the other whorls of branches.
12. *What* was each part of the main stem between two whorls of branches formed from at first?
13. Give the ages of the several whorls of branches.



14. Compare the scattering branches between the whorls with those in the whorls. Account for the difference in size.

15. Give the ages, successively, of the several parts of the stem between the whorls of branches, that is, tell the year in which the terminal bud from which each part or joint came grew out into a continuation of the stem.

16. How many years old, then, is that part of the main stem below the lowest whorl of branches?

17. Compare the number of rings of wood you can see in this part, where it was cut in two, with the age in years, of this part of the stem, as shown by the number of whorls of branches above it. Account for the equality of the two numbers.

18. How could you tell the age of a living spruce tree in the fields, by the number of whorls of branches?

19. How could you tell the age of a spruce tree after it was cut down, by the number of rings of wood to be seen where it was cut off.

(Save the tree-tops for use in Lesson II.)

### The Heavens in December.

The close of the nineteenth century is marked by no celestial pageant. Indeed, the heavens are more than usually bare, for all the outer planets, except Neptune, are hidden behind the sun, and the inner ones are all three morning stars. So on the last evening of the century we shall see those silent and eternal stars alone which present the same aspect to us that they did to the sages of the East more than thirty centuries ago—Orion and Pleiades, familiar to star-gazers when the Book of Job was yet unwritten, even as in present times, and seeming even more inconceivably far beyond our reach to us than to them.

To the fixed stars, therefore, must our attention be chiefly directed, when, as our custom is, we survey the evening skies. At 9 p. m. on December 15, the Milky Way extends in a broad span across the sky from east to west, passing a little north of the zenith. It is much brighter in the west than in the east, and also much more irregular in form and brilliancy.

Following its line from west to east, and noting the principal constellations, we come at first to Cygnus, a great cross of stars standing erect right along the centre of the Galaxy, and close above the western horizon. Some distance higher up, and nearly overhead, is Cassiopeia, marked by a zigzag line of bright stars; and the next group to the east is Perseus.

Still following the Milky Way down toward the east, we next reach Auriga, whose brightest star, Capella, considerably surpasses any that we have so far passed. Below is Gemini, containing the conspicuous pair Castor and Pollux, both of which are almost of the first magnitude. Their line continued downward points out a little hazy spot of light which is the cluster Praesepe, in Cancer, the most characteristic feature of the constel-

lation. The separate stars of this cluster cannot be separated by the naked eye, but are clearly seen with a fieldglass.

To the right of Cancer is Canis Minor, whose only conspicuous star is the brilliant Procyon. Further on in the same direction is Sirius, which, even at its present low altitude, is beyond comparison the brightest star in sight. The lower part of Canis Major—to which constellation it belongs—has not yet risen.

Above Sirius is Orion, which is too familiar to need description here, and high above him again is Taurus. Aldebaran, Sirius, and the two brightest in Orion, Rigel and Betelgeuse, form a remarkably perfect parallelogram.

Below and to the right of Orion is the little constellation Lepus, the Hare, which between the hunter Orion and his Great and Little Dogs must be pretty hard pressed.

The almost equally irregular and extensive shape of Cetus and Pisces similarly occupy the southwest. Above is Aries, a little south of the zenith, below which to the west is Andromeda, with the great square of Pegasus further down and standing on one corner.

In the northern heavens we may note that the Little Dipper hangs directly down from the Pole Star, and that Draco lies below it. The Great Dipper is on the right, the last star of its handle out of sight near the horizon, and the head and paws of the Great Bear extend from it toward Gemini and Cancer.

Among the planets—Mercury is morning star, and so is Venus, which is diminishing in brightness, but yet, as always, the brightest of the planets. Mars will be a brilliant object by the end of the month, rising about 10 p. m. He is in the constellation Leo. Jupiter and Saturn are in conjunction with the sun during the month.

At 1 a. m. on the morning of the 22nd the sun enters the sign of Capricorn, and, according to the almanacs, "winter begins." And with the stroke of midnight on the 31st the nineteenth century closes.—*Condensed from Scientific American.*

[For the REVIEW.]

### French at High Schools.

It is not unknown for a high school in New Brunswick to send a pupil to the University to be examined in French for entrance, while the pupil has not been taught the French verb, for instance, or mayhap some other part of the course as laid down in the College calendar. The pupil cannot pass the examination, probably fails at the supplemental examination, and has to go in for senior entrance in every subject, having lost his year—a depressing beginning.

It is a great injustice to send pupils up, with some sort of notion that what is laid down may perhaps not be exacted. They have little reason to thank any school leaving such a false notion in their minds.

W. F. P. STOCKLEY.

The University, Fredericton, Dec. 6, 1900.

### The Teacher of Manual Training.

T. B. KIDNER, DIRECTOR OF MANUAL TRAINING, TRURO.

Very early in the history of manual training in all countries where the subject has been taken up thoroughly and systematically, the question of the training and qualifications of the teachers of it had to be considered. In England, it is now just ten years since manual training by means of work in wood and metal became a part of the elementary education system, receiving recognition by the education department as a school subject. Grants were allotted by Parliament in its estimates, and regulations and suggestions published in the official "Code" in 1890; and in consequence, the subject was taken up by several of the larger cities almost immediately. Three or four years before that, however, a little band of pioneers had been at work in London, under the leadership of Sir Philip Magnus, of the City and Guilds of London Institute for the advancement of technical education, and so well known for his work in connection with it. That body had, annually, for several years in their reports called attention to the necessity for manual training and its importance as a school discipline. The school board for London, ever to the front in modern developments, started two schools as an experiment, one north and one south of the Thames. Much interest was shown in them; but as the education department had not then "recognized" the subject, the Board was somewhat abruptly checked by the government auditor's decision, that the cost of the classes was not a legitimate charge on the public money. One of London's wealthy city companies (the survivors of the mediæval Trade Guilds), the Drapers' Company, now came to the rescue, and through the City and Guilds Institute donated a thousand pounds to enable the classes to be continued for another year. This was done on an increased scale, and the classes, under the direction of a joint committee of the school board, the Drapers' Company and the Guilds Institute attracted an enormous amount of attention from educationists and the public generally. The £1,000 was continued as a grant from year to year, supplemented by a sum of £250 from the Guilds Institute, so satisfactory was the new phase of the school work deemed. By this time, the slow-moving department of education had been convinced of the value of the work, and in 1900, as mentioned above, the subject was officially recognized and school boards enabled to spend the public funds upon this branch of school work. This, of course, gave it a great impetus and at once the demand arose for teachers with practical training in the use of tools, able and qualified to

give the necessary instruction. The fact that carpenters' tools and wood were chiefly used, led to the employment in many instances, of craftsmen only; but as the aims and methods of the new education came to be more clearly understood, it was seen that the teacher of the subject must not only be skilled in the use of tools, but must be trained in the methods of pedagogy, the understanding of child life, and the aims and ideals of educators of our future men and women. Some course of instruction was clearly necessary to enable teachers to become acquainted with the new development; and when in 1891 the City and Guilds Institute issued a syllabus, chiefly drawn up by Sir P. Magnus and Prof. Unwin, for a training course for teachers of woodwork in elementary schools, classes were started in various parts of the country.

At the first examination held at the end of the winter session of 1891-2, 615 candidates presented themselves for the first year's certificate, and the following year the majority of the successful ones completed the final course and became duly qualified teachers. The instruction was generally given on Saturdays in convenient centres, county councils and other authorities assisting by paying for the instructor's services and making travelling and other allowances to the teacher students who attended. This system has been continued with good results ever since, close on 3,000 teachers having obtained the full certificate of competency to teach woodwork as manual training. Metal work is also taught along the same lines, but as yet has only a limited application, wood being for many reasons the best medium for educational handwork. The examinations have been kept up to a high standard, and the certificates are valued accordingly. A paper on the theory and practice of teaching, a stiff drawing examination, and a practical test in bench work are set, and a pass in each insisted on; and in addition the student must have taken the two years' training beforehand. The importance of this training cannot be over-estimated; for a high degree of technical skill on the teacher's part is an absolute necessity, if successful results are to be attained. Reference has been made to the fact that, while skilled craftsmen were at first employed as special teachers of manual training, it has gradually come to be recognized that the instructor should be a *teacher* first and a skilled worker afterwards. While, however, this is true, it cannot be too strongly impressed on teachers who may think of undertaking manual instruction, that a light and superficial knowledge of the technical side is not sufficient. A teacher should, in his pupils' eyes, be a person to be looked up to as an embodiment of wisdom and knowledge, and in this case,

skill; and in no subject can pupils more readily recognize deficiencies in that direction than in manual training. Again, the teacher himself cannot feel that sense of power and self-mastery of his subject, so essential to attain successful educational results; and the work must deteriorate in consequence. The necessary skill cannot be attained in short courses of a few weeks, but continuous, earnest, and careful practice is necessary for the teacher who wishes to become a good manual instructor. Drawing, the fundamental part of manual training, is also often neglected or its importance not fully realized. Owing to the necessarily practical nature of it, so different from most of the drawing usually taught in our schools, it is often a difficult matter to get the teachers to recognize that the drawing, to be really helpful to the practical work, must be of a high quality, clear, concise and *precise*. Drawing, in manual training, is of itself valuable, and in addition forms a highly desirable foundation for specialised or technical education afterwards. "Mechanical" drawing, *i. e.*, drawing by means of instruments, is of course chiefly employed, but a course of "art" drawing, freehand, shading, etc., should form part of the training of every manual instructor. Artistic tastes may be largely developed in the children by this work, provided that the teacher has a trained perception of the beauty of form, colour and proportion.

A large majority of the teachers now engaged in this work in England are holders of the City and Guilds Institutes' qualifying certificate, and in addition have passed through some of the numerous art classes to be found all over the country. Another source of supply has been the famous seminarium at Naas, Sweden, founded by the munificence of the late Herr Abrahamson, and carried on under the superintendence of his nephew, Herr Solomon, whose writings and researches on this branch of education have been practically the foundation of our modern ideas of educating through the faculties generally, by means of "hand and eye" training. The course at Naas lasts for six weeks, and students must work hard all the time to complete the series of models and earn the diploma of the school in one session. English teachers usually attend during summer vacations; but the course is carried on continuously all the year round, and teachers of all nationalities are to be found there in training. While, however, the diploma may be earned in the six weeks' course, Herr Solomon insists very strongly in his book on the subject, that "it is by no means the case that the technical skill necessary for teaching may be obtained by attending one or two Sloyd courses. . . . They can only aim

at laying a foundation on which students may afterwards build by means of independent work."

Here in Canada, the splendid munificence of Sir Wm. MacDonald in providing for the establishment of manual training in some place or places in each Province of the Dominion, with the hope that it will become part and parcel of our system of education, also provides facilities for the training of teachers as specialists in the subject. Doubtless many of our best teachers will be attracted to it, and proud, as we rightly are, of our schools and education generally, let us see to it, that the new phase of school life and training, be entered into thoroughly, and its spirit and letter understood. The benefits that have accrued from it in Great Britain, Sweden, France, and especially Germany, and also amongst our cousins across the border, will then be ours. From each and all of these countries, the testimony is unanimous as to its value as an intellectual, moral and practical training, enabling its possessors to perform more fitly the duties devolving upon them in their life and work in the world.

#### Difficulties in Miscellaneous Schools.

[Extracts from a paper read by Miss M. Maud Anderson at the Westmorland County Teachers' Institute, October, 1900.]

\* \* \* Teachers should, as far as possible, become acquainted with their pupils before school begins on the dreaded "first day." The manner of doing this will, of course, vary according to the circumstances. We will suppose the teacher to have met, say, four or five of her oldest girl pupils, and as many of the boys. Make a point of being at the schoolhouse a little after eight. Instead of having the pupils stand awkwardly around, form a group in the most pleasant place in the room. The pupils whose acquaintance has already been made will introduce the others. Use tact, talk on some subject or subjects you are mutually familiar with and interested in, and in a short time you are no longer embarrassed teacher and bashful pupil, but friends, with the foundation for months of co-operation, which must prove helpful to both. After opening exercises, which will include a verse or two of several songs that you have found out during your talk they know and enjoy, will come the work of the day. And here is where one of our chief difficulties arises. We will take for example an ordinary country school with thirty enrolled. We will find material for nine reading classes, *viz.*, sixth, fifth, fourth, third, second, two first and two primer. How are we to bring order from such chaos? Only by careful grading and correlation of subjects and grades can this difficulty be lessened. Careful grading will be the work of days, weeks, months, perhaps the whole term, and then there is a possibility that our work will be as fundamental in this respect as when we started. Why is this? The chief causes are irregular attendance and new scholars. We have our primer class nicely started, able to recognize simple words readily, and read some few familiar sentences in a manner which

might indicate that they knew what they were talking about, when a small boy or girl appears at our doors some morning, armed with an old-fashioned primer. All the work is to be gone over again; and I think every teacher will agree with me that no matter how interesting it was at first to see the little, childish, innocent faces light up with the "earliest rays of intellectual fire," it will become monotonous by the time we go over the same thing five or six times in one term. There are some parts which can be made to serve as a review, but even then we feel we are wasting much precious time which might have been spared had the little ones begun together at the first of the term. We can only remedy this by calling on the parents and persuading them to start their children all at the same time. What is true of the primer class will apply to the whole school. After the summer harvest is gathered in, we will have a dozen or so large pupils, new scholars. I place them as near as possible where they belong, and by giving them a little extra attention they can be made to understand what is expected of them, and will try accordingly. And here, too, what is new to these will serve as needed review for the others, if we care to take the pains necessary to make it interesting.

As regards correlation, all school studies may be divided into knowledge and expression subjects. Among the former are geography, history, physics, physiology, animals, plants, minerals, geometry. Among the latter are talking, reading, numbers, drawing, penmanship, composition.

The old idea was to teach each separately; the latter method is to unite them. We will suppose a subject is to be presented to the class, *e. g.*, the buttercup in natural science. The pupils will observe, then write their observations, and make drawings necessary to illustrate their knowledge gained. By having such work done correctly, which will entail careful examination on our part, we will have combined writing, composition, spelling, syntax, drawing, and even reading.

I find that history and geography are much better remembered if correlated with each other and with the reading lessons. Take, for example, the "Battle of Quebec." How much history and geography can be taught there! Contrast the Quebec of Cartier, of Wolfe, and of our own times; and when we are contrasting Quebec we are studying Canada. We can have the causes which led to the capture of Quebec by the English, and the effects that capture has had on our country at large. By study and thought on the part of the teacher these lessons will be the most instructive and interesting given in the schoolroom. \* \* \*

I always, if possible, unite my grades for review. For example, we are going to review confederation. The second history class will appreciate the thought you must give your lessons before they can understand or be interested in them; while that added preparation will make a lasting impression on the advanced class. When I find my time getting short and recess or noon fast approaching, which is the rule and not the exception, one of the advanced grade seems only too glad to help me out of my difficulty. This will benefit the older pupil, both mentally and morally—morally by giving added confidence in his own powers to be good

and to do good. I think our success in the schoolroom depends largely on the amount of confidence we can develop in our pupils, supposing, of course, the boys and girls use such for their own good and the good of others. Again the entire school can be united for current events. \* \* \* By stimulating the interest of the older pupils, the others can be made to know something of the events of to-day, which is the history of to-morrow. Let us not rest satisfied with our work until we have an atmosphere of current history in our schools, and therefore in the community. One plan I find to work well is to set apart for this work one hour each week, and, having talked over a certain topic enough, and in such a manner as to excite interest, ask each pupil to bring some information bearing on the subject. As I always have this told and not read, it is necessarily much more concise than otherwise, and also a lesson in expression. I find it worse than useless to expect particulars relating to a question until the curiosity and interest of the child have been aroused. Even the smallest will have something to tell, something they imagine is a profound secret to their older companions in pursuit of knowledge.

But perhaps the most discouraging and perplexing difficulty is irregular attendance. We all know what that means. Go one day and stay home two; and that is about the average of one-half the pupils in a country school. One of our best teachers told me the highest per cent he ever had was forty-six. The highest I ever had was seventy-five per cent; and I will always look back on that term as the most profitable I ever spent. Now before we can remove causes, we must know them. Let us see what these are, and, if possible, provide the remedies. They may be divided into necessary and unnecessary. Every one knows the reasons which may be summed up in the one word, "work." Among the many others, I will first mention the inability of the pupil to grasp the great benefit education will be to him at some future date. Teach him to see that the uneducated man is fast becoming a back number in the affairs of the community, the county, the province and the country at large. It is a good thing to tell him about a certain boy who worked in P. E. Island for ten cents a day threshing on a farm. By study he fitted himself for work in a store, where he received thirty dollars the first year and sixty dollars the next year, with free board. In three years he had saved eighty dollars, and attended Prince of Wales College, in Charlottetown. By perseverance and industry he succeeded in taking a course at Acadia College, then at the University of London, and Heidelberg, Germany. Returning to America, in time he was chosen president of Cornell University, and in the spring of 1899 was put at the head of a commission to report on the Philippines, with a salary of \$50,000. I refer to Professor Schurman. Tell them of Lincoln, who started life from a log cabin; of Baron Strathcona, whose name is on every British lip, and of his cousin, who came to Canada poor boys, and by indomitable courage and industry have reached the top round in the ladder of success. Stimulate in every possible way an interest in education, not only in your school, but also in the community.

Again, we cannot have regular attendance if we do not have the hearty co-operation of parents in our work. If we could only make the average farmer understand that whatever occupation in life a person may be called to it will be the better carried on the greater the intelligence which is brought to bear upon it, how great would be the object gained. \* \* \* It is the aim of education to educate people into positions and not out of them. The parents who think what was good enough for them is good enough for their children, are doing their children an injustice when they fail to foster the development of natural faculty in whomsoever it may exist, and in whatsoever station its possessor may be found. How are we to make them see this? Meet with them frequently, get better acquainted, talk school until they realize that we are in earnest in our work, ask them to visit us, set apart so much of our time for their special reception, and entertain them when they come. Develop their children's moral natures and they will do the "chores" cheerfully and wash the dishes well. Then we will find ourselves and our labor becoming appreciated and reciprocated.

Compulsory education, which I feel sure must some day be on the statute books of New Brunswick, will, I am convinced, do more for regular attendance than all the enthusiasm we can put in our work. Does not Germany ascribe her increase beyond any other state in Europe during the last ten years to the fact that attendance at her schools is compulsory?

I have been blaming the parent largely, but may not the fault rest with us somewhat? May not our methods become so monotonous that the child feels almost anything would be preferable to listening to the never changing "2 + 5 = 7," "Christopher Columbus discovered America," etc., every day. Are we presenting our food for mental growth in the most unpalatable manner? Let us see to it that it is seasoned with the sauce of self-preparation and the spice of belief that we have an interest in what we are doing. Have we tagged at the child until his young life is a burden to him? Let us try such methods as cheerfulness, pleasant smiles, kind acts, the word of praise in due season, the recognition of services rendered, no matter how trifling, and we will find such a reward for our pains that we wonder we did not try them before.

I have never had much tardiness in the schools which I have taught; but I find it a good plan to read a chapter of some interesting book immediately after the school has been called together in the morning. "Black Beauty," "Uncle Tom's Cabin," and "Tom Brown's School Days" will not only be interesting to the children, but will foster a love of good literature, which is so important. I think it worse than useless to punish for tardiness. I tried detention after school at first until I overheard two of my pupils talking. One said he was going to be an hour tardy, as he would just enjoy keeping the teacher late for tea. We cannot have good discipline and a sentiment like that among our pupils simultaneously. Have interesting opening exercises, and, unless some unsurmountable circumstance presents itself we will have the children present in time.

Unprepared lessons in the country are difficult to prevent. We can have rolls of honor, banner classes,

report cards, etc., but if there happen to be five or six loads of hay to get in after tea, with the accompanying train of what is known as "night work," the chances are ten to one that the boy or girl above eleven will come next day with unprepared lessons, and, worse than that, the poor, tired muscles will prevent the brain from grasping the ideas which are laid before it. However, work with these pupils as best you can, and do not blame them for what they cannot help. Have a roll of honor for each grade, on which the name of each pupil is written. At the end of the week have some way of denoting what pupils have observed punctuality, order, and have prepared their lessons in a manner indicating not only study but thought. Report cards are good, too, as the children like to take them home to show their parents how hard they have tried this week; and they are both sorry and ashamed if a little brother or sister has done better than they.

The frequent change of text-books is more of a difficulty in the country schools than city people imagine. Over and over again, since the new readers have been introduced, I have been asked if Johnny or Susie cannot use the old books as long as they will last; and when it comes to the new geography, I am afraid the storm will burst on our unprotected heads in all its fury.

Speaking of text-books, I may say that the "New Canadian History" is one of the trials in a many graded school. We only use the book for reference. Are we studying the war of 1812? We take our exercise books and blackboard. We will first have the causes, which we write down. Then will follow the dates of declaration of war, the names of the leaders on both sides, the engagements in which each leader participated, with dates, the treaty which brought the war to a close, and, lastly, what we think were the effects, supported, of course, by any reliable authority. Other events are dealt with in the same manner, using Clements and any other book we can find for material. And here is another trouble,—no public library, and in many cases no private one.

How are we going to deal with that big, bad boy? He is in every kind of mischief at school, incites the little ones to fighting, enters orchards and steals fruit, and commits similar depredations on the way home from school. I answer unhesitatingly, with kindness. In such cases I have great faith in the private conversation, and in getting his assistance in every possible way. Ask that boy to see after sharpening pencils at recess, and to act as escort for the little ones on the way home. Trust him, let him know so, and nine cases out of ten our trust will not be betrayed.

Again, have we any method to keep the little ones employed, or do we send them to their seats, telling them to go to work without assigning any? Always tell them definitely what they are to do. Writing furnishes an almost exhaustless means of busy work. Drawing another. Number work, if properly looked after, will give the little ones plenty to do. They tire of such work only when it is poorly done. Let us give them good copies, always notice their work, and encourage them to try again. A plan which I find interesting them very much is to cut pictures from books and

papers, let them lay them on their slates, trace the outline, and, after removing the copy, finish the picture. A busy exercise for what might otherwise be an idle hour is to print words on the board in confused order and have the little ones re-arrange them so as to form sentences.

How many of us have found that only by incessant watchfulness can we prevent improper positions being taken by our pupils? If my pupils read sitting, I have the heads erect, shoulders back, and both feet resting on the floor; if standing, head and shoulders the same, and the book held only in the left hand. \* \* \*

A few hints as to securing a good opinion in the district: Don't be a politician. If you happen to be a Presbyterian, don't say and act as though you thought they would get there first. Go to any church which is in the locality. Don't let your dress contradict your precepts, that is, don't wear a hat loaded with birds and birds' wings, and expect your children to profit by your talks on kindness to animals. And let us not forget it—perfection can not be attained without great labor.

### CHRISTMAS-TIDE.

#### CHRISTMAS IN NORWAY.

The little birds in Norway always have a Christmas dinner. When you wake up on Christmas morning you will see a sheaf of grain, or bunches of oats, over every door. We put them everywhere, on the barns, on poles, and wherever the birds can get them easily. No matter how poor the peasants are, even the poorest has a dinner for the birds. Nobody in all Norway will hurt or frighten a bird on Christmas day. For they are God's little creatures, and we must make them happy. . . .

Wouldn't you like to play that you were a girl or boy from Norway this Christmas? I tell you how to do it. Throw out crumbs for the little birds. And tie little bunches of grain to your fence, or the trees, or bushes, or even to the door knobs or window blinds. . . .

The Christmas spirit is love and giving—ourselves as well as our gifts. And we must love and work for others, and try to make them happy.

Then we'll have such a beautiful Christmas. And— isn't it nice?—in that way we can make every day in the whole year a Christmas day! Think what a happy New Year a year of Christmases would be.—“*Freda*” in *Primary Education*.

#### CHRISTMAS IN OTHER LANDS.

According to the legend, Saint Nicholas, the Dutch Santa Claus (or Klaus) and the Holland “Knecht Clobes” are one. In Holland the children set their shoes outside the door Christmas eve for “Knecht Clobes” to fill. The German, English and American children hang up their stockings, firm in the belief that Kriss Kringle (a corruption of Christ-kindlein, or

Christ-child) or Santa Claus will fill them with toys and sweets if they are good; otherwise Pelsnichol (literally Nicholas with fur) meaning St. Nicholas, will fill them with small switches. The dread of getting the rod from old Pelsnichol keeps many a German child in order throughout the year. Just when St. Nicholas became the one to punish children in Germany is not known. The name comes from St. Nicholas, the patron saint of boys, said to have been Bishop of Myra, who died in 326. As his birthday occurred just before Christmas he was thus made purveyor of the gifts of the season to all children in Flanders and Holland who put their shoes or stockings outside in the hope that he will fill them. German children, on Christmas eve, look forward to the visit of the Christ-child and Knave Ruprecht, who, closely muffled, come knocking at each door. On entering, they question the parents as to the children's behaviour since the last visit, and if the answers are satisfactory, Knave Ruprecht scatters apples and nuts with a lavish hand from a bag he carries on his shoulder. He also leaves a bundle of rods behind in case they should be needed before he calls again; and then, while the children are scrambling for the nuts, he and the Christ-child disappear.—*Chautauquan*.

The Chinese Christmas is a day of church-going. In every temple people are going and coming from early morning until late at night. The women and children are seen with bowed heads in the temples, but there is no beautiful Christmas service like ours. There is no thanksgiving. At the Chinese Christmas there are few presents and no exchange of courtesies. All this occurs later, at the time of their New Year's festival. Processions of thousands, fireworks, lanterns, and bright lights are seen, and these bright, noisy pleasures are loved by the Chinese.—*Am. Primary Teacher*.

When every stocking was stuffed with dolls, and balls, and rings;  
Whistles, and tops, and dogs (of all conceivable things!)  
Old Kriss Kringle looked round, and saw, on the elm-tree bough,  
High hung, an oriole's nest, lonely and empty now.

“Quite like a stocking,” he laughed, “pinned up there on the tree!”

I didn't suppose the birds expected a present from me!”  
Then old Kriss Kringle, who loves a joke as well as the best,  
Dropped a handful of flakes in the oriole's empty nest.  
—*Thomas Bailey Aldrich*.

Like a rose that is growing double,—  
We read, in an under-breath,  
Of the holy morn when Christ was born,  
And of all his life and death.  
How He gave himself our ransom,  
And drank to the very brim  
The bitter cup, to lift us up,  
The whole great world, to Him.

—*Alice Cary*.

## December Birthdays.

December 17.—Ludwig Van Beethoven, (bay'-toe-ven) great German musical composer, born 1770 at Bonn, died 1827. His musical education began at five years of age. His productions embrace nearly every species of musical composition and are extraordinary for their wealth of thought and feeling. Nearly every one is of special merit.

December 21.—Earl of Beaconsfield, Benjamin Disraeli (diz-ray'-li.) Statesman and novelist. Born in London 1804, died 1881. Of Jewish descent. Was first elected to English parliament in 1837, as a conservative. Became leader in the House of Commons and afterwards premier (1868); again premier 1874-1880. Gladstone's greatest opponent. He introduced the measure creating the Queen "Empress of India."

December 24.—Matthew Arnold, English poet, critic and "apostle of culture," born 1822, died 1888. His influence has been great and on the whole good, more especially on universities, colleges, and on people of education.

December 25.—Sir Isaac Newton, physicist. Born Dec. 25, 1642 (old style), died 1727. He discovered the theory of universal gravitation, completed the undulatory theory of light, made with his own hands a reflecting telescope, and performed vast labors in mathematics and physics.

December 26.—Thomas Gray, poet, born 1716, died 1771. His fame rests almost entirely on his "Elegy written in a Country Churchyard," (1749), which has given him a high position in English literature.

December 29.—William Ewart Gladstone, a great English statesman, orator and author. Born 1809, died 1898. Entered parliament as a conservative in 1832, the year of the passage of the Reform Bill. For many years he was chancellor of the exchequer, and in 1865 became leader of the liberal party in the House of Commons, and prime minister in 1868, a position which he held at different times until his retirement in 1894. Mr. Gladstone's speeches are models of eloquence, clear in substance and charming in style. His writings embrace numerous publications, on Church and State, the Homeric Age, the Irish Question and many other subjects.

Answers to "Who Said It?" in November REVIEW:

1. Bulwer in "Cardinal Richelieu."
2. Oliver Goldsmith.
3. Campbell in "Lochiel's Warning."
4. George Herbert.
5. Prior in "Imitations of Horace."
6. Milton in "L'Allegro."
7. Lawrence Sterne in "Tristram Shandy."
8. Ben Jonson.

## CURRENT EVENTS.

By J. VROOM.

The revival of shipbuilding, once a leading industry in these Atlantic Provinces, is predicted. The extensive production of iron and steel by the great steel companies of Sydney, C. B., will provide the material of which the ships may be constructed.

A Latin-American congress, which has just concluded its session at Madrid, has accepted the principle of compulsory arbitration, urged by the Peruvian delegates; Chili alone holding out and protesting against the decision.

With impressive pomp, the remains of the late Sir Arthur Sullivan, the great musician, were interred in Westminster Abbey, on November 27th. The Queen and the Emperor of Germany were represented at his funeral.

The government of Holland will soon undertake the work of draining the Zuyder Zee, that great gulf which was created 400 years ago in the heart of the Netherlands by the incursion of the waters of the North Sea.

New Zealand is to lead the world in the matter of universal penny postage. Stamps are now in preparation, to come into use on the first of next month, to carry a letter at the two cent rate from any point in New Zealand to any place in the world.

The party which triumphed at the polls in the recent elections in Hawaii is in favor of the restoration of Queen Liliuakalani and the independence of Hawaii. Their cause, of course, is hopeless.

Prince Louis, a brother of Prince Victor, heir to whatever claim the Buonaparte pretenders have to the throne of France, is an officer in the Russian army. His betrothal to a Russian Grand Duchess is announced.

It is believed in England that the organized demonstrations in France in favor of the president of the Boer republic were in great measure intended for political effect, to embarrass the government of the day. Such a surmise may be equally true of a recent speech of General Mercier, publicly calling upon the government for the preparation of plans for the invasion of England. There are now three pretenders to the throne of France, each waiting a favorable turn in the current of public feeling to advance his claims; first, one of the Buonaparte princes, heirs of Napoleon III., whose chances of success lie, perhaps, in the possibility of the army declaring in his favor; second, the Duke of Orleans, great-grandson of Louis-Philippe, last King of the French, who has many supporters throughout the country; and third, Don Carlos, the Spanish pretender, who claims to be the lawful king of France, as well as of Spain, and whose followers dream of a restoration of the empire of Charlemagne.

Liquid air, it is said, will soon be put upon the market at a very moderate price, and will be found practically useful in many ways. For household use it will be supplied in open vessels, which must be handled with the same care as if filled with hot water.

Ships can now go to sea with frozen ammunition. By the use of liquid air, so low a temperature can be maintained that the explosion of a magazine would be almost impossible.

A story which has found its way into print, but still seems to need verification, is to the effect that documents discovered in Peking record the discovery of America by the Chinese in the year A. D. 449.

To suppress the bubonic plague within its limits cost the city of Glasgow \$5,300,000.

The German government has arranged with Booker T. Washington, the well known negro president of the Tuskegee Institute, to send educated negroes from the Southern States to German West Africa, there to introduce the cultivation of cotton.

A school without books has been established under the auspices of the University of Chicago. Its plan is to apply kindergarten principles to the whole school course, carrying on the education of children chiefly through the manual arts, deferring the use of books until the need of them is felt for the sake of the information they will give, their use then to be accompanied by a knowledge of how they are made, and some practical instruction in printing.

The claim of the United States against Turkey for damages to missionary property is said to have been tacitly arranged through an order for a Turkish warship to be built in the United States.

A new gold field has been discovered in Nova Scotia.

Of the four Chinese vessels captured by the British at Taku, one each was given to France, Germany and Russia. These, says the London Chronicle, have now been re-named. The French one is called Taku—"in honor of a glorious epoch in the French Marine." The Russian one is called Taku—"to commemorate a great Russian naval victory." The German one bears the name Taku—"in never-to-be-forgotten memory of this all-convincing proof that Germany's future is of the sea;" and finally Taku is the name of the one kept by the British navy, because—"it's as handy a name as any other, and there's a gap at 'Ta' in the signal-book."

The revolt in the United States of Columbia still continues, and the chief cities of the little republic are threatened by the insurgent forces. A warship from British Columbia will look after British interests at the isthmus on the Pacific coast, and the cruiser Intrepid is at Colon for the same purpose.

An American explorer now returning from a four years' sojourn in Central Africa has made important discoveries, including the discovery of three native tribes, heretofore unknown to our geography, and the discovery of a species of elephant much smaller than hitherto known.

Lieut. Perry, the Arctic explorer, has been heard from, under date of March 31st of the present year. He was then well, and hoped to reach the Pole at some time during the summer.

Captain Bernier, of Quebec, has gained the support of the president of the Royal Geographical Society for his proposed attempt to reach the North Pole; and hopes both the British government and the government of Canada will aid his expedition. His plan is to sail from Vancouver, enter the Polar Sea in August, and winter on the ice.

The Duke and Duchess of York will visit Canada, but the date of their coming has not yet been definitely fixed.

The discovery of a great tract of fertile country in the Province of Ontario, north of the height of land, adds one-sixth to the area in that province available for cultivation. This country, extending to the shores of Hudson Bay, was, until recently, an almost unknown wilderness, and was supposed to be too cold for cultivation. Now, however, it is stated that, owing partly to its lower elevation, the climate on the south shore of James Bay is more moderate than that of Manitoba. A railway is under construction from Sault Ste. Marie northward, and is expected to reach Moose Factory within three years, opening up rich forest and meadow land as it goes, and finally giving access to the valuable fisheries of Hudson Bay.

Volumes of history have been written, and must still be written, to tell the story of the last hundred years; but a glance at the following figures relating to the territorial expansion of the leading nations will serve to show how the increase in the size of the British Empire, and, by inference, its increase in commercial importance within the last century, compares with that of other countries. Germany, a number of separate states in 1800, now embraces an aggregate territory of over a million square miles. Russia, which at the beginning of the century claimed an immense territory extending from the Baltic Sea to the Rocky Mountains, has since parted with her American possessions, but still increased her territories from five million to six and a half million square miles. France, which in 1800 ruled about one million square miles, now governs more than three and a half times that area; and the territory of the United States of America, beginning the century with an area a little less than that of France, now includes rather more. Great Britain has expanded the area of her empire from a little over a million square miles in 1800 to something over twelve million in 1900; her territory being now nearly double that of Russia, which was five times as great as hers at the beginning of the century, and now nearly equalling the aggregate of that of all the other nations mentioned.

Affairs in China are so involved that it is difficult to say whether any event of importance has occurred there within the last month. Rumors current one day are denied the next. There can be no doubt, however, that very many missionaries met a martyr's fate in the remote provinces of the Chinese Empire, and that the provincial governors approved, and in some cases personally assisted in the slaughter. That these governors, who were actuated by what seemed to them patriotic motives, will be punished by the Chinese government, at the request of the powers, is by no means certain.



A second plot against the life of Lord Roberts has failed. It is due to the Boers to add that the conspirators under arrest are all foreigners. Their plan was to blow up a church in which it was expected Lord Roberts would be attending divine service.

Lord Roberts is returning from South Africa, and Lord Kitchener has been appointed to the chief command. The war, which still continues, and not without some successes on the part of the Boers, will now enter upon another phase. Light columns of troops will be sent in pursuit of the enemy wherever found throughout the conquered territories, and Boers taken in arms will be treated as marauders.

That the annexation of the republics is final, is shown by the extension of the penny postage rate to all their former territory.

The arrival of Mr. Kruger in Europe, and his enthusiastic reception in France, has been the most striking event of the month. From his landing at Marseilles until he reached the capital, he was greeted with a continuous demonstration of welcome and sympathy; he was received by the president of the republic, and the senate and chamber of deputies passed resolutions of sympathy. That was all. The much desired promise of intervention to save him and his followers from the results of their invasion of the British South African provinces was not obtained.

From France, Kruger started to visit other countries of Europe before going to Holland; but he was informed that the Emperor of Germany would not see him, and a similar intimation came from the Emperor of Austria. He therefore abandoned his eastward journey and turned his steps toward the Netherlands.

The three companies of the first Canadian contingent which remained in South Africa after their comrades sailed for home are now returning by way of England, where their arrival has been greeted with popular enthusiasm and official courtesies. As representatives of the Canadian volunteers, they have been personally thanked by the Queen and by the Prince of Wales. Her Majesty was deeply affected. Her short speech ended in tears, and in tears Col. Otter made reply. Other home-coming Canadians are about to sail from South Africa for Canada direct.

The United States is sending a war ship to Morocco, to enforce a claim for indemnity for the murder of a naturalized citizen.

It is reported that Signor Marconi is arranging to put up wireless telegraph stations along the coasts and islands from Great Britain to Australia, so that voyagers by the Suez route may receive and send messages throughout the trip.

The Queen of Portugal, who some years ago saved two children from drowning by swimming to their rescue, has recently saved the life of a drowning man. She had been rowing, and handed over her boat to a fisherman, who in some way upset it and broke his arm. The brave queen jumped into the water, and held up the helpless man until help arrived.

## Teachers' Conventions.

### INSTITUTE AT MIDDLE MUSQUODOBOIT, N. S.

In the county of Halifax there is a wide fertile and beautiful valley, remote from seaport, railroad or telegraph. It is well watered by the Musquodoboit, one of the largest rivers of the county. Bordering on the settlement towards the interior, there are extensive forests of valuable hardwood. The inhabitants are of good stock and rank among the most thrifty and intelligent of the Dominion. On the borders of this district, in the county of Colchester, lies a similar valley — the Upper Stewiacke. The population of these valleys is very considerable, and there are many excellent schools.

Thursday, 15th November, Inspectors Creighton of Halifax, and Armstrong of Pictou, organized a local Teachers' Institute, which enrolled sixty teachers from the two valleys. The meetings were held in the school-room at Middle Musquodoboit. The Rev. Mr. Rosborough, an enthusiastic botanist, gave a valuable lesson on ferns, illustrating his subject by a large number of specimens collected by himself. As often as opportunity offers, Mr. Rosborough visits the schools of this entire district, assisting the teachers, and inspiring the pupils with the desire to know more of the natural history of their neighborhood. Mr. Fultz read a paper which emphasized the importance of physical geography. Mr. Forbes read a paper on the Teaching of Entomology. It was shown that in special cases a knowledge of injurious insects and their enemies was of inestimable value to the country; that insects play a most important part in the economy of nature, in health and disease, and in many of the leading industries. The paper gave evidence of the writer's somewhat extensive knowledge of the structure and habits of insects. A fair measure of success in teaching this subject might be expected from the teacher who possessed one or two good text-books, and who set his pupils to make and record carefully their observations on a few of the more characteristic specimens,—their appearance, habits and transformations. An excellent course was outlined for the various grades of pupils. In Grades VII and VIII special attention should be given to insects beneficial and injurious to vegetation. Mr. J. E. Barteaux of Truro Academy, explained the use of the various instruments for mathematical drawing. His lesson on this occasion will add to his reputation as one of the most effective teachers in the province.

As might have been expected in such a neighborhood the attendance at the public meeting in the evening was very large, and those present most appreciative. Dr. Archibald read a valuable paper on Hygiene in the

school-room—a subject which is beginning to attract some of the attention which it deserves. Dr. MacKay, Superintendent of Education, spoke at length and convincingly in favor of a broad, generous and deliberate culture of all the faculties of soul and body during the period of adolescence. He showed how admirably the course of study was adapted to this if only it could be carried out by those thoroughly prepared for the work.

Next morning (Friday) Principal Trefry, of Halifax, read a paper on English in the Common School. Good rules were laid down for securing a ready and correct use of English. Pupils should be required to give constant attention to excellence of form. They should be encouraged to converse freely and to write much on subjects in which they are really interested. They should be made thoroughly familiar with good selections from the best authors. The teacher himself must be a good example of at least correct speech. Our reading books are not as rich as they should be in choice and inspiring selections. The old-time fashion of saying pieces on Friday afternoon should not be allowed to die out. Pupils should be directed in an extensive course of good reading—reading with due deliberation, and often aloud. Faulty compositions should invariably be re-written with the faults eliminated. This subject as applied to high schools, was continued in the same strain in an interesting paper from Mr. Geo. Sedgewick. In reference to the teaching of English literature, he deprecated the attention given to little catchy paragraphs and notes on grammar, rather than to the more inspiring passages, which should be memorized. Principal Marshall, of Halifax, read an exhaustive paper on "What Teachers can do for the Farmer." He gave some beautiful illustrations from plant and animal life of the laws of evolution.

Perhaps one of the most interesting features of the Institute was an exhibition of pupils' work in illustrative drawing and clay work. Their teacher, Miss Forbes, has adopted the more modern and rational method of following in the direction of the pupil's interests, and she has met with the success which goes far to prove the method correct.

The proverbial hospitality of the people of this district was experienced by the teachers in so many pleasing forms that purses were a superfluity.

#### WESTMORLAND COUNTY INSTITUTE.

The twenty-third annual meeting of the Westmorland County Teachers' Institute, was held in Dorchester, October 11th and 12th, Miss Janet Read, vice-president, in the chair. Ninety teachers enrolled. Papers were read as follows: by Miss Ramsay, on the New

series of readers, pointing out their excellences and defects, followed by a general discussion in which Inspector Smith, Principal Oulton and others took part; by C. H. Acheson, on Drawing, with illustrations on the blackboard; by Miss M. Maud Anderson, on Difficulties in Miscellaneous Schools (published in greater part in this REVIEW): by C. H. Acheson (prepared by Jos. Mills) opposing Home Study, which was criticised by many of the teachers.

A public meeting was held on the evening of October 11, presided over by Mr. Justice Landry. At the conclusion of the meeting the visitors were entertained by the Dorchester school board and teachers. The following officers were elected: president, C. H. Acheson; vice-president, Miss Holla Comben; secretary-treasurer, S. W. Irons. Additional members of executive committee, Miss Kyle, of Dorchester, and Miss McDougall, of Shediac. It was decided to hold the next meeting at Shediac.

#### YORK COUNTY INSTITUTE.

The York County Institute met at Fredericton, October 11th and 12th, the President, Joseph Mills, of the High School, Moncton, in the chair. Eighty-five teachers enrolled. The president delivered a thoughtful address on education, in which he referred to the relations of teachers, students and subjects taught. The characteristics of each should be thoroughly understood and the relation between them harmonious. Addresses were also delivered by Chief Supt. Dr. Inch and by Inspector Bridges.

A paper on the Secondary Schools of Germany was read by Prof. Scott, Ph.D., of the University. It was a clear and interesting summary of the condition of these schools. There is a strong feeling against too much of the study of the ancient classics; and the requirements are being gradually reduced.

Prof. McCready, of the Sloyd school, gave an excellent illustration of manual training, noting that four benches and tools for seat work had been introduced into the school at Benton, Carleton County. The teacher took the summer course at Fredericton last year. The cost of the outfit at Benton did not much exceed \$50.

On Friday morning, a paper on Written Examinations was read by Principal B. C. Foster, which called forth considerable discussion. This was followed by a talk on birds, by Mr. William Moore, of Keswick.

The officers elected for the ensuing year were: president, Mr. Amos O'Blenus; vice-president, Mr. M. A. Oulton; secretary, Miss Ella Thorne. Additional members of the Executive, Miss Maggie Parker, Miss Lizzie Doherty, Mr. A. H. Barker.

## SCHOOL AND COLLEGE.

A dictionary and a number of Perry Pictures handsomely mounted have been presented to the school in Holmesville, Carleton county, by Inspector Meagher. A large and handsome flag has also been presented to the same school by the Hon. Mr. Emmerson.

The Medical Society of Nova Scotia will give a prize of ten dollars in cash to the child under sixteen years of age, who writes the best essay upon "Sanitation in our Public Schools," under the following conditions: The writer's name must be on the school register for the current term; essay to be not longer than eight pages foolscap, written on one side of the sheet only; no essay will be received after April 30th, 1901. The Judges are Dr. John McMillan, Pictou; Dr. A. P. Reid, Middleton; and T. B. Kidner, Esq., Truro. All essays to be sent to W. S. Muir, M. D., Secretary, Truro, N. S.

Through the efforts of Miss Alice M. Johnson, the teacher in Argyle, District No. 7, Aberdeen, Carleton county, maps and other apparatus have been procured. Maps have also been procured in No. 9, Kent, Carleton county, through the efforts of the teacher, Miss Susan A. McGuire.

The proceeds of a concert have enabled Mr. Fraser, the principal of the Superior School in Benton, Carleton county, to purchase books, valued at \$44, for a school library, a Standard dictionary, and a terrestrial globe.

Frederick Hamilton, the special correspondent of the *Toronto Globe* in South Africa, in his interesting lecture lately delivered at Halifax, St. John, Moncton, and other places in the Maritime Provinces, spoke of the splendid work accomplished by Lieut. General Ian Hamilton's Division during the war. The 19th Brigade, which served in Lieut.-General Hamilton's Division, was composed of the Royal Canadian regiment, the 1st Battalion Gordon Highlanders, the Duke of Cornwall's Light Infantry, and the King's Shropshire Light Infantry. Here is what Ian Hamilton says of this Brigade in his orders issued at Pretoria, June 6, 1900:

"The 19th Brigade has achieved a record of which any infantry might well be proud. Since the date of its formation at Graspan, February 12, 1900, it has marched 620 miles, often on half rations and seldom on full. It has taken part in the capture of ten towns; fought in ten general engagements, and on 27 other days. During a period of 30 days it fought on 21 of them and marched 327 miles. Casualties between 400 and 500. Defeats nil."

(Signed) I. L. HAMILTON, Lieut.-General,  
Comd'g 9th Div. B. F. F.,  
South Africa.

## 'ROUND TABLE TALKS.

SUBSCRIBER.—Please publish a brief account of the life of Lord Strathcona?

The Right Hon. Sir Donald Alexander Smith, Lord Strathcona and Mount Royal, High Commissioner for Canada, in London, was born in Morayshire, in Scotland, in 1820. He received his education in a parish school, and entered the service of the Hudson Bay Company in 1839. Promoted step by step, he became a Chief Factor. Subsequently he became resident governor of the company, and its chief commissioner, a position he still holds. He came into public notice in connection with the settlement of the Red River Rebellion in 1869, which he managed with great tact. He represented Manitoba in its local legislature and in the dominion parliament for many years. He is a Queen's Privy Councillor of Canada, has frequently received the favor of the Queen, has been connected with industrial and railway progress in Canada for a generation, and his gifts to Canadian institutions of charity and learning, with other benefactions, have made his name justly famous.

K.—When the old series of readers are done away with, what text-book in British history are we to use for beginners in New Brunswick schools?

Provision will be made and announced in the next published course of study.

## RECENT BOOKS.

Canadian teachers of chemistry must be especially interested in the appearance of any new school chemistry by a Canadian author. Their interest will not be lessened by the reading of the *School Chemistry*,<sup>1</sup> by Dr. John Waddell, of the School of Mines, Kingston, which has recently come from the press of the Macmillan Company, New York.

In the order of examination of the substances selected, the author has taken a decided step in advance. The student begins with the physical examination of water, passing to its chemical nature, and thence to a study of the gases hydrogen and oxygen that he finds can be derived from it and combined to form it. Becoming familiar with oxygen by this study, its presence in the air is recognized, and this is next studied with its chief constituents, the whole forming a consistent and connected treatment of the common and important elements and compounds, and leading up, as far as possible, through experimental work, to the leading laws and principles of the science.

In the extent to which the interrogatory method has been used, the book is unique. It is comparable in this respect with some of the works on plant or animal dissection, and the method will doubtless prove as useful in chemistry as it has in botany and zoology. Explicit directions are given for bringing about the required conditions of the experiments, but the facts are then left to speak for themselves, and the student, who follows

<sup>1</sup> *SCHOOL CHEMISTRY*. By Prof. John Waddell, Ph. D., School of Mines, Kingston, Ont. Cloth. The Macmillan Company, New York.

the work conscientiously, must form his own conclusions. That he may not pass over any fact unobserved, questions are asked that can only be answered correctly by accurate observation. The type used in the book is uniform, and remarks, comments and questions in regard to the experiment in hand are freely incorporated with directions as to mode of procedure. Brief statements of additional facts in regard to the substances experimentally studied usually terminate chapters.

The book is "intended for use in high schools and in elementary classes in colleges." There is a field of usefulness here for just such a book. Its success in practice, like the successful performance of the experiments that it teaches, will depend on the fulfilment of the necessary conditions which, in this case, seem to be a sympathetic teacher, good laboratory facilities, and their free and liberal use for individual experimental work. It will prove utterly incomprehensible without such work, and cannot be swallowed entire, as some well-known text-books of Chemistry have been in the past, to be given forth piece-meal to the teacher at the desk or disgorged at a written examination.

If there is an adverse criticism to offer, it is that in the application of the balance in the examination of the quantitative results of experiments, the book is not in advance of, scarcely equal to, contemporary rivals. Many of the experiments are well adapted to quantitative examination, and the averages of the results obtained by classes of even elementary students are very near the true values, while the close general agreement in results is always striking and reveals the underlying reign of law.

The book is well illustrated, and certainly teaches nothing that the student must unlearn later, because the facts themselves are made to do the teaching; and if these are studied consciously, the student must lay a thoroughly solid foundation, not only for an intelligent understanding of the operation of the ever-present chemical forces about him, but also for the continued pursuit of this great science after leaving school.

ERNEST HAYCOCK.

Acadia College, Wolfville, N. S.

[This book has been authorized for high schools in British Columbia, and also recommended for schools in New York city.—EDITOR.]

Mr. Conrad's story<sup>1</sup> differs from the ordinary psychological novel, in that it has both romantic incident and dramatic situation. The hero escaped from a sinking ship at the cost of his honour and self-respect, stands his trial, tries to lose himself in the East, becomes the leader and benefactor of a troublesome tribe, and meets death at the hands of the chieftain whose son he is believed to have betrayed.

The force and vividness with which some of the scenes are portrayed are remarkable—notably in the scene of the helpless ship, just as the officers are deserting her; but the main interest is in the painfully minute and subtle analysis of the mind of "Lord Jim." Indeed, every character is put under a microscope; Captain Brierly, and the French lieutenant, to name only two, are studies that would, in themselves, be enough to raise the book above the ordinary level. One cannot withhold hearty admiration for the manner in which all this is done. But it is not refreshing reading. The story itself is grim, and the close analysis strains the attention of the reader to the utmost.

"A King's Pawn"<sup>2</sup> is as great a contrast to the foregoing story as we are likely to find. The king is Henry of Navarre,

<sup>1</sup> LORD JIM: A Tale of the Sea, by Joseph Conrad. Gage & Co., Toronto.

<sup>2</sup> A KING'S PAWN, by Hamilton Drummond. Gage & Co., Toronto.

always a fascinating and romantic figure, and we are galloped off with him and his gentlemen on a wild raid into Spain, and out again, with many a rare adventure in lonely inns and enemies' castles. It is all very much like Mr. Stanley Weyman's stories, and Mr. Drummond stands the comparison well. His people do what sentimental Tommy's would not—they march—and the interest never flags. The publishers should be complimented on the appearance of the book, both outside and within.

E. R.

One rises from reading this book on Wilderness Ways<sup>1</sup> with a keen appetite for something more of the same kind. The author records his impressions of animals from notes and observations extending over many years. "They are studies of animals, pure and simple," he tells us, "not of animals with human motives and imaginations." There is no attempt made to make animals act like people, or to invest them with qualities they do not possess. He sets forth animal nature plainly as he has found it, believing that "sympathy is too true a thing to be aroused falsely, and that a wise discrimination, which recognizes good and evil in the woods, as everywhere else in the world, and which loves the one and hates the other, is vastly better for children, young and old, than the blind sentimentality aroused by ideal animals with exquisite human propensities." The author impresses us with his frankness and his genuine love of the woods and nature. The book is beautifully illustrated.

This is a new departure in the editing of German Classics for English students.<sup>2</sup> The editors believe that "to procure the best results during the short time given to instruction in German in our schools and colleges, translation into English should be used as a handmaid only. Consequently, the use of English, in Introduction and Notes, "not only spoils the atmosphere with which a German work of art should be surrounded, but also involves a serious loss of time."

One might add, that we learn French and German for purposes of communication. Success in this is impossible as long as we are obliged to translate our ideas into English before expressing them in French or German. Accordingly, the aim of every good teacher is to cause his pupils to think in the foreign language. The use of English, even incidentally, prevents the pupil from becoming completely absorbed in German or French forms of expression. For the same reason, an Englishman who goes to Germany to learn the language, makes but slow progress as long as he spends much of his time with English-speaking friends. Success, swift and great, is secured by the renunciation of English in every form.

The editors, by using German as Introduction, Notes, Questions, and, I presume, in the conversation of the class, intend to put the students, for at least one hour each day, in a purely German atmosphere. Of course it will be objected that this is possible only for advanced students. If simple German, such as that used by the present editors, is used, one is inclined to think that those who know little more than the beggarly elements are capable of getting great benefit from such a course.

Practice for the student is provided by two series of questions: one on the contents of the play, the other of a more general character. These questions also stimulate the student to a better understanding and appreciation of the drama.

<sup>1</sup> WILDERNESS WAYS, by Wm. J. Long. Cloth. Ginn & Co., publishers, Boston.

<sup>2</sup> SCHILLER: MARIA STUART. Edited, with German comments, notes and questions, by Margarete Müller and Carla Wenckebach, Professor of German in Wellesley College. Ginn & Co., the Athenæum Press, Boston. 1900. Pp. xxx.-262.

This edition<sup>1</sup> has the usual good features of Heath's Modern Language Series—brief Introduction, Notes, Vocabulary and a considerable number of paraphrases for re-translation. It is intended for students near the end of the first or early in the second year of their study of German. This novelette is by one of the most delightful of living German writers.

Pierre Cœur<sup>2</sup> is the pseudonym of Madame Anne Caroline Joséphine de Voisius d'Ambre, a novelist and journalist. To-day she is on the staff of the woman's newspaper, *La Froude*.

Those who know Siepmann's French Series—and what teacher of French does not—need to know no more than that this edition is in the Elementary Series. W. C. M.

We are told that "these stories<sup>3</sup>, eight in all, have grown out of the work of the author in the public schools of Syracuse as an officer of the Bands of Mercy and of the Society for the Prevention of Cruelty to Animals. She felt that the principles of these organizations could be taught better by illustration than by precept; and as she could not find just the stories she wanted to use, she began to write stories herself, and tell them to the children." The author has adapted the language of the fairy tale, and in two or three stories, especially "Mother Nature's House-Cleaning" and "The Naughty Raincloud," she has succeeded very well, but the attempt to teach temperance under the guise of a fairy tale is not very successful.

<sup>1</sup> HEYSE: DAS MADCHEN VON TREPPI. Edited by Prof. E. S. Joynes. D. C. Heath & Co. 1900. Pp. vi.-124. Price 30 cents.

<sup>2</sup> COEUR-L'AME DE BEETHOVEN. Adapted and edited by D. W. Payne. Macmillan & Co., London. 1900. Pp. xxiii.-133. Price 2s.

<sup>3</sup> KING KINDNESS AND THE WITCH, and other Stories. By Helen Wells. Cloth. Pages 118. Price 50 cents. C. W. Bardeen, Syracuse, N. Y., Publisher.

#### BOOKS RECEIVED.

[An extended review will be made at a later date.]

MACMILLAN'S GERMAN IDIOMS. Cloth. 3s. 6d. Macmillan & Co., Ltd., London.

AN ALTERNATE FOURTH READER. Stickney. Cloth. 60 cents. Ginn & Co., Boston.

LAMARTINE'S *Graziella*. Cloth. 35 cents. MAUPASSANT'S *Huit Contes Choisis*. 25 cents. MAIRET'S *La Tache du Petit Pierre*. 35 cents. D. C. Heath & Co., Boston.

THE MACMILLAN BRUSHWORK COPYBOOKS. A graduated scheme of lessons in outlines with the brush. 5 cents each. Macmillan & Co., London.

AN ELEMENTARY TREATISE ON QUALITATIVE CHEMICAL ANALYSIS. 80 cents. Ginn & Co., Boston.

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RIVERSIDE ART SERIES, Number 5. RIVERSIDE LITERATURE SERIES, Number 145. Houghton, Mifflin & Company, Boston.

HISTORY OF THE UNION JACK. By Barton Cumberland. \$1.50. Wm. Briggs, Toronto.

MACAULAY'S *Essay on Clive*. 50 cents. Longmans, Green & Co., London. Copp, Clark & Co., Toronto.

#### DECEMBER MAGAZINES.

The December *Atlantic Monthly* contains much notable poetry. Frank B. Sanborn contributes the Maintenance of a Poet, a sketch of the poetical life of Ellery Channing, its meagreness and its compensations; President Benjamin I. Wheeler makes a brilliant study of Art in Language—the power of taste and judgment in the use of words, and Waldo S. Pratt discusses the increased musical culture of the day and the increased demand for New Ideals in Musical Education. . . . From the standpoint of illustrations, the *Canadian Magazine* surpasses itself in its Christmas Number. The reproductions of characteristic bits of "Canada's Scenic Splendours," are done in colors most effectively. The list of contents is just as commendable. There are special poems and short stories bright and characteristic. J. Macdonald Oxley writes a most interesting article on The Bank of Montreal, giving considerable attention to the circumstances of its foundation and its early history. The colored cover represents "Johnny Canuck's Christmas." As a souvenir to send abroad nothing could surpass the special issue of Canada's national publication. . . . The *Living Age* began in its issue for November 27, and continues in successive numbers, a thrilling account of The Siege of the Legations, written by Dr. Morrison, the well-known correspondent of the London *Times* at Peking. This narrative is of absorbing interest in its descriptions of the daily life of the besieged legationers, and it is noteworthy also as containing some disclosures relating to the inside history of what went on at Peking in those stirring days, which are altogether new and of the utmost importance. . . . The Christmas *Century* is resplendent in an appropriate colored cover designed by Herter; and the frontispiece is one of a group of full-page and minor decorations, richly printed in color and tints, illustrating the great ode "On the Morning of Christ's Nativity," which is reprinted from Masson's edition of Milton's poems. An essay by Charles Dudley Warner on The Pursuit of Happiness has a timely interest as probably one of the latest things ever produced by the genial satirist who passed away last month. In the whole range of fiction it would be difficult to find two stories more strikingly contrasted in scene and characters than Miss Bertha Runkle's *Helmet of Navarre* and Hamlin Garland's *Her Mountain Lover*, which are running side by side in the same magazine. . . . It is peculiarly fitting that *St. Nicholas* should celebrate the winter holiday, so we are prepared to find the cover of the December number resplendent in five colors. The frontispiece, in black and white, illustrates seasonable verses by Mary Austin, The Shepherds in Judea, and other timely matters are Elizabeth Cady Stanton's true story of Christmas on the Mayflower, The Tale of a Christmas Pony, by Caroline Burrell, and Charles Murphy's versified Instructions to Santa Claus. A stirring story is that of the rescue of ship-wrecked sailors near Marquette, Michigan, on the shores of Lake Superior. The life-saving crew, with their boats and bomb, had to make a winter-night journey of over a hundred miles by train, before reaching the scene of the disaster. Everything in the magazine this month is illustrated, including the popular departments of Nature and Science and the St. Nicholas League. . . . One of Kipling's new Just-So Stories, which he is now writing for *The Ladies' Home Journal*, tells How Pussy Got Her Purr. In the same humorous vein the famous author will tell of another feline peculiarity: How the Tiger Got His Stripes. Kipling loves to write about animals, and to interest children in his stories; but fond as he is of children he will not write "down" to them. He despises the "twaddle" which fills so many books intended for their entertainment, and keeps far away from it in everything he does with his pen; consequently his stories interest men and women as well as children. . . . The December issue of *The Chautauquan* has a three-color cover design, a sketch of Christmas observances in foreign lands, and a poem entitled "The Shrinking Earth," apropos of the international situation at the last Christmas of the century.

# EDUCATIONAL BOOKS.

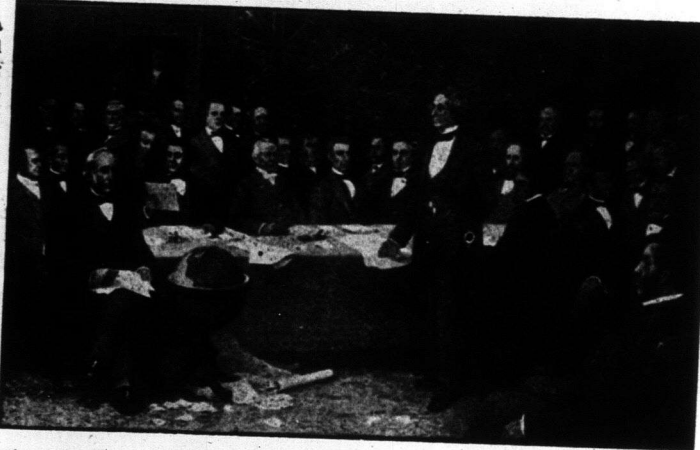
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**THE SIEGE OF THE LEGATIONS.**

The Living Age will begin in its issue for November 17, and will continue for several successive numbers, a thrilling account of The Siege of the Legations, written by Dr. Morrison, the well-known correspondent of the London Times at Peking. This narrative is of absorbing interest in its descriptions of the daily life of the besieged legationers, and it is noteworthy also as containing some disclosures relating to the inside history of what went on at Peking in those stirring days, which are altogether new and of the utmost importance. The unusual length of Dr. Morrison's narrative has precluded and probably will preclude any other publication of it on this side of the Atlantic. In England it has attracted wide notice.

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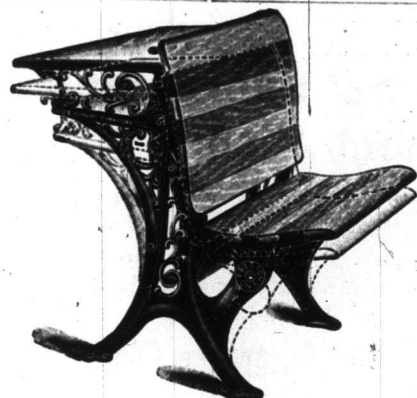
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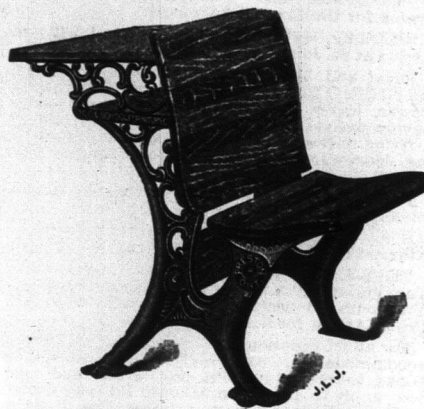
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