

THE EDUCATIONAL REVIEW.

VOLUME XIX.

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G. U. HAY, - - Managing Editor.

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THE EDUCATIONAL REVIEW.

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ST. JOHN, N. B., JUNE, 1905.

WHOLE NUMBER, 217

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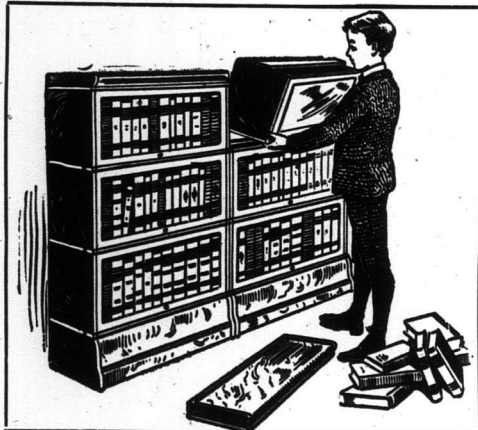
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Copies of Calendar containing full information may be obtained from the undersigned.

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THE attention of our subscribers is directed to the business notice on another page.

AN index to volume eighteen accompanies this number of the REVIEW. We hope our subscribers bind the REVIEW and keep it for future reference.

THERE will be no REVIEW for July, but the next number will be issued about the first of August, instead of the tenth. During the coming year the date of publication will be on the first of each month. Intending contributors and advertisers should make a note of this.

DR. J. R. INCH, Superintendent of Education for New Brunswick, will be one of the speakers at the American Institute of Instruction which meets at Portland, Maine, July 10 to 13.

CONSIDERABLE space is given up in this number to the work done by the colleges during the past year. Such a record of progress in the higher education is gratifying.

THE death of Mr. John McMillan, head of the firm of Messrs. J. & A. McMillan, of St. John, has caused a widespread feeling of regret. Of a noble presence, there was added rare kindness and courtesy of manner. He had endeared himself to a large circle, not only by his genial and manly nature, but by the strict integrity in all business relations which characterized an old and honorable firm.

FEW teachers are permitted to celebrate the jubilee of their entrance upon work. Rev. Dr. Sawyer has seen graduates go out from Acadia College for the past fifty years. He has helped largely to shape the destinies of many lives, to mould character, and present, by his own example and teachings, high ideals of manliness and Christian life. The results of his quiet influence and broad culture are felt to-day by hundreds of men and women who regard him with respect and affection.

THE REVIEW extends its congratulations to Dr. John Brittain, director of the Macdonald rural schools in New Brunswick, and to Mrs. J. S. Armstrong, A. M., of the “Netherwood” school. These were the recipients of honorary degrees at the recent Encœnia of the University of New Brunswick. The honors were well deserved and will be warmly approved of in educational circles.

Not less hearty are the congratulations to F. H. Eaton, superintendent of schools for Victoria, B. C., who received the degree of D. C. L. at the closing exercises of Acadia University last week. Dr. Eaton is fittingly remembered for his former excellent work in the Nova Scotia Normal School, and he is regarded as one of the strongest and most capable men in educational circles in the West.

WITH this number the REVIEW enters upon its nineteenth volume. The aim will be to make it this year still more useful to its readers, who are now found in increasing numbers in every province of the Dominion.

THE Summer School of Science will meet this year at Yarmouth, from Tuesday, July 11th, to Friday, July 28th. The location is an admirable one, easy of access, and combining many attractive features of scenery and climate which will make it a pleasant recreation spot for those who attend. Our advertising columns will give some information to those who are interested. The calendar, which gives the courses of study and other information, may be had by writing to the secretary, Mr. W. R. Campbell, Truro. Instruction and recreation are so well combined in the Summer School that teachers especially will find it of great advantage to take the course during their vacation.

DR. A. H. MACKEY, Superintendent of Education, Halifax, was one of the speakers at the teachers' convention in Ottawa on the 25th of May. Two days were given up to papers and discussions on nature-study, which just now is attracting great attention throughout Ontario. Dr. MacKay's address on the nature-study movement in Nova Scotia was an excellent one, and aroused the enthusiasm of his auditors. Other noted speakers were Professor J. W. Robertson, Dr. Jas. Fletcher, Dr. Sinclair and Professor Hødøe, of Worcester, Mass.

Devoting the whole time of a teachers' convention for two days to such an important subject as nature-study seems worthy of imitation elsewhere.

The Treatment of the Insane.

How those unfortunate people, deprived of their reason, appeal to our sympathies! Years ago the writer visited an insane asylum and the remembrance of it haunts him still. Men and women, sitting with folded hands day after day without occupation; others more violent confined in straight jackets and filling the air with curses and lamentations. How different the treatment now—and the results.

A few days ago a brief visit was paid to the Lunatic Asylum at Verdun, near Montreal, at the head of which is Dr. T. J. W. Burgess, an old friend. Imagine a fine spacious building, every room of which is neat and faultlessly clean, pictures on the walls and books for the occupants, with some useful handiwork to employ their time. Outside was a farm and beautiful grounds, with fine trees and shaded walks, overlooking the noble

St. Lawrence. On entering the grounds a baseball match was going on, while two score or more on the grand stand applauded hits or home-runs. It was a well-played game; all, players and spectators, were lunatics! As one stood on a broad verandah overlooking the ample recreation grounds, three young women walked by, just from the golf links, talking with enthusiasm but with perfect saneness apparently of their recent game.

"What is that building yonder?"

"That?" said Dr. Burgess, "that is our curling rink."

"What! do lunatics play the game of curling?"

"Do they?" was the reply; "we had a dozen curlers last winter that might try conclusions with any 'knights of the broom.' Three of them were discharged cured this spring, and I attribute their cure chiefly to the interest they took in curling."

There was ample provision for other sports and games, both in winter and summer; and a farm of nearly one hundred and thirty acres, which yielded produce enough—perhaps more than enough—for the inmates of the Asylum, nearly six hundred persons, including patients and the staff of attendants. There were also a fine conservatory, a hennery, horses, cows and other animals. Walking round the grounds with an air of consequence was the "boss," a lunatic who imagined that he owned and directed the whole. And no one undecieved him.

Tact, sympathy, courtesy marked the demeanor of nurses and attendants toward the patients; abundance of healthy exercise and the stimulus of athletic games diverted their thoughts from themselves. What ideal conditions for a class of unfortunates about whom the careless world scarcely knows or thinks!

The east bound transcontinental train on the Canadian Pacific Railway was slowly toiling up through the Fraser River canyon when the brakeman called out, as he approached a small town, "Yale! Yale!" Two passengers were sitting in the Pullman, and one said to the other in the confident tone of him who has mastered his geography, "Yale! Ah, yes, that's the seat of a great university, you know!"

Ask God to give thee skill
In comfort's art,
That thou mayest consecrated be
And set apart
Unto a life of sympathy,
For heavy is the weight of ill
In every heart,
And comforters are needed much
Of Christ-like touch. —Anonymous.

Among Teachers in the West.

By G. U. HAY.

It will be of interest to the readers of the REVIEW to give some account of educational people and conditions in British Columbia, as they were observed at Revelstoke during the Easter vacation teachers' institute, and in a somewhat hurried visit to the principal towns and cities of the province at a later period. Revelstoke is a prettily situated town of nearly 3,000 inhabitants on the Columbia river, which expands just below the town into the Arrow Lakes leading to the beautiful Kootenay country farther south. It is on a plateau shut in by snow-capped mountains, which, like nearly all the Selkirk range, are wooded well up to the summit.

I had travelled from the Atlantic seaboard nearly 3,000 miles with few signs of the awakening of spring, but in and around Revelstoke (April 25th) the birds were in full song, with the foliage and grass of a many tinted green, so grateful to the eye after a long winter, and the early flowers—violets, blue and yellow—spring-beauty and others known in our eastern flora, with some peculiar to the west—bursting into bloom. I had heard that the forests of British Columbia were silent, that the song of birds was scarcely ever heard, but I did not find it so. Along the bare defiles of the Rockies it was perhaps true, but everywhere else many songsters enlivened the woods, including the meadow lark, whose clear, joyous notes were heard on prairie and mountain.

The provincial institute is held alternately on the coast, or in the interior. This year there were very few from the coast, except the inspectors and the normal school faculty, and one had a good opportunity of seeing the teachers of the country and of the cities and towns in the interior. They were a bright and capable looking lot of men and women, having a keen interest in everything pertaining to their work, enthusiastic, and apparently eager to advance themselves and their schools. The papers and addresses were scholarly and marked by a practical view of all questions discussed. The debates were conducted in a courteous and moderate tone, some of the speakers showing considerable fluency and readiness.

A large number of the teachers of British Columbia, especially those occupying leading positions, are from Eastern Canada. One meets frequently the graduates of McGill, Toronto, Dalhousie, Acadia, University of New Brunswick and Mount Allison.

The farther west one goes, the more does he meet Maritime Province men and women, not only as teachers, but in every profession and occupation, as if the overmastering desire was to reach the sea and hear again the roar of breakers. Few who have gone to the middle west or far west have the desire to return to the east for a permanent abode. When they reach the limit of the West, where the East begins, they are content to settle down in those fair cities of Vancouver, Victoria, New Westminster, amid the Kootenay lakes, in the Okanagan Valley, or to choose a home in one of the thousand picturesque valleys of British Columbia, where almost perpetual summer reigns, and where no extremes of heat and cold are felt. The temperature very seldom rises above 80° on the sea coast of British Columbia, nor falls much below the freezing point in winter—if such a season can be said to exist there.

Mr. David Wilson, the president of the provincial institute this year, is senior inspector of schools for the province. He is a native of Richibucto, N. B., and a graduate of the University of New Brunswick. He has been in British Columbia for twenty years, and is regarded as a very successful administrator. He is familiar with every portion of the province, and has accumulated a fund of information and anecdote.

In his annual address to the institute, President Wilson, in answering some statements made by a clergyman who had denounced the schools as "pagan," made an able defence of the excellent moral influence of the schools of British Columbia, and paid a warm tribute to the high character of the teachers, and their efforts to train their pupils to become honest and truthful men and women.

The other inspectors of schools in British Columbia are Mr. C. A. Stewart, of Vancouver, and Mr. J. S. Gordon, of Vernon. Both are natives of Prince Edward Island, and both have grateful recollections of the "Gem of the Gulf," of the veteran and honored teacher, Dr. Anderson, and the old Prince of Wales College, whose well-equipped scholars are found occupying honorable positions in every part of the continent, especially the Far West of Canada. Mr. Stewart and Mr. Gordon have won their way steadily to the front, and have been prominent in the educational development of British Columbia.

Among those who took a leading part in the discussions at the institute was Principal William Burns, of the provincial normal school. He is

the Nestor of British Columbia teachers, but that does not imply in a young province like this that he is advanced in years. Indeed he is the embodiment of activity and intellectual vigor, of ripe experience, and thoroughly alive to the educational needs of the province, whose schools, even to the most remote districts, he appears to know intimately. His practical common-sense views, interspersed with characteristic touches of humor, won for him the close attention of his auditors. It was pleasant to see the bond of sympathy which prevailed between the veteran principal and many of the teachers whose training has been his life work.

Other members of the normal school staff whose addresses formed an interesting feature of the institute were Mr. Blair and Mr. J. D. Buchanan. The latter is a keen and ready debater, and his thoughtful address on elementary arithmetic and the discussion which ensued were followed very closely by the institute.

To an observer, the display of school work in penmanship, composition, nature-study, drawing, plant specimens, was a most creditable one, and was a practical illustration of the excellence of the work done in the schools. The results in color work and drawing were especially noticeable, and reflected the genius of Mr. Blair, the teacher of drawing in the provincial normal school.

The public address of Hon. F. J. Fulton, Minister of Education, was a very happy one. It dealt with a subject that most educational speakers in other provinces approach with reluctance, real or feigned, and deal with in tones of gloomy pessimism—the salaries of teachers. But the Minister of Education for British Columbia was optimistic, even jubilant, as he spoke of the generosity of the government and people in the good salaries paid to teachers, the minimum being about \$600. His happy looking, well dressed, well paid auditors beamed with satisfaction as he quoted fat Columbian figures and arrayed them against the lean, starvation salaries doled out to teachers in some other places.

I shall have occasion to refer in future articles to some matters where the East may learn somewhat from the West; but the first lesson to learn, it would seem, is the payment of just and equitable salaries to teachers.

There are two freedoms,—the false, where a man is free to do what he likes; the true, where a man is free to do what he ought.—*Charles Kingsley.*

June and July in Canadian History.

The months of June and July are notable ones in Canadian history. They tell of discovery and settlement when the foliage of wide-extended forests was in its brightest green and when the land was fairest of all the months of the year for those pioneers of the new world to look upon. These months record successful battles fought to free the country from grasping invaders who sought to sever Canada's connection with Great Britain. They tell of the welding of the scattered provinces into a confederation extending from the Atlantic to the Pacific; and each succeeding year these months, with their lengthened days of sunshine and promise of abundance, lend sweetness to toil and beget fresh confidence in the capabilities of this strong young Canada.

On the first of June, 1813, the naval battle between the British ship "Shannon" and the U. S. ship "Chesapeake" was fought off Halifax harbor.

June 2, 1866, Canadian volunteers encountered a band of Fenians at Ridgeway, Ont.

June 3, 1889, Canadian Pacific Railway cars entered Halifax.

June 4, 1763, took place the massacre of English at Fort Mackinaw by the Indians under Pontiac.

June 5, 1813, Sir John Harvey defeated a United States force at Stony Creek.

June 6, 1891, death of Sir John A. Macdonald.

June 8, 1776, a revolutionary force which had invaded Canada was defeated at Three Rivers by Canadians.

June 11, 1894, death of Sir Matthew Begbie, Chief Justice of British Columbia.

June 16, 1755, Fort Beausejour captured.

June 17, 1745, first capture of Louisburg.

June 18, 1812, United States declared war against Great Britain.

June 20, 1877, great fire in St. John, N. B.

June 21, 1749, Halifax founded.

June 23, 1813, Laura Secord undertook her perilous but successful journey to warn Lieut. Fitzgibbon of the approach of United States troops.

June 24 (a day memorable in Canadian annals of discovery) 1497, John Cabot discovered the eastern shores of Canada (probably Cape Breton Island); in 1604 Champlain entered St. John harbor. On this day, in the year 1813, Lieut. Fitzgibbon with a small force of Canadians captured 500 United States troops at Beaver Dams.

June 26, 1604, began the settlement of St. Croix Island.

- July 1, 1867, Dominion of Canada proclaimed.
- July 1, 1873, P. E. Island entered the Dominion. Alberta and Saskatchewan to enter in 1905.
- July 3, 1608, Champlain founded Quebec.
- July 5, 1814, battle of Chippewa.
- July 15, 1870, Manitoba and North West Territories admitted to the Dominion.
- July 17, 1793, capture of Fort Mackinaw by Canadians and Indians.
- July 20, 1793, Alexander Mackenzie having made the first overland journey from Eastern Canada stood on the shores of the Pacific.
- On July 20, 1893, a centennial commemoration of this exploration was held at Victoria, B. C.
- July 20, 1871, British Columbia entered the Dominion. On that day a party of engineers left Victoria for the mountains to begin the survey of the Canadian Pacific Railway.
- July 21, 1836, opening of railway between La Prairie to St. Johns, P. Q., 14½ miles long—first railway in Canada.
- July 25, 1814, battle of Lundy's Lane, the bloodiest and most obstinately contested battle of the War of 1812.
- July 26, 1858, the final capture of Louisburg by a British army under Generals Amherst and Wolfe, with a fleet under Admiral Boscawen.
- July 28, 1866, second Atlantic cable laid.
- July, 1760, a British fleet attacked and destroyed a French fleet at Petit Roche, Restigouche river. This was the last battle between the French and British in the war for the possession of Canada.
- July, 1786, Queen Charlotte Islands named by Capt. Dixon, of H. M. S. "Queen Charlotte."

The teachers of Chicago do not beg for a raise in salary now because they need more books, better clothes, or opportunity for recreation, they ask it because they know they earn it, and that they have an inherent right to what they earn. Not only that, but sooner or later the people will acknowledge that right and find a way to recognize it. I consider a clear understanding on the part of teachers of this inherent right to a fair share in the wealth they create to be the first pre-requisite for any effective movement to better the conditions of teachers and teaching. Armed with the conviction that they are seeking justice to the children and to the people no less than to themselves, no denial, no rebuff will deter, and they will persevere until the entire community recognizes the essential justice of their claims and sets itself the task of finding a way to grant them.—*Margaret A. Haley.*

Hint to the Physiology Teacher.

An excellent text for a human body lesson is found in Longfellow's "Village Blacksmith." The smith is the children's friend. Those who have recited the poem have learned to love and respect him. They admire the "mighty man," the muscles of whose brawny arms are "strong as iron bands." The children know the reason. "Week in, week out, from morn till night," "You can hear him swing his heavy sledge." "His brow is wet with honest sweat." Here is the arm made strong by honest work. Suppose the smith worked now and then, instead of week in, week out. Suppose he used a light sledge, and put away the heavy one. Who can think of others workers who are strong? How can you make your muscles strong? What work can you do? We are proud to be able to work. The smith's work enabled him to "look the whole world in the fact."—*Missouri School Journal.*

The following devices for arousing interest in reading are not new, but they may prove useful to some teachers: If interest flags in the reading class and the readers become careless and inaccurate, these faults may often be corrected by "reading for mistakes." If the reader makes a mistake in emphasis, pronunciation, or in pauses, allow whoever sees it to read in his place. This makes the reader more careful and keeps the whole class wide awake. Selected readings are also very helpful. Every Friday afternoon the children may be allowed to select their own reading from any books or papers they may have access to. This interests them in outside reading matter and makes them anxious to read well in class.—*Popular Educator.*

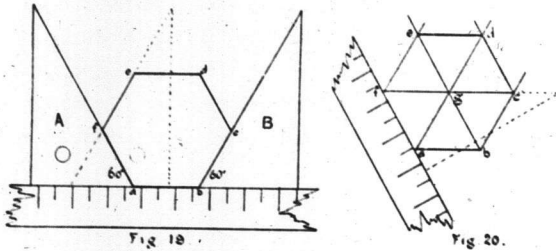
The principal objects of school gardens may be said to be, in the first place, that they dispose children favorably toward manual labor, that they give the much needed work supplementary to the confining book training that generally obtains in the schools; that they take the children off the streets in the vacation period, and give them something definite to do with their leisure moments; and, most important of all, that they give the youngsters a good ground work of agricultural knowledge, thus inclining them to seriously consider farming as a possible occupation, and it is thought that in time this may tend to promote an exodus to the outlying country districts, and help to relieve the continued concentration in the cities.—*Southern Workman.*

Drawing for the Lower Grades — No. VII.

BY PRINCIPAL F. G. MATTHEWS, TRURO, N. S.

The remaining rectilinear figures suitable for the lower grades are the hexagon and octagon. All the other regular polygons require the use of either compasses or protractor in construction, and may well be left to Grades VI, VII and VIII.

The hexagon is a very important and interesting figure, as so many pretty and useful exercises may be based on it. It also affords excellent practice with the set-square, and will do more to accustom the pupil to the ready manipulation of this useful instrument than any other exercise. As a first exercise, the hexagon may be drawn standing on its base, in the following manner: Draw ab (Fig. 19) two inches in length. Place the set-square in the position A and draw af , taking care that the ruler is held firmly and the set-square resting fairly on it. Reverse the set-square to position B and draw bc . Mark off af and bc each two inches in length. Next slide the set-square from position B



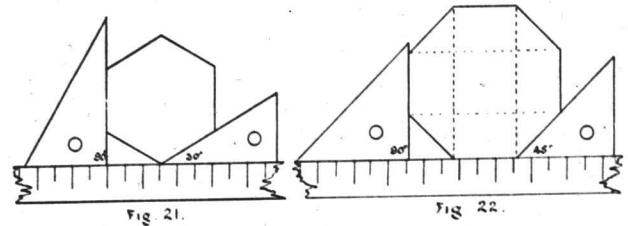
to that shown by the dotted lines and draw fc . Reverse the square and draw cd . Make each of these two inches. Join ed . A good variation of this exercise, and one that requires care, is to draw the hexagon without measuring anything but the base (Fig. 20). Draw ab the required length. Draw af and bc as before, but without measuring. After drawing af , slide the square to b and draw bc . Similarly from the position at bc slide the square to a and draw ad .

Now place the ruler along af , and slide the square, resting against it, up to g , through which draw a line fc . This line will be found parallel to the base, and will give the positions of f and c . Draw fc and cd as before, the points c and d being given by the intersections with the lines bc and ad respectively. Finally join ed as the former exercise.

Fig. 21 explains for itself the method of drawing the hexagon standing on one of its angles.

In connection with these lessons the talks on angles and degrees should be continued. A regular

hexagon, with diagonals drawn, having been placed in front of the class, easy questions will elicit the fact that the figure is made up of equilateral triangles. By producing the base, the number of degrees in the exterior angle may be obtained, and also the reason for using the set-square in construction. By fitting the set-square into each of the external angles, they may be shown to be all equal.



On counting up the degrees in each, the total will be found to be 360° . Compare this with the square and equilateral triangle. The teacher may then give as a fact the information that in all the regular polygons the exterior angles together amount to 360° , and from this deduce the method of finding the value of the exterior angle of any polygon, viz., by dividing 360 by the number of sides.

The octagon gives an exercise in the use of the 45° set-square. Questions similar to the above will elicit the fact that the exterior angle contains that number of degrees. Fig. 22 will explain the method of drawing. Other methods requiring the use of compasses, etc., may be left till later.

As with other plane figures in previous articles, these outlines may be used as foundations for design, either for pencil alone or for color work.

The freehand lessons at this stage may introduce the oval and objects based upon it. The difference between the ellipse and oval should be pointed out, and the various portions of the curves of the oval drawn on the board to demonstrate the variety of curves obtainable. Practically all the copies required now may be obtained from nature, as the bodies of most birds, and many bud, leaf, fruit and shell forms are of the same general outline as the egg.

Schools which have museums will here find them of advantage, as abundance of "copy" may be found in them. As mentioned before, the teachers must use discretion in selection, and not follow detail too slavishly at the early stage.

[It is hoped that these lessons in drawing, so carefully prepared and illustrated by Mr. Matthews, amid many other pressing duties, have been a help to teachers.—EDITOR.]

Clay Modelling in the Primary Grades.

MISS S. A. SIMS.

(Under direction of the M. T. T. Association of N. S.)

My experience with clay modelling has shown me that it is one of the things we learn to do by doing. The children's adaptability for the work need not cause the teacher any thought, for in the heart of every child there is the inborn desire to "make things." When left to themselves, children naturally turn to the best material available; hence the practice among small children of playing in the mud, in sand-heaps, etc.—these being the substances that most readily take any shape desired. There are many reasons why modelling in clay can be taught in the public schools with benefit.

(1) Some form of manual training is a necessary part of an intelligent system of education.

(2) Clay modelling is the particular form of manual training best suited to the early years of childhood, the material used being plastic and non-resistant.

(3) It promotes the self-activity of the child; it throws him upon his own methods of making and doing, and gives him a chance of asserting his individuality.

(4) Since the child, in modelling, has before his eyes, or in his mind, something which he wishes to copy, his powers of observation and perception, or his powers of memory and imagination are cultivated.

(5) It helps to balance the excess of abstract information, with which the minds of little children are burdened, and makes a pleasant variety in the work of the schoolroom.

(6) A child who is slow to grasp abstract ideas, by proving, as he sometimes does, an expert in manual work, acquires a certain amount of self-respect and ambition, and is inspired to make greater intellectual effort.

J. Vaughan, in his paper prepared for the manual training section of the World's Fair, 1896, says: "Of all the forms of hand and eye training, as a means of education, clay modelling, perhaps, more nearly approaches the ideal. As a means of expression, it seems to me unsurpassable. If I were bound to take only one form of manual training apart from drawing, I should unhesitatingly take this, because it calls into play more faculties than any other one section."

The question how the work is to be done presents itself. The problem that confronted one primary

teacher not long ago was this: Given a class of children, untutored in the art of clay modelling (or any other art for that matter), a crock of clay with no other material whatever—it is required in the space of six weeks to produce a collection of models fit to send to the Provincial Exhibition. The teacher in question had no knowledge whatever of the work in hand, but from one of her co-laborers she obtained a few essential principles regarding the work, and with these began operations. The children provided themselves with heavy brown paper, or thin smooth boards, on which to mould the clay. The teacher had a larger and heavier piece of wood, on which to knead and cut it. This she learned was best kept in a covered jar, so as to exclude the dust, and could be cut by means of a knife, wire or strong thread. If bought dry, it should be soaked for some time. When ready for use it should be plastic, but not soft enough to adhere to the fingers.

The clay was kneaded in the form of a large cube, and from this smaller cube-shaped pieces were cut off and apportioned to the children. After each child had received a piece of clay, the class received their first lesson in the moulding of common geometric solids as a basis for other forms. The sphere was modelled by rolling the clay between the palms, with the fingers turned back. The cube was fashioned from the sphere, by tapping gently on a plane surface, outlining the six sides by the first six taps. The cylinder was made by rolling the clay between the hand and a smooth surface, then flattening the ends by tapping. From the sphere was cut the hemisphere, and from this were made birds' nests, cups and saucers, bowls, etc. From the sphere itself were moulded apples, cherries and different varieties of fruit. From the cylinder were evolved cunning little models of tea-pots, sugar bowls, butter crocks, bottles and vase forms of different kinds. Some of these, made of ordinary brown clay, were decorated with leaves and flowers made of red or pinkish clay. The cube became an object of much greater interest, after having dots arranged on the six sides to represent a die.

The children were found to display the greatest skill in modelling objects in which they were most interested. One small boy, whose brother was then serving in South Africa, made a remarkable good model of the large felt hat worn by the troops. The children had previously learned the story of Hiawatha; and the canoe and paddle made another interesting model. This was made to resemble

birch bark somewhat, by having lines drawn on the sides with a sharp-pointed stick while the clay was still soft, and afterwards having the crevices lined with brown dye. This scratching and dyeing process was also used to good advantage in decorating vases, etc. Leaves fashioned from those of the commonest trees were first marked out with a stick, then cut with a sharp knife and mounted on square or oval tablets also cut from the clay. One of the class, a boy of seven, astonished his teacher and a few others by moulding from an outline drawing of the flower a calla lily with leaves, without missing any of its natural beauty of form in doing so. He also copied the narcissus with as much success, even originating the idea of covering with soft mud, the straws from a broom, to form the stamens. Another boy made a vase form purely from his own imagination, which was afterwards declared by some one who knew to be "the very latest thing in Paris" along the line of vases.

As the work progressed, the teacher noticed an increase both in interest and skill. Many of the children considered it a very great privilege to continue their work after school hours, and a very serious punishment if they were sent home. There were no criticisms made on the work of any child, although some of the attempts were very crude indeed. After improvements were suggested, the first model was laid to one side, and a fresh piece of clay was given in its stead. At the end of six weeks every child could make something, and make it very well. Some could make almost anything they tried and make it nicely. But all, whether of ordinary or rare ability, loved the work, and profited by it.

From just such a simple experiment as this, made under the most ordinary circumstances, we are able to reach one or two conclusions: (1) Every child, besides having a natural taste for plastic art, has some natural ability for the same. (2) Some children have more than ordinary ability in that line. (3) We cannot know what a child can do until he has had a chance to try. (4) Assuming that what has been done can be done again, under the same circumstances, any teacher can get good results in clay-modelling if she is willing to take the trouble.

I have enjoyed the regular visits of the REVIEW for a year, and kindly continue it to my address. I find it a great aid, not only in respect to useful and valuable suggestions, but I also find it useful in keeping me in touch with the whole field of educational endeavor.—J. O. S.

The Case of Susie Adam.

Betty is seven years old, dearly loves her school and teacher, and when at home talks extensively of the matters of her class-room.

"Lots of the boys and girls hate 'quotations,' but I like it awfully," she volunteered once.

"And what do you mean by 'quotations?'" asked an inquisitive elder.

"Why, don't you know? It's something the teacher writes on the blackboard, and you learn it, and it helps you all the week, and then the teacher asks you for it, and on Friday you go to the platform and say it."

"Oh, well, make believe this is Friday, and do it for us now."

Quite charmed, Betty rose, mounted an imaginary platform, gripped her little dress, gave a serious curtsy, and said, with loud and elocutionary distinctness, "Susie Adam forgets Susie Adam."

"What if she does? Let her. Give us the quotation."

"That's the quotation."

"Good gracious! Say it again."

"*Su-sie Adam forgets Su-sie Adam,*" repeated Betty, worked up and threatening to become warlike.

Neither questioning nor expostulation availed against this statement concerning Susie, and not until the teacher herself was interviewed did the mystery resolve itself into "Enthusiasm begets enthusiasm."—*February Woman's Home Companion.*

John Keble, who wrote the hymn "Sun of My Soul," was remarkable for the beauty of his character as well as for his learning. In the *May Delineator* Allan Sutherland says: "It was in the second poem printed in *The Christian Year* that Keble's famous evening hymn, 'Sun of My Soul,' first appeared—a hymn which voices the sentiments and the prayers of countless Christian hearts as the twilight fades into night and we yield ourselves to sleep and to helplessness. A visitor once asked Alfred Tennyson what his thoughts were of Christ. They were walking in a garden, and, for a moment, the great poet was silent, then, bending over some beautiful flowers, he said: 'What the sun is to these flowers, Jesus Christ is to my soul. He is the sun of my soul.' Consciously or unconsciously, he was expressing the same thought in the same language used by the good John Keble years before when he gave to the world his great heart hymn, 'Sun of My Soul.'"

"Nineteenth Century Literature."

There has recently been published by the Copp Clark Co., Limited, of Toronto, a copy of selections, entitled, *Nineteenth Century Literature*, issued specially for use in McGill College. The book consists of two parts, the first of prose selections, the second of poems of the Romantic Revival; these may also be had in separate volumes. The principle on which the prose selections have been made seems an admirable one; it is, in the words of the preface, "to allow some of the great writers of the nineteenth century to tell their own story, or set forth their own point of view." To this end the selections are mainly autobiographical, and include six of Lamb's essays, besides extracts from De-Quincey, Macaulay, Carlyle, Kingsley, Stevenson, and that charming, and too little known writer, George Borrow. The selections are long enough to give a fair idea of the writer's style, and with the exception of the essay on Roast Pig, are unhackneyed. The poems are taken from the works of Coleridge, Wordsworth, Byron, Shelley, Keats, Browning and Tennyson. Lovers of these poets will always find selections more or less unsatisfying, but it would be hard to name a better collection for the purpose than that presented here. The notes are chiefly historical and biographical, and not too full. The introduction to the poems will be found very useful, and a particularly valuable part of the work is the prefatory note by Professor Moyses. We quote a few lines from this which deal with poems taught in New Brunswick schools:

There are certain things on a higher plane than the mere facts of history or biography that the teacher who reads thoughtfully can discern. If, for instance, a short piece of reflective poetry is taken, the leading idea, the idea perhaps that caused its creation, will generally be found expressed more or less pointedly in it. Thorough familiarity with the poem is, of course, necessary, before the keystone of the poetic arch can be pointed out. If Tennyson's poem, "Break, Break, Break," is chosen, the keystone is found in the words of grief,

"But O for the touch of a vanished hand
And the sound of a voice that is still,"

from which the piece is evolved through contrasts in which we hear the unceasing voice of the sea (break, break, break), and the joyous voices of those whose lives are so much bound up with it. Three verses of contrast, one of them expanded, and the whole effort lies before us. Or again, to take the song in "The Princess":

"The splendour falls on castle walls,"

the dominant thought is brought out in the lines:

"Our echoes roll from soul to soul,
And grow for ever and for ever,"

to which the previous portion of the poem again stands in contrast. Or once more, in "Sir Galahad" the line:

"A virgin heart in work and will,"

mirrors the essence of the piece.

It would be a good thing if this book could be used in the higher classes of our high schools and academies. In the hands of a good teacher, it ought surely to fulfil the purpose that its editors hope for it, namely, "to inspire young readers with a desire to know more of the authors studied."

The prose selections are edited by John W. Cunliffe, lecturer in English at McGill University, and associated with him in editing the poems is Miss Susan E. Cameron, of McGill, who is a graduate of the St. John Girls' High School. E. R.

It is a very beneficial practice to take a period of time once in a while to work along with the pupils in arithmetic reviews. Dictate an example of a kind that has caused much trouble. Wait until everyone has finished, then have answers read. As this is a review test, presumably many will have the correct work. Let those who failed, or a convenient number of them, take places at the board, and while they are there request one of them to explain while the others do the work. Pupils in the seats may act as critics, pointing out any faults which may appear. If many have failed, try another of the same kind after this board work has been finished. Notice the gain when the answer is read: many more should have the correct work now.

Again, have board work. Next time try one of a different kind, and so proceed with a few in this thorough way. Finally collect the papers that are perfect, record names on board for honor, and let those who did not succeed keep papers and tell them to work on such examples until they seem easy. Encourage them to do home work and to ask for help where they feel weak, and assure them that if they do this all will come out right in the end.—*Popular Educator*.

A teacher in a Western public school was giving her class the first lesson in subtraction. "Now in order to subtract," she explained, "things have to be always of the same denomination. For instance, we couldn't take 3 apples from 4 pears, nor 6 horses from 9 dogs."

A hand went up in the back part of the room.

"Teacher," shouted a small boy, "can't you take 4 quarts of milk from 3 cows?"—*Harper's Weekly*.

College Convocations.

DALHOUSIE UNIVERSITY.

The annual convocation this year was held in the law library. In his opening address, President Forrest spoke of the success of the school of mining and engineering, which had forty-four students on the roll during the session, and this year sends forth its first graduate, T. T. Fulton, B. A., as Bachelor of Engineering in Mining. Mr. Fulton has been offered and accepted an important position in the management of a gold mine in the province at a good salary. The president spoke of the gifts to the mining laboratory, which is now in working order. The Truro Foundry and Machine Company presented a Wilfley table, costing over \$300, and the I. Matheson Co. of New Glasgow have constructed a fine stamp mill for the laboratory. Already Professor Sexton has done valuable work experimenting with new methods for the extraction of gold from certain ores.

The new department of civil engineering has made great advances under the direction of Professor Dixon.

In the faculty of arts the appointment of a tutor in classics has given some assistance to an overworked professor, and has done much to assist students who came to college badly prepared in Greek and Latin.

The crowded state of the laboratories in science is forcing upon the authorities the great necessity of providing new quarters.

The following degrees were conferred:

Bachelor of Arts.—Louise Frances Gerrard, Alice Pearson Gladwin, Euphemia McInnis, Ethel Margaret Munro, Ella Mabel Murray, Lulu Marion Murray, Sarah Isabelle Peppard, Minnie Grace Spencer, Christina Jane Turner, Charles Tupper Baillie, John Barnett, Charles Prescott Blanchard, James Henry Charman, Charles Gordon Cumming, Wilfred Alan Curry, Charles James Davis, Robert Bell Forsythe, William Ira Green, William Ernest Haverstock, George Leonard McCain, Roderick Augustus Macdonald, Robert John McInnis, Daniel Alexander McKay, B. Sc., George Moir Johnstone Mackay, James Alexander MacKean, Murdoch Campbell McLean, Hugh Miller, Charles Wiswell Neish, Arthur Silver Payzant, Daniel Keith Ross, Frank Frieze Smith, William Dunlop Tait, Harvey Thorne, Herbert Wesley Toombs, Andrew Daniel Watson.

Bachelor of Science.—Laurie Lorne Burgess, Milton De Lancy Davidson, William Clarke Stapleton, William Weatherspoon Woodbury.

Bachelor of Engineering.—In mining—Thomas Truman Fulton, B. A.

Bachelor of Laws.—Berton Stone Corey, Horace Arthur Dickey, Percival St. Clair Elliott, B. A.; Lloyd Hamilton Fenerty, William Gore Foster, Ira Allen MacKay, Ph. D.; Roderick Geddie Mackay, Donald McLennan, James Archibald McLeod, B. A.; Claude Lovitt Sanderson, B. A.; Vernon Hastings Shaw, John Wood.

Doctor of Medicine and Master of Surgery.—Mary Mackenzie, Edward Blackaddar, M. A. (Acad.); John Archibald Ferguson, B. Sc. (Dal.); Daniel Robert McDonald, George Arthur McIntosh, Victor Neil Mackay, Alexander W. Miller, B. A. (St. F. Xav.); James Alexander Murray, John Ignatius O'Connell, B. A. (St. F. Xav.); James Adam Proudfoot, Peter James Wallace.

Bachelor of Arts.—Ad eundem gradum.—R. W. Allin, B. A. (Toronto); Sidney Gunn, B. A. (Harvard).

Master of Arts.—R. W. Allin, B. A., by Thesis: "The Romantic Movement in English Literature;" George Archibald Christie, B. A., by examination in philosophy of morals and religion; Henry Arnold Kent, B. A., by examination in psychology and modern philosophy; Thomas George Mackenzie, B. A., by examination in history; Edwin Byron Ross, B. A., by Thesis: "Basis and Functions of the State;" Robert Hensley Stavert B. A., by examination in modern ethics and metaphysics.

Degrees Previously Conferred but not Announced.—Bachelor of Arts—Thurston Stanley Begin, Thomas, Geo. Mackenzie, John McMillan Trueman. Bachelor of Laws—Richard Upham Schurman.

The following honours and prizes were announced:

Diplomas of Honour.—Classics—Honours—Charles Wiswell Neish, Murdoch Campbell McLean. English and history—High honours—John Barnett; honours—John Henry Charman, Robert Bell Forsythe. Philosophy—High honours—William Dunlop Tait. Pure and Applied Mathematics—High honours—Robert John McInnis; honours—Andrew Daniel Watson. Chemistry and Chemical Physics—High honours—George Moir Johnstone Mackay.

Diploma of General Distinction.—Distinction—Charles Gordon Cumming.

Medal, Prizes and Scholarships.—Medical Faculty Medal (Final M. D. C. M.)—Victor Neil Mackay. Avery prize—Charles Gordon Cumming. Waverley prize (Mathematics)—Cecil L. Blois. Dr. Lindsay prize (Primary M. D. C. M.)—not awarded. Frank C. Simson prize (Chemistry and Materia Medica)—George A. Dunn. MacKenzie bursary—Nora Neill Power. Professors' Scholarship—Jean Gordon Bayer, William Keir Read.

MT. ALLISON INSTITUTIONS, SACKVILLE.

The year 1904-5 has been the most successful in the history of Mt. Allison. The attendance has been larger than ever before. Some departments have been strengthened, and two new departments, those of domestic science and of engineering, have, for the first time, been in full operation in their new quarters. The various exercises of the end of the year passed off well. The weather was ideal, and visitors and students left in good spirits on May 31.

In the Academy the commercial department has grown, so that an assistant teacher was employed. Twelve students got diplomas in commercial work, and the same number in stenography and typewriting. Both groups contained several young ladies. One young man graduated in penmanship and eight were prepared for matriculation. The alumni scholarships for the matriculant making the highest average in mathematics and in Latin and

Greek, or in Latin and French, were for the first time both won by the same student, Edwin Graham, of Digby Co., N. S. Some members of Principal Palmer's staff are not returning; their successors have not yet been announced.

In the history of the Ladies' College this has been a notable year, since in October last the fiftieth anniversary—"the Jubilee"—was celebrated. For this great preparations were made by preparing an elaborate card-catalogue of all former students, giving their present names and addresses. This, of course, remains a permanent record, which will be made continuous. Several hundreds gathered in response to the invitations sent out, and hundreds of others sent messages. The general result was a great revival of interest in Mt. Allison among former students of the Ladies' College. A special number of *Allisonia*—the paper of the Ladies' College—was devoted to a record of matters connected with the celebration.

Dr. Borden, in his report, announced that the attendance had almost outgrown even the new accommodation. Their rolls included 306 students, of whom one-half were boarders. In the Massey-Treble school of domestic science, Mrs. Treble provided during the year for an extra teacher. In the normal classes twenty-four children from the public schools received instruction, and three young ladies graduated. One of these has been appointed teacher in the Consolidated School at Kingston, N. B. The elocution department has also employed an extra teacher, and gives evidence of great popularity and success. A graduate of this year and one of last year will pursue their studies in Emerson College, Boston. By means of the existing affiliation these young ladies will complete their course at Emerson in one year. In music there were four graduates in piano and two in violin. Eight teachers have been employed during the year, most of whom worked over-time, and forty-six practice pianos have been in constant use. The music at the exercises, both of the orchestra and of the combined orchestra and choral class, in the cantata "The Crusaders," was by visitors considered the best ever rendered here. There was a precision and finish not usually attained by large groups of amateurs.

The most notable events in the history of the university during the year were the appointment of the Rhodes scholar for New Brunswick, and the development of the work in the McClelan school of applied science. As Rhodes scholar, Mr. Frank Parker Day was chosen, who in physique, powers of leading and manly qualifications, comes near to an ideal such as Mr. Rhodes desired. In making an appointment for Bermuda, the trustees of the Rhodes scholarship chose Mr. Arthur Motyer, who took his B. A. at Mt. Allison this year. These two young men will go to Oxford in September. Mr. Day will probably taken English honors, and Mr. Motyer, mathematical. In engineering, facilities for work in the shops and at the forges have been

provided during the year, and a good beginning has been made. Twelve of the Freshman class were pursuing the first-year course in engineering; of the remaining thirty-one—the Freshmen in Arts—some will take engineering options during their course. Some members also were added to the Sophomore class as students in engineering. Before another year an instructor in civil engineering will be appointed, and probably an assistant in shop-work.

The male students in residence this year numbered over ninety. To afford increased accommodation for another year the fourth storey of the university residence will be finished during the summer. Several rooms in it are already allotted for the ensuing year. The grounds in front of the residence are also being laid out and terraced under the supervision of Professor Hammond.

The University Convocation took place on May 30th. Twenty-seven degrees were conferred, three of which were on the completion of the course for Bachelor of Divinity (B. D.) Mr. S. A. Wörrrell, of St. Andrews, N. B., was the winner of the "alumni honors," the life-membership in the alumni society, which is awarded each year to that member of the senior class who makes the highest average during his course. Mr. Wörrrell is a former teacher, and is also a B. C. L. of King's College, and an admitted attorney of the N. B. bar. He expects soon to take up the practice of law. A. S. Tuttle, of Wallace, N. S., who had taken part in the last three inter-collegiate debates, delivered the valedictory. The interest of convocation was increased by an address from the Rev. Hugh Pedley, the distinguished Congregational clergyman of Montreal, who also preached the Baccalaureate sermon on Sunday evening. Chief Justice Luck, an alumnus of Mt. Allison, also gave a stirring address to the graduates. Both of these gentlemen, with Judge Barker, of St. John, spoke at the annual supper of the Alumni and Alumna Societies on Monday evening, May 29th. About 160 guests were present. H. A. Powell, M. A., K. C., and Mrs. Fred. Ryan, of Sackville, the presidents of the two societies, presided. Another interesting speaker was Mr. MacArthur, a mining expert from Glasgow, Scotland, whose niece was one of the university graduating class. He had just arrived from Scotland and stopped for a day or two on his way to the Pacific coast to inspect some mines.

The library of the Ladies' College has grown by about 1,000 volumes during the year. To the university library some valuable additions have been made, including a set of the Annual Register. The two Fred. Tyler scholarships of \$60 each will next year be offered for competition in the senior class. In general, then, Mt. Allison looks back to a prosperous year and forward with hope and expectation of further development and increased opportunity for promoting both practical science and the studies that make for culture.

ACADIA UNIVERSITY.

The Acadia institutions have had a very prosperous year. The Seminary sends out a graduating class of twenty-two, fourteen from Nova Scotia, seven from New Brunswick and one from Vermont. The number of students enrolled has been two hundred and twenty-eight greatly exceeding the average of recent years. Principal DeWolfe has worked hard for the institution and for the mental, physical and spiritual welfare of the students. The large and effective staff of teachers associated with him have worked heartily toward the same end.

Horton Academy has also had a most successful year under Principal Sawyer. Diplomas were presented to fourteen graduates—ten in the academic and four in the business course. The enrolment of students for the year reached one hundred and three—eighty-six young men and seventeen young women. This was Principal Sawyer's first year, and he has made an excellent impression. The attendance has been the largest in the history of the academy.

The closing exercises and conferring of degrees at Acadia College took place on Tuesday, June 6, and was, as usual, an occasion of the greatest interest, attracting visitors from all parts of the Maritime Provinces. The graduating class of this year gave signal evidence of their affection for their *alma mater* by presenting an endowment of \$1,000 for the establishment of a permanent scholarship of \$50, to be presented at the Christmas holidays to the Sophomore who has made the highest aggregate during his or her Freshman year in the subjects of the arts course.

The total number of students for the year was 157. The degree of B.A. was conferred on 32, and the degree M.A. on 7.

The following honors were conferred on the graduating class: Classics—James R. Trimble, New Brunswick. Mathematics—Lorning C. Christie, Nova Scotia. Philosophy—Elmer W. Reid, Nova Scotia. English—Annie L. Peck, Victor Chitwick, Nova Scotia; Milton Simpson, P. E. Island. Chemistry and Geology—Ralph K. Strong, Nova Scotia.

The prizes were distributed as follows: Northard Lowe gold medal for highest standard in last three years of college course, James R. Trimble, New Brunswick; Governor General's silver medal Ralph K. Strong, Nova Scotia; Kerr Boyce Tupper gold medal for oratory, Frederick Porter, Fredericton; class of 1901 scholarship of sixty dollars for highest average in Freshman year, Thomas J. Kingley, Nova Scotia.

The honorary degrees conferred were: D. C. L., Frank H. Eaton, superintendent of schools, Victoria, B. C.. Dr. Eaton was present to receive his honor. D. D. conferred upon Rev. Atwood Cohoon, Wolfville; Rev. Isaiah Wallace, Aylesford; Rev. Charles K. Harington, Yokohama, Japan; Rev. W. E. McIntyre, St. John. M. A. conferred upon Rev.

Wellington Camp, New Brunswick; Rev. M. P. King, New Brunswick; Rev. C. H. Haverstock, Nova Scotia.

Dr. Trotter, in speaking of the college, said this had been a year of great prosperity. The work was marked with efficiency. The new science course was most successful in its operation. He announced the sum of \$78,000 had been pledged to the second forward movement fund.

The feature of the proceedings of this, the sixty-seventh anniversary of Acadia, which was of the greatest interest to the large audience assembled, was the presentation of an address and purse to Dr. A. W. Sawyer on the completion of the fiftieth year of his work as a teacher in the college. The scene when Dr. Sawyer was led to the platform by Dr. Saunders was of the most cordial and enthusiastic character. The large audience rose and cheered, testifying to the respect and veneration with which the aged, but still active, teacher is regarded. Dr. Saunders read an address, and Dr. B. H. Eaton presented him with an album on which was laid a purse of \$1,303. The album contained testimonials from the many friends and pupils of Dr. Sawyer, testifying their respect and esteem as a teacher, scholar, gentleman, and to his fine administrative ability.

After Dr. Sawyer had made a suitable and feeling reply, addresses were given by Dr. R. V. Jones, E. D. King, K. C., Hon. J. W. Longley and Senator King, all of whom warmly acknowledged the great services which Acadia's oldest teacher had rendered to the college and to the country.—*Condensed from Press Reports.*

THE UNIVERSITY OF NEW BRUNSWICK.

On Thursday, June 1st, the University of New Brunswick completed the most successful year of its history by an encænia of unusual interest.

The weather was delightful, and the fresh green and white of the new foliage and blossoms gave an added charm to the quiet streets and gardens of Fredericton. Early in the afternoon the crowds of gaily-dressed visitors and black-gowned students streamed towards the college grove, climbed the steep, grassy violet-strewn slopes of the terrace, and entered the Greek portico of the gray old building at its summit.

The spacious library on the upper floor was crowded. Promptly at 2.30 the "academic procession," resplendent in hoods of many-colored silk and ermine, entered the hall. The procession was composed of the graduating class, twenty-eight in number, in gowns and ermine hoods, the candidates for M. A. and higher degrees in red hoods, the alumni, the faculty, the senate, and Lt. Governor Snowball (in Windsor uniform), the visitor on behalf of His Majesty.

Professor Clawson gave the traditional address in praise of the founders. Enforcing his position by quotations from Newman and Arnold, he assert-

ed that the primary aim of a university should be not knowledge nor technical skill, but mental culture. He defended the traditional, literary and philosophical studies of a university course, and discussed at some length the formation of a course in literature. He spoke strongly in favor of the study of Latin and Greek as part of a literary education, and touched on the English works which should be studied, and the method in which they should be presented. He spoke of the urgent needs of the university grouping them under headings of Teachers and Books.

He urged the immediate appointment of a professor of chemistry, and suggested the creation of chairs of modern languages and modern history. He concluded his address by an appeal to graduates and friends for interest and support, and a few words of farewell to the graduating class.

Mr. Theodore Rand McNally then read a portion of his essay on "Science and War," and received the Douglas gold medal from Lieut. Governor Snowball. The alumni gold medal for the best Latin essay had been won by Miss Edna B. Bell, of Moncton; but owing to her absence the customary reading of a selection had to be omitted. The Governor General's gold medal for proficiency in English and French was presented to Miss Alberta M. Roach, of St. John, by Chief Supt. Dr. Inch; the Ketchum silver medal for engineering, to Mr. Allan R. Crookshank of Rothesay, by Dr. Brydone-Jack, of Vancouver; and the Montgomery-Campbell prize for classics to Miss Matilda M. Winslow, of Woodstock, by Ven. Archdeacon Neales.

With stately Latin phrases and the ceremonious "capping" of each candidate by the Chancellor, the degree of B. A., B. Sc., or B. A. I., was conferred on twenty-eight persons. Five men received the degree of M. A., two the degree of Ph. D., and one that of D. C. L. The degree of M. A., *honoris causa*, was bestowed upon Mrs. J. S. Armstrong, formerly a distinguished teacher in the Fredericton collegiate school under Dr. George R. Parkin, and afterwards principal of the Netherwood School for Girls at Rothesay. Mr. John Brittain, whose tireless labors for the advancement of scientific study are known and honored throughout New Brunswick, and whose recent services to the university as lecturer in chemistry have been most highly appreciated both by professors and students, was, on the unanimous vote of the senate, made an honorary doctor of science.

Professor W. C. Murray, of Dalhousie University, gave the alumni oration. His subject was the Relation of the University to the State. It was presented with a clearness, a cogency and a moral earnestness which carried conviction.

The Encænica closed with the singing of the national anthem at about half-past five.

In the evening the alumni society entertained the members of the government, the supreme court and the graduating class at a most enjoyable dinner in

the Queen Hotel. Speeches and toasts began at midnight and lasted until three o'clock. Meanwhile the boom of the students' cannon and the glare of their immense bonfire from the hill announced to the sleeping city that the college year of 1904-5 was ended.

Try This for a Change.

Little children love to have their efforts noticed and one word of praise is worth a dozen words of censure as an incentive to "try, try again." In this connection a very pretty idea came to our notice the other day. The teacher of whom we speak has a class of little children in one of the poorer districts of a large city. She was weary of giving stars for good work, placing rolls of honor on the board, and other like devices. It so happens that this teacher has a perfect genius for cultivating flowers. Everything for which she cares grows and blossoms abundantly. In the spring her windows and table are a perfect bower of hyacinths, tulips, and golden jonquils. The latter are a great favorite with the children, and it was perhaps this fact that suggested the happy idea. Every time one of her little ones has good lessons for a whole day, or has been especially quiet and diligent, she places one of the pots of blooming jonquils on his desk, and allows it to stand there every day until he forfeits it by some carelessness or inattention.

Strange to say, the children think more of the pot of jonquils than a dozen gold stars, and work hard to keep their desks adorned. Small as they are, they seem to appreciate the beauty of this happy thought, and the spots of bright color scattered over the room give it a wonderfully cheerful and home-like aspect.—*Popular Educator*.

Timetables in the Geography Class.

One public school teacher with a bump of ingenuity has put railroad timetables to a novel use. She uses them in teaching geography. Evidently they make pretty good text-books, too, for her boys passed the mid-winter examination with a higher percentage than any other class in that particular school.

"That was because they got interested," said the teacher. "It is much easier to fix a boy's mind on a timetable than on a regular schoolbook with cut and dried lessons. A stack of timetables piled up on his desk with permission to plan as many trips around the world as he likes, stimulates a boy's imagination, and is one of the best incentives in the world to an intelligent study of countries and towns."—*N. E. Evening Post*.

All Due to Algebra.

How often we hear men who really enjoyed good opportunities complain that they never had any chance. And what a rebuke to them it is when some poor boy starting with nothing works his way up by his own effort. A college education is a good thing to have, but it is by no means essential, and where a boy has any real desire to know something, he will find no difficulty in educating himself, in this country. The case told of in the following extract from the *Washington Post* well illustrates this truth.

There is a young man now receiving a salary of \$6,000 who a few years ago was a bootblack in New Haven. His rise is due to his own desire for knowledge and to the interest taken in him by a member of the Yale faculty. This gentleman, while waiting for a train, observed a bright-looking Italian boy with a shine box slung across his arm seated on the station steps, earnestly poring over a book.

He approached the youngster and asked him if he would like to shine his boots. The bootblack went to work vigorously, placing the book on the ground close by, where he gave it an occasional sharp look while shining with the vigorous and skilled hands. The professor noted his alertness, and asked what book it was that proved so interesting, expecting to hear that it was a thrilling story of "Old Sleuth," or something of the sort. He was surprised when the shiner replied with unconcern that it was an algebra.

"So you are studying algebra, are you?" said the professor.

"Yes, sir, and I'm stuck. Do you know anything about algebra?" responded the youth, both sentences in the same breath.

Now this professor was one of the notable mathematicians of Yale, and it sounded queer in his ears to be asked if he knew anything about algebra.

"Well, I know a little about it. What's the matter? Perhaps I can help you."

By this time the shoes were shined and the boy placed his book in the hands of the man to whom intricate mathematical calculations were not difficult at all. It was but the work of a moment to clear the mind of the aspiring young calculator, and he fairly danced with delight.

"Why, I've been working at that for two days," declared the young man. "I thank you very much, sir."

"Now, I'll tell you what to do," said the gentleman, offering the boy his card. "When you get stuck again, you write to that address and I'll see that you get straightened out. Remember, now." And the professor rushed off to catch his train.

Not more than three days elapsed before the mail brought a letter stating that the bright-eyed boot-

black had again "got stuck" with his mathematics. And the return mail brought the much-needed help. A few more days and another application came. This kept up for a time, and then the professor began to advise the young man how to improve his condition.

"Leave bootblacking and get a job in a blacksmith shop or some place where you can learn the use of tools," was the instruction. The boy went over to East Berlin and secured a place in a big shop there. The correspondence and the instruction continued. A letter brought the injunction: "Save your money." The reply came back: "I am saving every cent I can."

This went on for three years, and that blacksmith's apprentice had come to know a good deal about figures. He was a skilful manipulator of all the tools of his trade, and then came a proposition that gave the young blacksmith the happiest moment of his life.

The professor invited him to come to New Haven to become his special pupil, without expense, except for board. The young man felt no hesitancy in accepting it, and the way that he went to work, now that he was relieved of the nine hours in the shop each day, gave the best evidence of how well he appreciated what the professor was doing for him. He was not a student of the university, but the influence of the professor obtained some privileges for him that were valuable. He became not only a skilful mathematician, but a remarkably skilful manipulator of apparatus.

At the end of two years there was an opening for the young blacksmith-mathematician. The General Electric Co. wanted a young man of just his talents and training, and when the professor recommended him a favorable offer secured his services. The young man went to work just as he went at the algebra five years before, with a vigorous determination to master all the difficulties in his path, and he did so. In two years he was receiving a salary of \$6,000 a year.—*The Pathfinder*.

I heard a "specialist" discourse on "Reading for Children," a short time ago. She deplored the fact that teachers too often cater to the child's taste in the selection of stories, instead of rading to them such stories as the old Norse tales, Andersen's Fairy Tales, and others drawn from classics, such as The Siege of Troy, etc. Now some children will listen to and enjoy any story, but the test of popularity is when the masses yield attention, and there is no style of story that is received with such rapt attention as the simple stories containing incidents in the lives of children like themselves—things that might happen to them. These are what hold the attention of the masses.—*Primary Education*.

A Method of Teaching Truthfulness.

That there is in the mind of every pupil a greater or less resistance to evil tendencies, I thoroughly believe; yet before the teacher can render successful aid to this resistance she must understand the of intelligence upon the face of a little fellow, ten mental condition which makes temptation possible.

. . . . I shall not soon forget the sudden gleam of intelligence upon the face of a little fellow ten years of age, whom I had occasion to reprimand for an attempt to copy from a neighbor's slate, when he saw his act in its true light. After some little talk, in which he acknowledged that he could not learn by copying, I asked, "What do you suppose I gave you that question for, Henry,—the answer?"

"I always thought that it was the answer you wanted," he replied.

"There you have made a great mistake. The answer is of no consequence to me at all if you do not comprehend it. The example was given that I might see whether you could reason it out or not. Instead of showing me that you understand it, you bring to me Johnny H.'s work, which only proves that Johnny understands the example, if you do not. Now who is going to tell me whether Henry understands or not, if he takes care of his neighbor and neglects himself?"

This talk produced the desired effect not only upon Henry, but upon others who showed a like tendency.

But schools differ as individuals, and in one or two cases I have given a pupil whom I saw making sly attempts to filch from his neighbor, permission to stand where he could more conveniently copy, saying pleasantly (and not sarcastically) that if he thought he could learn more quickly in that way I was perfectly willing that he should try the experiment, but that I wished him to be open and truthful about it, and do his copying honestly, not like a thief.

The very act convinces a boy that by his own efforts alone, and not by those of his neighbor, will understanding come to him; and, moreover, the lesson of honesty is not lost upon him.—*M. R. O., in Am. Primary Teacher.*

A young man being asked to explain why he gave up teaching, answered:

"I left teaching because the pupils, the parents, the school officers and board, and the county treasurer treated me more like an old woman than like a man."

"Well, whose fault was it?"

The Heavens in June.

The brightest objects in the evening sky are Arcturus and Mars. At 9 p. m. the middle of this month they are both close to the meridian. The planet is brighter and redder than the star. To the right of Mars and nearly at the same level is Spica. The other stars of Virgo are higher up and farther west. Below them is the little group of Corvus. Leo lies in the west at a moderate altitude. Below him is Hydra, whose long tail stretches to the meridian under Mars. Ursa Major is high up, extending northwestward from the zenith. Castor and Pollux are still visible in the northwest and Capella is just setting still farther to the north. On the meridian below Virgo can be seen a part of Centaurus. Its two brighter stars almost equal Arcturus. In the southeast is Scorpio. The three stars which lie near the creature's head and the red Antares at its heart are all visible, but its long tail extends below the horizon. The tangle of stars above and to the left of Scorpio form the constellations Serpens and Ophiuchus. Through them runs a branch of the Milky Way. Farther north is a line of fine constellations. Aquila is low in the east. Its principal star, Altair, is flanked by a smaller one on each side. Higher up and farther north is Lyra, which contains Vega, the brightest star in this part of the sky. Between Vega and Arcturus are Hercules, marked by a figure shaped like the keystone of an arch, and Corona, whose stars form a semi-circle. Below Vega, to the left, is Cygnus. Cassiopeia is beneath the Pole. Cepheus on the right.

Of the planets,—Mercury is morning star until the 24th, but not in a good position for observation. Venus is morning star in Aries, rising between two and three o'clock, and is very bright; Mars is the principal feature of the evening sky and nearing opposition; Jupiter is morning star in Taurus; and Saturn is in Aquarius, rising about midnight.—*Condensed from Scientific American.*

To bring up the ordinary writing in exercise-books to the standard of the copy-book work, the following plan was adopted: The headlines were cut from a few copy-books; these formed handy slips about six inches by one inch, and each pupil received one. The slip was to be retained in the exercise book. Every line in writing in the exercise book was now written underneath this model copy, which was moved down the page as the writing progressed. By this means a constant standard for comparison was kept in close view. Size, scope, shape, etc., of the pupil's writing were thus brought into immediate contrast with the printed slip. Constant supervision and comparison speedily wrought a change for the better, and the results bear witness to the efficacy of the plan.—*Selected.*

The Review's Question Box.

M. L. W.—Kindly name the enclosed plants for me and tell whether No. 3 is correctly called Crowfoot.

The three plants are Club Mosses, a genus very common in our northern evergreen or mixed woods. The botanical name of the genus is *Lycopodium*, which means wolf's foot, from a fancied resemblance of the branches or roots of some species to the claws of an animal. The club mosses, of which there are about half a dozen species in Nova Scotia and New Brunswick, are very pretty evergreen creeping plants, discharging in summer and autumn an abundance of sulphur-yellow spores from spore-cases situated usually on greyish-yellow spikes terminating the branches. These spores are very inflammable from the oil they contain. On shaking a few spikes of matured spores over a lighted match they burst into flame.

No. 1 is *Lycopodium complanatum*, L. (Trailing Christmas-green). No. 2 is *L. dendroideum*, Michx. (Ground Pine), about a foot high, and resembling a small evergreen tree. No. 3 is *L. annotinum*, L. (Stiff Club-moss).

The name crow-foot is given not to any of these plants, but to the buttercups on account of the divided leaves.

(1) M. D.—Find the area of a circular bicycle track which measures eight laps to the mile, measured on the smaller circumference, the track being 20 feet wide.

(2) Sixty yards of carpet, 27 inches wide, are bought to cover a room 23 feet 6 inches by 18 feet. The carpet cost 4s. 6d. per yard, and the remnant sold at 3s. 4d. per yard. What was the cost of carpeting the room?

1. Since the inner circumference gives 8 laps to the mile, it measures $\frac{1}{8}$ mile, or 660 ft.

$$\text{Inner diam.} = \frac{\text{circum.}}{3\frac{1}{2}} = 660 \times \frac{2}{7} = 210 \text{ ft.}$$

$$\therefore \text{Outer diam.} = 210 + 40 = 250 \text{ ft.}$$

\therefore track is 20 ft. wide.

Area of track = sum of diams. \times diff.

$$\begin{aligned} & \text{of diams.} \times \frac{3\frac{1}{2}}{4} \\ & = (250 + 210) (40) \times \frac{2}{7} \times \frac{1}{4} \\ & = 101\frac{2}{7} \times 20 = 14457\frac{1}{7} \text{ sq. ft.} \text{--- Ans.} \end{aligned}$$

This may also be solved by subtracting the areas of outer and inner circles, but the above is the shorter method.

$$2. \text{ No. yds. carpet reqd} = \frac{\text{area of room}}{\text{width of carpet}}$$

$$\begin{aligned} & = 23\frac{1}{2} \times 18 \div 9 \div \frac{2}{3} \\ & = 4\frac{1}{2} \times 18 \times \frac{1}{9} \times \frac{3}{2} = 62\frac{2}{3} \text{ yds.} \end{aligned}$$

The 60 yds. given in the question is evidently a misprint, since this amount would not cover the floor; it should be 80 yards.

$$\text{Cost of carpet bought} = 80 \times 4\frac{1}{2} = 360\text{s.} = \text{£18.}$$

$$\text{No. of yds. in remnant} = 80 - 62\frac{2}{3} = 17\frac{1}{3} \text{ yds.}$$

Selling price of remnant

$$= 17\frac{1}{3} \times 3\frac{1}{3} = 58\frac{0}{3} \text{ s.} = \text{£2, 17s. 9}\frac{1}{3}\text{d.}$$

\therefore Cost of carpeting room

$$= \text{£18} - \text{£2. 17s. 9}\frac{1}{3} = \text{£15. 2s. 2}\frac{2}{3}\text{d.}$$

Keeping Our Souls Alive.

A writer in the *Cornhill Magazine* (reproduced in *Littell's Living Age*) indulged in a little playful criticism recently in "A Plea for the Useless." The article in this utilitarian age is well worth pondering over, as it hits off very well the too prevalent usage of considering those school studies that do not help the boy or girl to earn money as useless and "not practical."

Another protest against the utilitarian drift of present day education comes from a well known English educationist:

The other day an old schoolfellow of mine, whom I remember thirty years ago in India, wrote to me, giving a London address. I sought him out and found him living in a garret and gaining his living by selling newspapers in the street. It was a bitter cold day when we met. My friend had neither gloves nor overcoat. I was full of pity at the sight of him. I asked him to dine, but he declined; he neither smoked nor took wine. What he wanted was a long talk with me on universal peace and brotherhood. He believed that he had found the secret. When I left my man that afternoon I envied him. He is the happiest friend I know.

This is what always comes before my mind when I hear people talking about education. We are told in every paper, from the *Times* to the *Daily Mail*, that the great problem is to keep our trade. No; that is not the great problem, but how to keep our souls alive. The problem of education is not how to teach boys or girls to earn their living, but to show them how they may avoid spoiling themselves whilst they earn their living. Plato knew this when he distinguished between the artist and the artificer, the mere wage earner.

A little Cleveland tot of three years was put to bed, her first night in New Jersey, by her mother, with the words, "Now go to sleep, darling, and remember the angels are flying about your little crib and keeping you from harm." A few minutes later the patter of little feet was heard and a little, white-robed figure emerged from the bedroom. "Why, darling, what's the matter?" said the mother. "I don't like the angels," sobbed the little girl. "Why, dearie, why not?" "One o' th' angels bit me, ma."

Ten Reasons for Bird Study.

1. Because birds are sensitively organized creatures and respond so readily to the influences of their surroundings that in their distribution, structure, and habits they furnish naturalists with invaluable evidence of the workings of natural laws.

2. Because birds, in preventing the undue increase of insects, in devouring small rodents, in destroying the seeds of harmful plants, and in acting as scavengers, are man's best friends among animals. Without their services the earth would not long be habitable; therefore we should spare no effort to protect them.

3. Because there is an inborn instinct in animals, which, properly developed, will not only afford us much pleasure, but will broaden our sympathies, and morally elevate us.

4. Because birds, being the most abundant and conspicuous of the higher animals, may be most easily studied and observed.

5. Because birds are beautiful in form and color and exhibit an unequalled power of flight, their acquaintance thus stimulating our love of beauty and of grace.

6. Because birds are unrivaled as musicians; their songs are the most eloquent of nature's voices, and by association may become inexpressibly dear to us.

7. Because the migration of birds excite our wonder and admiration, and their periodic comings and goings not only connect them with the changing seasons, but so alter the character of the bird-life of the same locality during the year, that their study is ever attended by fresh interest.

8. Because in their migrations, mating, nest-building, and home-lives, birds not only display an intelligence that attracts us, but exhibit human traits of character that create within us a feeling of kinship with them, thereby increasing our interest in and love for them.

9. Because with birds the individual lives in the species; the robin's song we hear in our boyhood we may hear in our old age; therefore birds seem never to grow old, and acquaintance with them keeps alive the many pleasant memories of the past with which they are associated.

10. Because, in thus possessing so many and such varied claims to our attention, birds more than any other animals may serve as bonds between man and nature.—*Frank M. Chapman.*

"A musician out of work, "are you?" said the housekeeper. "Well, you'll find a few cords in the woodshed. Suppose you favor me with an obligato."

"Pardon the pronunciation, madam," replied the bright tramp, "but Chopin is not popular with me."
—*Philadelphia Ledger.*

A Mile With Me.

O who will walk a mile with me
Along life's merry way?
A comrade blithe and full of glee,
Who dares to laugh out loud and free,
And let his frolic fancy play,
Like a happy child, through the flowers gay
That fill the field and fringe the way
Where he walks a mile with me.

And who will walk a mile with me
Along life's weary way?
A friend whose heart has eyes to see
The stars shine out o'er the darkening lea,
And the quiet rest at the end of the day,—
A friend who knows and dares to say
The brave sweet words that cheer the way
Where he walks a mile with me.

With such a comrade, such a friend,
I fain would walk till journeys end,
Through summer sunshine, winter rain,
And then?—Farewell, we shall meet again!
—*Dr. Henry Van Dyke.*

Some of the Old Would Improve the New.

Is there not such a thing as dissipation in school work? Do not our present courses of study attempt too much? In the good old school days little attention was paid any subject except the common branches, and of these, particular stress was placed upon reading, writing and arithmetic. The reading, of course, included spelling. In those school days of thirty-five years or more ago, all classes thoroughly reviewed at the beginning of each term the work of the preceding, so long as the same text was in use. The result was that while boys and girls were not broadened, they were evidently deepened by knowing a few things well. Many of the critics of the public schools of the present day say that boys and girls sent out are smatterers—knowing a little of everything and not very much of anything. Isn't too much being attempted in rural schools, in village and town schools, and even in high schools? Does not the broadening of courses of study in the public schools at the same time cause corresponding shallows? Again, when you and I were in the old school, obedience was demanded in the school and in the home. The rod was rarely spared to spoil the child. Has a better way come? Is unquestioned obedience demanded by parents and by teachers? And do not those in civil authority permit the law to be overridden and trampled under foot? This is not an "Old Foggy" appeal, but the hope that some of the good of the past in school work may be restored in present lines. If there cannot be fewer subjects in the present courses, let there be some elimination of obsolete and less important text matters, so that what is worth while can be thoroughly mastered and fixed.—*T. C. C., in the School News.*

CURRENT EVENTS.

A Marconi station is to be established on Sable Island.

The disturbance in German West Africa still continues, and late accounts report a reverse for the government forces.

King Oscar will come to London next month to witness the marriage of his grandson to Princess Margaret of Connaught, King Edward's niece.

An arbitration tribunal is now in session in Paris to award indemnities to those whose interests have been injured by the abandonment of the French claims in Newfoundland.

The railway line now advancing through North-western Rhodesia will soon reach Kalomo, the seat of government of that section of the British South Africa Company's territory.

The new province of Alberta has an area of 253,965 square miles, and a population of about 175,000. Saskatchewan has an area of 250,119 square miles, and a population of about 250,000.

Fierce fighting still continues in the Philippines. The United States forces have recently defeated a Moro chief who had a following of five or six hundred natives in the island of Jolo. Another uprising is now reported in one of the larger islands.

There are movements of the armies in Manchuria that seem to portend another great battle between the land forces of Japan and Russia. In the meantime the disaffection which is rife among the peasants is said to be spreading to the army in the field, and some hundreds of Russian soldiers are reported to have been shot for insubordination.

Following the new policy of improving the condition of the Poles, the Czar has sanctioned a law permitting them to buy land within the limits of the old kingdom of Poland. They were deprived of this privilege after the insurrection of 1863, and the land tenure of Poles was then limited to land acquired by direct inheritance.

The construction of an enormous dam across the Tunga Burda, in British India, will form a reservoir forty miles in length, with an area about three times as great as that of the Assouan reservoir in Egypt. This great work is to be undertaken for purposes of irrigation, and, notwithstanding its enormous cost, it is expected to be a profitable undertaking.

The King of Spain has been in England, where he received the cordial welcome usually given to royal visitors from abroad, whose visits are an evidence of especially cordial relations between their respective governments and our own. The Emperor of Abyssinia and the King of the Belgians are soon to be received in the same way; and the latter, it is said, will extend his visit to Canada, though here, of course, his journey will be of a personal rather than of an official character.

The Czar has fixed a date for the assembly of the new council of the people, and it is expected that the question of continuing the war will be referred to this council, so as to relieve the rulers of the responsibility of deciding.

The government has approved of the application of the Grand Trunk Pacific for Kai Wan Island, near Port Simpson, as its western terminus. The railway commission will decide how much land the railway shall have assigned to it for terminal works at Kai Wan, and also at Fort William, on Lake Superior. The work of construction of the new railway will begin at once. The first sod is to be turned at Fort William on Dominion Day.

Illustrated lectures on the United Kingdom, prepared for use in the public schools of Ceylon, the Straits Settlements and Hong-Kong, have proved so successful that the plan is to be extended, and Canada has been asked to join in the movement. By this means it is proposed to give to Canadian school children, and those in the other colonies of the Empire, a more adequate idea of the United Kingdom, its trade, resources and interesting features; and to give the children of Great Britain and Ireland a better knowledge of Canada and other portions of the Empire.

Norway and Sweden have been united for nearly a century under a Swedish King, but each country has enjoyed its own constitution, cabinet, army, navy and other institutions. But for some years there has been trouble between the two countries that boded a dissolution of the union or the establishment of a more practical basis of government. The immediate cause of trouble was a demand by Norway for a separate consular service to secure better trade facilities. This was agreed to by the Swedish parliament, but King Oscar refused his assent. On June 7th the Norwegian storting (parliament) declared the union under one King dissolved. King Oscar has refused to recognize this action. The Norwegians are preparing for war, and the nations of Europe are interested spectators. It might be Russia's opportunity to reach out westward, were her hands not tied in the Far East. The situation, coming at a time when there are prospects of peace between Russia and Japan, adds another element of danger to the European situation.

The combined Russian fleets met the enemy at the Korean Straits on the 27th of May, and suffered a defeat that amounts to almost utter annihilation. Notwithstanding the loss of ships at Port Arthur, Russia, when the battle began, stood third among the naval powers of the world. At its close, she has fallen to seventh place. The encounter, which will be known as the battle of the Sea of Japan, must stand as one of the greatest in naval history; and the name of Togo, the Japanese commander, must be placed beside that of Nelson. Sea power is as needful to the island kingdom of Japan

as it was to our own in Nelson's day, and no victory since Nelson's has been so complete. A few of the smaller Russian ships reached the harbor of Vladivostok, where they are safe for the time; three escaped, badly shattered, to Manilla; the others were all destroyed or captured, leaving Japan in undisputed control of the sea, and free to attack any part of the maritime provinces of Siberia. Unless peace comes quickly, of which there is some hope, nothing will prevent Japan investing Vladivostok and taking possession of all the remaining portion of the Russian Pacific coast.

Music in the North Sydney Schools.

The REVIEW has before had occasion to refer to the remarkable work done by Supervisor C. L. Chisholm in the North Sydney schools to lay the foundation of a thorough musical education. A few weeks ago an examination of the pupils was held, and so great was the popular interest that the Empire Hall and its approaches were crowded by an eager throng that represented not only North Sydney, but the adjacent towns. The results were very gratifying, and attested the skill of Mr. Chisholm as a teacher, and the excellent methods employed by him to give about the 2,000 school children of the town the foundation of a good musical education. The following is quoted from the *Cape Breton Enterprise*, which may show the thoroughness of the examination, the pleasure experienced by the throng of auditors, and the inestimable value that such a course of training must be to the children:

"The scholars of the town schools were present, and every grade took some part in the programme. Grades II and III showed what wonders can be wrought even with the little ones in scale drill and problems in melody in different keys and rhythms. Grades III and IV took similar work, but more advanced, while in Grades IV and V major and minor, augmented and diminished intervals were introduced into the scale drill.

"In the upper grades the students took splendidly the scale drill in two complete octaves from G below the staff to G above, and sang any three or four given lines of the scale in any combination asked for on hearing the number announced. The exercises in harmony were marvellous, single and double chromatics being introduced and the children singing in four part harmony, no instrumental support being given.

"The greatest treat of all was, however, reserved for the end, when the children sang plantation songs harmonized for piano and strings with chorus by Mr. Chisholm himself, with Schubert's *Serenades* and Bonheur's *The Red Scarf*. These showed the splendid results which can be attained by careful and intelligent training. One of the most notice-

able facts was that the singing was not the work of a few picked pupils, but of the entire grades. At the conclusion Mayor Hackett, on behalf of those present, suitably conveyed the hearty thanks and congratulations of the citizens to Prof. Chisholm. Mr. Chisholm's work is, we believe, unique, but we are glad to learn that many of the teachers at North Sydney and Sydney Mines are learning his method, so that the system should extend till it embraces all the scholars in the provinces."

Teachers Deserve Better Salaries.

I myself belong to those who think teachers are not being paid enough. I believe there is no way in which we can accomplish so much for the cause of education as by raising as far as possible the salaries of our teachers. In this way we can get the best and ablest teachers in our schools. I you treat teachers like slaves and hirelings, if you think their present salaries are large—God forbid—the best men and women will not be eager to fit themselves for this work. If we had a perfect race of the best minds and best hearts, the best courage would be given to teachers, for education is the noblest work. The doctor does infinitely more by education than by the pills he gives.—*Bishop John Lancaster Spalding*.

SCHOOL AND COLLEGE.

The Nova Scotia normal school will close on Thursday, June 29.

Mr. W. J. Rose, of Wesley College, Winnipeg, is the Rhodes scholar from Manitoba for this year.

Mr. W. E. MacLellan, formerly inspector of schools for Pictou County, and for the last five years editor of the *Halifax Chronicle*, has been appointed post office inspector for the province of Nova Scotia.

Mr. L. A. DeWolfe, whose articles on mineralogy and physical geography in the REVIEW have been so helpful to teachers, has resigned his position in the North Sydney Academy and has been appointed science master in the Truro Academy.

Miss Bessie Young, recently a student of Mt. Allison Ladies' College, has been appointed teacher of domestic science in the Macdonald Consolidated School, Kingston, N. B.

The Macdonald Consolidated School at Tryon, P. E. I., is working satisfactorily and has a school attendance which is steadily increasing. The one van in use cost \$160 and carries 28 children.

Sixteen students from the Maritime Provinces have graduated in Medicine at McGill University. Among these were H. C. Mersereau, son of Inspector G. W. Mersereau, Doaktown, N. B., who won the Holmes medal for the highest aggregate in all subjects of the medical curriculum. He has been appointed on the staff of the Montreal General Hospital. Other students who won honors were H. C. Burgess, Sheffield Mills, N. S., and H. A. Leslie, Souris, P. E. I.

Miss Madge J. Ricketson, of Hatfield's Point, N. B., now attending the Macdonald school at Guelph, Ont., has won a scholarship in nature-study.

New Brunswick teachers who wish to become acquainted with the latest phases of manual training should not forget the vacation course conducted by Supervisor T. B. Kidner, to be held in the Normal School, Fredericton, from July 5 to 29.

Miss A. Gertrude O'Brien, the efficient teacher of manual training in the Woodstock, N. B., schools, has resigned her position in order, says the *Sentinel*, to accept a similar position in Kentucky.

Mr. Ernest Robinson, principal of the Kings County, N. S., academy, has resigned in order to take a science course at Acadia college. Principal W. A. Creelman, of the North Sydney high school, has been appointed to the vacant position.

Lalia E. Killam, teacher at Cape Fourchue, Yarmouth, N. S., with the help of her friends of that and neighbouring places, held a social and sale on the 1st of June, and raised the sum of \$23.50, which will be used for equipments for the school.

Mr. J. H. McCarthy, late principal of one of the schools in Winnipeg, has been appointed librarian of the new Carnegie library in that city.

Mr. Wm. Brodie, A. M., mathematical master in the St. John, N. B., high school, has resigned his position, to take effect at the close of this term. Mr. Brodie will visit during the summer, Winnipeg and other western cities, and on his return will be associated with his brother, Mr. Neil Brodie, architect, of St. John.

As Laval University, Quebec, has not nominated a candidate for the Rhodes scholarship for 1905, the appointment has been vested in the hands of the McGill University corporation. This will make three representatives for McGill at Oxford.

The members of the New Brunswick Legislature and Board of Education have been invited to visit the Macdonald Consolidated School at Kingston, Kings County, on the 15th of June. The school offers a fine object lesson for the establishment of centralized schools in other sections of the province.

At the recent meeting of the British Columbia Teachers Institute at Revelstoke, April 25-27, it was decided to hold the next year's convention at Victoria. The following officers were then elected: President, F. H. Eaton, Victoria; 1st Vice-president, J. D. Gillis, Victoria; 2nd Vice-president, Miss Laveon; 3rd Vice-president, A. Gilchrist; Treasurer, E. H. Murphy; Secretary, Miss Cann. Executive Committee: Miss Burns, Nanaimo; R. R. Watson, Tolmie; B. S. McDonald, Ladysmith; Miss Marchant, Victoria; Miss E. Rogers, New Westminster.

RECENT BOOKS.

MEDIAEVAL AND MODERN HISTORY: Revised edition. By Philip Van Ness Myers, author of "Ancient History," "A General History," etc. Cloth. xvi+751 pages. Illustrated. Mailing price, \$1.65. Ginn & Company, Boston.

The revision of this important historical work, following closely upon the revised edition of the "Ancient History" (in 1904) by the same author, gives a connected and remarkably clear view of the history of the world up to the present year. Both books are designed to meet the use of students; but the general reader and busy man of affairs will find in them a concise and interesting narrative of the progress of the human race without those irrelevant details which appeal rather to the memory than to the intelligence. The author's clear style, his wonderful grasp of the great movements that have affected human society and his impartial treatment of national questions win for him the confidence of the reader. The last hundred pages of the book, where modern conditions are dealt with, afford striking evidence of the author's power. The clear text and abundant illustration are noteworthy features of the book.

GIPSY STORIES AND STORIES OF ANTONIO AND BENEDICT MOL. From Geo. Borrow's "Bible in Spain." Linen. Pages 112 and 120. Price 8d. each. Blackie & Son, London.

These stories are selected from Borrow's delightful book, "The Bible in Spain," a book which has the merit, as the author believes, of being the only one in existence which treats of missionary labour in that country. The stories are quaint, the style vivid, and the reader's interest soon absorbed in the characters and descriptions of a book that is unique in many respects.

OBJECT LESSONS IN ELEMENTARY SCIENCE. Stage V. By Vincent T. Murché. Cloth. Pages 282. Price 2s. Macmillan & Company, Ltd., London.

The attention of our readers has been directed in the review of previous "Stages" to the improvement that has been effected in these revised editions of nature study lessons. The present volume deals with the various forms of matter; heat and its distribution; food—its composition and nutritive value; clothing; the economic products of plants; animal structure and adaptation. The value of the lessons depends upon experiment and illustration to which careful explanation is given in the text.

STUDENT'S AMERICAN HISTORY: Revised edition. By David H. Montgomery. Cloth. 612+lvii pages. Illustrated. Ginn & Co., Boston.

This book, written in the same interesting style as that which characterizes the author's books for more elementary grades, is broader in scope and more philosophical in treatment. In this revised edition many parts have been rewritten, especially the political history of the country and the influence of the west on the development of the nation. New maps and illustrations have been added.

THE FOREIGN TRADERS' CORRESPONDENCE HANDBOOK. By Jas. Graham and Geo. A. S. Oliver. Cloth. Pages 363. Price 3s. 6d. Macmillan & Co., Ltd., London.

This useful handbook is published for the convenience of English speaking firms doing business with French, German and Spanish traders. It shows how to build up simple business letters in these different languages and how to carry on transactions connected with the exportation and importation of goods. It is an excellent book for any commercial student desiring of enlarging his sphere of influence.

Hawthorne's TANGLEWOOD TALES. Edited by W. H. D. Rouse. Linen. Pages 120. Price 8d. Blackie & Son, London.

The book tells the Greek legends, "The Golden Fleece," "The Minotaur," and "The Dragon's Teeth," in a manner natural and familiar to the children of today.

MACMILLAN'S NEW GLOBE READERS. Book II. Linen. Pages 155. Macmillan & Co., London.

These books, beginning with Primers and Infant Readers, which deal with the combination of vowel and consonant sounds into easy words, proceed to more difficult forms and gradually seek to awaken an interest in intelligent and expressive reading. They are attractive in matter and appearance.

LE VOYAGE DE CHICOT, par Alex. Dumas, pere. Edited by Geo. Heyer, M. A. Linen. Pages 36. Price 4s. Blackie & Son, London.

A short but exciting story. Chicot, a privileged favourite of Henri III, is entrusted with a letter to the King of Navarre. Knowing that it is a dangerous mission he destroys the letter after having committed its contents to memory. The journey justifies his anticipations of danger.

HOW THE UNITED STATES BECAME A NATION. By John Fiske. Cloth. 254 pages. Illustrated. Mailing price, 60 cents. Ginn & Co., Boston.

The formative period of United States history is briefly and clearly treated in this volume, which sets forth the principal events, beginning with the infancy of the nation. In something less than two hundred and fifty pages the story of a great world power is told, and the condensed yet vivid narrative will command the attention of scholars as well as of general readers.

LATIN COMPOSITION FOR SECONDARY SCHOOLS. By Benjamin L. Dooge, Ph. D. Volume I. Cloth. Pages 131. Price 55c. Volume II. Cloth. Pages 190. Mailing price 65 cents. Ginn & Co., Boston.

These books combine the systematic presentation of syntax with exercises based in Part one on Cæsar's Gallic war and Parts two and three on the text of Cicero's Manilian Law, Catiline I-IV and the Archias. The exercises are intended to be used in connection with the standard Latin grammars, to which constant reference is made, and are accompanied by many practical hints and suggestions which will do much to lead to a clearer knowledge of the language and to a surer application of its principles in composition.

SELECTIONS FROM STANDARD FRENCH AUTHORS. A reader for first-year and second-year students, with notes, biographical sketches, and vocabulary. By Othon Goëpp Guerlac, assistant professor of French in Cornell University. Semi-flexible cloth. 214 pages. Mailing price, 55 cents. Ginn & Co., Boston.

Moliere, Pascal, La Fontaine, Victor Hugo, Bossuet, Voltaire, Rousseau and Renan,—these are a few of the authors represented in this handy volume of selections. The aim is to give the student an acquaintance with those writings which really constitute French literature. The value of the work is heightened by the short biographical sketches which precede the selections, and is designed primarily for students, in secondary schools and in colleges, who are able to devote but a year or two to the study of French.

ANEDOTES FACILES et Poésies: For class use. By O. B. Super. Semi-flexible cloth. Pages 78.

Hans Arnold's APRILWETTER. Edited with introduction and notes by Laurence Fossler. Semi-flexible cloth. Pages 144.

Friedrich Gerstacker's IRRFAHRTEN. Edited with notes and vocabulary by F. B. Sturm. Semi-flexible cloth. Pages 203. Price 45 cents. D. C. Heath & Co., Boston.

Chateaubriand's ATALA. Edited with introduction, notes and a vocabulary, by Oscar Kuhns. Semi-flexible. Cloth. Pages 120.

The above convenient little texts for French and German students have recently been published as additions to Heath's "Modern Language Series." The "Anecdotes Faciles" and "Aprilwetter," consist of stories which pave the way for the more difficult authors' selections which follow.

LECTURES FRANCAISES IN GEOGRAPHY AND HISTORY. By W. Mansfield Poole, M. A., and Michel Becker. Cloth. Pages 137. Price 2s. 6d. Blackie & Son, London.

The fine engravings, clear text, and good paper and binding of this book, attract the young reader, and the good literary style and fresh descriptions show how interesting a book on geography and history can be made for pupils of twelve or fourteen years of age.

Shakespeare's HENRY VIII. Cloth. Illustrated. Pages 180. Price 1s. Blackie & Son, London.

This edition is called the "Picture Shakespeare," each volume containing a frontispiece in colours and numerous black and white illustrations. The volumes are also provided with brief introductions and explanatory notes.

HOW TO TELL STORIES TO CHILDREN. By Sara Cone Bryant. Cloth. Pages 260. Houghton, Mifflin & Company, Boston.

This little book will prove a great boon to teachers, as well to those who have a natural gift as to those who are diligently striving to acquire the "knack" of telling stories to children. To the latter it is especially suggestive and helpful. It deals aptly with the purpose of story-telling in school; the selection and adaptation of stories and how to tell them; and then gives numerous examples for the kindergarten and earlier grades.

THE PRESIDENT'S REPORT of Chicago University (published by the Chicago University Press), is an interesting document of 269 pages (bound), containing full information of every department of work in that institution.

The following books received will be reviewed in the next number:

SPECIMENS OF LETTERS. By A. S. Cooke & A. R. Bentham.

AMERICAN PHONOGRAPHY. By Wm. L. Anderson. Ginn & Co., Boston, Mass.

THE WINGED HELMET. By Harold Steele Mackaye.
STINGAREE. By E. W. Hornung. Copp, Clark & Co., Toronto.

JUNE MAGAZINES.

Littell's Living Age (Boston) reproduces in its issue of June 3 Professor Holland's article, Neutral Duties in a Marine War, as illustrated by Recent Events—an article that is of timely interest at present to the nations of the

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FOR CIRCULARS ADDRESS W. R. CAMPBELL, SECRETARY SUMMER SCHOOL, TRURO, N. S.

World. The *Age* also prints in its issue of June 10 Mr. Mallock's article on The Reconstruction of Religious Belief, one of his most notable contributions to current religious discussion. The *Chautauquan* for June is a Tree number entirely devoted to special articles upon forest preservation, tree planting, the use of trees in the adornment of streets and home grounds, and kindred subjects. This number will be valuable alike to tree lovers, tree growers, tree users, civic improvement and other clubs. The June *Delineator* has a varied and interesting table of contents, supplemented by a complete summary of the season's styles. Dr. Murray discusses the care of the eyes and ears in a paper that will appeal particularly to young mothers and those who have the care of children. Newman's hymn, "Lead, Kindly Light," is the subject of a paper by Allan Sutherland in the series Famous Hymns of the World. In addition, there are house plans and house-furnishing ideas, and many pages devoted to the particular interests of the home, including, among other features, a paper on The Practical Side of the Wedding, and a variety of suggestions for kitchen economy. The *Canadian Magazine* for June is of more than usual interest, especially to Canadians. It contains an article on "The Nova Scotia-ness of Nova Scotia," by Professor Macmechan, an account of the interesting career of Dr. Robert Tait McKenzie, athlete, surgeon, writer, and sculptor; Theodore Roberts has a story of the Labrador Coast, and a short poem, and the Rev. W. C. Gaynor tells a tale of the Indians of Passamaquoddy. Articles on the growth of the city of Winnipeg,

the distribution of Canadian Public Documents, and some notes on the Natural History of British Columbia contain useful information. The famous writer on nature subjects, John Burroughs, contributes to the June *Atlantic* a paper on the part played by the colours of animals, especially of birds, in maintenance of the balance of life. Topics much discussed at present are treated of in an article on "Generosity and Corruption," by G. W. Alger; one entitled "The Cause of South American Revolutions," by G. A. Chamberlain, and "The Superannuated," a short story.

Business Notice.

It is not convenient this month to enclose our usual reminders to subscribers stating their indebtedness to the REVIEW. Those who are in arrears will kindly remit the amounts due without waiting for a written statement. The majority of our subscribers do this, and we wish all would make it a rule to do so. It would save us trouble, and they would avoid receiving a bill which some look upon as a reproach, although it is not so regarded by business people. The best way, however, is to pay for a journal when it is known that payment is due. The number on the address of each subscriber tells the date up to which the subscription is paid. Thus 217 is the number of this month's REVIEW, and subscribers can easily tell by looking at the numbers whether they are paid in advance or are in arrears.

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EDUCATION DEPARTMENT. PROVINCE NEW BRUNSWICK.**OFFICIAL NOTICES.****DEPARTMENTAL EXAMINATIONS, 1905.**

(a) *The High School Entrance Examinations* will begin at the Grammar and Superior Schools on Monday, June 19th. Principals who wish to be supplied with question papers are requested to notify the Chief Superintendent not later than May 20th as to the probable number of candidates for this examination.

The Lieutenant-Governor's Medals are to be competed for at the High School Entrance Examinations in accordance with instructions given in Supplement to Regulation 46, a copy of which will be sent to any teacher who may apply for it to the Education Office.

(b) *The Normal School Closing Examination for the French Department* begins on Tuesday, May 23rd, at 9 o'clock a. m.

(c) *The Normal School Closing Examinations for License and for Advance of Class* will be held at the Normal School, Fredericton, and at the Grammar School buildings, Chatham and St. John, beginning on Tuesday, June 13th, at nine o'clock, a. m.

(d) *The Normal School Entrance Examinations and Preliminary Examinations for Advance of Class, the High School Leaving Examinations and the University Matriculation Examinations* will all be held at the usual stations throughout the Province, beginning at nine o'clock a. m. on Tuesday, July 4th.

The English literature required of candidates for Class I in the Closing Examinations for License, and of candidates for the Matriculation and Leaving Examinations is Shakespeare's "Hamlet" and Tennyson's "Princess."

Candidates for all the examinations held in July must send in their applications to the Inspector of the District in which they wish to be examined not later than the 24th of May.

A fee of One Dollar for the Normal School Entrance and Superior Class Examinations, and of Two Dollars for the Matriculation and Leaving Examinations, must be forwarded to the Inspector with each application. Forms of application may be obtained from the Education Office or from the Inspectors.

Examinations for Superior School License will be held both at the June and July examinations.

For further details in regard to the Departmental Examinations, see School Manual, Regulations 31, 32, 45 and 46.

J. R. INCH,

Chief Superintendent of Education.

Education Office, April 20, 1905.

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